

## History Curriculum Intent at Moulton Primary School

### Principles of Instruction:

Teaching at Moulton Primary school incorporates Barak Rosenshine's Principles of Instruction as the vehicle for high quality teaching for all. We have adopted these principles within and across lessons in all subjects as research indicates they have a substantially positive impact on pupil progress. In the Geography curriculum, they are not a tick list for every lesson but will be apparent within a sequence of lessons.

<b>Rosenshine's Principles of Instruction</b>	<b>Implementation in History</b>
<b>1.Begin a lesson with a short review of previous learning</b>	Lessons build cumulatively and coherently beginning with prior learning through the use of quizzes, questions, two things, give one and get one routines. These activities help to embed learning into the long term memory and prepares the pupils to link new learning to existing schemas, building their cognitive load gradually.
<b>2.Present new material in small steps with student practice after each new step</b>	Lessons follow the Teach-Task cumulative model (teach-task-teach-task)which draws on the six phases of a lesson and supports coherent and effective creation of knowledge in the long-term memory. Teachers use a variety of activities and tasks to embed skills and knowledge using this format.
<b>3.Ask a large number of questions and check responses of all pupils</b>	Direct/ 'no hands-up' and open ended questions are used for formative assessment. Assessment questions are interwoven into the Geography curriculum to check understanding. Additional open ended 'big idea' questions are offered to all children so that they can retrieve information from prior learning.
<b>4.Provide models</b>	We use knowledge organisers, carefully constructed knowledge notes, worked examples, full or partially completed diagrams and high quality resources. The Teach Task model ensures that alongside these worked-examples, high quality teacher modelling gives a clear understanding of key conceptions.
<b>5.Guide Pupil Practice</b>	Following teacher instruction, pupils are given frequent opportunities to rephrase, summarise using 'I know and I think' statements, explain, and elaborate on their work to ensure they can master the knowledge or skill. This is the stage that will allow for techniques to be improved and feedback to be given at the point of learning.

<p><b>6.Check for pupil understanding</b></p>	<p>Teachers check on individual understanding and application of skills using a range of strategies in which children display their understanding through their practical work and their discussions. Teachers will offer appropriate support to enhance their skill. Once children have trialled and developed key skills they will then have the opportunity to apply and master these skills appropriately.</p>
<p><b>7.Obtain a high success rate</b></p>	<p>Lessons follow a clear structure to allow for a high rate of success for all.</p> <ol style="list-style-type: none"> <li>1. Connect (retrieval of prior learning)</li> <li>2. Explain and Example (Instruction using Teach Talk Model)</li> <li>3. Attempt (deliberate practise and addressing of misconceptions)</li> <li>4. Apply (guided or independent practise of knowledge and skills)</li> <li>5. Challenge (to summarise, 'I know' and 'I think' statements and quiz)</li> </ol>
<p><b>8.Scaffolding</b></p>	<p>The use of carefully constructed knowledge notes, worked examples, full or partially completed diagrams, exemplifications, high quality resources and specific vocabulary assist learning and help pupils strive for aspirational targets.</p>
<p><b>9.Independent practice</b></p>	<p>Lessons include opportunities for pupils to showcase their understanding of lesson content and appropriate vocabulary to reflect on their work. Across each block of learning the children will have opportunities to independently apply taught skills through a combination of teacher modelling and child practising.</p>
<p><b>10.Engage in review weekly/ monthly</b></p>	<p>Lessons are carefully planned and sequenced to enable constant rehearsal and review of information of knowledge and skills, both within year groups and across the whole of the History curriculum.</p> <p>Questions for assessments are planned throughout the learning sequence to check understanding. This will be reviewed at the end of the learning sequence. Targets will be set and revisited again. This will embed knowledge into long term memory.</p>

## Impact:

### Assessment and Expected Outcomes

- Teachers assess pupil's attainment during History lessons. Immediate feedback will be given during the application task of the learning sequence to address challenging skills and techniques.

Teachers will assess pupil's progress through the use of the cumulative questions for Year 2-Year 6, whereas Year 1 will assess using the application task.

- Once CUSP is established at Moulton Primary School, Insight will be used for teachers to keep track of children's attainment, using their ongoing teacher assessment using the cumulative questions. Statements will be used to identify if a child is working at age related expectation. Ongoing tracking will identify gaps and will inform future planning.
- Expectations for each block are made explicit e.g Year 5 will study what the significant events were in the Mayans history including the introduction of the number system.
- The Oracy and Vocabulary tasks provide ample opportunities for teachers to evaluate pupils' ability to:
  - use subject specific language effectively;
  - ask and answer questions
  - The cumulative quiz provides an opportunity for teachers to assess pupils' deeper understanding and application of subject specific vocabulary covered in the block.
  - All teachers will have a history book for modelling application task expectations.
  - Summative data is collected two/three times a year and is used to inform us of the progress and attainment of each individual and of particular groups of children across the school e.g. SEND and PPG.
  - Moulton Primary sets challenging targets for all pupils' achievement based on prior attainment and in line with the aspirations of the school. We expect that 80% of our children will be working at Age Related Expectations in History and a growing percentage to achieve Greater Depth.

The subject content for each year group is as follows:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Changes within living memory</p> <p><b>COMMUNITY KNOWLEDGE</b></p> <p>Nationality, Rights, Society</p> <p>6 Lessons (2 Weeks)</p>		<p>Lives of significant people</p> <p><b>KNOWLEDGE COMMUNITY</b></p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p> <p>6 Lessons (2 Weeks)</p>			
Year 2	<p>Significant historical events, people and places in our locality</p> <p><b>COMMUNITY KNOWLEDGE POWER</b></p> <p>Trenches, Regiment, Orphanage, Soldier, Lieutenant, Battalion</p> <p>6 Lessons (2 Weeks) - Use previously</p>				<p>Events beyond living memory</p> <p><b>COMMUNITY POWER KNOWLEDGE DEMOCRACY</b></p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p> <p>6 Lessons (2 Weeks)</p>	

	prepared Walter Tull planning				
Year 3	<p>Stone Age Bronze Age Iron Age</p> <p><b>KNOWLEDGE COMMUNITY POWER</b></p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p> <p>9 Lessons (3 Weeks)</p>			<p>Rome and its impact on Britain</p> <p><b>INVASION POWER CIVILISATION</b></p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p> <p>9 Lessons (3 Weeks)</p>	
Year 4	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p><b>INVASION POWER COMMUNITY</b></p> <p>Kingdom, Monarchy, Trade,</p>		<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>INVASION POWER COMMUNITY</b></p>	<p>Achievements of an ancient civilisation Egypt</p> <p><b>CIVILISATION KNOWLEDGE POWER INVASION</b></p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave Shang Dynasty, Sumer and Indus Valley</p>	

	<p>Migration, Religion, Settlement, Conflict, King</p> <p>6 Lessons (2 Weeks)</p>		<p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p> <p>3/4 Lessons (1 Week)</p>	<p>9 Lessons (3 Weeks)</p>
Year 5	<p>Ancient Greeks</p> <p><b>POWER DEMOCRACY KNOWLEDGE CIVILISATION</b></p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p> <p>Ancient Greece</p> <p>9 Lessons (3 Weeks)</p>			<p>Compare non-European society with Anglo-Saxons (Maya)</p> <p><b>CIVILISATION KNOWLEDGE POWER</b></p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p> <p>9 Lessons (3 Weeks)</p>
Year 6	<p>Y6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Battle of Britain</p> <p><b>POWER INVASION COMMUNITY</b></p> <p>Monarchy, King,</p>	<p>Windrush Generation</p> <p><b>COMMUNITY DEMOCRACY POWER</b></p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p> <p>6 Lessons (2 Weeks)</p>		<p>Local history study - Boot and shoe industry</p> <p><b>COMMUNITY</b></p> <p>2/3 Lessons (1 Week)</p> <p>Monarchs</p> <p><b>POWER INVASION DEMOCRACY</b></p> <p>Conflict, Conquest,</p>

	Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War			Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law  6 Lessons (2 Weeks)
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**By the end of Key Stage One**

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

significant historical events, people and places in their own locality.

**By the end of Key Stage Two**

changes in Britain from the Stone Age to the Iron Age

the Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

a local history study

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Ancient Greece – a study of Greek life and achievements and their influence on the western world

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## History Progression of Skills

Historical Enquiry	National Curriculum Aims
<b>Chronology</b>	know and understand the history of these islands as a coherent, <b>chronological</b> narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
<b>Cause &amp; consequence</b>	understand historical concepts such as continuity and change, <b>cause and consequence</b> , 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
<b>Change &amp; continuity</b>	understand historical concepts such as <b>continuity and change</b> , 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
<b>Similarity &amp; difference</b>	<p>understand historical concepts such as continuity and change, cause and consequence, <b>similarity, difference</b> and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>gain historical perspective by placing their growing knowledge into different contexts, <b>understanding the connections</b> between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p>
<b>Evidence</b>	understand the methods of historical enquiry, including how <b>evidence</b> is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
<b>Significance</b>	<p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and <b>significance</b>, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>know and understand <b>significant</b> aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>

**Year 1 - Changes within living memory**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>How have you changed since you were born?</p> <p>What are the stages in your life?</p> <p>When were shops different to ours a long time ago?</p> <p>In this study, when we say a long time ago, how many years do we mean?</p>	<p>Why have shops changed?</p> <p>What made shops change?</p> <p>How have shops changed in your community?</p> <p>Has all that change been good for shops?</p>	<p>Are there any shops that have stayed the same?</p> <p>Are there any shops that have not stayed the same?</p> <p>What are supermarkets?</p>	<p>What shops in your community are similar to shops in the past?</p> <p>What shops in your community are different to shops in the past?</p>	<p>How do we know about the past?</p> <p>What helps us know about shops a long time ago?</p> <p>Who do you know who used shops a long time ago?</p>	<p>What is the big difference between shops today and shops a long time ago (1950s) What significant difference did self-serving make to shops a long time ago?</p>

**Year 1 -The lives of significant individuals**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>What happened and when? What was life like at that time for these people?</p> <p>What things did they have that were similar to us?</p>	<p>What happened that led Mary Anning to discover fossils?</p> <p>What happened to Mary Anning as a result of her discoveries?</p>	<p>How has the way people think about the past changed because of the discoveries of Mary Anning?</p> <p>How has the way people think about</p>	<p>What do you notice that is similar about when Mary Anning lived and today?</p> <p>What do you notice that is different about when Mary Anning lived and today?</p>	<p>Why do we need to know about the past?</p> <p>How do we know about the past?</p> <p>What things tell us about the past?</p>	<p>What did Mary Anning do that was significant? Why was that?</p> <p>What did David Attenborough do that was significant? Why was that?</p>

What things did they have that were different?	What happened that led David Attenborough to film wildlife documentaries?  What was the consequence David Attenborough making his films?	wild animals and the environment changed because of David Attenborough's films?			
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**Year 2 - Events beyond living memory**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>When did the Great Fire of London start?</p> <p>What day did the fire start? What day did the wind change direction?</p> <p>Did the fire start to dwindle before the wind changed?</p>	<p>What was the consequence of the Great Fire of London?</p> <p>How does the word flammable connect to how the fire spread?</p> <p>Did the wind help or hinder the spread of the fire?</p>	<p>How did London change as a result of the fire?</p> <p>What were the main things that changed?</p> <p>Was all of London destroyed by the fire?</p> <p>What buildings survived the fire?</p>	<p>What was different about the way fires were put out in 1666 compared with today?</p> <p>What was different about the way people lived in London in 1666 compared with today?</p>	<p>How do we know about the fire?</p> <p>What sources tell us about the fire?</p> <p>Why weren't there any photographs taken?</p> <p>What artefacts tell us about the Great Fire?</p>	<p>What's important to know about the Great Fire of London?</p> <p>Who were the significant people at the time of the fire?</p> <p>What did they do?</p> <p>Were they significantly good or significantly bad?</p> <p>Was the act of burying parmesan cheese and wine by Samuel Pepys the most important thing to know about the</p>

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**Year 2 - Local History - study significant people places and events (Walter Tull)**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>What happened and when? What else do I know that happened at the same time but in a different place?</p> <p>Contrast the time children have been alive with the timeline to give a sense of scale and comparison</p>	<p>What events caused things to change?</p> <p>What events led to significant change?</p> <p>What people were involved in making change happen?</p> <p>What was the consequence of change?</p>	<p>What changed over time?</p> <p>Why did things change?</p> <p>What has stayed the same?</p> <p>Why do you think they have stayed the same?</p>	<p>What do you notice is similar in Northampton today?</p> <p>Why is that?</p> <p>What do you notice that is different in Newmarket today?</p> <p>Why is that?</p>	<p>Why do we need to know about the past?</p> <p>How do we know about the past?</p> <p>What is historical evidence?</p> <p>What evidence helps us to know about the past?</p>	<p>What events were significant in the history of Northampton?</p> <p>What people made significant decisions or took significant actions that affected Northampton?</p> <p>What actions do you think were significantly good?</p> <p>Why was that?</p> <p>What actions do you think were significantly bad?</p> <p>Why was that?</p>

**Year 3 - Changes in Britain from Stone age to the Iron Age**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>What is the name of the oldest Stone Age?</p> <p>What does Mesolithic mean?</p> <p>How does the Neolithic period connect to Palaeolithic and Mesolithic times?</p> <p>What is the order of the Stone Age?</p> <p>What words help us explain that?</p> <p>Name the periods of time from the beginning of the Stone Age to the end of prehistory in Britain.</p>	<p>What technology helped people make changes in the Stone Age?</p> <p>Why did people of the Stone Age stop using temporary homes?</p> <p>What was the consequence of domesticating animals?</p> <p>Why do historians use the terms Stone Age, Bronze Age and Iron Age to describe those periods of time?</p>	<p>How did the way of life in prehistoric Britain change because of technology?</p> <p>How did migration influence the technology used in the Stone, Bronze and Iron Ages?</p> <p>How did burials change?</p> <p>Why was bronze more desirable than stone?</p> <p>Why was iron more desirable than bronze?</p>	<p>What were the big differences between the Stone Age and the Bronze Age?</p> <p>What were the big differences between the Bronze Age and the Iron Age?</p> <p>What was similar between the Neolithic times and the Bronze and Iron Age?</p> <p>Were the ways people buried their dead similar or different?</p> <p>How were monuments used in the Stone Age?</p> <p>Was this the same in the Bronze and Iron Age?</p>	<p>What artefacts and monuments tells us about the Stone Age?</p> <p>Were there any settlements found to tell us about the Stone Age?</p> <p>What artefacts, burials and settlements tell us about the Bronze Age? What artefacts, burials and settlements tell us about the Iron Age?</p>	<p>Some people say that Stone Age humans were not clever or intelligent. Do you agree or disagree? Why?</p> <p>What part did the migration of people play in advancing technology in the Stone, Bronze and Iron Ages?</p> <p>What was the significance of discovering how to make bronze and iron tools?</p> <p>Why is Stone Henge significant?</p>

### Year 3 -The Roman Empire and its impact on Britain

Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>What other periods of time do pupils know about?</p> <p>How do these connect with the Romans?</p> <p>What was happening in Rome at the same time when Britons were in the Iron Age?</p> <p>Know and recall significant dates, such as AD 43 Second Roman Invasion of Britain. Explain and use BC (BCE) and AD (CE) accurately in the context of the Iron Age and the Roman Empire.</p>	<p>What caused the Romans to invade Britain? What did the Romans do that led to significant change?</p> <p>Which significant people were involved in making change happen?</p> <p>What was the consequence of the actions the Romans took?</p> <p>Why didn't the Romans invade the northern regions of Britain?</p> <p>What caused the Romans to leave Britain?</p>	<p>How did Iron Age Britain change because of the Roman invasion?</p> <p>Why did things change?</p> <p>What stayed the same?</p> <p>What continuity did the Romans bring from their Empire?</p> <p>Why was technology important to the Romans?</p> <p>What technological advances did the Romans bring?</p> <p>Was this sustained? Were Britons prepared to defend their country after the Romans left?</p>	<p>What do you notice that was similar in Rome and Britain at that time?</p> <p>What do you notice that was different between Rome and Britain at that time?</p> <p>How were the Celts different to the Romans?</p> <p>How were their armies different? Why was that?</p>	<p>Why do we need to know about the past?</p> <p>What is historical evidence?</p> <p>How do we know about the Roman past in Britain?</p> <p>What evidence helps us to know about the past?</p> <p>Why is there more evidence of the Romans than of Iron Age Britons?</p>	<p>What events were significant in the period when the Romans invaded Britain?</p> <p>What people made significant decisions or took significant actions that affected Britain?</p> <p>What actions do you think were significantly good?</p> <p>Why was that?</p> <p>What actions do you think were significantly bad?</p> <p>Why was that?</p>

### Year 4 - Britain's settlement by Anglo - Saxons and Scots

Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>Which empire crumbled and left Britain unable to defend itself from invaders?</p> <p>When did that happen?</p> <p>When do historians think the Scots and Picts started raiding southern Britain?</p> <p>When did the AngloSaxons arrive in Britain?</p>	<p>What caused the Picts and Scots to start raiding southern Britain?</p> <p>How is the Roman exit connected to the arrival of the AngloSaxon in Britain?</p> <p>What caused the Anglo-Saxons settlement of Britain?</p>	<p>How did Britain change in Roman times?</p> <p>Did the way of life, that the Romans create, stay the same in Britain when they left? How did Britain change when the Anglo-Saxons arrived?</p> <p>How did religion change in Britain during the time of the Anglo-Saxons?</p>	<p>What was different about the way of life in Britain through the Anglo-Saxons?</p> <p>What religion did people believe before the Anglo-Saxons arrived?</p> <p>How did small tribes and warrior kings change with the presence of the Anglo-Saxons?</p>	<p>What evidence tells us about the AngloSaxon way of life? True or False?</p> <p>AngloSaxons lived in a period called prehistory. Explain why you think that.</p> <p>What is a manuscript? How do these tell us about the past?</p>	<p>What were the significant changes to the way of life in Britain after the Romans left?</p> <p>How would you connect Bede and the word 'significant'?</p> <p>How did the AngloSaxons change the way that Britain was ruled?</p> <p>Explain the significance between King Ethelbert of Kent and Augustine.</p>



**Year 4 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>When did the Vikings arrive in Britain?</p> <p>What 4 significant events can you remember that shaped the Viking and Anglo-Saxon struggle for the Kingdom of England?</p>	<p>What caused the Vikings to start raiding Britain?</p> <p>What was the consequence of the Battle of Edington?</p> <p>Did Christianity change Viking beliefs and way of life?</p> <p>Which battle ultimately ended the Viking era in England?</p>	<p>How did the Kingdoms of England change as a result of the Viking invasions?</p> <p>How did Britain change when the Vikings arrived?</p> <p>How did Danelaw bring change to England?</p> <p>How did religion change in Britain during the time of the Anglo-Saxons and Vikings?</p>	<p>What was different about the Viking way of life in England?</p> <p>Were the AngloSaxons and Viking different? Thinking about exploration, where in the world did the Vikings venture to?</p>	<p>What evidence tells us about the Viking way of life?</p> <p>True or False? Manuscripts and writing was the only evidence about the Viking way of life in England. What evidence tells us about the first Viking raids?</p>	<p>Why was the death of King Edmund significant?</p> <p>How would you connect King Canute and the word 'significant'?</p> <p>Why was the Battle of Stamford Bridge a significant loss for the Vikings?</p> <p>Explain why the fleeing English king's journey to Normandy was significant. (Ethelred the Unready)</p>

**Year 4 - The achievements of the earliest civilisations - Egypt study**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>What were the three kingdoms of the ancient Egyptians?</p> <p>When and where do archaeologists think the ancient Egyptian civilisation began? How did the ancient Egyptian technology change over time?</p> <p>How long did the ancient Egyptian religion endure?</p> <p>Is that longer or shorter than Christianity?</p>	<p>What was the purpose of building pyramids?</p> <p>In your opinion, what caused the rise or fall of an ancient Egyptian kings' power? What was the consequence of weak leadership?</p> <p>What caused the Nile to flood?</p> <p>How did ancient Egyptian kings use this seasonal knowledge to their advantage? How did the ancient Egyptian civilisation end?</p>	<p>How did burial change throughout the ancient Egyptian civilisation?</p> <p>Rameses II was described as one of the most successful pharaohs. How do we know?</p> <p>Were all ancient Egyptian kings male?</p> <p>What other civilisations influenced the ancient Egyptian way of life?</p>	<p>What beliefs did all ancient Egyptian kings have in common?</p> <p>What symbols represented a pharaoh?</p> <p>Which ancient Egyptian king tried to change the structure of the ancient gods?</p> <p>What happened? What did his son do?</p>	<p>What range of evidence tells us about the the ancient Egyptian civilisation?</p> <p>Why was the Rosetta Stone such an important archaeological find?</p> <p>Why was writing such an important invention for the ancient Egyptians?</p> <p>What legacy did that leave?</p> <p>Even though Tutankhamun's tomb didn't offer the full glory other kings were afforded, it was a unique find of immense importance. Why was that?</p>	<p>Which pharaohs were the most successful? How do we know?</p> <p>What significant events happened in the Old Kingdom?</p> <p>How do we know? What significant events happened in the Middle Kingdom?</p> <p>How do we know? What significant events happened in the New Kingdom?</p> <p>How do we know?</p>

**Year 5 - Ancient Greece - a study of Greek life and achievements and their influence on the western world**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>Name the three periods that you studied about Ancient Greece.</p> <p>When were those three periods in time?</p> <p>What was happening in Ancient Britain at the same time as the Classical Period in Ancient Greece?</p> <p>Use a timeline – what else was happening in the world during these three Ancient Greek periods?</p>	<p>What led to the rise of the Ancient Greek civilisation?</p> <p>Why were they so powerful?</p> <p>What legacy did the Ancient Greeks leave?</p> <p>True or false? The Olympic games today are very similar to those in ancient times</p>	<p>How did the early form of democracy in Ancient Greece lead to laws and rules today?</p> <p>What significant changes happened in Ancient Greece between 800 BC and 500 BC?</p> <p>Were there any things that remained constant through the Ancient Greece civilisation?</p>	<p>Think about Greek citystates. What was similar and what was different between them?</p> <p>Compare the Ancient Greek beliefs with the Roman beliefs. What do you think was similar and what was different?</p>	<p>Antiquity describes the ancient past, including the Egyptians, Greeks and Romans.</p> <p>What evidence explains how the people of Ancient Greece lived?</p> <p>How do we know?</p>	<p>What was significant about the rise of democracy in Athens?</p> <p>How has that influenced the way western countries choose their leaders?</p> <p>Ancient Greece had phenomenal thinkers – who do you remember and why?</p>

**Year 5 - Study the Maya civilisation and compare to the Anglo-Saxons c. AD 900**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>Describe the changes the Maya civilisation went through between AD 250 and AD 900.</p> <p>What was happening in Britain at the same time as the Maya were at their most powerful?</p> <p>How had Britain changed during the rise and decline of the Maya civilisation?</p>	<p>What were the factors historians thought led to the decline of the Maya?</p> <p>What was the effect of fighting between citystates?</p> <p>What effect could deforestation have had on the environment around city-states?</p>	<p>How did Maya civilisations change through their innovations?</p> <p>During the period AD 250 to AD 900, what stayed the same for the Maya civilisation?</p> <p>Why do you think the Maya civilisation declined?</p> <p>Agree or disagree? The Maya civilisation ended in AD 900.</p>	<p>What was similar between Maya citystates and AngloSaxon kingdoms?</p> <p>What was different between Maya citystates and AngloSaxon kingdoms?</p> <p>What other civilisations across the world had similarity to the Maya? Why do you say that?</p>	<p>How do we know about the Maya civilisation?</p> <p>Which sources do you think were the most useful to know about the Maya people and their way of life?</p> <p>What are Maya glyphs, stelae and codex?</p> <p>Why were stelae useful to archaeologists? What did they tell them?</p>	<p>What were the significant Maya inventions?</p> <p>Which of the Maya inventions do you think were the most significant? Why do you think that?</p>

**Year 6 - The Battle of Britain**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>When was World War One?</p> <p>When did Hitler's Nazi Germany invade Poland and France?</p> <p>Describe the onset of World War Two in chronological order.</p> <p>Describe the events of the Battle of Britain in chronological order.</p>	<p>What caused Nazi Germany to invade Poland in 1939?</p> <p>What was the effect on other countries?</p> <p>What were the consequence of Hitler's actions for people in Poland, France and Great Britain?</p> <p>Rationing was a consequence of what actions taken by Nazi Germany?</p>	<p>How did the invasion of Poland and France in 1939 change Europe?</p> <p>Did any countries decide not to be on one side or the other? Why do you think some countries decided to side with Nazi Germany?</p> <p>How did Great Britain change as a result of the war?</p>	<p>How was life in Great Britain different because of the war?</p> <p>What were the big things that changed?</p> <p>Was life at home the same?</p>	<p>What actions tell us about the terrible and iniquitous beliefs Hitler held?</p> <p>How do we know about the Battle of Britain?</p> <p>What sources tell us about the Battle of Britain? Do you think newspapers in Germany reported the same as in Great Britain?</p>	<p>What allied invention detected enemy aircraft? Why was this significant?</p> <p>Rationing was introduced in January 1940, why was this significant?</p> <p>What actions did 'the few' take that made a significant contribution to the war?</p>

**Year 6 - The Windrush Generation**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>Who discovered the Caribbean island of Jamaica?</p> <p>When was the Second World War?</p> <p>When did the first Windrush pioneers arrive at Tilbury Docks?</p> <p>What year was slavery abolished?</p> <p>How long was England involved in the slave trade?</p> <p>How many years have the Windrush pioneers enriched English culture?</p>	<p>What drove English slave traders to expand their iniquitous business?</p> <p>Why were there so many slaves needed?</p> <p>What caused the Windrush pioneers to leave their islands and settle in England?</p> <p>What pull factors attracted Jamaican men, women and children to London?</p>	<p>What was different for the Windrush pioneers when they disembarked from MV Empire Windrush?</p> <p>How were many of the Windrush pioneers treated on arrival to Britain?</p> <p>Why do you think that?</p> <p>How did the Windrush pioneers keep true to their way of life? What didn't they change?</p>	<p>How different were the skills and education of the original Windrush pioneers?</p> <p>How did the culture of Britain change because of the arrival of the Windrush pioneers?</p> <p>Why does the Windrush Foundation dispute the term 'immigrant' when it was used to describe the people of the Windrush generation?</p>	<p>What best tells us about the way the Windrush pioneers were treated?</p> <p>How do we know about the positive change and Caribbean culture the Windrush pioneers brought to London?</p> <p>Social media we have today didn't exist when the Windrush pioneers arrived. Do you think it would have helped or hindered the way they were treated?</p>	<p>What was significant about Emancipation Day?</p> <p>How significant were Hitler's actions and the Second World War in shaping the future for the Windrush pioneers?</p> <p>Why was the date 22nd June 1948 significant?</p> <p>What significant changes did parts of London undergo because of the Windrush pioneers?</p> <p>Recently, the British government has been forced to apologise for mistreating generations of Windrush pioneers. Why is this significant and what can we</p>

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**Year 6 - Study five monarchs through time**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>
<p>Put the monarchs in chronological order. Explain your choices.</p> <p>Name different people or events in time, such as Anne Boleyn or the Industrial Revolution – pupils make relevant connections to the nearest monarch in time.</p> <p>How long did each monarch reign for? Are there any patterns between length of reign and success for Britain?</p>	<p>Select a monarch. Describe a significant event in their reign. Explain the cause of that event and the consequence.</p> <p>For example...</p> <p>What caused Elizabeth I's war with Spain? What were the consequences?</p> <p>What caused the Norman invasion? What were the consequences</p>	<p>Which monarch kept things mostly the same? Why do you say that? What evidence tells you that?</p> <p>Which monarch made lots of changes? Why do you think that? What evidence tells you that?</p>	<p>Out of the five monarchs studied, are there any similarities between them?</p> <p>What were the significant differences between the five monarchs studied?</p> <p>Did any of the monarchs have similar reigns? Which one was the longest reign? Was that good for Britain?</p>	<p>What tells us about the past of each monarch?</p> <p>Which sources are more reliable than others? Why is that?</p> <p>Where would you go to find about more about each monarch?</p> <p>What do you need to be careful with when using sources of evidence?</p>	<p>Which monarch had the most significant impact on Britain?</p> <p>Which monarch, do you think changed Britain for the better? Why is that?</p> <p>Which monarch do you think changed Britain for the worse? Why is that?</p> <p>Do all of the monarchs studied have a significantly good or a significantly bad impact on Britain?</p>

**Year 6 - Local study - Boot and Shoe Industry**

<b>Chronology</b>	<b>Cause &amp; consequence</b>	<b>Change &amp; continuity</b>	<b>Similarity &amp; difference</b>	<b>Evidence</b>	<b>Significance</b>



Progression and Sequence of History

	<b>Unit title and substantive focus</b>	<b>Previous Learning</b>	<b>Learning focus</b>	<b>Tier 2 Vocabulary (Multiple Meaning or High Frequency)</b>	<b>Tier 3 Vocabulary (Subject Specific)</b>
EYFS					
EYFS					
EYFS					
Year 1	<p>Y1 The lives of significant people</p> <p><b>KNOWLEDGE</b></p> <p><b>COMMUNITY</b></p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p><b>Science</b> Animals, including humans Plants.</p> <p><b>Past and Present</b> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Mary Anning</b> Who was Mary Anning? What did she do? What did Mary Anning discover?</p> <p><b>David Attenborough</b> Who is David Attenborough? What does he do?</p> <p>What has David Attenborough achieved?</p> <p><b>Compare</b> Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?</p>	<p>legacy inspire revealed explore similar</p>	<p>fossil documentary significant naturalist expedition</p>

**People, Culture and Communities**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

<p>Year 1</p>	<p>Y1 More lives of significant people</p> <p><b>KNOWLEDGE COMMUNITY</b></p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p><b>EYFS</b> Past and Present</p> <p>People, Culture and Communities</p> <p><b>History</b> Lives of significant people</p> <p><b>Science</b> Animals, including humans Plants</p>	<p>Pioneer Who was Neil Armstrong? What did he achieve?</p> <p><b>Explorers</b> Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve?</p> <p><b>Remember</b> Compare the achievements of two significant individuals. What was similar and what was different?</p> <p>Study a third significant individual from the above.</p>	<p>legacy inspire pioneer explore similar</p>	<p>orbit racism significant astronaut expedition</p>
<p>Year 2</p>	<p>Y2 Events beyond living memory</p> <p><b>COMMUNITY POWER KNOWLEDGE DEMOCRACY</b></p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p><b>EYFS</b> Past and Present</p> <p>People, Culture and Communities</p> <p><b>History</b> Lives of significant people More lives of significant people</p> <p><b>Science</b> Everyday materials</p>	<p><b>When and where?</b> Where is London? When was the Great Fire of London?</p> <p><b>What?</b> How did the fire start? Why did the fire spread so quickly?</p> <p>Study Sunday 2nd September 1666 - Where did the fire spread to?</p> <p>Study Monday 3rd and Tuesday 4th September</p>	<p>bustling raged extinguished merchant engulfed</p>	<p>flammable devoured possessions ineffective doused</p>

			<p>1666 - Where did the fire spread to?</p> <p>Study Wednesday 5th and Thursday 6th September 1666</p> <p><b>Evidence and change</b> How do we know about the Great Fire of London?</p> <p>Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. What effect did the fire have on London?</p> <p>As a consequence of the fire, what changes were made to London?</p>		
Year 2	<p>Y2 Significant historical events, people and places in their own locality</p> <p><b>COMMUNITY KNOWLEDGE POWER</b></p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>	<p><b>EYFS</b> Past and Present</p> <p>People, Culture and Communities</p> <p><b>History</b> Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p>	<p>Local History - Walter Tull</p> <p>To recall facts about a significant historical figure - Walter Tull (childhood, schooling, football career, soldier)</p> <p>To create a timeline of events in a significant figures life (Timeline of Walter Tull's life)</p>	<p>Past present similarities differences World War 1 (WW1)</p>	<p>trenches regiment orphanage soldier lieutenant battalion</p>

			<p>To understand living conditions in WW1 (What was life like for Walter in the trenches?)</p> <p>To compare changes in childhood scenarios (Walter's childhood compared to today's childhood).</p> <p>To recall facts about a significant historical figure - comparison to Frank Anderson.</p>		
Year 3	<p>Y3 Changes in Britain from the Stone Age to the Iron Age</p> <p><b>KNOWLEDGE</b> <b>COMMUNITY POWER</b></p> <p>Settlement, Belief, Conflict, Trade, Trade routes, Migration</p>	<p><b>EYFS</b> Past and Present People, Culture and Communities</p> <p><b>History</b> Lives of significant people More lives of significant people Events beyond living memory Revisit events beyond living memory</p> <p><b>Science</b> Rocks</p>	<p><b>Stone Age</b> Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know? What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know?</p> <p><b>Bronze Age</b> When was the Bronze Age? What was the Bronze Age like?</p>	<p>ancient community dense extinct roaming prehistory</p>	<p>domesticated arid gatherer nomad reared submerged</p>

			<p>How do we know? How was the Bronze Age different to the Stone Age?</p> <p><b>Iron Age</b>  When was the Iron Age?  What was the Iron Age like?  How do we know?  What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>		
Year 3	<p>Y3 The Roman Empire and its impact on Britain</p> <p><b>INVASION POWER CIVILISATION</b></p> <p>Army, Conflict  Empire, Settlement,  Rules / Law, Rights,  Tax, Trade, Nation,  Emperor, Frontier,  Religion</p>	<p>Lives of significant people  More lives of significant people  Events beyond living memory  Revisit events beyond living memory  Changes in Britain from the Stone Age to the Iron Age</p> <p><b>Science</b>  Rocks</p>	<p><b>People and belief</b>  Who were the Romans?  What was it like to live in Rome?</p> <p><b>The invasion of ancient Britain</b>  Remember the Celtic people: what was it like to live during the Iron Age?  When did the Romans invade Britain?</p> <p><b>Resistance and change</b>  Who resisted the Roman invasion?  Technology: how did Britain change under Roman rule?</p>	<p>previously conquered  rebellion  luxurious culture  settlement</p>	<p>amphitheatre  emperor  aqueducts  invasion  barbarian  forum</p>

<p>Year 4</p>	<p>Y4 Britain's settlement by Anglo-Saxons and Scots</p> <p><b>INVASION POWER COMMUNITY</b></p> <p>Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	<p><b>Cause</b> Why did the Anglo-Saxons come to Britain? Where did the Anglo-Saxons come from?</p> <p><b>Anglo-Saxon life in Britain</b> What was life like for Anglo-Saxons in Britain? What kingdoms were formed by the Anglo-Saxons?</p> <p><b>Evidence</b> How do we know about the AngloSaxons?</p> <p><b>Religion</b> How did religion influence the AngloSaxons? How do we know this?</p>	<p>abandoned defenceless dominant missionary pagan reliant</p>	<p>heptarchy laden sporadic vanquish viewpoint migration</p>
<p>Year 4</p>	<p>Y4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>INVASION POWER COMMUNITY DEMOCRACY</b></p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p><b>Origins</b> What was life like for Vikings? When did the Vikings attack Britain?</p> <p><b>Settlement</b> Where did the Vikings invade and settle? Why were the Vikings so feared and successful?</p> <p><b>Struggle for power</b> When were the Vikings most powerful?</p>	<p>contested exile descendant heir plunder truce</p>	<p>decimated incursion ransack severed martyr marauding</p>

			<p>What peace was agreed between the Anglo-Saxons and Vikings?</p> <p><b>Consequence</b>          What happened to the Vikings in England?          Why did the Normans and Vikings both think they had the right to the throne of England?</p>		
Year 4	<p>Y4 The achievements of the earliest civilizations Ancient Egypt</p> <p><b>CIVILISATION          KNOWLEDGE POWER          INVASION</b></p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots The Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>People and place</b>          Who were a few of the earliest civilisations and what did they achieve?</p> <p>Who were the ancient Egyptians and where did they live?</p> <p><b>Ancient Egyptian kingdoms</b>          The Old Kingdom: who was significant and what did they achieve?</p> <p>The Middle Kingdom: who was significant and what did they achieve?</p> <p>The New Kingdom: who was significant and what did they achieve?</p> <p><b>Achievements and beliefs</b>          Achievements: how and</p>	<p>colossal          stability          society          civilisation          irrigation          mysteriously</p>	<p>funerary          hieroglyphs          artefact          pillaged          obelisk          pharaoh</p>



			<p>what did the ancient Egyptians write?</p> <p>Achievements: How did the ancient Egyptians use the river Nile?</p> <p>Gods: what did the ancient Egyptians believe in?</p> <p>Evidence: what do we know about Tutankhamun?</p>		
Year 5	<p>Y5   Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>CIVILISATION POWER DEMOCRACY KNOWLEDGE</b></p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides</p>	<p><b>People and belief</b></p> <p>Who were the Ancient Greeks and when did they rule?</p> <p>What beliefs did the Ancient Greeks hold?</p> <p><b>Powerful city-states</b> City-states: what was the difference between Athens and Sparta? What was democracy like in Athens?</p> <p><b>Ancient Greek way of life (culture)</b></p> <p>Why was the theatre important to the Ancient Greeks?</p> <p>What myths and fables did the Ancient Greeks create?</p>	<p>democracy</p> <p>honour</p> <p>phenomenal</p> <p>deteriorated</p> <p>armoured</p> <p>oppressive</p>	<p>city-state</p> <p>tyrant</p> <p>sanctuary</p> <p>tactical</p> <p>valiantly</p> <p>unified</p>

		contrasts with British history	<p><b>Pivotal battles</b> What happened at the Battles of Marathon and Salamis? Why were they important?</p> <p><b>Legacy</b> Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p>		
Year 5	<p>Y5 A non-European society that provides contrasts with British history - Maya c.AD 900</p> <p><b>CIVILISATION KNOWLEDGE POWER</b></p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p>	<p><b>People and place</b> Where did the Maya live? What were the significant events in the Maya's history?</p> <p><b>City-states</b> What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza</p> <p><b>Inventions</b> What did the Maya invent?</p> <p><b>Consequences</b> What happened to the Maya city-states?</p> <p><b>Comparisons</b> Remember Britain and the Anglo-Saxons Compare</p>	<p>population famine descendant declining citizen native</p>	<p>deforestation codex sacrifice astronomy warrior polytheistic</p>

			location, settlement, people, culture and invention between AngloSaxons and Maya c. AD 900		
Year 6	<p>Y6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Battle of Britain</p> <p><b>POWER INVASION COMMUNITY</b></p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by AngloSaxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements</p>	<p><b>Cause</b> Why did Britain declare war on Germany in 1939?</p> <p><b>Food shortage</b> Why was rationing introduced?</p> <p><b>Threat</b> Why were people evacuated from cities?</p> <p><b>Battle of Britain</b> What happened in the Battle of Britain?</p> <p><b>Bombing cities</b> The Blitz: how did Hitler continue to attack Britain?</p> <p><b>Consequence</b> How did conflict change society in the Second World War?</p>	<p>ferocious infantry civilians intercept radar occupation</p>	<p>anti-Semitic Luftwaffe blitzkrieg evacuated rationing blackout</p>

		and their influence on the western world			
Year 6	<p>Y6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Windrush generation</p> <p><b>COMMUNITY DEMOCRACY POWER</b></p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain Britain's settlement by AngloSaxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><b>People and place</b> Where are the Caribbean islands? What's their history?</p> <p><b>Migration and settlement</b> How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?</p> <p>Why did people migrate from the Caribbean to England in 1948?</p> <p>What was life in London like for the Windrush pioneers?</p> <p>Who was Sam King and what did he do?</p> <p>Who was Norma Best and what did she do?</p> <p><b>Application</b> How did the Windrush migration change Britain for the better?</p>	<p>intolerance immigrate prejudice colony emigrate discrimination</p>	<p>racism segregation diversity disembarked demobilised iniquitous</p>

Year 6	<p>Y6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Monarchs through time</p> <p><b>POWER INVASION DEMOCRACY</b></p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by AngloSaxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Windrush generation</p>	<p><b>William the Conqueror</b> How is William I remembered? What legacy did he leave?</p> <p><b>Henry VIII</b> How is Henry VIII remembered? What legacy did he leave?</p> <p><b>Elizabeth I</b> How is Elizabeth I remembered? What legacy did she leave?</p> <p><b>Charles II</b> How is Charles II remembered? What legacy did he leave?</p> <p><b>Queen Victoria</b> How is Queen Victoria remembered? What legacy did she leave?</p> <p><b>Summary</b> In your opinion, who was the greatest past monarch? Why is that?</p>	lucrative prosperity republic plundered arrogant duplicitous	aristocracy monastery dissolution privateers industrialisation annulment
Year 6	Y6 Local history				

	study - Boot and Shoe Industry <b>COMMUNITY</b>				
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