



Whitley Abbey Primary School

Hand in hand we learn

History Curriculum

Our Curriculum Drivers			
Possibilities	Reading and Vocabulary	Wellbeing	Citizenship
Our curriculum is designed to promote aspirations; to allow pupils to make connections between what is learnt in the classroom and open-up possibilities for them in later life. Teachers support children in making links between their learning in the classroom and careers and opportunities in adult life.	Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear. Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.	Our curriculum is designed to promote pupil's wellbeing and resilience through the Thrive approach and Whitley Character Values. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When pupils feel safe they are able to better access learning in the classroom.	Our curriculum is designed to prepare the children to take their place successfully in a changing world. It focuses on the importance of citizenship on a local and global scale through the development of the core transferable skills of collaboration, communication, resourcefulness and reflection. Through learning and understanding the school values of friendship, kindness, courage, resilience, gratitude and honesty alongside the British Values children are better prepared to become successful citizens.



Intent

At Whitley, we aim to inspire pupils through promoting a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teachers incorporate experiential learning into lessons and plan immersion events to hook pupils into the topic. Pupils are taught about the ancient civilizations, key people and events in time in creative and engaging ways.

We aim to make diversity an integral part of our history curriculum by teaching about the achievements and contributions of black people and other ethnic minority groups to national and world history. We encourage teachers to make links and draw pupils' attention to the diversity of the world and the positive contributions each race make in the world whenever possible.

Our History curriculum is designed to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources as part of their deliberate practise. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.' To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

Implementation

EYFS	
<p>In the Foundation Stage, the learning and development of History is taught through the activities and experiences provided in the understanding of the world area of learning from the early years foundation stage framework. The knowledge, skills and understanding which children should have gained by the end of the Foundation Stage are laid out in the early learning goals. These experiences and skills prepare the children for work in Y1 onwards.</p> <p>ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the 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 storytelling</p>	
KS1	KS2
<ul style="list-style-type: none"> • Learning about events within living memory which reflects aspects of change in national life – The History of Toys. • Learning about events beyond living memory which is significant nationally – The Great Fire of London. • Learning about the lives of significant people (explorers) who have contributed to national and international achievements – Ibn Battuta, Neil Armstrong, Matthew Henson and Felicity Aston. • Learning about our local area – Whitley and how it has changed. • Learning about events significant nationally and internationally – The sinking of the Titanic. • Learning about aspects of change in national life – The history of the seaside. 	<ul style="list-style-type: none"> • The ancient civilizations: • Stone Age, Bronze Age and Iron Age • Ancient Egypt • Ancient Greece • Ancient Rome • Scots, Anglo-Saxons and Vikings • Maya • Local history: • Lady Godiva and Coventry's history • Coventry and the Blitz • National history: • Medieval Britain • Tudors • Victorians • Britain since the Blitz • World history: • World War II

New Curriculum organisation:

In the academic Year 2021/22 pupil numbers have led to the necessity to combine classes in Year 1 and 2 and Year 4 and 5 for their foundation subject teaching. School has retained a one form entry model for the delivery of English and Maths teaching. This significant change has resulted in a whole school review of the planned curriculum. Leaders have developed an aspiration curriculum which meets the needs of the unique teaching set up. Pupils in Year 1 and 2 and 4 and 5 will be taught in a two year rolling curriculum program to ensure full curriculum coverage with the exception of science where key objectives have been identified for each curriculum year group.

We ensure that our history curriculum is inclusive and meet the needs of all our pupils, including those with SEND (special education needs and disabilities) by using a range of teaching and assessment approaches including; discussion, reading, film, drama and role play, writing at length, sequencing or completing timelines.

Staff Development:

Our implementation is developed through secure understanding of the curriculum and subject area. At Whitley, we teach our key stage 2 history in chronological order to reflect the order in which key events occurred. Children are constantly being made aware of the times or periods in which their current history topics occurred and being supported to place them on the history timeline display in school. Teachers are expected to plan lessons based on the curriculum overview for their year groups – a document which covers the skills and

objectives as stated in the National Curriculum. Learning intentions are skills based and devised based on key knowledge children must be taught on each topic.

Resources:

Teachers provide knowledge organisers for the pupils at the start of each period of history they are learning about. Copies are sent home and in school, they are referred to progressively in lessons to ensure pupils remember key knowledge, understand the timeline of events and highlight key vocabulary and its meaning. As much as possible, teachers organise trips in the local area and further afield to support the teaching and learning of history.

There is a history wall in school which has a clear timeline of Britain and world history. Teachers can use this resource to teach chronology and support children to place the era / periods of their current history topics on the timeline.

Assessment:

Teachers have a set of key assessment statements that they assess children against in any taught history topic. These assessments will inform teachers' termly and end of year assessment and overview of attainment in History at the end of the Summer term

Monitoring:

- Books scrutiny to check coverage of content, skills, quality and evidence of key historical vocabulary being taught in all topics.
- Pupil voice

- Teacher observations
- Evidence of continuous assessment

Work-life balance:

The history curriculum overview for each year group gives teachers clear guidelines of curriculum coverage, key vocabulary, deliberate practice and assessment guidelines. It also provides clear assessment areas to help teachers plan / select learning intentions to support preparation of lessons. Our intention is that the progression document helps teachers to identify the skills and knowledge previously taught to their children and is updated yearly to reflect feedback from class teachers who actually taught the lessons.

The school has also invested in online resources such as Twinkl and Key Stage History to help parents with their own subject knowledge, planning and resources. Subject leaders are also given time out of class to monitor and work on their updating and developing their subject areas.

EYFS Our EYFS curriculum is planned but may be adapted to be responsive to pupil's interests	
Example - Teacher Led experiences	Example - Enhanced Provision opportunities linked to History
<p><u>Nursery topics</u> <u>In the topic 'Rhyme Time' (Year A) children will:</u> ~ Be interested in photographs of themselves and other familiar people and objects. Begin to recognise simple chronology – order of events in the day/ day to night days of the week.</p> <p><u>Reception topics</u> <u>In the topic 'Time Detectives' children will:</u> ~ Know some similarities and differences between things in the past and now in reference to their own self. ~ Know some similarities and differences between things in the past and now ~ Talk about the fact that they have older members of their family who were born before them. Understand this concept through pictures shared by the teacher. ~ Use simple pictorial timelines to represent the timeline of their lives from baby to now.</p>	<ul style="list-style-type: none"> - Images showing life cycles - Images of historical buildings to inspire construction - Costumes from different historical periods for role play - Baby dolls – chronology - Sequencing tasks and activities - Calendars in role play and diaries - Displays of their own work - Timelines - Historical artifacts - Toys from different time periods - Clocks, timers
<p><u>Vocabulary (introduce)</u> A long time ago same/different change people lives history artefact past/now modern old new Uses senses-touch, see, smell, hear discuss questioning finding out order compare</p>	<p><u>Assessment Questions</u> Can children put two or more events in order? Can children talk about similarities and differences between objects from past and present? Can children talk about how they have changed? Can children talk about their lives and the lives of other they know (family)? Can children talk using simple chronology – today, yesterday, a long time ago? Can children use the words modern, old and new in context?</p>

Year 1				
	Term	Autumn	Spring	Summer
History	Deliberate Practice Skills	<ul style="list-style-type: none"> Use common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. Sequence events in chronological order. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Know some ways in which we can find out about the past, documents, stories, letters, pictures, photographs, first hand accounts, newspapers, articles, museums, recordings etc.. They should use a wide vocabulary of everyday historical terms. They should know where the people and events they study fit within a chronology 		
	Knowledge Assessment questions:	<p>Toys</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children make suggestions for how they could find out about what toys were like in the past? Do children know that toys in the past were different to toys today? Can children describe toys of the past? Can children discuss toys and ask questions about them? Do children understand the term 'decade'? Can children order decades chronologically? Can children identify some of the toys that were popular in particular decades? Can children recognise differences between old toys and new toys? Can children describe old and new toys using appropriate vocabulary? Can children sort old and new toys into categories? Do children know that some of the types of toys they play with were played with by children in the past too? Can children identify similarities between old and new toys? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? 	<p>Bright Lights Big City</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children Explain who Thomas Farriner was and why he is remembered? Can children recall the names of significant places associated with the great fire? Can children recall some of the contributing factors that caused the acceleration of the fire? Can children describe what the buildings were made of at this time and how that has changed? Can the children tell you how long the fire lasted? Can the children tell you how they stopped the fire? Can children discuss why this would not happen again today? Can children make deductions about the past from a variety of sources? Can children tell you about Samuel Peeps and give some details of his diary? Can children describe how the people of the time look different to people today? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? 	<p>Our Wonderful world – Explorers</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Do the children know who Matthew Henson was? Do the Children know who Christopher Columbus was? Can the children describe the achievements of these two individuals? Can the children describe what life was like for them in their time-period? Can the children recognise similarities and differences between their own lives and the lives of the two explorers? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order?

Deliberate practise vocabulary:

Long ago, in the past, year, old, new, modern, year, similar, different, first hand, second hand, before, yesterday, years ago, decade, century, living memory.

	Vocabulary	Rocking horse, spinning top, yoyo, old, old fashioned, material, plastic, wooden, train, doll house, past, present, grand parent, great grand parent, metal, decades, new, similar, different.	Thomas Farriner, London, Capital city, Fire, Spread, Samuel Peeps, Past, leather buckets, bakers, River Thames, Pudding Lane, Monument, Tower of London, emergency, disaster, wooden houses.	Explorer, Atlantic Ocean, captain's log, mast, sailing ship, journey, sail, compass, sailor, expedition, captain, explore, Christopher Columbus, Matthew Henson, Artic
Year 2				
	Term	Autumn	Spring	Summer
History	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Use common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. Sequence events in chronological order. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Know some ways in which we can find out about the past, documents, stories, letters, pictures, photographs, first hand accounts, newspapers, articles, museums, recordings etc.. They should use a wide vocabulary of everyday historical terms. They should know where the people and events they study fit within a chronology <div> Deliberate practise vocabulary: Long ago, in the past, year, old, new, modern, year, similar, different, first hand, second hand, before, yesterday, years ago, decade, century, living memory. </div>		
	Knowledge Assessment questions:	Whitley – History of our locality <u>Assessment questions</u> <ul style="list-style-type: none"> Can children explain how places change over time and give examples? Can children talk about ASDA and the sites previous use? Children can discuss how things change? Can children name a famous person from the locality and why they are famous? Can children sequence events in time and use language that demonstrates their understanding of the passage of time? https://www.coventrytelegraph.net/lifestyle/nostalgia/gallery/look-14-photos-coventrys-long-15497077	Land Ahoy – Titanic <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children sequence events leading up to and ending in the sinking of the titanic? Can children name the date that the Titanic sank? Can children give the location of the sinking of the Titanic? Can children give some information about the passengers of the titanic? Can children compare the Titanic to modern day ships?. Can children identify the cause of the Titanic sinking? Can children give reasons for the many deaths following the sinking of the titanic? Can children name some of the people who built or made up the crew of the titanic? (Herbert Haddock) Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? 	Beach Combers <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children know that they can find out information about the past from photographs? Can children use photographs to find out clues about what seaside holidays were like in the past? Can children order photographs chronologically? Do children know that seaside holidays have not always been popular? Do children know when seaside holidays started to become popular? Can children give reasons for why seaside holidays became popular in the 19th century? Can children describe some of the features of seaside holidays 100 years ago? Can children display knowledge of Victorian seaside holidays in a variety of ways? Can children identify ways in which holidays in the past and holidays today are similar? Can children identify ways in which holidays in the past and holidays today are different? Can children make deductions about the past from a variety of sources?

	Vocabulary	Features, buildings, change, modern, village, town, city, houses, local area	Collision, first class, second class, third class, captain, crew, passenger, ice burg, Atlantic, ocean, lifeboat, rich, poor, sinking, luxury, survivor, disaster	Punch and Judy, bathing suit, promenade, pier, brass band, donkey ride, beach, penny farthing, costume, bathing machine, deck chair
Year 3				
	Term	Autumn	Spring	Summer
History	Deliberate Practice (Skills)	<ul style="list-style-type: none"> 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 develop the appropriate use of historical terms. 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. 		
	Knowledge Assessment questions:	<u>Stone age – Iron age</u> <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children recognise that the period before written history/ records is the pre-historic period? Can children say / explain what the term hunter-gatherer means? Do children know that the past can be divided into different periods? Can children say/ explain that the stone age is the name given to the earliest period of human culture when stone tools were first used? Can children say / explain that the bronze age is the time period when bronze replaced stone as the preferred materials for making tools and weapons? Can children say/ explain that the iron age is the time period when iron became the preferred choice of metal for making tools? Can children describe what life was like in these time periods? (food, shelter, tools etc) Can children recognise that Britain changed from the stone age through to the iron age? 	<u>Lady Godiva – Local History</u> <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children know the origin of the name Coventry? Can children tell the story of Lady Godiva/ Earl Leofric and how she helped Coventry? Can children tell the story in chronological order? Can children identify a variety of sources of information? Can children recognise the coat of arms and motto of Coventry? Do children know the phrase ‘sent to Coventry’, its meaning and origin? Do children recognise that Coventry continues to change and where/ how they live now may be different in years to come? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? 	<u>Ancient Egypt</u> <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children say / explain who/ what a Pharaoh is and name a famous one? Can children say some key aspects of life / vocabulary associated with Egyptian way of life such as hieroglyphics, mummification, believe in afterlife and embalming? Can children say / explain some ways Egyptian civilisation influenced the world? Can children identify this period on a timeline? Can children use a range of sources to find out about the past? Do children recognise that Egypt is in Africa and that the contributions of ancient Egypt to the world is essentially contributions made by Africans to the world? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order?

Deliberate Practise Vocabulary: Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source, era, period, decade, millennium, century chronological order.

		<ul style="list-style-type: none"> Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? 		
	Vocabulary	iron age, stone age, bronze age, archaeology, archaeologist, tribes, tribal, hunter-gatherer, nomad, oral history, Stonehenge, artefact, monument, settlements, evidence, excavation, research, thatch, Skara Brae, forage, chronological order.	Lady Godiva, Peeping Tom, Earl of Mercia, Leofric, ancient, tax, oppressive tax, tyrant, statue, nude/ naked, Cathedral lanes shopping centre, Godiva festival, legend, monastery, Convent, Danish king Canute, source of history.	Ancient, religion, civilisation, Mummification, mummy, pharaoh, embalm, tomb, embalmer, papyrus, curse, underworld, Tutankhamun, valley of the kings, sphinx, hieroglyphics, inscription, linen, Giza, pyramid, afterlife, amulet, scribes, river Nile, Rosetta stone, ritual, rites, preserve, ointment, eternal life, Egyptian, monuments.

Year 4

	Term	Autumn	Spring	Summer
History	Deliberate Practice (Skills)	<ul style="list-style-type: none"> 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 develop the appropriate use of historical terms. 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. 		
	Knowledge Assessment questions:	<p>Ancient Greece</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children name some of the main characteristics of the Athenians and the Spartans? Do children know the influence the gods had on Ancient Greece? Can children name some sports from the Ancient Greek Olympics? Can children say some ways Ancient Greece influenced the world? Do children know that the Olympics originated from Ancient Greece? Can children use a range of sources of evidence? Can children make comparisons between life in different time periods? Can children identify this time-period on a timeline? 	<p>Romans</p> <p><u>Assessment questions</u></p> <ul style="list-style-type: none"> Do children recognise that around 2,000 years ago, Britain was ruled by tribes of people called the Celts? Can children say/ explain that in 43 AD Romans invaded and Britain became part of the Roman Empire? Can children tell why the Romans invaded Britain, why they were so successful and why they left? Can children describe the Roman army and how the Romans lived? Can children name some significant dates that establish a timeline of Roman Britain? Can children tell the story of why and how Queen Boudicca revolted against the Romans but was defeated? Can children name some of the ways the Romans influenced Britain and the rest of the world? Can children use a range of sources of evidence? 	<p>Anglo Saxons and Vikings</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Do children recognise that the Scots, Anglo-Saxons and Vikings invaded Britain after the Romans left and put their arrival in chronological order? Can children recognise that Anglo-Saxon is made up of 2 groups – The Angles and the Saxons? Can children name some key influential Anglo-Saxon kings? Do children know that the Vikings first came to Britain as traders and then decided to raid Britain? Can children explain what a trial by ordeal entails? Can children recognise how crime and punishment has changed from Saxon times to now? Can children recognise that in AD 1066, the last Anglo-Saxon king of England died and England was invaded by the Normans from France in the battle of Hastings?

Deliberate Practise Vocabulary: **Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source, era, period, decade, millennium, century, chronological order.**

		<ul style="list-style-type: none"> Can children place key events in chronological order? 	<ul style="list-style-type: none"> Can children make comparisons between life in different time periods? Can children identify this time-period on a timeline? Can children place key events in chronological order? 	<ul style="list-style-type: none"> Do children know that the Bayeux Tapestry in France tells the story of the Norman invasion and the battle of Hastings? Do children recognise that the year 1066 was a key date in English history and that the Normans took over England from the Anglo-Saxons? Can children use a range of sources of evidence? Can children make comparisons between life in different time periods? Can children identify this time-period on a timeline? Can children place key events in chronological order?
	Vocabulary	Ancient, Greece, Greeks, Athens, Sparta, Spartans, civilisation, myth, Olympics, Olympia, mortals, influence, honour, empire, slave, Philosopher, Homer, Alexander the Great, Hippocrates, medicine, city state, democracy, alphabet, Trojan war, battle of Marathon, gods/ goddesses, conquer, custom, originate.	Toga, Julius Caesar, Emperor Claudius, barbarian, baths, mosaic, gladiator, colosseum, empire, shield, amphitheatre, Queen Boudicca, Roman numeral, rebellion, Hadrian's wall, emperor, legions, Celts, Iceni, invasion, legion, Invade, evidence, conflict, revolt, weapon, allies, resist, resistance, culture, warrior, outnumbered, armour, assassination, reign.	Saxon, Scots, Anglo-Saxon, jute, Normans, raiders, traders, Vikings, pagan, Alfred the Great, Battle of Hastings, dark ages, crime and punishment, trial by ordeal, justice, defeat, invade, conquer, successor, wergild, Danegeld, sagas, pillaged, longship.

Year 5

	Term	Autumn	Spring	Summer
History	Deliberate Practice (Skills)	<ul style="list-style-type: none"> 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 develop the appropriate use of historical terms. 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. <p>understand how our knowledge of the past is constructed from a range of sources.</p>		
	Knowledge Assessment questions:	Medieval Britain (The Black Death) <u>Assessment questions</u> <ul style="list-style-type: none"> Do children know that the period of time from 1066 until 1485 is known as medieval England and that the period began when the Normans invaded England in 1066 and ended when the Tudor era began in 1485? Can children name some key historical events, dates and facts in 1066? 	Tudors - John Blanke <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children know that the Tudor reign started when Henry Tudor (Henry VII) won the battle of Bosworth in 1485? Can children name some famous battles fought at this time- War of the Roses and Battle of Bosworth? Can children put some Tudor monarchs in a timeline? Can children name some key events/ vocabulary associated with this period? 	Victorians - Pablo Fanque <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children know that Queen Victoria was crowned queen at the age of 18? Do children know that Queen Victoria reigned for 63 years, from 1837 - 1901?

Deliberate Practise Vocabulary: **Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source, era, period, decade, millennium. centurv. chronological order.**

		<ul style="list-style-type: none"> Do children know that the black death was a plague that spread from Asia through Europe and killed nearly half of the population of Britain? Do children know that the Black death was first called the bubonic plague? Can children name some of the causes and some symptoms of the plague and effects it had on Britain? Do children know about life after the black death – the revolts? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? 	<ul style="list-style-type: none"> Can children name the 6 wives of Henry VIII and some of his reasons behind the marriages? Can children use a range of evidence to find out more about Henry? Can children describe what life might have been like in Tudor times and compare it to their own life? Can children use a range of sources of information? Can children place this time period on a time-line? Can children place key events in chronological order? 	<ul style="list-style-type: none"> Do children know that in the Victorian times, children were treated very poorly and had to work? Can children name some Victorian inventions? Can children name or explain some key events/ vocabulary used in Victorian times such as workhouses, industrial revolution etc.? Do children know that in 1880 the Education Act made schooling compulsory for all children aged 5-10? Do children know that Florence Nightingale lived during the Victorian era? Do children know the contributions Nightingale made to the world? Can children use a range of sources of information? Can children place this time period on a time-line? Can children place key events in chronological order?
	Vocabulary	Normans, middle ages, medieval times, middle ages, Anglo-Saxons, conquer, claim to the throne, rebellion, rebel, monarch, monarchy, successor, battle, descendant, heir, Black death, bacteria, archbishop of Canterbury, contaminate, cure, Canterbury tales, heraldry, rodents, infection, jousting knight, serf, squire, infection, pestilence, symptom, peasant, feudal system, famine, nobles, craftsmen, freemen, merchants, hundred years war, buboes, bubonic plague, poll tax, revolt, parliament, demands.	Allegation, annulment, arrest, beheading, Catholicism, conspiracy, coronation, Church of England, Christianity, court, divorce, age of discovery/ exploration, embroidery, reformation, execution, exile, Henry's 'great matter', war of the Roses, battle of Bosworth, treason, protestant, tower of London, reign, heir, monarchy, Henry V111, Queen Elizabeth I.	Queen Victoria, reign, typhoid, arithmetic, work houses, inventions, industrial revolution, livestock, rural, migration, Education Act, timeline, monarch.

Year 6

	Term	Autumn	Spring	Summer
History	Deliberate Practice (Skills)	<ul style="list-style-type: none"> 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 develop the appropriate use of historical terms. 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. <div>Deliberate Practise Vocabulary: Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source, era, period, decade, ...</div>		
	Knowledge	Mayans <u>Assessment Questions</u>	WW2 – Alan Turing <u>Assessment Questions</u>	

	Assessment questions:	<ul style="list-style-type: none"> • Do children know where the Maya lived and when they were around? • Can children say how they lived, their beliefs and practices eg. hierarchy in society, what they ate, their writing, number system and calendars, how they built their cities, their gods etc.? • Can children name some of the contributions the Mayans to the world? • Can children use a range of sources of information? • Can children place these time periods on a time-line? • Can children place key events in chronological order? 	<ul style="list-style-type: none"> • Do children know the dates of WW2 -1939-1945? • Can children say the reasons for starting the war how it ended? • Can children name the allies on each side of the war and some of the countries they consisted of? • Can children say which allies won and why? • Can children explain the role of Winston Churchill in winning the war? • Can children place some key events during this period in a timeline? • Do children know some key dates and vocabulary associated with this period eg. rationing, air raids? • Do children recognise that Britain had help from all its colonies including people of black race to win the war? • Can children say the impact of the war on the world including Coventry? • Can children use a range of sources of information? • Can children place these time periods on a time-line? • Can children place key events in chronological order? <p>The Blitz (Local History)</p>
	Vocabulary	<p><u>Key Vocabulary</u></p> <p>ancient, Central America, civilisation, hieroglyphics, pyramids, astronomy, architecture, Hierarchy, Maya, Mayan, calendar, religion, Hieroglyphs, droughts, ritual, jaguar, scribes, codices, codex, maize, Cacao bean, underworld, upper world, middle world, logograms, human sacrifice, Mesoamerica.</p>	<p><u>Key Vocabulary</u></p> <p>Adolf Hitler, air raid, Anderson shelters, United Nations (UN), evacuation, evacuees, Blitz, world war, air raid shelters, allied powers, axis powers, Anne Frank, black out, Battle of Britain, D-Day, atomic bomb, concentration camp, Nazi, holocaust, gas mask, Morrison shelter, propaganda, home front, active service, refugee, V-E Day, rationing, spitfire, Winston Churchill, treaty of Versailles, genocide, evacuate, military, persecute, conscription, civilian.</p>