



Whitley Abbey Primary School

Hand in hand we learn

History Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Oracy	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence.</p> <p>Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

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 • Britain since 1930

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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 Key Stage History to support 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

	<p>Deliberate Practice Skills</p>	<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 understand key features of events. • Know some ways in which we can find out about the past, documents, stories, letters, 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 style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Deliberate practise vocabulary:</p> <p>Long ago, in the past, year, old, new, modern, year, similar, different, first hand, second hand, before, yesterday, years ago, decade, century, living memory.</p> </div>		
	<p>Knowledge Assessment questions:</p>	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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?
		<p>old, old fashioned, material, plastic, wooden, past, present, grand parent, great grand parent, metal, decades, new, similar, different.</p>	<p>Thomas Farriner, London, Capital city, Fire, Samuel Peeps, Past, leather buckets, bakers, River Thames, Pudding Lane, Tower of London, emergency, disaster, wooden houses.</p>	<p>Explorer, sail, compass ship, ocean, expedition, captain, explore, Christopher Columbus, Matthew Henson, Arctic</p>

		Vocabulary			
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 and understand key features of events. Know some ways in which we can find out about the past, documents, stories, letters, pictures, 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 style="border: 1px solid black; padding: 5px;"> <p>Deliberate practise vocabulary:</p> <p>Long ago, in the past, year, old, new, modern, year, similar, different, first hand, second hand, before, yesterday, years ago, decade, century, living memory.</p> </div>
	Knowledge Assessment questions:	<p>Castles</p> <p><u>Assessment questions</u></p> <ul style="list-style-type: none"> Can children explain how places change over time and give examples? Can children talk about castles and their previous use? Know that Coventry has a castle and that there are other local castles? Can children describe how castles have changed and how they were used or how they are used today? 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? Can children name parts of a castle? Can children locate the site of the former Coventry Castle and its use now? Can children compare two contrasting castles? 	<p>Land Ahoy - Titanic</p> <p><u>Assessment Questions</u></p> <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? 	<p>Beach Combers</p> <p><u>Assessment Questions</u></p> <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, castle, moat, ramparts, dungeon, portcullis, drawbridge, knight, shield	Collision, first class, second class, third class, captain, crew, passenger, iceberg, 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 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. 			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
	Knowledge Assessment questions:	<p style="text-align: center;"><u>Stone age - Iron age</u></p> <p><u>Assessment Questions</u></p> <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? 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 style="text-align: center;"><u>Lady Godiva - Local History</u></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Do children know some of the theories of how Coventry got its name? Can children explain how the Anglo Saxons influenced place names? (preparation for Year 4 in-depth studies) 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 understand what tax is? Can children name some of the Key figures during this time period? Do children recognise that Coventry continues to change and where/ how they live now may be different in years to come/ how it was different in the past? 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 style="text-align: center;"><u>Ancient Egypt</u></p> <p><u>Assessment Questions</u></p> <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? Can children explain the social class structure during ancient Egyptian times? 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? 	

	Vocabulary	iron age, stone age, bronze age, archaeologist, hunter-gatherer, Stonehenge, artefact, settlements, evidence, excavation, research, Skara Brae, forage, chronological order.	Lady Godiva, Peeping Tom, Earl of Mercia, Leofric, ancient, tax, tyrant, statue, nude/ naked, Godiva festival, legend, monastery, Convent, source of history	Ancient, civilisation, Mummification, mummy, pharaoh, tomb, papyrus, underworld, Tutankhamun, hieroglyphics, Giza, pyramid, scribes, river Nile,
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Year 4

	Term	Autumn	Spring	Summer
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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 • construct informed responses that involve thoughtful selection and organisation of relevant historical knowledge • understand how our knowledge of the past is constructed from a range of sources. 		
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Deliberate Practise Vocabulary:
Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source

History	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? • Can children place key events in chronological order? 	<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? • 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? 	<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? • 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?
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				<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?
	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, long-ship.

Year 5

	Term	Autumn	Spring	Summer
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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 • construct informed responses that involve thoughtful selection and organisation of relevant historical knowledge <p>understand how our knowledge of the past is constructed from a range of sources.</p>		
		<p>Deliberate Practise Vocabulary: Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary</p>		

	Knowledge Assessment questions:	<p>Medieval Britain (The Black Death)</p> <p><u>Assessment questions</u></p> <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? • 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? 	<p style="text-align: center;">Tudors - John Blanke</p> <p><u>Assessment Questions</u></p> <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? • 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 	<p style="text-align: center;">Victorians - Pablo Fanque</p> <p><u>Assessment Questions</u></p> <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? • 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
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		<ul style="list-style-type: none"> 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? 	<p>out more about Henry?</p> <ul style="list-style-type: none"> Can children describe what life might have been like in Tudor times and compare it to their own life? (Children) 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? 	<p>Education Act made schooling compulsory for all children aged 5-10?</p> <ul style="list-style-type: none"> 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	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, long-ship.	Allegation, annulment, arrest, beheading, Catholicism, conspiracy, coronation, Church of England, Christianity, court, divorce, age of discovery/ exploration, embroidery, reformation, execution, exile, 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 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>Mayans</p> <p>Assessment Questions</p> <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 	<p>WW2 – Alan Turing The Blitz (Local History)</p> <p>Assessment Questions</p> <ul style="list-style-type: none"> Do children know the dates of WW2 - 	<p>Britain Since 1930</p> <p>Assessment Questions</p> <ul style="list-style-type: none"> Can children use a range of sources of information?

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

		<p>beliefs and practices eg. hierarchy in society, what they ate, their writing, number system and calendars, how they built their cities, their gods etc.?</p> <ul style="list-style-type: none"> • 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? 	<p>1939-1945?</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Can children place these time periods on a time-line? • Can children place key events in chronological order? • Can children use historical language and terminology? • 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? • Can children devise a historical question to research? • Can children construct informed responses to the information they gather? • Can children name some major events that occurred in Britain between 1930 and 1970? • Do children know that WW2 started in 1939 and ended in 1945? • Do children know that king George VI was the monarch from 1936 to 1952 and that he visited Coventry after the Blitz in 1940? • Do children know that in 1948 Britain hosted the Olympic games in London and why it was dubbed 'The Austerity Games'? • Do children know that the NHS was formed in 1948 and the significance of it? • Do children know about the Windrush generation - who they are, how, when and why they migrated to Britain? • Do children know that the reign of Queen Elizabeth II started in this period (1952)? • Do children know about the Bristol bus boycott? • Do children know the significance of the date 1966 in Football? That it was this date that England won the first ever world cup? • Do children recognise that Margaret Thatcher was the first female prime minister of Britain during this period - 1979-1990? • Do children know who Claudia Jones is and why she is significant?
	<p>Vocabulary</p>	<p>ancient, Central America, civilisation, hieroglyphics, pyramids, astronomy, architecture, Hierarchy, Maya, Mayan, calendar, religion, Hieroglyphs, droughts, ritual, jaguar, scribes, codices, codex, maize,</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,</p>	<p>Great depression, NHS, decimalisation, World Cup, TV, Welfare State, Prime Minister, Falklands War, Common Market, Dole, Music - Popular Music, Transport, Cars industry, Manufacture.</p>

		Cacao bean, underworld, upper world, middle world, logograms, human sacrifice, Mesoamerica.	propaganda, home front, active service, refugee, V-E Day, rationing, spitfire, Winston Churchill, treaty of Versailles, genocide, evacuate, military, persecute, conscription, civilian.	
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