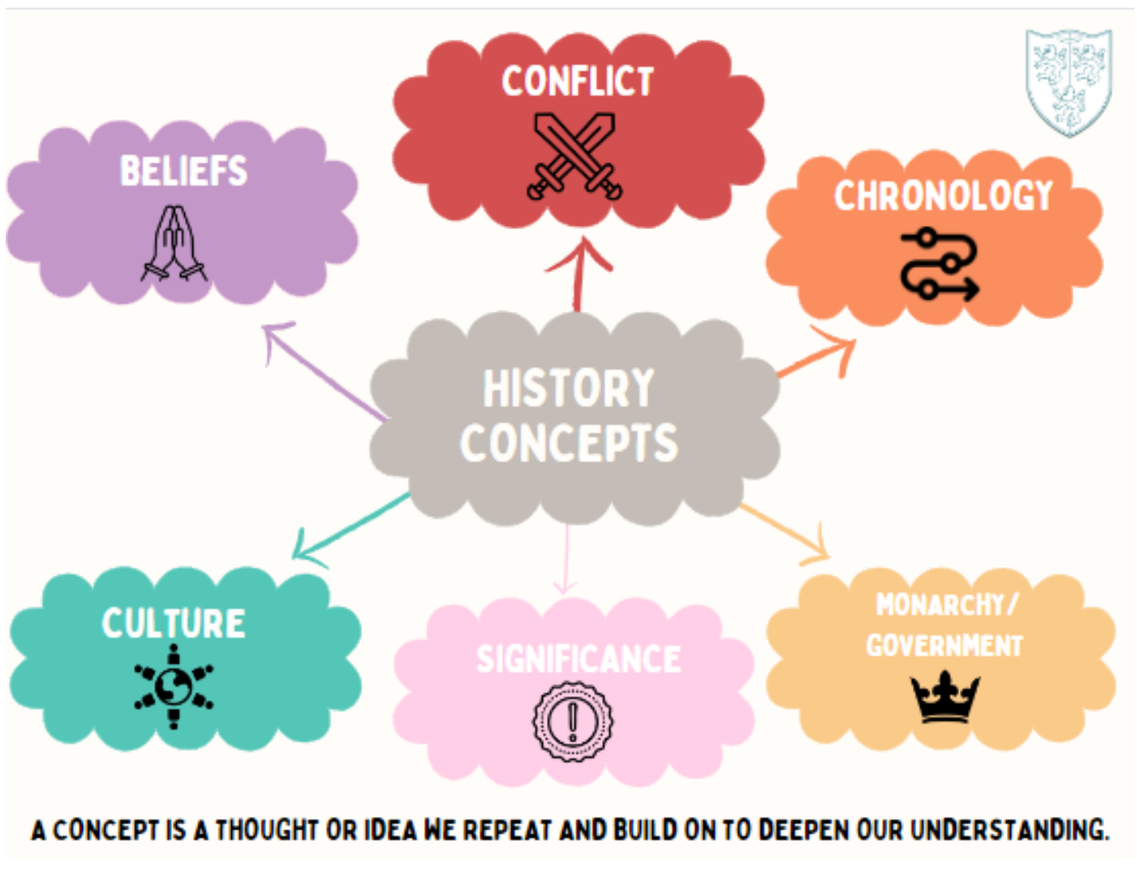
History Progression Document (Pembroke Park)

"We are not makers of history. We are made by history."- Martin Luther King Jr.

How is this subject taught and why? History is taught weekly and alternates termly with Geography to allow a broad and balanced coverage of all National Curriculum subjects. We choose to teach weekly rather than "block" as we know from learning theory that regular retrieval and revisiting of prior learning strengthens recall over time. In order to achieve the highest levels of success we provide opportunities for children to build their substantive (knowledge about the past) and disciplinary knowledge (knowledge of how historians investigate the past) throughout their learning from EYFS to Y6. This means we are adopting an enquiry approach to our history teaching. Local history is an important focus in our learning It is sequenced to ensure child build on prior knowledge for example children in EYFS learn that Old Sarum is a significant place, in Year 1 they learn about castles with a focus on Old Sarum and in Year 3 they learn how Old Sarum connects to the building of Salisbury Cathedral and begin to understand how it has changed through periods of time.

Rationale: As a school we recognise that engaging children in investigating questions about people, places and events in the past helps them better to understand their lives today. Therefore, our approach to teaching history is focused on enquiry questions. In Key Stage 2 we have chosen to begin in Year 3 with those periods of history that are closer in time and as the children progress throughout the school they learn about earlier time periods moving towards the Ancient Civilizations. Throughout the history progression the key concepts that underpin the study of history will be focused on: change, continuity, causation, significance, similarities and differences, perspective, sources, chronology and empathy.

Assessment in History is supported through topic-specific tick sheets, which enable teachers to monitor pupils' developing knowledge and skills. Each unit has an assessment overview identifying the key vocabulary, historical skills and sticky knowledge that pupils should acquire and retain. An end-of-unit assessment piece is also used to evaluate pupils' depth of understanding, their ability to recall and apply key knowledge and make meaningful historical connections. Together, these approaches support teachers in identifying gaps and ensuring clear progression in historical knowledge and skills across year groups.



Long term plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS overview **EYFS 1 (nursery)** **EYFS 2 (Rec)**	(All About Me) **Term 1** **EYFS1** **What has happened in my life?** Begin to make sense of their own life story **EYFS 2** **What is a memory?** Children can talk about members of their immediate family and community. Children can comment on images of familiar situations in the past. Children will know; about their family and where they were born, that as they get older, they can do different things.	**A walk in the woods Term 2** **EYFS1** Begin to make sense of their family history. (Grandparents are their parents' parents) **EYFS 2** Children will learn about special stories related to Christmas, which happened a very long time ago. Children talk about travelling by donkey. Children will learn that their Grandparents are their parents' parents, that things have changed since their grown-ups were little. Children will learn some facts about people from the past.	**People who help us Term 6** EYFS 1 Know and talk about our country having a national health service with nurses. **EYFS 2** Children can talk about similarities and differences, patterns and changes in relation to people and the passing of time. Who is our class named after? Florance Nightingale was a nurse from a long time ago. Children will learn some facts about people from the past.	**Farmyard Frolics Term 4** **EYFS 1** Explore how things work (looking at old bikes and new bikes) **EYFS 2** Children will compare old and new transport and talk about the differences they notice. Children will compare toys from their early childhood to those they are interested in now.	**Wonderful World Term 5** **EYFS 2** Children can compare and contrast characters from stories, including figures from the past. They will know that some stories have been around for a long time and that some are new. **What are the most important buildings in Salisbury?**	**Beside the seaside** **EYFS 1** Explore different types of beach wear people wear. Children can say if we currently have a Queen or a King? **EYFS 2** How do people dress at the seaside? Children will compare old and new seaside fashion. What do they wear? What did their grandparents wear when they were young? What did they wear a very long time ago? What does a Queen (Victoria) wear to go swimming?
Y1		**Guy Fawkes/Remembrance Day** Why are Bonfire Night and Remembrance celebrated?		**1960s** How do our toys and games compare to those of children in the 1960s?		**Local study** Do all castles look the same as Old Sarum?
Y2		**Fire of London/Samuel Pepys** How do we know so much about what happened in the Great fire of London?		**Significant people** How much did Florence Nightingale and Mary Seacole have in common?		**Significant people/within living memory/beyond living memory** What does it take to be a great explorer?
Y3		**WW2** Why were children evacuated in 1939?		**Local study/Iron age** Who lived at **Old Sarum** and why is it an important place in the history of Salisbury?		**Victorians** How did travel change during the Victorian times? What happened in the Salisbury train crash? (link to local study)
Y4		**Romans** How did the arrival of the Romans change Britain? Focus: Romans		**Anglo-Saxons** Who were the Anglo Saxons and how do we know what was important to them? Focus: Anglo-Saxons		**Vikings** What did the Vikings really want and how did Alfred prevent them from getting it? Focus; Vikings
Y5		**Comparative -non-Europeans** In what ways were the Maya similar or different from the Vikings?		**Stone age** How did the lives of Ancient Britons change in the stone age?		**Stonehenge** Focus: local study/Bronze age
Y6		**Significant turning point in British history** Why was winning the battle of Britain in 1940 so important?		**Ancient Greeks** The story of the Trojan Horse: historical fact, legend or myth?		**Ancient Egyptians** Who were the ancient Egyptians?
Y7 (Sarum)	Vikings	Norman Conquest	Medieval	**Tudors**	English Civil War	**Revolutions (Russian, industrial and American)**

Skills progression

	EYFS	KS1	KS2
Chronological knowledge/ Understanding For example, timelines and sequencing events but understanding how those sequences can be traced back to each other	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and characters Talk about past and present events n their own lives and that of family members	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where people and events studied fit into a chronological framework Identify similarities and differences between periods	Continue to develop chronological secure knowledge of history Establish clear narratives within and across time periods Note connections, contrasts and trends over time.
Historical terms	Explore vocabulary by grouping and naming	Use a wide range of everyday vocabulary of terms related to history	Develop appropriate use of historical terms
Historical enquiry/ Using evidence/ Communicating ideas	Be curious about people and stories Answer 'how' and 'why' questions about stories and events Explain own knowledge and understanding and ask appropriate questions. Know that information can be retrieved from books or computers. Record using marks they can interpret and explain.	Ask and answer questions. Understand some ways we find out about the past. Choose and use parts of stories and resources to show understanding.	Regularly address and sometimes devise historical valid questions. Understand how knowledge of the past is constructed by a range of sources. Construct informed responses by selecting and organising relevant historical information.
Interpretation of history an awareness that there can be different versions of the same event, that history is about fact, bias and point of view.		Identify different ways in which the past is represented.	Understand different versions of the past may exist giving some reasons for this.
Continuity and change similarities and differences within times as well as across periods	Look closely at similarities and differences, patterns and change. Develop understanding of growth, decay and changes over time.	Identify similarities and differences between ways of life at different times.	Describe/make links between main events, similarities and changes within and across different periods /societies.
Cause and consequence why things happened and the effect that these events then provoked.	Question why things happen and give explanations.	Recognise why people did things, why events happened and what happened as a result.	Identify and give reasons for, results of, historical events, situations, changes.
Similarity/difference	Know about similarities between themselves and others and among family communities and traditions.	Make simple observations about different types of people, events, beliefs about a society.	Describe social, cultural, religious and ethnic diversity in Britain and the wider world.
Significance	Recognise and describe special times or events for family and friends.	Talk about who was important (in historical context)	Identify historically significant people and events in situations.

Year 1 UNIT OVERVIEWS

Why are Bonfire night and Remembrance celebrated?	To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past To find out about events beyond living memory that are significant nationally.
How do our toys and games compare to those of children in the 1960s?	To find out about changes within living memory – where appropriate these should be used to reveal aspects of change in national life. The lives of significant individuals (Tim Berners-Lee) in the past who have contributed to national and international achievements
Do all castles look like Old Sarum?	To find out about significant events, people, places in own locality

LESSON OVERVIEWS (Knowledge & Skills)

Year 1 – Why do we celebrate Bonfire night and Remembrance Day? **Pupils will be taught about** events beyond living memory that are significant nationally or globally [or events commemorated through festivals or anniversaries) the lives of significant individuals in the past who have contributed to national and international achievements. **Suggested texts** Where the poppies now grow by Hilary Robinson	**Declarative knowledge** What pupils will know: • That History is about studying people and events in the past • Talk about some of the key events of the Gunpowder plot and put them in order. • Say why the Gunpowder plot happened • Who the significant people were in the Gunpowder plot • How life in 1605 is different to life today • When Bonfire night is celebrated • When Remembrance Day is celebrated • Why people wear poppies • What happens on Remembrance Day and who is remembered
Key Vocabulary	**Past** - things that have already happened **Present –** things that are happening now **Gunpowder plot -** The Gunpowder Plot was a plan to blow up the Houses of Parliament in London and kill the king **Houses of Parliament –** buildings where government hold their meetings in London,, **Government** -people who are make rules for a country **Bonfire -** A bonfire or balefire is a large controlled outdoor fire made from bales of straw or wood. **Treason** - Treason is when a person acts against his/ her country **Plot –**a secret plan **Monarch –** a king or queen head of the government **Executed** - a putting to death as a legal penalty **Guy Fawkes -** Guy Fawkes was a British soldier who was involved in a plan to attack the Parliament **Remembrance Day** - a memorial- way to remember people who have fought in wars **Poppy -** Poppies are a symbol of hope and strength in times of difficulty **war memorial** A war memorial is a building, monument or statue to celebrate a war or victory **Wreath –** an arrangement of foliage or flowers on a circular base
Substantive concepts Monarchy, conflict, government	**Second order concepts** (disciplinary knowledge) Cause and consequence (Why did the Gunpowder plot fail?) Significance and interpretation (why people wear poppies) Constructing the past (how we know about the past) Chronology (sequence of events)

Session 1 What do we know about Bonfire night? 	To know when Bonfire night is and that it is celebrated because of events of the Gunpowder plot in the past. To know who Guy Fawkes was. • Describe what happens on Bonfire night and when it happens • Explore the rhyme and discuss what gunpowder, treason and plot may mean.
Session 2 (possibly need 2 sessions) Enquiry Question - What did Guy Fawkes do? 	To know some of the events leading up to the Gunpowder plot. To know what life was like for Guy Fawkes. • Find out what Guy Fawkes did and why • Sequence or retell the main events
Session 3 Enquiry Question - Why did the gunpowder plot fail? 	To explain how the Gunpowder plot was stopped. To know about other significant people in the Gunpowder plot. • Give reasons why the Gunpowder plot failed
Session 4 Enquiry Question - What evidence do we have about the Gunpowder plot? 	To use evidence to prove what we know about the gunpowder plot. • Explore pictures and artefacts and use them to prove statements about the gunpowder plot
Session 5 Enquiry Question - Why do people wear poppies on Remembrance Day? 	To know why some people wear poppies for Remembrance. • Describe what a poppy looks like and when it is worn • Describe the event people are remembering
Session 6 Enquiry Question - What happens on Remembrance Day? 	To explain some of the ways people remember on Remembrance Day • Explain who we are remembering looking at a picture od=f a soldier from WW1 • Look at photographs of a war memorial, wreath, clip of Cenotaph in London and discuss what they tell us
End of unit assessment task	With support from the teacher act out scenes from the Gunpowder plot and other children describe what is happening Or Provide children with a variety of pictures across the topic. Children choose one and tell you what they know about it.

<table>
<tr><td colspan="2">Year 1 – How do our toys and games compare with those of children in the 1960s?

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

the lives of significant individuals in the past who have contributed to national and international achievements.

Suggested text - Lost in the toy museum by David Lucas The Toymaker by Martin Waddel</td><td>Declarative Knowledge:
Pupils will know:
Some of the ways in which historians divide up time
Why dividing up time into time periods helps in the study of History
How to construct a simple timeline of significant events in British history
How to compare toys from today and use the terms old and new appropriately when describing how they know a toy is old.
Which were the most popular toys and games of the 1960s
How these toys and games compare with popular toys and games today.
Some of the reasons for the similarities and differences they observe
How the inventions of Tim Berners-Lee in 1989 led to great changes in toys and games in the 1990s
Some of the toys that children played with a century ago.</td></tr>
<tr><td>Key Vocabulary</td><td colspan="2">decade - a time period of 10 years century – a period of 100 years timeline
timeline - show how events in history are related world wide web – the internet
old – existed for a long time new - something that has not been around very long</td></tr>
<tr><td>Substantive concepts/ Chronology</td><td colspan="2">Second order concepts (disciplinary knowledge) Chronology, continuity and change, similarity and difference</td></tr>
<tr><td>Prior learning links</td><td colspan="2">Nursery and EYFS
Created own timeline of life
Introduced to stories about the past
Recognised things happened before they were born
Earlier in Year 1
Learned about significant events nationally (wars and Bonfire night)</td></tr>
<tr><td>Session 1</td><td colspan="2">To Identify and describe some of the ways in which historians divide up time
To suggest reasons why dividing up time into periods helps in the study of History
To construct and describe a simple timeline of significant events in British history with the teacher
Understand what is meant by within living memory
Build a timeline using cubes to show decades
Construct a timeline with teacher</td></tr>
<tr><td>Session 2

Enquiry Question - How do we know these toys are old?</td><td colspan="2">To describe some toys from today and the past and use the terms old and new.
Observe, describe and sort toys.
Choose a toy to draw and give reasons why they know it is old</td></tr>
<tr><td>Session 3

Enquiry Question - What were toys like in the 1960s? (grandparents)</td><td colspan="2">To identify, observe and describe the most popular games and toys of the 1960s
Use artefacts, photos to find out about toys from the 1960s
Visit toy museum</td></tr>
<tr><td>Session 4

Enquiry Question-How do toys in the 1960s compare to those today?</td><td colspan="2">To compare and contrast toys in the 1960s to those of today
Identify some toys from the 1960s and write captions about them
Identify some toys from today and write captions about them
Find out about how toys changed after the invention of www by Tim-Berners -Lee</td></tr>
<tr><td>Session 5

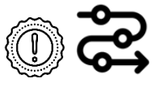
Enquiry question – What were toys like 100 years ago?</td><td colspan="2">To describe and compare some of the toys children played with a century ago.
Discuss toys from a long time ago
Use pictures to suggest reasons who played with which toys and how they know</td></tr>
</table>

Session 6 Enquiry question –Do you think toys today are better than toys in the past?	To compare toys today and in the past and say which they would prefer to play with and why • Give reasons for a preference
End of unit assessment task	• Select three **clearly old toys (which pupils haven't seen before)** for which there is a modern equivalent. • Ask pupils to choose one of the toys and draw it. • They then answer the question **How do you know this toy is old?** beneath their picture

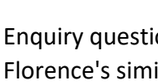
Year 1- Do all castles look the same as Old Sarum? **Pupils will be taught about** significant historical events, people and places in their own locality	Declarative Knowledge: Pupils will know: • That Old Sarum used to be a castle and it was where the original Cathedral was built. • What it means by the terms ruin and medieval • Salisbury is a town originating from medieval times • That castles had two purposes to house important people and as a fort • Some of the features of a castle • Some of the jobs people in a castle did • Some of the similarities and differences between Old Sarum and other castles in the UK (specifically Old Wardour castle)
Key Vocabulary	**castle ruin - The leftover of a castle built many years ago** **moat – a deep trench around the walls of a castle** **drawbridge – a bridge that raises up and down** **battlement – a strong wall to defend a city or castle from enemies** **medieval - middle ages (500-1500ce)**
Substantive concepts: Monarchy, conflict	Second order concepts Continuity and change
Other curriculum areas covered	Links to Geography – Countries of the UK and capital cities
Prior learning links	In Reception children will have identified some of the significant buildings in the local area.
Session 1 - Enquiry Question - What is Old Sarum like?	To recognise Old Sarum and know it was a significant place in the local area in the past. • To understand the term ruin. • Use photographs and ariel pictures to find evidence
Session 2 - Enquiry Question - What are other buildings in the Salisbury area like?	To make observations about the medieval buildings around Salisbury identifying what is the same and what is different. Sort photographs into old and new buildings around Salisbury
Session 3 - Enquiry Question - What were castles like?	To describe the features of a castle. Use photographs to identify features of castles Visit a castle and find the features in photographs
Session 4 - Enquiry question – Why were castles built?	To explain why Old Sarum was built and its purpose. • Observe Old Sarum from the school grounds. • Discuss why castles were build a long time ago
Session 5 - Enquiry question – What was life like inside a castle?	To describe some of the jobs people did in a castle. Using information from the visit to Old Wardour castle discuss the jobs/roles people had in the castle
Session 6 - Enquiry question – How are castles the same and how are they different?	To compare and contrast Old Sarum and other castles in the UK. Make comparisons between Old Sarum and Wardour Castle

Year 2 UNIT OVERVIEWS

How do we know so much about the Great Fire of London?	Events beyond living memory that are significant nationally or globally and lives of significant people in the past (Samuel Pepys)
How much did Florence Nightingale and Mary Seacole have in common?	Lives of significant people in the past.
What does it take to be a great explorer?	Lives of significant people in the past and events beyond living memory that are significant nationally or globally. Changes within living memory and where appropriate, these should be used to reveal aspects of change nationally or globally.

Year 2 – How do we know so much about the Great Fire of London? **Pupils will be taught about:** events beyond living memory that are significant nationally or globally [or events commemorated through festivals or anniversaries) the lives of significant individuals in the past who have contributed to national and international achievements.	Declarative Knowledge: Pupils will know: • The probable cause of the Great Fire of London in 1666 • How these conditions enabled the fire to spread so quickly • The main effects of the fire on the city • Why some sources of evidence of the fire are more reliable and trustworthy than others • Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire • The main actions that were taken to control the fire • Why the fire took so long to extinguish • What might have been done to control the fire earlier What living conditions in London were like for most people in 1666 Some of the main events that occurred during the fire The distinction between primary and secondary sources of evidence of the fire
Prior knowledge	In Year 1 the children will have been introduced to London and the Houses of Parliament in their unit on Guy Fawkes. They will know that this event happened in the past beyond living memory.
Key Vocabulary	**extinguish - to put out (a fire)** **city - a place where people live close together** **Samuel Pepys – a man who wrote a diary in London** **mayor – the leader of a city or town** **firebreak – an area of open land to stop a fire spreading** **monarch – a king or queen head of the government** **diary – thoughts, feelings and events written down**
Substantive concepts - Monarchy, government, culture	Second order concepts (disciplinary knowledge) Sources and evidence, cause and consequence, chronology, significance, change and continuity
Session 1 Enquiry question – What was life like in London in the 6060s? 	To **describe** the living conditions of people in 1666. • Understand this is beyond living memory • List or label features of London in 1666
Session 2 Enquiry question – When, where and how did the Great Fire start? 	To **identify** when, where and how the Great Fire started To **identify** the probable cause of the Fire • Look at a variety of sources of evidence to find out when, where and how the fire started. • Use the term evidence
Session 3 Enquiry question – What happened during the Great Fire of London? 	**To sequence** the events of the Great Fire of London Watch and read a variety of sources to establish the sequence of events Build up a class timeline of events for children to use to make their own
Session 4 Enquiry question Why did the fire spread so quickly?	**To suggest reasons** why these conditions enabled the fire to spread so quickly • Focus on the physical conditions to begin • Add the human reasons why the fire spread so quickly

	• Record 4 – 6 reasons
Session 5 Enquiry question: Who was Samuel Pepys and why is he significant?	To **describe** who Samuel Pepys was and why he was important To **suggest** reasons why some sources of evidence are more reliable than others. • Introduce sources of evidence and reliability • Use true or false statements
Session 6 Enquiry Question - Was it the fault of King Charles II, Thomas Farriener or Thomas Bloodworth that the Great fire spread so quickly? What happened after the fire?	To consider evidence and suggest why the fire continued to burn for so many days. • Debate the reasons for and against each person To **describe** what happened after the fire and how it impacted Britain today • Why is the fire an important event in history and how has it impacted the fire service today.
End of unit task/assessment	Provide children with an unseen picture of the Fire of London. Explain why the fire burned down so many houses.

Year 2 How much did Florence Nightingale and Mary Seacole have in common? **Pupils will be taught about:** the lives of significant individuals in the past who have contributed to national and international achievements.	Declarative Knowledge: Pupils will know: • Why a person might be significant in history • When Florence Nightingale and Mary Seacole lived and where that would come on a timeline of the events they have learned about in history. • Key events in Mary Seacole life. • Key events in Florence Nightingales life. • The similarities and differences in the lives of Florence Nightingale and Mary Seacole • How hospitals compare today and in the past. • Some ways in which Florence Nightingale and Mary Seacole improved nursing today
Key Vocabulary	**significant** - very important **legacy –** learning from the past **hygiene** keeping clean (washing, brushing teeth...) **improve -** get better at **sanitation** - keeping places clean and healthy **Crimea -** a place in eastern Europe (near Ukraine)
Substantive concepts - Conflict, society	Second order concepts Similarities/differences (life then and now) (life for FN compared to MS) Chronology (sequence of events) Significance (Why were FN and MS considered as significant?)
Prior learning links	In Year 1 children have learned about the significant individuals Guy Fawkes and Tim Berners-Lee In geography in Y2 children will have looked at continents and should be able to use these to help them find out where F and M came from.
Session 1 Enquiry question: Who is Florence Nightingale and why is she remembered? 	To identify what makes a person significant To describe some key events in the life of Florence Nightingale. • Sequence key events
Session 2 Enquiry question: How did Florence Nightingale improve nursing? 	To explain how Florence Nightingale improved nursing during the Crimea war • Describe the changes FN made to the hospital in Scutari
Session 3 Enquiry question: Who was Mary Seacole and why is she remembered? 	To describe who Mary Seacole was and describe some key events in her life. • Sequence key events in MS life
Session 4 Enquiry question: How important were Mary's achievements? 	To explain how Mary Seacole improved nursing during the Crimea war. • Describe how MS impacted on the soldiers' lives in the war • Consider the challenges Mary had to achieve what she did
Session 5 Enquiry question: How were the lives of Mary and Florence's similar and different?	To compare the lives of Florence Nightingale and Mary Seacole. • Sort statements to the correct person 'Who said what'

Session 6 Enquiry question: Why do Florence and Mary deserve to be remembered today?	To compare hospitals today and in the past and identify ways in which the nurses in the past have improved nursing today. • Describe the legacy these nurses left •
End of term assessment task	Use of pictures – what mistakes can you spot? How do these pictures show why Florence Nightingale or Mary Seacole should be remembered

Year 2 What does it take to make a great explorer? **Pupils will be taught about:** the lives of significant individuals in the past who have contributed to national and international achievements.	**Declarative Knowledge:** Pupils will know: • What an explorer does both in the past and modern times • The accomplishments of Amy Johnson • Why Amy Johnson's achievements were particularly remarkable given the expectations of women in society at that time. • What Christopher Columbus succeeded in doing during his expeditions • Who Neil Armstrong was and what he achieved in 1969 • The personal qualities that most explorers need in order to succeed.
Other curriculum areas covered	Geography – Continents of the world
Key Vocabulary	explore – to travel in or through navigate – to find a way to a place or position voyage - a journey by water mission - a task
Substantive concepts - Empire, conflict, trade, monarchy	Second order concepts Significance, chronology, change and continuity
Session 1 - Enquiry Question - What is an explorer?	To describe what an explorer does both in the past and in modern times. • Identify different types of explorers, where and what they explore
Session 2 - Enquiry Question - Why do you think Amy Johnson is remarkable?	To describe the accomplishments of Amy Johnson. • Say what Amy Johnson achieved and why it was remarkable •
Session 3 - Enquiry Question - Why was it difficult for Amy Johnson to achieve what she did?	To suggest reasons why her achievements were particularly remarkable. • Describe some of the difficulties Amy had to overcome using evidence to prove •
Session 4 -Enquiry Question - Was CC a hero, villain or something in between?	To describe some of the achievements of Christopher Columbus. Suggest reasons why he could accomplish so much. • Explain what CC was trying to do and why he could do this • Use evidence to support your answer to the question
Session 5 - Enquiry Question - Would NA have been able to achieve what he did alone?	To describe who Neil Armstrong was and what he achieved in 1969. • Sequence the events of the moon landing in 1969 • Focus on teamwork
Session 6 - Enquiry Question - How were the explorations similar and different?	To compare the achievements of explorers and identify similarities and differences. • Sequence by timeline/slowest- fastest/safest-most dangerous • Develop historical interpretation by ranking bravery, difficulty, danger, importance
End of term assessment task	Who was the greatest explorer? Make a speech or poster or fact file.

Year 3 UNIT OVERVIEWS

Why were children evacuated in 1939?	Aspect or theme in British history that extends pupils' chronology beyond 1066.
Who lived at Old Sarum and why is it an important place in the history of Salisbury?	Local study. Focus on historical change and chronology.
How did transport change during the Victorian times?	Aspect or theme in British history that extends pupils' chronology beyond 1066. Local study.

Year 3 – Why were children evacuated in 1939? **Pupils will be taught about:** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Declarative Knowledge:** **Pupils will know**: Some of the events leading up to Britain declaring war on Germany in 1939 Be able to place the start and the end of the war in a timeline based on previous knowledge Which countries were involved in World War 2 Why evacuation happened in 1939 and where children were sent to live Begin to understand how historical sources can be used to give different viewpoint. What precautions were put in place to try to keep civilians safe such as need for gas masks, black out and role of an ARP warden Why bomb shelters had to be built/found and what an air raid was Ask questions about change, continuity, causation, similarities and differences
Key Vocabulary	**timeline - show how events in history are related** **within living memory – a period that can be remembered (within the last 100 years)** **beyond living memory – a time before we can remember (over 100 years)** **Evacuee – someone who has been sent away from a dangerous place** **Evacuation – process of moving people away from an area of danger** **Occupation – possession of land, seizure of an area by military forces** **Civilian – a person who is not in the services (police, army, firefighter....)**
Substantive concepts Government, conflict	Second order concepts (disciplinary knowledge) Cause and consequence, continuity and change, similarity and difference, chronology
Prior learning links	In Ks1 Children will have learned about Remembrance Day In Y2 children will have been introduced to a timeline and know some dates of events within and beyond living memory
Session 1 - Enquiry Question - What was lifelike for children who were evacuated during WW2?	To know when World War 2 began and the key events of evacuation. To place when World War 2 happened on a given timeline. • Use photographs as evidence to find out who? What? When? Where?

Session 2 - Enquiry Question - How were children prepared for the evacuation? 	To explain some of the key events leading up to the outbreak of war. • Compare lists for what to take with what children might take on a journey nowadays
Session 3 - Enquiry Question - Were evacuated children happy? Is one story enough to tell us what it was like to be an evacuee? 	To compare historical sources of evidence • Explore historical sources of evidence • Read fictional and real-life accounts of being an evacuee to collect evidence • List the positive and negatives of being evacuated
Session 4 - Enquiry Question - Why was it difficult to know what life was like on the home front? 	To describe the purpose of the home front • Begin to explore censorship and propaganda • Children need to understand evidence needs to be treated with caution
Session 5 - Enquiry Question - What was The Blitz? 	To explain the Blitz and how it impacted people • When? Where? Who? • Make a fact file about The Blitz
Session 6 - Enquiry Question - What were some of the precautions that were taken to keep people safe in the war? 	To identify precaustions taken to keep people safe • Gas masks, shelters, ARW, evacuation • Make a poster to tell people how to keep safe
End of term task/assessment	Choose items for a museum that would tell you about the WW2. (linked to session 6) How can you tell this picture depicts life in WW??

Year 3 – Who lived at Old Sarum and why is it an important place? **Pupils will be taught about:** a local study	Declarative Knowledge: **Pupils will know:** That Old Sarum was originally a hill fort in the iron age. Some aspects of what life was like in the Iron age That Old Sarum has changed over time and that historians divide time up into periods to help in the study of History How to construct a simple timeline to show periods of time. Some of the key people who were part of Old Sarum's story. That we can learn about Old Sarum from artefacts That Old Sarum was most important at the time of the Norman Conquest The key events leading up to the building of Salisbury Cathedral.
Key Vocabulary	Hill fort – a fort built on a hill Iron age – a period in human history that started 1200B,C, to 600 B.C. Medieval – Middle Ages Cathedral – a church run by a bishop Archaeology - the study of human history through excavation of sites Anglo-Saxon- a cultural group that lived in England in the early Middle Ages Viking-seafaring people originally from Scandinavia (8^{th} – 11^{th} century) Norman – a group of people from northern France who invaded England in 1066 Settlement – a place to settle and live
Substantive concepts Culture, power,	Second order concepts (disciplinary knowledge) Chronology Continuity and change
Other curriculum areas covered	Geography – looking a maps, physical features of a place
Prior learning links	In Reception children will have identified Old Sarum as a place they can see from our school grounds In Year 1 children will have learned the significance of Old Sarum for the city of Salisbury and about features of castles and who may have lived there. They will be aware what its purpose was (Why it was built)
Session 1 Enquiry question: What was life like in the Iron age	To know the term iron age. To describe what life was like in the Iron age. • Use artefacts and pictures to make inferences about life in the Iron-age
Session 2 Enquiry question: What was a hill fort? How is Old Sarum an example?	To describe the purpose of a hill fort. To begin to understand how Old Sarum has changed over time. • Identify the features that show Old Sarum was a hill fort and compare pictures and photographs of it through time.
Session 3 Enquiry question: How do historians divide up time?	To begin to understand how historians divide up time and construct a simple timeline showing periods of time • Use pictures through time to develop a chronology of Old Sarum. Introduce the idea that different periods had different names.(Iron age, Roman, Norman etc) • This lesson will be based around pictures of Old Sarum and labelling the period.
Session 4 Enquiry question: Who lived in Old Sarum in the past?	To describe some of the significant people connected to Old Sarum and place them on the timeline. • Information can be found on a class visit to Old Sarum and added to timeline on return

Session 5 Enquiry question: Why was Salisbury Cathedral built where it is today?	To sequence the events that led up to the building of Salisbury Cathedral • Retell in sequence the story of why the Cathedral was built where it was
Session 6 Enquiry question: How was William the Conqueror linked to Old Sarum?	To know about the Norman conquest and its links to Old Sarum • Motte and baily castle built, place to gather troops, the Oath of Sarum, The Domesday book, The first Cathedral
End of term assessment task	Design a leaflet for tourists to explain why Old Sarum is significant

Year 3 – How did transport change over time in our locality? **Pupils will be taught about:** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Declarative Knowledge: Pupils will know: • What types of transport there was in the local area long ago • What major changes happened during Victorian times • How the first railways were developed • The significance of some of the steam locomotives • Similarities and difference between steam locomotives • How and why the railway network in Britain grew over time • What life was like on the railways in the past • How the technologies of different locomotives have changed over time • Some positives and negatives of the railways and its impact locally and nationally
Key Vocabulary	Transport-to take or carry goods or people from one place to another by means of a vehicle Locomotive – a powered railway vehicle used for pulling trains Limitations – something that limits or restricts Local – in the area where you live National – relating to the whole of the country
Substantive concepts, Transport, trade,	Second order concepts - Change and causation , Chronology
Session 1 - Enquiry Question - What were the most important changes that took place in Victorian times?	To identify major changes that took place during this time • Understand this was a period of rapid change • Name some innovations still with us today Use KShistory powerpoint
Session 2 Enquiry question: How were the first railways developed?	To explain how the first railways were developed • Describe early railways and their limitations • Make an annotated timeline using pictures
Session 3 Enquiry Question - Why are steam locomotives historically significant?	To explain why some steam locomotives are historically significant, and how and why railways network grew over time. • Suggest reasons why the steam locomotive was significant and how this impacted
Session 4 Enquiry question – What was life like on the railways in the past?	To describe what life was like on the railways in the past. • Use a variety of sources including paintings to find out about life on the railways
Session 5 Enquiry Question - How did railways impact?	To identify the positives and negatives of the railways • List the positives and negatives on different people Use KS History lesson to support
Session 6 - Enquiry Question - How and why have locomotives changed over time?	To explain how and why technology has changed in the design of locomotives

Year 4 UNIT OVERVIEWS

How did the arrival of the Romans change Britain?	The Roman Empire and its impact on Britain
Who were the Anglo-Saxons and how do we know what was important to them?	Britain's settlements by Anglo-Saxons and Scots
What did the Vikings really want and how did Alfred prevent them from getting it?	Viking and Anglo-Saxon struggle for the Kingdom of England

Year 4 – How did the arrival of the Romans change Britain? **Pupils will be taught about: the Roman Empire and its impact on Britain**	Declarative Knowledge: Pupils will know: • What an empire is • The Romans attempted to invade twice before they were successful • Why Claudius invaded Britain in AD43 • Who Boudica was and why she was a threat to the Roman settlement of Britain. • Why the Romans constructed Hadrian's wall in AD122 • Why so much evidence remains today in Britain of the Roman times. • Why most Romans eventually left Britain and returned to Rome
Key Vocabulary	Empire – a group of countries ruled over by a single monarch Conquest – the act of conquering a country or group of people Tribe – a group of people made up from many families that share the same culture and beliefs Occupied – a country Invasion – the movement of an army into another area or country Trade –buying and selling of goods and services Settlement – places where people settle to live Celts - **the people who lived in Britain and northwest Europe during the Iron Age** – from 600 BC to 43 AD ...
Substantive concepts Conflict, empire, trade, culture	Second order concepts (Disciplinary knowledge) Chronology,
Other curriculum areas covered	
Prior learning links	In Year 3 children will have learned about history being divided into periods of time in relation to Old Sarum and the changes over time.

Session 1 - Enquiry Question - When did the Romans invade and why? 	To understand the term invasion. To explain the reasons for the Roman invasion in AD43. • Examine where, when and how the romans invaded • Compare the failed invasions and why Claudius was successful
Session 2 Enquiry question –Why did the Romans want to control the country? 	To explore why the Romans wanted to control the country To understand what an Empire is. • Look at maps of the Roman Empire and explore why they wanted to control the minerals and exports from the country
Session 3 Enquiry Question - Did the native Britons welcome or resist the Romans, and why? 	To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event. • Who was Boudicca and why do we remember her? • Why some tribes did not welcome the Romans whilst others did • Order the story to show chronological understanding
Session 4 Enquiry question- What image do we have of Boudicca today? 	To assess sources for accuracy and bias (historical interpretation) • Consider the reliability of the description of Boudicca by Cassius Dio. • Assess images of Boudicca for accuracy.
Session 5 - Enquiry Question - How did the Romans influence the culture of the people already here? 	To explain the importance of Hadrian's wall and use primary and secondary sources to find out about the lives of the soldiers who lived there. • What kind of men could join the Roman army? (why it was successful) • Why did the Romans build Hadrian's wall in the north of England? • Interpret ruins
Session 6 - Enquiry Question - What impact did Roman achievements have on Britain? 	To understand the achievements of the romans and the impact on Britain. To describe the lasting impact of the Roman Empire on Britain. • Find out/give the achievements and children can discuss and place into an order to give reasons about the most significant and why
End of unit assessment	Why do you think Boudica rebelled? Make a living graph of the events of Boudica's rebellion and then **write** their own explanation to why they think she rebelled giving reasons.

Year 4 – Who were the Anglo-Saxons and how do we know what was important to them? **Pupils will be taught about:** Britain's settlement by Anglo-Saxons and Scots	What the pupils will know: • What happened in Rome in AD 410 that convinced the Romans to leave Britain • Who the Anglo-Saxons were and where they came from. • Why the Anglo-Saxons settled in England after the Romans began to leave. • Why the Anglo-Saxons chose to live in villages rather than towns left behind by the Romans • Why the Anglo-Saxons were referred to as 'pagan' • Why England began to convert to Christianity after the arrival of Constantine in AD 597 • How ordinary people were affected by England's conversion to Christianity. • Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.
Key Vocabulary	Anglo-Saxons –a cultural group that lived in Britain in the early Middle Ages Invaders –someone or a group of people who enter by force another area or country Settlers – people who have settled in one place to live Migration –movement from one place to another Conquest – the act of conquering a country or a group of people Christianity –Religion based on the readings of Jesus Christ Pagan –People who didn't follow a main religion Sutton Hoo – site of archaeological importance
Substantive concepts - Beliefs, culture, society	Second order concepts (disciplinary knowledge) Chronology Continuity and change
Prior learning links	In Year 3 the children have become aware of different periods of history through their work on Old Sarum. Earlier in Year 4 the children will have learned about the Roman invasion.
Session 1 Enquiry question- Why did the Romans leave Britain?	To recall and explain what happened in Rome in AD 410 to make the Romans leave Britain.
Session 2 - Enquiry Question - Why did the Anglo-Saxons invade and how can we know where they?	To identify who the Anglo-Saxons were and where they came from. To explain why they chose to settle in Britain. • Use maps to find out where the Anglos, Saxons and jutes came from • Suggest reasons why they chose to settle
Session 3 Enquiry question –Where did the early Anglo-Saxons live and how do we know?	To describe how Anglo-Saxons settled in villages and the impact that had on place names today. • List words that have their meaning from Anglo-Saxon times • Use maps to explore the different kingdoms • Identify place names that have Anglo-Saxon roots
Session 4 Enquiry question- Why is Sutton Hoo significant?	To explain what was found at Sutton Hoo and why it is an important archaeological site. • Examine objects from the burial and make inferences about them
Session 5 - Enquiry Question - How did people's lives change when Christianity came to Britain?	To explain the term 'pagan' and explore the beliefs and practices of the early Anglo-Saxons • Identify what day to day life was like

Session 6  Enquiry question- How did Christianity change peoples lives?	To identify the events that led to England converting to Christianity • Tell the events in stages • Explain how it changed people's lives
End of unit task	What were the main changes that took place in Anglo-Saxon Britain? (Skill/concept -change/significance) Provide 4 pictures and challenge children to add 2 of their own. (See powerpoint of task)

Year 4 – What did the Vikings really want and how did Alfred prevent them from getting it? **Pupils will be taught about:** the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Declarative Knowledge: Pupils will know: • Who the so called 'Vikings' were • The significance of the Viking attack on Lindisfarne in 793 • How England in Anglo-Saxon times was made up of kingdoms. • The motives of the Norsemen who invaded Britain in the eighth and ninth centuries • The area of modern-day Britain once occupied and settled by Norsemen • How Norse settlements compared with traditional Anglo-Saxon homes • How Anglo-Saxons resisted invasion and occupation by Norsemen. • The difference between a myth and a legend. • Why King Alfred of Wessex has the title 'Great' • Why William of Normandy invaded Britain in 1066 ending the Anglo-Saxon period.
Key Vocabulary	Invaders- someone or a group of people who enter another area or country by force Settlers – people who have settled in one place to live Conquest – the act of conquering a country or a group of people Raiders – attack on a place in order to steal Monastery – a large religious building when monks lived Norsemen – people who lived in Scandinavia in the past Lindisfarne – an island off the north-east coast of England
Substantive concepts Conflict, culture, belief	Second order concepts (disciplinary concepts) Continuity and change
Prior learning links	Earlier in Year 4 the children have learned about invasions of the Romans and Anglo-Saxons They will have learned that areas of the country had been divided into Kingdoms. In Year 3 they will have learned about The Norman Conquest in relation to Old Sarum.
Session 1 Enquiry question- Who were the Vikings?	To explain who the 'Vikings' were and describe the attack on Lindisfarne in 793. • Where did they come from • What did they do • What was Lindisfarne
Session 2 Enquiry question –Why have the Vikings gained such a bad reputation?	To understand the motives for the invasions and how Anglo-Saxons resisted invasion and occupation. • Why did the Vikings come to Britain • Why did they raid/invade • How did the Anglo-Saxons resist
Session 3 Enquiry question –Where did the Vikings invade and settle?	To identify the Kingdoms of England in Anglo-Saxon times and the areas settled by the Vikings • Where did the Vikings invade and settle – use maps
Session 4 Enquiry question –How were Viking homes similar and different to Anglo-Saxon homes?	To compare and contrast Norse settlements with Anglo-Saxons homes • Define a settlement • What were Norse settlements like
Session 5 - Enquiry Question - How great was King Alfred?	To explain who and why King Alfred of Wessex was known as 'Great' To explain the difference betwe**en a myth and a legend.** • Define myth and legend

	• Apply learning to the enquiry question
Session 6 Enquiry question; What happened in 1066 and how was it significant 	To explain what happened in 1066 and how this invasion ended the Anglo-Saxon period. • Why was the Battle of Hastings significant?

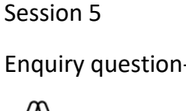
In what way were the Maya similar or different from the Vikings?	A non-European society that provides contrasts with British History
How did the lives of Ancient Britons change during the stone age?	Changes in Britain: Stone age to Iron age
Stonehenge	A local study, in depth, linked/focus to the Bronze age.

Year 5 In what way were the Maya similar or different from the Vikings? **Pupils will be taught about:** a non-European society that provides contrasts with British history	Declarative Knowledge: Pupils will know: • Where and when the Maya lived and the type of environment they lived in • The difficulties of sustaining a civilization in a rainforest environment • Some of the key achievements of the Maya (writing and time) • Know how Maya society was organised • About Maya trade goods • How the beliefs of the Maya and the Vikings compared
Key Vocabulary	Civilization –a complex society that has developed their own way of life Archaeology –study of human history through excavation sites and artefacts Culture – the ideas, customs and behaviour of a society Ancient –very distant past, no longer in existence Mesoamerican – a historical region and cultural area mostly in Central America Conquistador – a person who is out to conquer new territory
Substantive concepts - Culture, civilization, trade	Disciplinary concepts Similarity and difference, historical sources
Session 1 Enquiry question-What is the environment like in Central America now and in the past?	To understand when and where the Maya were discovered To make observations about the natural features of the environment and climate of Central America • Use maps to locate ancient Mayan cities • Identify the climate
Session 2 Enquiry question –Who were the Ancient Maya and what did they achieve?	To explain who the Ancient Maya were and identify some of their achievements. • Learn about the Maya writing system and it uses • Identify similarities and differences between the Maya writing system and that of the Vikings
Session 3 Enquiry question- What else can we find out about the Ancient Maya civilisation?	To identify and use a range of evidence sources to understand more about the Maya civilisation. • Explore the city states of the Maya and how society was organised
Session 4 - Enquiry Question - Why were calanders so important to the Mayans?	To understand how the Maya told the time. • Compare our present way of telling time to that of the Mayans
Session 5 Enquiry question-How were Mayan houses similar and different to that of the Vikings?	To compare and contrast Mayan and Viking settlements • Describe the Mayan homes and compare to those of the Vikings • Use pictures to support
Session 6 - Enquiry Question - Archaeologists suggest the Maya were the most advanced	To identify some similarities and differences between Ancient Maya and Viking beliefs. • Explain how Ancient Maya religion and beliefs influenced the way of life and make comparisons to that of Viking beliefs.

Mesoamerican culture. Do you agree the Maya was an advanced civilization? Why? 	
End of term assessment/task	What can we tell about Mayan society 1000 years ago from these 3 pictures?

Year 5 **How did the lives of Ancient Britons change in the stone age?** **Pupils will be taught about:**	Declarative Knowledge: Pupils will know: Why the stone age is part of Prehistory The three areas and dates of the Stone Age in Britain How archaeologists used artefacts to understand life in Ancient Britain How early man survived in the Stone age Why most Ancient Britons were hunter gatherers The significance of Skara Brae and its findings How and why hillforts were developed in the Iron age Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study Construct informed responses that involve thoughtful selection and organisation of relevant historical information Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
Key Vocabulary	Prehistory –time before written records Hunter gatherer – people who lived by hunting, fishing and gathering Palaeolithic –around 3.000.000 B.C. Mesolithic – around 10,000 B.C. Neolithic – around 4,500 – 2,400B.C. Skara Brae – a stone age village
Prior learning links	In year 3 children will have learned that Old Sarum was an Iron age fort and have some knowledge of the Iron age
Session 1 Enquiry question- When was the Stone age?	To place the various Stone ages on a timeline and understand why it is part of prehistory. • Use the term prehistory • Identify the stages within the Stone age (Palaeolithic, Mesolithic, Neolithic) • Begin to understand how this age saw a move from hunter-gatherers to farmers
Session 2 Enquiry question- How did people survive in the Stone Age?	To describe what humans needed for survival in the Stone age To understand the significance of the achievements of Stone Age man. • Begin to explore artefacts to give us clues to what life was like • List the most important things needed for survival during these times
Session 3 Enquiry question- How much did life change with the arrival of farming?	To explain the impact of farming on life in the Stone age. Skills –change and continuity • Identify big and small changes during the time and their significance • Identify what stayed the same
Session 4	To describe how archaeologists used artefacts to find out about Ancient Britain.

Enquiry question – Stone age Britain: what do archaeologists think they know about it?	• Look at different artefacts and explore how archaeologists use them to identify different eras • Identify how artefacts can demonstrate how life was changing during the period
Session 5 Enquiry question- What can Skara Brae tell us about the Stone Age?	To understand the significance of the findings at Skara Brae • Identify where Skara Brae is • What can be found out from an aerial view? • Label artefacts found in the houses and explain what it tells us about settlements
Session 6 Enquiry question - How should we remember the Bronze age?	To identify significant aspects of Bronze Age culture Skills – significance and interpretation • Use finds from different Bronze age sites to discover main features of Bronze age life.
Session 7 Enquiry question- What was Iron are life like and how do we know?	To explain how hillforts were developed in the Iron Age. • What do you already know about hillforts? • Why were hillforts built?
End of term assessment	Spot the mistakes (to be adapted) Order the pictures chronologically and write about the changes through the stone age to iron age

Year 5 – Local study **Pupils will be taught about:** changes in Britain from the Stone Age to the Iron Age a local history study	Declarative Knowledge: Pupils will know: How the building of Stonehenge linked to events in British History How and why Stonehenge was built How evidence about Stonehenge can give us different answers about the past How evidence about Iron Age druids can give us different answers about the past How to compare Stonehenge with other circles (Avebury, Wood henge)
Key Vocabulary	Monument – a structure or site of historical importance
Substantive concepts - Culture, belief	Second order concepts Historical interpretation, evidence, significance
Session 1 Enquiry question: When was Stonehenge built? 	To link the key events of the building of Stonehenge to the British History timeline • Look at the stages of building – identify that it was not all built at one time
Session 2 Enquiry question: How was Stonehenge built? 	To explain how Stonehenge was built. To describe the landscape before Stonehenge was built and how it changed. • Investigate how it was possible to transport, shape and raise the stones
Session 3 Enquiry question: Why was Stonehenge built? What are the theories? 	To investigate the theories about why Stonehenge was built, • Share the four main theories about why Stonehenge was built. • Give reasons which was most likely and why
Session 4 Enquiry question-What can I find out from a visit to Stonehenge?	To visit a prehistoric site • Use English Heritage materials to support
Session 5 Enquiry question- Who were the Druids? 	To understand how evidence about the Druids can tell us different things about the past. • Explore the Druids beliefs and what evidence we can use to find out more about Stonehenge in the past
Session 6 Enquiry question- Which prehistoric site has taught us most about prehistoric life? 	To evaluate the different archaeological and significant sites • List prehistoric sites studied • Identify positives and negatives about what they have told us

Year 6 UNIT OVERVIEWS

Why was winning the battle of Britain in 1940 so important?	Focus: Significant turning point in British history
The story of the Trojan Horse: historical fact, legend or myth?	Focus: Ancient Greeks
Who were the ancient Egyptians?	Focus; Ancient Egyptians

Year 6 **Why was winning the Battle of Britain in 1940 so important?** **Pupils will be taught about:** ⍰ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Declarative Knowledge:** **Pupils will know:** Why Adolf Hitler came to power in Nazi Germany Why Britain entered into war with Nazi Germany in 1939 Which countries were allies of Britain in the war Why Nazi Germany invaded and occupied most of Western Europe by 1940 Why Britain faced the threat of invasion by Nazi Germany in 1940 Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion The main events of the Battle of Britain How and why Britain defeated Nazi Germany in the Battle of Britain The significance of this victory in terms of the final outcome of the Second World War
Key Vocabulary	Fuhrer - A dictatorial leader with absolute power. Reich - The territory controlled by Nazi Germany 1933-1945. RADAR - A system for detecting moving objects such as aircraft. Combat -Fighting between armed forces. Alliance - A formal agreement between two or more countries. Prime Minister - A leader of an elected government. Allies - Countries agreeing to support each other in times of war. Evacuation - Moving people away from places of danger. Blitzkrieg - A sudden powerful attack to achieve a quick victory
Substantive concepts Conflict, empire, democracy, power,	Disciplinary concepts Cause and consequence, chronology, historical significance
Prior learning links	In Y3 the children will have learned about World War 2 from the viewpoint of an evacuated child.
Session 1 Enquiry question- Who was Adolf Hitler and why was he significant?	To explain who Adolf Hitler was and why he came to power in Nazi Germany To explain why Britain entered into war with Nazi Germany in 1939 To identify and explain which countries were allies of Britain in the Second World War • Revisit what we already know about WW2 • Make a timeline of key events before and after Hitler came to power
Session 2 Enquiry question- Why did Britain face the threat of invasion by Nazi Germany in 1940?	Explain how and why Nazi Germany invaded and occupied most of Western Europe by 1940 Understand why Britain faced the threat of invasion by Nazi Germany in 1940 • Identify the key information using a variety of sources of evidence
Session 3 and 4 Enquiry question – What were the main events in the Battle of Britain?	To describe and explain the main events of the Battle of Britain • Use a variety of sources of evidence to research and present findings
Session 5	To reach an informed judgement about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion • Share and discuss a variety of evidence including photographs • Write a paragraph to explain why Germany needed to defeat the RAF

Enquiry question- Why was it so important for Germany to defeat the RAF?	
Session 6  Enquiry question How and why did Britain defeat Germany in the Battle of Britian?	To evaluate a range of evidence and reach a judgement about how and why Britain defeated Nazi Germany in the Battle of Britain and justify their views To understand the significance of this victory in terms of the outcome of the Second World War • Use hexagons to link information known to support judgements
End of term assessment/task	If Britain was only days away from defeat in August 1940, why did she win the Battle of Britain? Summarize in 60 words or less.

Year 6 – The story of the Trojan horse – historical fact, legend or myth? **Pupils will be taught about:** Ancient Greece – a study of Greek life and achievements and their influence on the western world	**Declarative Knowledge:** **Pupils will know:** What the term 'civilisation' means. Why Greece, 2000years ago, became one of the most important places in the ancient world. The area of the modern world that was once part of the empire of Ancient Greece The major achievements of the Ancient Greece civilisation What a city state is and why there were so many in Ancient Greece Why the city of Sparta and Troy began a war that lasted ten years Why Greek armies laid siege to Troy What the so called 'trojan horse' was believed to have been The story of the trojan horse The difference between a myth and legend Whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend
Key Vocabulary	Prehistoric =The time before historical events were recorded in writing. Myth -A traditional story about some being, hero or event that is not true. Legend - An old story based originally on some factual events often involving heroic action. Siege -An operation where enemy forces surround a place to cut off its essential supplies. Authenticate - Prove or show something to be true. Depiction - Show something or somebody visually in pictures, drawings, sculptures or paintings. Envoy - A messenger or representative who is sent from one government or power to another. City state - A small nation or country with a single large settlement surrounded by its territory.
Substantive Concepts - Civilization, conflict, power, empire	Second order concepts, Chronology, Significance, Causation, Sources
Session 1	To understand what the term 'civilisation' means To identify, locate and observe the area of the modern world that was once part of the empire of Ancient Greece
Session 2	To understand the major achievements of the Ancient Greece civilisation To explain why Greece 2500 years ago became one of the most important places in the ancient world
Session 3	To explain what a city state is and reach an informed judgement as to why there were so many in Ancient Greece
Session 4	To explain why the city of Sparta and Troy began a war that lasted ten years To understand why Greek armies decided to lay siege to Troy
Session 5	To explain what the so called 'trojan horse' was believed to have been To describe the story of the trojan horse
Session 6	To explain the difference between a myth and legend To evaluate a range of evidence and reach an informed judgement as to whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend, justifying their views
End of unit assessment	What do these images tell us about life of women in Ancient Greece?

Year 6 – Who were the ancient Egyptians? By the end of this block you will have achieved the following **National Curriculum outcomes** **Pupils should be taught** the achievements of the earliest civilizations	Declarative Knowledge: Pupils will know: Where and when the ancient Egyptians lived The issues relating to accurate recording of Egyptian chronology What was important to people during ancient Egyptian times The achievements of The Ancient Egyptians and their impact on others around them and on us today. What Egyptian society was like compared to other civilizations. How evidence can give us different answers about the past (through learning about the discovery of Tutankhamun)
Key Vocabulary	afterlife - he place where Egyptians believed they would go after they died. canopic jars =special jars that held the organs of a mummy including the lungs, intestines, liver and stomach. civilisation A human society with its own social organisation and culture. dynasty - A period of rule when a series of Pharaohs all came from the same family. Egyptologist - An archaeologist who focusses on Ancient Egypt. fertile -Soil that is able to produce lots of crops. hierarchy a system of organising people into different ranks or levels of importance, for example in society. hieroglyphics -A type of writing that used a combination of pictures and symbols. Mummification- The process of preserving a body after death in preparation for the afterlife. papyrus -A plant that grew on the banks of the Nile. It was used as an early version of paper. Pharaoh -The supreme ruler of all of Ancient Egypt. physical features natural features of land. pyramids -Large tombs built for the Pharaohs. polytheists -worship of or belief in more than one god. sarcophagus - large stone box that held a mummy's coffin. Tutankhamun -Youngest Pharaoh, famed for his burial tomb in the Valley of the Kings. Valley of the Kings -The location where Tutankhamun was buried.
Session 1	To find out when and how Ancient Egyptians lived and worked
Session 2	To understand what was important to the Egyptians in Ancient times
Session 3	To explain the ancient Egyptian process of mummification
Session 4	To explore the discovery of Tutankhamun and understand how evidence can give us different answers about the past.
Session 5	To compare Egyptian society to that of other civilizations.
Session 6	To explain the achievements of the Ancient Egyptians and their impact