

EYFS

Historical Skills

Knowledge and interpretation



As a historian: Can I talk about changes? Can I look closely at similarities, differences, and change?

Can I understand and use vocabulary such as: Same, different, similar, change, what happened, because?

Chronological understanding



As a historian: Can I talk about past and present events in my own life and in the lives of family members?

Can I understand and use vocabulary such as: Before, yesterday, last week, when I... ?

Historical enquiry



As an historian: Can I answer what, how and why questions about my experiences and in response to stories?

Can I understand and use vocabulary such as: What, how, why, because, I wonder... ?

EYFS – Term 1 - All About me

EYFS handbook Aims

- 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

Learning intentions

- LI: To explore the past through pictures of my teachers when they were younger

Concept threads

Being historians

Topic vocabulary

Past, before, same, different

Key Sources

- Baby photos
- Family photos

Linked Texts

Assessment	Possible cross curricular links
<ul style="list-style-type: none"> Have the children reached the learning intention? (Teacher evaluation – shown through tapestry) Do the children know and use the topic vocabulary? (Teacher evaluation) 	

EYFS - Year R - ELG: Past and Present – Term 1 – All About Me		
EYFS ELG Goals	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none">• 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;	To understand about lives of people around them	Past, family tree, mum, dad, experiences, history
Pre School Knowledge		Future Learning
Begin to make sense of their own life-story and family’s history.		
Continuous Provision		
<p>Construction Build a home. Observations and intractions in role play – <i>What links do children make between home life and school life? Who do you live with?</i></p> <p>Role Play Home roleplay – Observations and intractions in role play – <i>What links do children make between home life and school life?</i></p>		

EYFS - Year R - ELG: Past and Present – Term 2 – ‘Oh help! Oh no, it’s the Gruffalo’

EYFS ELG Goals	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> 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; 	Understand about lives of people around them	Special, birthdays, celebration
Pre School Knowledge		
Begin to make sense of their own life-story and family’s history.		

EYFS - Year R - ELG: Past and Present – Term 3 All around the World

EYFS ELG Goals	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> 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; 	To know that St James’ church is an old building To know that Bournemouth Hospital is a new building To know that some buildings are made of stone	Old, buildings, stone, materials,
Pre School Knowledge		Future Learning
Begin to make sense of their own life-story and family’s history.		Local area historical knowledge
Continuous Provision		

**Outdoor
Local Area Walk –**

difference and similarities between things in the past and now. *What do you notice has changed between now and the past?*

Small world

Create a map of the local area using small world objects.

difference and similarities between things in the past and now. *What do you observe?*

Roleplay

Artefacts in roleplay for children to investigate.

difference and similarities between things in the past and now. *What do you observe?*

EYFS - Year R - ELG: Past and Present – Term 4 Beware of the Bears

EYFS ELG Goals	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> • 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 style="text-align: center;">I can discuss books from the past</p>	<p style="text-align: center;">Traditional tales, books from the past, similarities and differences</p>
Pre School Knowledge		Future Learning
<p style="text-align: center;">Begin to make sense of their own life-story and family's history.</p>		<p style="text-align: center;">Traditional tales</p>

EYFS - Year R - ELG: Past and Present – Term 5 People Who Help Us

EYFS ELG Goals	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> 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; 	I know the job types of people in the community	Community, jobs, local, help
Pre School Knowledge		Future Learning
Begin to make sense of their own life-story and family's history.		Significant people in the children's locality
Continuous Provision		
<p>Visitors Nurses, doctors, vets, police officers etc invited into school to talk about jobs. Understand the roles of the jobs in community. <i>Why is the job important?</i></p> <p>Construction Role Play Create a town with People who help us jobs located within the town. Understand the roles of the jobs in community. <i>Why is the job important?</i></p> <p>Role play as a person who helps us – Understand the roles of the jobs in community. <i>Why is the job important?</i></p>		

EYFS - Year R - ELG: Past and Present – Term 6 Brilliant Bugs and Beasts

EYFS ELG Goals	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> 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; 		

<ul style="list-style-type: none">Understand the past through settings, characters and events encountered in books read in class and storytelling;		
Pre School Knowledge		Future Learning
Begin to make sense of their own life-story and family's history.		Changes within living memory
Continuous Provision		
No UTW Past and Present continuous provision this term		

Year 1

Historical Skills

Knowledge and interpretation



As an historian: Can I answer questions using a range of sources provided? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today? Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?

Can I understand and use vocabulary such as: explain, facts, events?

Chronological understanding



As an historian: Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children?

Can I understand and use vocabulary such as:

In order, a long time ago, recently, when my parents/carers, grandparents were children...

Historical enquiry




As an historian: Can I show some understanding of how people find out about the past? Can I answer questions by using different evidence, such as an information book or pictures? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago?

Can I understand and use vocabulary such as: questions, find out, evidence, research, historians, investigate?



KS1 – Year 1

Term 1 – Lives of Significant Individuals - Mary Anning


National Curriculum Aims	Learning intention	Concept threads	
<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national achievements significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> LI: To understand who Mary Anning was? and of Mary Anning's life and achievements LI: To know that Mary Anning dug up fossils and that fossils help us to understand the past LI: To know that Mary Anning was the first to discover the complete skeleton of a Plesiosaurus in 1823 <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Mary Anning was born in Lyme Regis in 1799 She hunted fossils on the beach and discovered a Plesiosaurus Mary sold fossils to tourists Mary's discoveries helped to fuel public interest in geology and palaeontology Geology is the study of rocks Palaeontology is the study of fossils 	Historians, local area	
		Topic vocabulary	
		Jurassic coast, Mary Anning, Palaeontology, fossil, extinct, prehistoric, geology,	
		Key Sources  <ul style="list-style-type: none"> Mary Anning 	Linked Texts <p>The Dinosaur that Pooped a Princess</p>
Prior/Future Learning	Assessment	Possible cross curricular links	
<ul style="list-style-type: none"> Children have learnt about people in their communities and the lives of people around them They will learn about Amy Johnson in Y1 and Baden Powell, Cadbury and Rowntree in Year 2 	<ul style="list-style-type: none"> Have the children reached the learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use topic vocabulary? (Quiz) 	<ul style="list-style-type: none"> Geography of the Jurassic coast Some animals have backbones (vertebrates) 	

	<ul style="list-style-type: none"> Have the children shown the ability to use the historical skills? (Teacher evaluation) 	
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KS1 – Year 1
Term 3 – Lives of Significant Individuals - Explorers
(Amy Johnson)

National Curriculum Aims	Learning intention	Concept threads	
<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements changes within living memory and aspects of change in national life 	<ul style="list-style-type: none"> LI: To understand a timeline of Amy Johnson's life and achievements LI: To understand what the first aeroplanes were like LI: To know that Amy reached Australia successfully <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Amy Johnson was born in Hull in 1903 Amy Johnson flew a Gipsy Moth plane 11,000 miles to Australia She was the first woman to fly solo from England to Australia Amy crashed her plane in the Thames River in 1941 The first aeroplanes were made of wood with propellers Amy flew to India in a record 6 days 	Historians, travel	
		Topic vocabulary	
		Amy Johnson, aeroplane, aviator, pilot, DH60 Gipsy Moth bi-plane, Australia, transport, country, continent, Jurassic coast	
		Key Sources <ul style="list-style-type: none"> https://www.rafmuseum.org.uk/research/archive-exhibitions/wonderful-amy/ 	Linked Texts <p>Little Wings (Amy Johnson)</p> 

	<ul style="list-style-type: none"> Amy became an influential figure to women all around the world. The press called her ‘the lone girl flyer’ 		
Prior/Future Learning	Assessment	Possible cross curricular links	
<ul style="list-style-type: none"> Children have learnt about people in their communities and the lives of people around them in Reception Children have learnt about Mary Anning as a significant individual and in Y2 will learn about Baden Powell, Cadbury and Rowntree 	<ul style="list-style-type: none"> Have the children reached the learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use topic vocabulary? (Quiz) Have the children shown the ability to use the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> Geography – continents and map work (where is Australia?) What other woman have achieved such success? 	

KS1 – Year 1						
Term 6 – Changes within living memory – The Seaside						
National Curriculum Aims	Learning intentions	Concept threads				
<ul style="list-style-type: none">Changes within living memory and aspects of change in national life 	<ul style="list-style-type: none">LI: To create a timeline of changes in Bournemouth over timeLI: To explore pictures of the seaside from the past and compare to the present <p>Sticky Knowledge:</p> <ul style="list-style-type: none">The seaside resort of Bournemouth was designed in 1840 and included hotelsBathers used bathing machines to enter the waterBournemouth was mentioned in a book called Spas of England which made the town popular with rich visitorsIn 1870 the first railway was built to the townThe first pier was built in 1880	<p>Historians, travel, Jurassic coast, beach</p> <p>Topic vocabulary</p> <p>Bournemouth, Victorians, steam, railway, bathing machine, spa, pier, hotel, cliff, Jurassic coast,</p> <table><tr><td>Key Sources</td><td>Linked Texts</td></tr><tr><td><ul style="list-style-type: none">https://www.bournemouth.co.uk/explore/history-of-bournemouth</td><td>Pirates love underpants - English</td></tr></table>	Key Sources	Linked Texts	<ul style="list-style-type: none">https://www.bournemouth.co.uk/explore/history-of-bournemouth	Pirates love underpants - English
Key Sources	Linked Texts					
<ul style="list-style-type: none">https://www.bournemouth.co.uk/explore/history-of-bournemouth	Pirates love underpants - English					
Prior/Future Learning	Assessment	Cross curricular links				

<ul style="list-style-type: none"> • In Reception they learnt about St James' and how it has changed • This year, children have studied Mary Anning and so will know about the Jurassic coast • In Year 3 they will look at the impact of railways on Bournemouth 	<ul style="list-style-type: none"> • Have the children reached the learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) • Do the children know and use topic vocabulary? (Quiz) • Have the children shown the ability to use the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> • Geography – human and physical features that have changed at the beach • Mapping the route to the seaside <p>* Educational visit – Southbourne beach</p>
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Year 2

Historical Skills

Knowledge and interpretation



As an historian:

Can I describe historical events?

Can I describe significant people from the past and talk about what they did?

Can I explain the causes of an historical event and what the consequences were?

Can I explain what impact that significant events from the past have had on the way we live today?

Can I talk about similarities and differences between two different time periods?

Can I explain how local people or events in history have changed things nationally or internationally?

Can I explain why someone in the past acted in the way they did?

Can I choose and use parts of stories or other sources to show that I understand events or people from the past? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I talk about what type of evidence is reliable when finding out about the past?

Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation?

Can I show an understanding of concepts such as civilisation, monarchy, parliament,

Chronological understanding



As an historian:

Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before?

Can I understand and use vocabulary such as:

In order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?

Historical enquiry



As an historian:

Can I understand and talk about how people find out about the past?

Can I show understanding of how evidence is collected and used to make historical facts?

Can I ask questions such as: What was it like for people?

What happened? How long ago?

Can I answer questions by using a specific source, such as an information book?

Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them?

Can I research the life of a famous Briton from the past using different resources to help me?

Can I understand and use vocabulary such as:

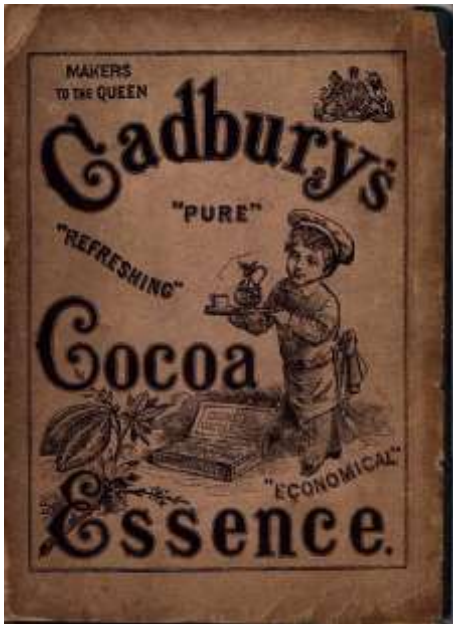
questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?

<p>democracy, war and peace when talking about historical people and events? Can I create my own accounts of historical people or events?</p> <p>Can I understand and use vocabulary such as:</p> <p>find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>		
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UKS1 – Year 2

Term 1 – Significant historical events, people and places in the locality - Lord Robert Baden Powell


National Curriculum Aims	Learning intention	Concept threads	
<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements Changes within living memory and aspects of change in national life 	<ul style="list-style-type: none"> LI: To understand a timeline of Baden Powell's life and achievements LI: I know that Lord Robert Baden Powell held his first scout camp on the island LI: I know about the worldwide impact of scouting LI; I know that scouting has a positive impact on the lives of children <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Baden Powell was the founder of the scouts Baden Powell was a soldier who fought in the Boer War He wrote Aids to Scouting in 1899, this taught woodcraft. Baden Powell held his first scout camp on Brownsea Island in 1907 His sister Agnes founded the Girl Guides in 1910 The scouting movement has had a significant impact around the world (Scouts did heroic work during WW2; scouts learn key skills such as: camping, cooking and safety; international membership is around 25 million) 	Historians, travel,	
		Topic vocabulary	
		Lord Baden Powell, scouting, scouts, Brownsea Island, war, camp, woodcraft, hero, Boer War,	
		Key Sources	Linked Texts
		<ul style="list-style-type: none"> https://www.scouts.org.uk/about-us/our-history/how-scouting-grew/ Kiddle Scouting 	
Prior/Future Learning	Assessment	Possible cross curricular links	
<ul style="list-style-type: none"> In previous years, children have looked at the Jurassic coast so please locate Brownsea. 	<ul style="list-style-type: none"> Have the children reached the learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) 	<ul style="list-style-type: none"> DT - Making a tent PSCHE – sun safety and water safety keeping healthy 	

<ul style="list-style-type: none">Children have learnt how to research a person of historical significance.In Y1 they researched Mary Anning and Amy Johnson.	<ul style="list-style-type: none">Do the children know and use topic vocabulary? (Quiz)Have the children shown the ability to use the historical skills? (Teacher evaluation)					
<div>UKS1 – Year 2</div> <div>Term 3 – Lives of significant individuals - John Cadbury and Joseph Rowntree</div>						
National Curriculum Aims	Learning intention	Concept threads				
<ul style="list-style-type: none">The lives of significant individuals in the past who have contributed <div></div>	<ul style="list-style-type: none">LI: To understand a timeline of Cadbury and Rowntree’s lives and achievementsLI: Cadbury and Rowntree were confectionersLI: To understand what Quakers believed inLI: To understand how Cadbury and Rowntree were concerned with worker’s welfare <div>Sticky Knowledge:</div> <ul style="list-style-type: none">John Cadbury opened his first shop in 1824In 1831 George opened a factory in Birmingham to make drinking chocolate and cocoaBournville was founded in 1879Cadbury built his workforce a village to live inJospeh Rowntree bought land for a factory in 1890Both men were quakers and treated their workers well, building village accommodation and providing health care and good sanitationRowntree founded Sunday school	<div>Historians, travel, religion</div> <div>Topic vocabulary</div> <div>Confectionary, Quaker, workforce, sanitation, welfare, housing, factory, Sunday school,</div> <table><tr><th>Key Sources</th><th>Linked Texts</th></tr><tr><td><div>"The original founders were Quakers, and they were trying to come up with something that they thought would be a nutritious alternative to alcohol, which was the ruin of many poor families," Cadbury says. "They were trying to come up with a business idea that was actually going to help people, and cocoa was this amazing new commodity and they thought they could make a business out of this nutritious drink." - Deborah Cadbury</div><div>Cadbury history</div><div>Rowntree history</div></td><td><div>Charlie and the chocolate factory – Roald Dahl</div></td></tr></table>	Key Sources	Linked Texts	<div>"The original founders were Quakers, and they were trying to come up with something that they thought would be a nutritious alternative to alcohol, which was the ruin of many poor families," Cadbury says. "They were trying to come up with a business idea that was actually going to help people, and cocoa was this amazing new commodity and they thought they could make a business out of this nutritious drink." - Deborah Cadbury</div> <div>Cadbury history</div> <div>Rowntree history</div>	<div>Charlie and the chocolate factory – Roald Dahl</div>
Key Sources	Linked Texts					
<div>"The original founders were Quakers, and they were trying to come up with something that they thought would be a nutritious alternative to alcohol, which was the ruin of many poor families," Cadbury says. "They were trying to come up with a business idea that was actually going to help people, and cocoa was this amazing new commodity and they thought they could make a business out of this nutritious drink." - Deborah Cadbury</div> <div>Cadbury history</div> <div>Rowntree history</div>	<div>Charlie and the chocolate factory – Roald Dahl</div>					
Prior/Future Learning	Assessment	Possible cross curricular links				

<ul style="list-style-type: none"> In previous years, children have studied significant people who have had global impact. Both Cadbury and Rowntree had impact on their workforces. Children will be learning about the Mayans in Y5 and connection to chocolate 	<ul style="list-style-type: none"> Have the children reached the learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use topic vocabulary? (Quiz) Have the children shown the ability to use the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> English – Charlie and the Chocolate Factory writing Art – Quentin Blake Charlie and the Chocolate Factory illustrations
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UKS1 – Year 2

Term 4 – Events beyond living memory - The Great fire of London

National Curriculum Aims	Learning intention	Concept threads	
<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> LI: To understand a timeline of the events of the fire LI: To know where the fire started and why it spread easily LI: To know how fire-fighters tried to help people LI: To know how the fire ended and the impact that it had (deaths and homelessness) LI: To understand how we know about the fire today particularly who Samuel Pepys was <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> In 1666 a fire destroyed much of the city of London In the 17th century London houses were made mainly of wood 	Historians, travel,	
		Topic vocabulary	
		London, Samuel Pepys, bakery, tudor houses, horse and cart, fire hooks, construction, diary	
		Key Sources	Linked Texts
		video Great Fire of London BBC Bitesize	Vlad and the Great fire of London – Kate Cunningham

	<ul style="list-style-type: none"> • The fire started in the King's breadmaker's shop on Pudding Lane • The fire spread due to a long hot summer, strong winds, house construction and the mayor's slow response • There was no fire brigade in 1666 • Samuel Pepys wrote diaries which recorded the event • London was rebuilt after the fire with Sir Christopher Wren being a key architect 	http://teach.files.bbci.co.uk/teach/history/the_great_fire_of_london/the_great_fire_of_london_teachers_notes.pdf https://www.pepysdiary.com/	
Prior/Future Learning	Assessment	Possible cross curricular links	
<ul style="list-style-type: none"> • This is the first study of a significant event. Children will need to be taught to research using key sources of evidence i.e. photos, diaries and artefacts • In Y3 they will learn about the settlement of the UK and the impact of the Romans so will build on the research skills 	<ul style="list-style-type: none"> • Have the children reached the learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) • Do the children know and use topic vocabulary? (Quiz) • Have the children shown the ability to use the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> • DT - Mechanisms (wheels and axels) on fire engines • Eng – diary writing, newspaper reports <p>* School visitor – fire fighter</p>	

Year 3

Historical Skills

Knowledge and interpretation



As an historian: Can I answer questions using a range of sources provided? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today? Can I recognise that there are reasons why people in the past acted as they did? Can I tell you how I found out about people or events in the past? Can I recognise that some forms of evidence are more reliable than others when finding out about the past? Can I show an understanding of the word 'nation' and the concept of a nation's history? Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?

Can I understand and use vocabulary such as: explain, facts, reasons, events?

Chronological understanding



As an historian: Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past?

Can I understand and use vocabulary such as:

in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times?

Historical enquiry



As an historian: Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different evidence, such as an information book or pictures?

Can I understand and use vocabulary such as: questions, find out, evidence, collect, research, objects, historians, investigate?

LKS2 – Year 3

Term 1 – Britain's settlement by Anglo-Saxons and Scots

National Curriculum Aims	Learning intentions	Concept threads	
<ul style="list-style-type: none"> Britain's settlement by Anglo Saxons and Scots Know and understand how Britain been influenced by the wider world Gain and deploy an understanding of abstract terms (see concepts and vocabulary) Understand concepts such as cause and consequence, significance Frame historically-valid questions and create structured accounts, including written narratives and analyses Understand methods of historical enquiry, including how sources are used 	<ul style="list-style-type: none"> LI: To understand a timeline of the Anglo Saxon and the Scots. LI: To know what happened to Britain when the Romans left? LI: To know who the Anglo-Saxons and Scots were (Scots invaded from Ireland to north Britain - now Scotland) LI: To know about Anglo-Saxon invasions, settlements and kingdoms: place names LI: To know what life was like in Anglo-Saxon Britain (Anglo-Saxon art and culture) LI: To know when the Anglo-Saxons became Christians? (Canterbury, Iona and Lindisfarne) <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Anglo-Saxons came from N Germany, Denmark and Netherlands They used dragon boats to cross the N Sea in the 5th century They farmed the land living near coasts and seas They lived in wooden huts in small villages (unlike the Romans) The first Anglo-Saxons were pagans. A monk called Augustine convinced them to become Christians Angles eventually became English and Angle-Land became England Alfred the Great was King of Wessex 	Historians, travel, religion, monarchy, invasions	
		Topic vocabulary	
		Scots, Angles, Saxons, Chronicles, Artefact, Archaeology, Monastery, Wessex, village, settlement, kingdon, shire, Northumbria, mercia,	
		Key Sources	Linked Texts
		Anglo-Saxons BBC Bitesize learning guides - https://www.bbc.co.uk/bitesize/topics/zxsbcdm	
		Anglo Saxons Facts & Activities - https://www.youtube.com/watch?v=VLiNssMeWxw	
Prior/Future Learning	Assessment	Possible cross curricular links and enrichment	

<ul style="list-style-type: none"> Understand more complex terms eg BC/AD Y4) In Y4 they will study the Viking and Anglo Saxon struggle Look for links and effects in time studied (Y4) Use evidence to build up a picture of a past event (Y4) In previous years, children have studied 'influence' so they have looked at influence of railways on Bournemouth. 	<ul style="list-style-type: none"> Have the children reached the learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> Geography - (Scots invaded from Ireland to north Britain - now Scotland)
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LKS2 – Year 3

Term 2 –Local history study - Railway Revolution

National Curriculum Aims	Learning intentions	Concept threads	
<ul style="list-style-type: none"> The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 To study a significant turning point in British history – the first railways and the railway revolution significant historical events in their own locality 	<ul style="list-style-type: none"> LI: To know that Britain had been an agricultural country LI: To know the technological developments that changed travel and transport during the Industrial Revolution. LI: To know about the development of the first steam powered railways in Britain. (Stockton to Darlington – first railway in UK) LI: To know how rail travel changed the lives of people living in Britain since 1830 LI: To know how did the railways change people's lives, especially in Dorset? 	Historians, travel	
		Topic vocabulary	
		Industry, revolution, agriculture, steam engine, population, railway, engineer, coal, navy, nationalisation, industrial	
		Key Sources	Linked Texts
		London Olympic opening ceremony -	

	<ul style="list-style-type: none"> LI: To know how the development of underground railways, and how they changed the lives of Londoners. <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> The first public railway on UK was opened in Darlington in 1825 Steam trains were first used to transport coal George Stephenson invented The Rocket The advent of the railways changed the way that trade and travel was completed The railways helped people travel on holiday Bournemouth grew as a spa town because of the railways The first underground railway was built in London in 1863 (Metropolitan) 	https://www.youtube.com/watch?v=7QL_uG2GSZo Information on early railway stations - https://uk.finance.yahoo.com/news/dorsets-lost-abandoned-railway-stations-040000168.html?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2x1LmNvbS8&guce_referrer_sig=AQAAAMhw_ErJx-sGGQcXlmQqcyZIYPcCbPVE7jovgo515kWWuNW9yQ4uKs1ChSqdkjX3A7CLFrgRpAw00QiTxPMY6Rj-pUVAGPFVOKNu6XGKT0RignOYN8Xbo_7FHtyDd_aeT-EujP6-NCHGWiHUIjd7WJ9lu4bl1V_ClcPf_mrKTRwe5	
Prior/Future Learning	Assessment	Possible cross curricular links and enrichment	
<ul style="list-style-type: none"> In Y1 they looked at the development of Bournemouth as a seaside town, touching on I-K Brunel and railways. In Y6 they will complete the next local study looking at WWII and the impact locally 	<ul style="list-style-type: none"> Have the children reached the 5 learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> DT – Visit and recreate a mini version of the funicular cliff railway at Fisherman’s walk – understanding and using mechanical systems in their product (gears, pulleys) 	

LKS2 – Year 3

Term 4 –Roman Empire and its impact on Britain

National Curriculum Aims	Learning intentions	Concept threads	
<ul style="list-style-type: none"> Pupils should be taught about: the Roman Empire and its impact on Britain This could include: Julius Caesar’s attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian’s Wall; British resistance, for example, Boudica; ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> LI: To understand a timeline of the Roman Empire and invasion in Britain LI: To understand the impact of the Romans on Britain <p>Sticky Knowledge</p> <ul style="list-style-type: none"> The Romans conquered Britain Around 2,000 years ago, Britain was ruled by tribes of people called the Celts. But this was about to change. The Romans wanted Britain's precious metals gold, tin and iron – and its cattle. The Roman Empire first entered Britannia in 55 B.C.E. under the leadership of Julius Caesar but had to retreat to France Claudius conquered in AD42 The Roman Emperor Hadrian decided in 122 C.E. to build a wall across the middle of Britain. This structure helped defend from the barbarians in northern Britain. The Romans built roads, aqueducts to transport water, and introduced concrete to Britain. The Romans impacted on government systems and laws, the Latin language, and the Julian calendar. 	Historian, travel, religion,	
		Topic vocabulary	
		Emperor, Julius Caesar, farming, mosaic, celts, government, invasion, centurion, emperor, aquaduct, gladiator, Londinium, Wessex, conquer, invade, senate	
		Key Sources	Linked Texts
		https://www.english-heritage.org.uk/visit/inspire-me/blog/articles/what-did-the-romans-do-for-us/	
Prior/Future Learning	Assessment	Possible cross curricular links and enrichment	
	<ul style="list-style-type: none"> Have the children reached the 5 learning intentions throughout the topic? (Teacher 	<ul style="list-style-type: none"> Art - Mosaics. Key Artists: Antoni Gaudí & Sonia King 	

<ul style="list-style-type: none"> • In previous years, children have looked at transport and how this has begun to shape Britain • They will continue to look at how other societies have also shaped Britain and the world <p>Y4-Vikings and Anglo-Saxons Y5-Ancient Greese Y5-Stone-Age to Iron Age Y6-Shang Dynasty</p>	<p>evaluation – shown through work in books across topic)</p> <ul style="list-style-type: none"> • Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) • Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	
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Year 4

Historical Skills

Knowledge and interpretation



As an historian:

Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history?

Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I describe changes that have happened in the locality of the school throughout history?

Can I give a broad overview of life in Britain under the Roman Empire? Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past societies?

Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?

Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?

Can I understand and use vocabulary such as:

Chronological understanding



As an historian:

Can I use dates and historical terms to describe events?

Can I use a timeline within a specific time in history to set out the order things may have happened?

Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?

Can I place events, artefacts and historical figures on a timeline using dates?

Can I understand the concept of change over time, representing this, along with evidence, on a time line?

Can I understand and use vocabulary such as:

dates, time period, era, change, chronology, ancient, century, decade?

Historical enquiry



As an historian:

Can I use evidence to ask questions and find answers to questions about the past?

Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?

Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Can I use my research skills in finding out facts about the time period I am studying?

Through my research, can I compare and contrast different forms of evidence?

Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?

Can I understand and use vocabulary such as:

LKS2 – Year 4
Term 4 – Victorians (local history study)

National Curriculum Aims	Sticky topic knowledge	Concept threads	
<ul style="list-style-type: none"> A local history study Examples (non-statutory); a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<ul style="list-style-type: none"> LI: Understand how Bournemouth grew due to the railway in Victorian times. LI: Learn about the life of the Victorian <p>Sticky Knowledge</p> <ul style="list-style-type: none"> The Victorians visited Bournemouth to benefit from the sea air The Victorian railway opened up Bournemouth as a destination Queen Victoria was on the throne from 1837 until her death in 1901 Victorian Britain was partly shaped by the advent of the railways Isambard Kingdom Brunel was a famous railway engineer Some Victorians took part in many different craft activities 	Historians, travel, religion, monarchy,	
		Topic vocabulary	
		Empire, decoupage, cross stitch, railway, Isambard Kingdom Brunel, industrial, middle class, working class, paupers, poverty, slum, workhouse	
		Key Sources	Linked Texts
		<ul style="list-style-type: none"> 3 day visit to Hooke Court I-K-Brunel video 	
Prior/Future Learning	Assessment	Possible cross curricular links	
<ul style="list-style-type: none"> In Y1 children studied the seaside town of Bournemouth. In Y3 children studied how the railways impacted on GB. In Y6 they will complete a look study including how the WWII impacted locally 	<ul style="list-style-type: none"> Have the children reached the 5 learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> Hook Court Art 	

LKS2 – Year 4

Term 6 – The Viking and Anglo Saxon struggle for the kingdom of England

National Curriculum Aims	Learning intentions	Concept threads	
<ul style="list-style-type: none"> Know and understand how Britain been influenced by the wider world Gain and deploy an understanding of abstract terms (see concepts and vocabulary) Understand concepts such as cause and consequence, significance Frame historically-valid questions and create structured accounts, including written narratives and analyses Understand methods of historical enquiry, including how sources are used 	<ul style="list-style-type: none"> LI: To understand a timeline of the Viking and Anglo Saxon struggle for the kingdom of England. LI: To know who the Vikings and Anglo-Saxons were? LI: Where did the Vikings come from and why did they come to Britain? LI: Who was Alfred the Great – First King of England LI: To know about Anglo-Saxon laws and justice LI: To know about Edward the Confessor and his death in 1066 <p>Sticky Knowledge</p> <ul style="list-style-type: none"> The Vikings came from modern Scandinavian countries (Denmark, Norway, Sweden) Vikings arrived in Britain in 787AD and they pillaged Lindisfarne in 793AD Alfred the Great became King of Wessex in 871AD The Vikings were forced out of the South of England but this was shortlived and by 878AD they had settled permanently. Many Vikings were peaceful farmers (not warriors) 	Historians, travel, religion, monarchy, invasions	
		Topic vocabulary	
		Vikings, Angles, Saxons, Chronicles, Artefact, Archaeology, Monastery, Bretwalda – <i>Anglo-Saxon term for the ruling king of all England (literally 'wide-ruler' or 'Britain-ruler')</i>	
		Key Sources	Linked Texts
		Netflix - 'The Dig' about the finding of the Sutton Hoo ship. (Please note it is rated PG) Dorset Vikings Anglo-Saxons BBC Bitesize leader guides -	
Prior Learning	Assessment	Possible cross curricular links and enrichment	
<ul style="list-style-type: none"> In Y3 children learnt about the Anglo-Saxons and Scots invasion. They learnt about Anglo Saxon Britain They will continue to look at how other societies have also shaped Britain and the 	<ul style="list-style-type: none"> Have the children reached the 5 learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) 	<ul style="list-style-type: none"> Drama – RE – Christianity Trip – Hengistbury Head 	

world Y5-Ancient Greece Y5-Stone-Age to Iron Age Y6-Shang Dynasty	<ul style="list-style-type: none">• Have the children shown the ability to use each of the historical skills? (Teacher evaluation)	
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Year 5

Historical Skills

Knowledge and interpretation



As an historian:

Can I answer historical questions, using information and evidence? Can I understand how our knowledge of the past is constructed from a range of sources?

Can I describe historical events with some detail? Can I make comparisons and contrasts between historical periods?

Can I begin to appreciate that we have had a Parliament in England for some time? Can I appreciate that significant events in history have helped shape the country we have today? **Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?**

Can I say how things are the same or different in the local area? Can I give a broad overview of life in Britain and some major events from the rest of the world?

Can I describe the social, ethnic, cultural or religious diversity of past society?

Can I explain how some aspects of history/historical events have had an impact elsewhere in the world?

Can I use original ways to present information and ideas?

Can I understand and use vocabulary such as:

Chronological understanding



As an historian:

Can I use dates and historical terms **more accurately** in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework?

Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)?

Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change? Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line?

Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?

Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?

Can I understand and use vocabulary such as:

dates, time period, era, chronology, continuity, change, century, decade?

Historical enquiry



As an historian:

Can I devise historical questions about the period I am studying?

Can I seek out and analyse range of evidence in order to justify claims about the past?

Can I understand that no single source of evidence gives the full answer to questions about the past?

Can I test out a hypothesis in order to answer a question?

Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Can I use some different sources of evidence to deduce information about the past?

Can I select suitable sources of evidence, sometimes giving reasons for choices?

Can I give a reason to support an historical argument?

Can I identify propaganda and begin to show my understanding of it? Can I refine lines of enquiry as appropriate?

Can I understand and use vocabulary such as:

UKS2 – Year 5


Term 1 – Ancient Greece – life and achievements and influence on the western world

National Curriculum Aims	Sticky topic knowledge	Concept threads	
<ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world Know and understand how Britain been influenced by the wider world Gain and deploy an understanding of abstract terms (see concepts and vocabulary) Understand concepts such as cause and consequence, significance Frame historically-valid questions and create structured accounts, including written narratives and analyses Understand methods of historical enquiry, including how sources are used 	<ul style="list-style-type: none"> LI: To create a timeline of the ancient Greeks LI: To know that the Greeks invented the Olympic games LI: To know that the Greeks created Democracy and that we still vote today LI: To know that the Greeks worshiped many Gods LI: To know some creatures from Greek mythology LI: To explore the story of the Trojan war <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> 2400 years ago Herodotus collected eye witness accounts of battles and past events Greece was split up into city states or ‘polis’ each with its own government and laws Athens and Sparta were powerful city states Athena was the birthplace of democracy Ancient Greeks loved watching plays and invented theatre Events at Greek Olympics included wrestling, long jump and chariot racing The Ancient Greeks held many festivals in honour of their gods 	Historians, government, religion, travel	
		Topic vocabulary	
		Olympics, Democracy, Athens, Sparta, Zeus, Poseidon (etc), Trojan War, Myths, names of some heroes and creatures (e.g. siren, Odysseus), slaves, polis, BC, AD, Marathon, Herodotus, King Darius	
		Key Sources	Linked Texts
		<ul style="list-style-type: none"> Primary sources – Greek pottery 	Who Let the Gods Out – Maz Evans
Prior/Future Learning	Assessment	Possible cross curricular links	
	<ul style="list-style-type: none"> Have the children reached the 5 learning intentions throughout the topic? (Teacher 	<ul style="list-style-type: none"> Speeches in English Greek vases in art 	

<ul style="list-style-type: none"> • In Y3 children looked at the Roman state and this topic has them exploring the city states in Ancient Greece • They will continue to look at how other societies have also shaped Britain and the world <p>Y4-Vikings and Anglo-Saxons</p> <p>Y5-Stone-Age to Iron Age</p> <p>Y6-Shang Dynasty</p>	<p>evaluation – shown through work in books across topic)</p> <ul style="list-style-type: none"> • Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) • Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	
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UKS2 – Year 5

Term 4 – Mayan Civilisation AD900

National Curriculum Aims	Sticky topic knowledge	Concept threads	
<ul style="list-style-type: none"> A non-European study that provides contrast with British history Gain and deploy an understanding of abstract terms (see concepts and vocabulary) Understand concepts such as cause and consequence, significance Frame historically-valid questions and create structured accounts, including written narratives and analyses Understand methods of historical enquiry, including how sources are used 	<ul style="list-style-type: none"> LI: To create a timeline of Mayan civilisation LI: To know what daily life was like in Mayan civilisation LI: To understand who the Mayans worshiped and how LI: To know how Mayan inventions have impacted civilisations since <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> The Mayan, or Maya, peoples made their home in an area known as Mesoamerica (modern day Mexico and Central America). Mayan culture was well established by 1000 BCE, and it lasted until 1697 CE. All Maya shared a common culture and religion, but each city governed itself and had its own noble ruler. The empire was organised into city states Maya used hieroglyphs to inscribe in stone slabs Hot chocolate was a sacred drink They farmed maize (first to do so) 	Historians, government, religion, travel	
		Topic vocabulary	
		Central America, Mesoamerica, dynasty, astronomy, hieroglyphics, empire, cacao beans, calendar, maize, Codices, Chichen Itza, Cacao, Ahau or ahaw, Batab, Itzamna, Huipil, Kukulcan, Kin	
		Key Sources	Linked Texts
		<ul style="list-style-type: none"> Mayan calendar Hieroglyphics https://www.britishmuseum.org/projects/preserving-maya-heritage https://www.bbc.co.uk/bitesize/topics/zq6svcw https://www.google.com/maps/@20.6837696,-88.5685965,3a 	<p>???</p> <ul style="list-style-type: none"> https://www.ks2history.com/mayans-books

		75y,194.46h,83.99t/data=!3m6!1e1!3m4!1s6xcfF-GdkEivsSFI9xVmoQ!2e0!7i13312!8i6656	
Prior Learning	Assessment	Enrichment and cross curricular links	
<ul style="list-style-type: none"> In Y2 children studied Cadbury and linked this to chocolate In Y3 children looked at the Roman state and this topic has them exploring the city states in Ancient Greece They will continue to look at how other societies have also shaped Britain and the world <p>Y4-Vikings and Anglo-Saxons Y5-Ancient Greece Y5-Stone-Age to Iron Age Y6-Shang Dynasty</p>	<ul style="list-style-type: none"> Have the children reached the 5 learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> 100% chocolate for tasting 	

UKS2 – Year 5		
Term 5 – Changes in Britain from Stone Age to Iron Age		
National Curriculum Aims	Sticky topic knowledge	Concept threads
<ul style="list-style-type: none"> Know and understand how Britain been influenced by 	<ul style="list-style-type: none"> LI: To understand a timeline of the Iron age to Stone age 	Historians, travel
		Topic vocabulary

<ul style="list-style-type: none">• Gain and deploy an understanding of abstract terms (see concepts and vocabulary)• Understand concepts such as cause and consequence, significance• Frame historically-valid questions and create structured accounts, including written narratives and analyses• Understand methods of historical enquiry, including how sources are used	<ul style="list-style-type: none">• LI: To know that Neolithic people were hunter-gatherers• LI: To know that stone age people became early farmers (e.g. Skara Brae)• LI: To explore Bronze Age religion, technology and travel (e.g. Stonehenge)• LI: To know that hill forts were created in the Iron Age <p>Sticky Knowledge</p> <ul style="list-style-type: none">• The Stone Age period is said to have started around 3 million year ago when humans started to live in Europe.• The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.• The Iron Age followed the Bronze Age when tools and weapons became more advanced and were used for farming, hunting and fighting.• During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.• During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.	<p>stone, iron, bronze, tools, flint, neolithic, paleolithic, mesolithic, Skara Brae, Stonehenge, roundhouse, hill fort, celt, tribe, B.C., chronology, hunter-gatherers, shelter, civilization, settlement, prey</p> <table><tr><th>Key Sources</th><th>Linked Texts</th></tr><tr><td><ul style="list-style-type: none">• Early tools• Richard.hesketh@bcpcouncil.gov.uk – hengistbury head contact• </td><td>Stig of the Dump – Clive King</td></tr></table>	Key Sources	Linked Texts	<ul style="list-style-type: none">• Early tools• Richard.hesketh@bcpcouncil.gov.uk – hengistbury head contact• 	Stig of the Dump – Clive King
Key Sources	Linked Texts					
<ul style="list-style-type: none">• Early tools• Richard.hesketh@bcpcouncil.gov.uk – hengistbury head contact• 	Stig of the Dump – Clive King					

Prior Learning	Assessment	Possible cross curricular links	
<ul style="list-style-type: none"> • In previous units the topic of travel has been explored. Farming was explored in Romans in Year 3 • The Saxon and Viking struggle was studied in Y4 	<ul style="list-style-type: none"> • Have the children reached the 5 learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) • Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) • Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> • Speeches in English • Greek vases in art 	

Year 6

Historical Skills

Knowledge and interpretation



As an historian:

Can I answer historical questions, using information and evidence that I have carefully considered and selected?

Can I understand how our knowledge of the past is constructed from a range of sources?

Can I describe in detail any historical events from the period I have studied?

Can I make comparisons and contrasts between historical periods; explaining things that have changed and things that have stayed the same?

Can I begin to appreciate that Britain has had a parliament for a long time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence?

Can I identify similarities and differences in the history of my local area? Can I give an overview of life in Britain? Can I give an overview of major events from the rest of the world?

Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?

Can I describe the social, ethnic, cultural or religious diversity of past society?

Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and

Chronological understanding



As an historian:

Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line?

Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?

Can I make connections and contrasts between different time periods studied and talk about trends over time?

Can I understand and use vocabulary such as:

dates, time period, era, chronology, continuity, change, century, decade, legacy?

Historical enquiry



As an historian:

Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying?

Can I seek out and analyse a wide range of evidence in order to justify claims about the past?

Can I use sources of information to form testable hypotheses about the past? Can I understand that no single source of evidence gives the full answer to questions about the past?

Can I test out a hypothesis in order to answer a question?

Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Can I use a wide range of sources of evidence to deduce information about the past?

Can I select suitable sources of evidence, giving reasons for choices? Can I give more than one reason to support an historical argument? Can I identify and explain my understanding of propaganda?

Can I refine lines of enquiry as appropriate?

Can I understand and use vocabulary such as:

<p>experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past? Can I use original ways to present information and ideas?</p> <p>Can I understand and use vocabulary such as:</p>		
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UKS2 – Year 6

Term 2 – WW2 – (a study of an aspect or theme extending knowledge beyond 1066)

National Curriculum Aims	Sticky topic knowledge	Concept threads	
<ul style="list-style-type: none"> A study of an aspect or theme in British History Know and understand how Britain has influenced and been influenced by the wider world Know and understand the expansion and dissolution of empires Gain and deploy an understanding of abstract terms (see concepts and vocabulary) Understand concepts such as cause and consequence, significance Frame historically-valid questions and create structured accounts, including written narratives and analyses Understand methods of historical enquiry, including how sources are used 	<ul style="list-style-type: none"> LI: To know that Hitler wanted Germany to rule Europe and did advance through a number of European countries throughout the war LI: To know which countries were allied LI: To know that millions of Germans were imprisoned and killed because they did not fit Hitler's image of the perfect, strong German race. Particularly Jewish people. LI: To explore how WW2 affected the people of Britain including evacuated children and particularly citizens in the local area of St James' LI: To know that the Germans surrendered in 1945 when Allied forces invaded Germany and Japan surrendered in the same year after nuclear attacks on Hiroshima and Nagasaki. 	Historians, invasion, government, religion, travel	
		Topic vocabulary	
		Allies, Nazi, blitz, evacuation, Holocaust, Jews, nuclear	
		Key Sources	Linked Texts
		<ul style="list-style-type: none"> British and German propaganda Anne Frank's diary Letters from evacuated children 	Machine gunners – Robert Westall

<ul style="list-style-type: none"> Understanding the connections between national and international history, military, political and social history 	Sticky Knowledge: <ul style="list-style-type: none"> 1st Sept 1939 Germany invaded Poland The war ended on 8 May 1945 Winston Churchill was Prime Minister from 1940 The Normandy landings in 1944 were part of the strategy to reclaim Europe from the Germans Children were evacuated away from areas prone to air raids 	<ul style="list-style-type: none"> Photos of key figures 	
Prior Learning	Assessment	Possible cross curricular links	
<ul style="list-style-type: none"> In previous years children have studied how the GB & the world has been shaped by Saxons, Scots, Vikings, Romans, Anglo Saxons, Ancient Greeks and Mayans In Y3 they looked at how localities were impacted by railways In Y4 they looked at how the Victorians shaped Britain 	<ul style="list-style-type: none"> Have the children reached the 5 learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> Computing topic: Blogging. – Creating a blog about being an evacuee child 	

UKS2 – Year 6

Term 4 – Achievements of the earliest civilisations And a depth study of Shang Dynasty of Ancient China

National Curriculum Aims	Sticky topic knowledge	Concept threads	
<ul style="list-style-type: none"> An overview of where and when the first civilisations appeared The achievements of the earliest civilisations A depth study of the Shang Dynasty of Ancient China 1600-1046BC Know and understand the expansion and dissolution of empires Gain and deploy an understanding of abstract terms (see concepts and vocabulary) Understand concepts such as cause and consequence, significance Frame historically-valid questions and create structured accounts, including written narratives and analyses Understand methods of historical enquiry, including how sources are used Understanding the connections between national and international history, military, political and social history 	<ul style="list-style-type: none"> LI: To understand where and when the first civilizations appeared (Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty) LI: To know that society was divided into class systems and explore the differences in ways of life for the upper and lower classes LI: To know that the country was ruled by Kings LI: To know that citizens believed in many Gods and followed rituals such as sacrificing slaves LI: To know what oracle bones and pictographs are LI: To know that the civilisation was advanced in its use of materials (bronze and jade) <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Over three and a half thousand years ago ancient China was ruled by a powerful family of kings During the Shang period, bronze was the most important metal, weapons, 	Historians, war, government, religion, monarchy	
		Topic vocabulary	
		dynasty, Lady Fu Hao, oracle bones, pictographs, Shang Di (god), bronze, jade, upper class, lower class, irrigation channels	
		Key Sources	Linked Texts
		<ul style="list-style-type: none"> Bronze and jade artefacts Oracle bones and pictographs BBC bitesize 	Kite rider - McCaughrean Geraldine

	<p>armour and tools were all made from bronze.</p> <ul style="list-style-type: none"> The Shang dynasty lasted for over five centuries but came to an end when the last king, Di Xin, was defeated in a battle and a new dynasty was formed. The class society: Ruling classes, priests, administrators, warriors, craftsmen, traders, farmers, slaves There were 30 Shang emperors – the first was Tang Shang 		
Prior Learning	Assessment	Possible cross curricular links	
<ul style="list-style-type: none"> In Y3 children looked at the Roman state and this topic has them exploring the city states in Ancient Greece They have also looked at how other societies have shaped Britain and the world Y3-Roman Empire Y4-Vikings and Anglo-Saxons Y5-Ancient Greece Y5-Mayans Y5-Stone-Age to Iron Age Y6-Shang Dynasty In previous years, children have studied war and invasion. Relate to the Stone Age and Iron Age and importance of metal. 	<ul style="list-style-type: none"> Have the children reached the 5 learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> Computing topic: Blogging. – Creating a blog about being an evacuee child Art/ DT – creating oracle bones Art – Ancient chinese Willow pattern art 	

UKS2 – Year 6

Term 4 – History of Parliament (very short study)

National Curriculum Aims	Sticky topic knowledge	Concept threads	
<ul style="list-style-type: none"> A study of an aspect of British history Know and understand how Britain has influenced and been influenced by the wider world Gain and deploy an understanding of abstract terms (see concepts and vocabulary) Understand concepts such as cause and consequence, significance Frame historically-valid questions and create structured accounts, including written narratives and analyses Understand methods of historical enquiry, including how sources are used 	<ul style="list-style-type: none"> To know that the monarchy used to rule in England To know that citizens in England fought for the parliament that we have today <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Houses of Lords and Commons had their earliest beginnings in the Anglo-Saxon council governments of the 8th century. On a local level, “moots” were meetings of local bishops, lords, sheriffs and, importantly, commoners who were representatives of their counties or “shires.” The first English Parliament was convened in 1215, with the creation and signing of the Magna Carta, which established the rights of barons (wealthy landowners) to serve as consultants to the king on governmental matters in his Great Council. In 1295, Parliament evolved to include nobles and bishops as well as two representatives from each of the counties and towns in England and, since 1282, Wales. This became the model for the composition of all future Parliaments. 	Historians, government, religion	
		Topic vocabulary	
		parliament, magna carta, civil war, declaration of rights	
		Key Sources	Linked Texts
		<ul style="list-style-type: none"> Extracts from laws and parliamentary documents Accounts or quotes from the time – primary sources 	Royal Rebel – Bali Rai
Prior Learning	Assessment	Possible cross curricular links	

<ul style="list-style-type: none"> • In previous years, children have studied government and the governments of different ages and societies through history. <p>Y3-Romans Y4-Vikings/Anglo-Saxons Y5-Ancient Greeks Y5-Mayans</p>	<ul style="list-style-type: none"> • Have the children reached the 5 learning intentions throughout the topic? (Teacher evaluation – shown through work in books across topic) • Do the children know and use the concept vocabulary? and topic specific vocabulary? (Quiz) • Have the children shown the ability to use each of the historical skills? (Teacher evaluation) 	<ul style="list-style-type: none"> • English – writing speeches and manifestos • Art – designing posters
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