



<p>KS1 - Cycle</p> <p>A Topic:</p> <p>How am I making history?</p> <p>Autumn 1</p>	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can develop an understanding of personal chronology	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and	<p>Order events chronologically</p> <p>Ask questions</p> <p>Compare similarities and differences Use primary sources (pictures, objects, conversations)</p>	<p>now</p> <p>present past</p> <p>timeline</p> <p>remember event</p>
	Lesson 2: I can learn more about my history		<p>Compare similarities and differences</p> <p>Ask questions</p> <p>Use primary sources (pictures, objects, conversations)</p>	<p>remember</p> <p>memory</p> <p>past present</p> <p>timeline</p> <p>now</p>



	<p>Lesson 3: I can explore how we remember events</p>	<p>analyses gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national</p>	<p>Order events chronologically Ask questions Compare similarities and differences Use primary sources (pictures, objects, conversations)</p>	<p>significant celebrate celebration remember memory event</p>
	<p>Lesson 4: I can find out what childhood was like for parents/grandparents</p>	<p>and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>To understand changes within living memory Ask questions Compare similarities and differences between modern and past lives Use primary sources (pictures, objects, conversations)</p>	<p>childhood parent grandparent family remember living memory past present now</p>



	<p>Lesson 5: I can compare childhood now to childhood in the past</p>		<p>Order events chronologically To understand changes within living memory Ask questions Compare similarities and differences between modern and past lives Use primary sources (pictures, objects, conversations)</p>	<p>past present similar different living memory change lifetime</p>
	<p>Lesson 6: I can identify some things that have changed or stayed the same</p>		<p>To understand changes within living memory Ask questions Compare similarities and differences</p>	<p>time capsule past present future</p>
			<p>between modern and past lives Use primary sources (pictures, objects, conversations)</p>	



<p>KS1 - Cycle A Topic: How did we learn to fly? (Bessie Coleman/Neil Armstrong) Spring 1</p>	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can find out about the Wright Brothers	<p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>know and understand significant aspects of the history of the wider</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report)</p>	<p>beyond living memory past present source evidence decade inventor</p>
		<p>world: the nature of ancient civilisations; the expansion and</p>	<p>Understand where a time period fits in an overall history timeline</p>	



<p>Lesson 2: I can develop an understanding of historical significance</p>	<p>dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline</p>	<p>beyond living memory past present source evidence historically significant achievement inventor</p>
<p>Lesson 3: I can investigate the impact of first flight</p>	<p></p>	<p>Ask questions Compare similarities and differences Identify how key figures of history can influence a time period Use primary and secondary sources</p>	<p>beyond living memory past present source evidence historically significant achievement inventor</p>



			<p>(pictures, articles, news, report) Understand where a time period fits in an overall history timeline</p>	
	<p>Lesson 4: I can develop an understanding of primary sources</p>		<p>Compare similarities and differences Use primary and secondary sources (pictures, articles, news reports)</p>	<p>beyond living memory past present source primary source eyewitness eyewitness account evidence historically significant achievement</p>



	<p>Lesson 5: I can investigate why we remember the moon landing</p>		<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline</p>	<p>living memory past present source primary source evidence historically significant achievement</p>



	<p>Lesson 6: I can place key events on a timeline</p>		<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline</p>	<p>past present timeline living memory beyond living memory historically significant primary source</p>
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<p>KS1 -</p>	<p>Lesson Objectives:</p>	<p>Substantive Knowledge</p>	<p>Disciplinary Knowledge (progression poster links)</p>	<p>Key Vocabulary</p>
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<p>Cycle A Topic: Explorers (Christopher Columbus/ Matthew Henson) Spring 2</p>	<p>Lesson 1: I can know what an explorer is</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline</p>	<p>beyond living memory discovery equipment exploration explorer living memory past present transport timeline</p>
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	<p>Lesson 2: I can recognize the achievements of different explorers</p>	<p>and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period</p>	<p>achievement beyond living memory discovery explorer living memory solo timeline transport voyage yacht</p>
			<p>Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline</p>	



	<p>Lesson 3: I can record events on a timeline</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Understand where a time period fits in an overall history timeline</p>	<p>achievement beyond living memory explorer timeline voyage</p>
	<p>Lesson 4: I can use photographs to find out about the past</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions</p>	<p>achievement beyond living memory explorer North Pole timeline voyage</p>



			<p>Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline</p>	
	<p>Lesson 5: I can recognize changes and similarities over time</p>		<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline</p>	<p>determination different explorer past present qualities resilience similar</p>



	Lesson 6: I can describe the significance of some people and events within history		<p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> <p>Identify how key figures of history can influence a time period</p> <p>Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p>	<p>coat of arms event</p> <p>historical significance</p> <p>remember</p>
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LKS2 - Cycle A Topic: Stone	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can recognize that prehistory was a long time ago and the	know and understand the history of these islands as a coherent, chronological narrative, from the earliest times	<p>Order events chronologically</p> <p>To understand changes outside of living memory</p>	<p>Stone Age</p> <p>BC AD</p> <p>prehistory</p> <p>Ancient</p> <p>Egypt</p>



<p>Age/Bronze Age Autumn 1</p>	<p>beginning of history of mankind</p>	<p>to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period</p>
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	<p>Lesson 2: I can use archaeological evidence to learn about prehistoric houses</p>		<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences</p>	<p>Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence evidence</p>
			<p>Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change</p>	<p>limitations primary source secondary source</p>



			the course of living history	
	Lesson 3: I can use archaeological evidence to investigate the Bronze Age		Order events chronologically To understand changes outside of living memory Compare similarities and	Amesbury Archer Archaeological evidence Stonehenge evidence artefacts deduction flint



			<p>differences Ask questions</p>	
			<p>Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change</p>	



			the course of living history	
	Lesson 4: I can explain how Bronze Age transformed prehistoric life		Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions	duration similarities differences bronze copper tin



			<p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p>	
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Lesson 5: I can understand the importance of trade during the Iron Age

Order events chronologically
To understand changes outside of living memory
Compare similarities and differences Ask questions

trade
import
export
goods
barter
Bronze Age trading
goods
Roman Empire



			<p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p>	
	<p>Lesson 6: I can compare settlements in the Neolithic and Iron Age</p>		<p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and</p>	<p>change continuity</p> <p>king or chief reconstruction</p>



			differences Ask questions	
			Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history	



LKS2 - Cycle A	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can understand why the Romans invaded Britain	Continue to develop a chronologically secure knowledge and understanding of	Order events chronologically	empire invasion Romans Celts

Topic: Roman Settlers in Britain Spring 1		British, local and world history, establishing clear narratives within and across the periods they have studied Understand how our knowledge of the past is constructed from a range of sources Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about	To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an	Julius Caesar Emperor Claudius enslaved chronology tin togas settlers
	Lesson 2: I can create a visual representation of Boudicca			Boudicca King Prasutugus tribes Iceni Cassius Dio interpretation primary source secondary source inference



	<p>Lesson 3: I can understand how Roman soldiers were equipped for war</p>	<p>change, cause, similarity and difference, and significance.</p>	<p>overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>Picts Pilum galea armour scutum caligae tunic gladius legionary</p>
	<p>Lesson 4: I can understand Roman army battle formations</p>			<p>legion legatus cohort century centurion contubernium formations testudo (tortoise) wedge</p>
	<p>Lesson 5: I can make inferences about Roman times</p>			<p>artefact observation deduction tablet</p>



	Lesson 6: I can identify the Roman legacy in Britain			legacy aqueduct state government legal system
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LKS2 - Cycle A	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can identify how children's lives	understand historical concepts such as	Order events chronologically	childhood continuity

Topic: How childrens' lives have changed? Summer 1	have changed using a range of resources	continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create	To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a	change chronological order inference observation
	Lesson 2: I can understand why children worked in Tudor times and what working conditions were like			apprentice chaffing wheat hot-seating master oath



	<p>Lesson 3: I can understand the types of jobs Victorian children had and their working conditions</p>	<p>their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed understand historical concepts such as continuity and change,</p>	<p>given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant working conditions</p>
	<p>Lesson 4: I can understand how Lord Shaftesbury changed children’s lives</p>			<p>bill Factory Acts government historically significant Parliament poverty ragged schools reform</p>
	<p>Lesson 5: I can understand how and why children’s leisure time has changed</p>	<p>cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse</p>		<p>change continuity leisure time observation compare</p>



	Lesson 6: I can understand which diseases children caught and how they were treated	trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses		plague smallpox flu cholera treatments vaccination
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UKS2 - Cycle A Topic: WWII Autumn 1	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can understand the causes of World War 2	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 develop a chronologically secure	Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions	appeasement Treaty of Versailles reparations Neville Chamberlain Adolf Hitler allies disarm debt unrest

		knowledge and understanding of		prosperity
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<p>Lesson 2: I can understand how the Battle of Britain was won</p>	<p>British, local and world history, establishing clear narratives within and across the periods they study</p>	<p>Identify how key figures of history can influence a time period Respond appropriately to a given stimuli to form an argument verbally and written Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history Create debate using sources and stimuli to form an argument Compare and assess the validity of primary and secondary sources</p>	<p>RAF Luftwaffe Battle of Britain Winston Churchill sorties Operation Sealion bomb aimer scramble</p>
<p>Lesson 3: I can make inferences about the Blitz using images</p>			<p>the Blitz air raid shelter Anderson shelter blackout RAF Luftwaffe propaganda</p>
<p>Lesson 4: I can understand the emotions and experiences of children during evacuation</p>			<p>air raid Anderson shelter blackout evacuation evacuee gas mask host family identity tag propaganda ration book</p>



	Lesson 5: I can evaluate the accuracy and reliability of sources			accuracy audience bias creator evacuation evacuee host family identity tag propaganda purpose
	Lesson 6: I can identify the impact of WW2 on women's lives			Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) propaganda Special Operations Executive (SEO) Women's Auxiliary Air Force (WAAF) Women's Land Army

UKS2 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
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<p>Cycle A</p> <p>Topic:</p> <p>Ancient Egypt</p> <p>Spring 1</p>	<p>Lesson 1: I can know when and where the ancient Egyptians lived.</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> <p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change</p>	<p>civilisation</p> <p>delta</p> <p>Egypt</p> <p>Late period</p> <p>Lower Egypt</p> <p>Middle Kingdom</p> <p>New Kingdom Old Kingdom period</p> <p>Ptolemaic period</p>
	<p>Lesson 2: I can explain what Ancient Egyptians believed.</p>			<p>Atum</p> <p>creation story</p> <p>Horus</p> <p>Isis</p> <p>Nun</p> <p>Osiris</p> <p>Ra</p> <p>Sekhmet</p>
	<p>Lesson 3: I can evaluate the challenges of building Egyptian pyramids.</p>			<p>casing stones</p> <p>pharaoh</p> <p>foundations</p> <p>limestone blocks</p> <p>pulley</p> <p>pyramid</p> <p>quarrying</p> <p>ramp vizier</p>



	Lesson 4: I can explain how and why Egyptians were mummified.		the course of living history	amulet canopic jars embalmer immortal linen natron preserve resin sarcophagus
	Lesson 5: I can make inferences about Egyptian beliefs, using primary sources.			ankh Anubis Book of the Dead Opening of the mouth ceremony hieroglyphics Osiris
	Lesson 6: I can evaluate the significance of what Ancient Egyptians believe			criteria historically significant

UKS2 - Cycle A	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can know when and where the ancient Maya lived.	Know and understand significant aspects of the history of the wider	Order events chronologically	civilisation Classic period



<p>Topic: Mayan civilization Summer 1</p>		<p>world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change</p>	<p>Contact and Spanish Conquest Maya civilisation Maya lowlands natural barrier Postclassic period Preclassic period tropical rainforest Yucatan Peninsula</p>
	<p>Lesson 2: I can evaluate the challenges of settling in a rainforest.</p>			<p>canopy layer emergent layer forest layer rainforest slash and burn terrace farming understory layer vegetation</p>
	<p>Lesson 3: I can compare and contrast AngloSaxon and Mayan houses.</p>			<p>clay daub limestone nah partitioning structure thatching woven fabric</p>



	Lesson 4: I can explain the importance of Maya gods and goddesses.		the course of living history	Ceiba tree Chaac creation story deity Itzamna
				Kawaii Kinch Ahaw Kulkan
	Lesson 5: I can design a map of a Maya city			Anglo-Saxon Chronicle ball court charters city-state grand plaza hieroglyphics observatory tower reservoir
	Lesson 6: I can evaluate the reasons for the decline of the Maya cities			abandon conflict decline deforestation drought exacerbate overpopulation scarce



KS1 - Cycle B Topic: Toys Autumn 1	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can discuss my favourite toy	gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;	Order events chronologically Ask questions Compare similarities and differences Use primary sources (pictures, objects, conversations)	remember memory special now toy play
	Lesson 2: I can find out what toys my parents/grandparents played with	between cultural, economic, military, political, religious and social history; and between short- and long-term timescales understand historical concepts such as continuity and change, cause and	To understand changes within living memory. Ask questions Compare similarities and differences Use primary sources (pictures, objects, conversations)	parent grandparent children remember living memory past present toy play



	<p>Lesson 3: I can investigate what toys were like 100 years ago</p>	<p>consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse</p>	<p>Ask questions Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects, conversations)</p>	<p>artefacts modern living memory past present source evidence decade century timeline</p>
	<p>Lesson 4: I can compare toys from the past with modern toys</p>	<p>trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Pupils should be taught about:</p>		<p>past present similar different living memory modern wooden metal plastic</p>
	<p>Lesson 5: I can investigate how teddy bears have changed over time</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Order events chronologically To understand changes within living memory. Ask questions Compare</p>	<p>past present similar different living memory modern mohair</p>



	Lesson 6: I can know how toys have changed over time		<p>similarities and differences</p> <p>To understand changes outside of living memory.</p> <p>Use primary sources (pictures, objects, conversations)</p>	<p>past present</p> <p>living memory</p> <p>change toy</p> <p>old</p> <p>modern</p>
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KS1 -	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
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<p>Cycle B</p> <p>Topic: How have children's lives changed?</p>	Lesson 1: I can find out how schools have changed over time	<p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create</p>	<p>Order events chronologically</p> <p>Ask questions</p> <p>Compare similarities and differences</p> <p>To understand changes outside of living memory.</p> <p>Use primary sources (pictures, objects, conversations)</p>	<p>past present</p> <p>timeline</p> <p>important date</p> <p>similar different</p> <p>modern decade</p>
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<p>Spring 1</p>		<p>their own structured accounts, including written narratives and analyses gain historical perspective by placing their growing knowledge into different contexts, understanding the</p>		
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	<p>Lesson 2: I can investigate what schools were like in the past</p>	<p>connections between local, regional, national and international history; between cultural, economic, military, political,</p>	<p>Ask questions Compare similarities and differences To understand changes within living memory. Use primary sources (pictures, objects, conversations)</p>	<p>living memory past present source evidence decade</p>
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History LTP

2023/24

		religious and social history; and between short- and long-term timescales significant historical events, people and places in their own locality.		
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	<p>Lesson 3: I can investigate what schools were like in the 1900s</p>	<p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of</p>		<p>beyond living memory past present source evidence decade</p>
		<p>the past have been constructed significant historical events, people and places in their own locality.</p>		



	<p>Lesson 4: I can compare a modern classroom to 100 years ago</p>	<p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and</p>		<p>past present source evidence similar different modern</p>
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		discern how and why contrasting arguments and interpretations of the past have been constructed significant historical events, people and places in their own locality.		
	Lesson 5: I can compare 3 times periods	significant historical events, people and places in their own locality.	Order events chronologically. Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects, conversations)	similar different past present
	Lesson 6: I can express a personal opinion to history		Ask questions Compare similarities and differences To understand changes outside of living	past present modern preferred



			memory.	
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KS1 - Cycle B	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can identify what a monarch is	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how	<p>Order events chronologically</p> <p>Ask questions</p> <p>Compare similarities and differences</p> <p>To understand changes outside of living memory.</p> <p>To understand changes within living memory.</p> <p>Use primary sources (pictures, objects, conversations)</p> <p>Use secondary sources (recounts after the fact, videos)</p>	armed forces constitutional monarchy government Head of State monarch



Topic: What		people's lives have shaped this nation and	Order events chronologically	Parliament rule
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is a monarch?

Summer 1

Lesson 2: I can understand why coronations take place and who is the current monarch

how Britain has influenced and been influenced by the wider world. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Ask questions
Compare similarities and differences
To understand changes outside of living memory.
To understand changes within living memory.
Use primary sources (pictures, objects, conversations)
Use secondary sources (recounts after the fact, videos)

anointing
Archbishop of Canterbury
ceremony
coronation
crowning
investing
oath orb
procession
sceptre



History LTP

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		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
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<p>Lesson 3: I can explain how William the Conqueror became King of England</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Gain historical perspective by placing their growing knowledge into</p>	<p>Order events chronologically Ask questions Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects, conversations) Use secondary sources (recounts after the fact, videos)</p>	<p>absolute monarchy Anglo-Saxon battle Bayeux Tapestry conquer earl Edward the Confessor Harald Hardrada Harold Godwinson, Earl of Wessex invade nobility Normandy Normans power William of Normandy Witan</p>
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History LTP

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		<p>different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including</p>		
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		<p>written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
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History LTP

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	Lesson 4: I can identify how castles were made under William the Conqueror	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been	Order events chronologically Ask questions Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures,	absolute monarchy attack bailey conquer defend invade motte-and-bailey Normans motte power stone keep



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			objects, conversations) Use secondary sources (recounts after the fact, videos)	
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	<p>Lesson 5: I can identify features of a castle and how they defend from attacks</p>	<p>consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>	<p>Ask questions Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects, conversations) Use secondary sources (recounts after the fact, videos)</p>	<p>battlements concentric castle fortified manor house gatehouse keep moat motte motte-and-bailey portcullis stone keep tower walls</p>
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	<p>Lesson 6: I can compare monarchy from the past to modern day</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how</p>	<p>Order events chronologically Ask questions Compare similarities and differences To understand changes outside of living memory. Use primary sources (pictures, objects, conversations) Use secondary sources (recounts after the fact, videos)</p>	<p>absolute monarchy Bayeux Tapestry constitutional monarchy coronation monarch</p>
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		<p>people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between</p>		power
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History LTP

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		short- and long-term timescales.		
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History LTP

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		<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>		
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	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
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LKS2 - Cycle
 B
 Topic: How
 hard is it to
 settle in
 Britain
 (AngloSaxons)
 Autumn 1

Lesson 1: I can understand why the Anglo-Saxons invaded Britain

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied Understand how our knowledge of the past is constructed from a range of sources Note connections, contrasts and trends over time and develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Order events chronologically
 To understand changes outside of living memory
 Compare similarities and differences
 Ask questions
 Identify how key figures of history can influence a time period
 Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report)
 Understand where a time period fits in an overall history timeline
 Know the difference between local, national and world history
 Understand the impact of events that change the course of living history

Angles
 Saxons
 Jutes
 invasion
 settlers
 Britons
 Romans
 empire
 longships



		<p>Britain's settlement by Anglo-Saxons and Scots the Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		
	<p>Lesson 2: I can identify the features of AngloSaxon settlements and how they changed from prehistoric times</p>	<p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Britain's settlement by AngloSaxons and Scots</p>		<p>settlement wattle daub Northumbria Mercia Wessex Kent East Anglia hearth cauldron kingdom</p>



	<p>Lesson 3: I can make inferences about who was buried in Sutton</p>	<p>understand the methods of historical enquiry, including how</p>	<p>To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>Sutton Hoo Edith Pretty Raedwald</p>
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	Hoo and Anglo-Saxon life	evidence is used rigorously to make historical claims, and discern how and why contrasting arguments		inferences burial mound sceptre gilt garnet
	Lesson 4: I can research how Anglo-Saxons converted to Christianity	and interpretations of the past have been constructed Britain's settlement by AngloSaxons and Scots		missionary Christianity convert paganism monastery Columba Iona Augustine Aidan Pope Lindisfarne
	Lesson 5: I can evaluate whether King Alfred was great	understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been	Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions	missionaries Vikings Lindisfarne Alfred the Great Battle of Edington Wessex Danelaw Guthrum The Great Heathen Army



<p>Lesson 6: I can understand how AngloSaxon rule ended</p>	<p>constructed Britain's settlement by AngloSaxons and Scots</p>	<p>Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>William of Normandy Harald Hardrada</p>
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				Harold Godwinson, Earl of Wessex Edgar Aethling oath exile claimant Wessex Normandy Witan successor
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LKS2 - Cycle B Topic: Vikings – peaceful settlers or raiders? Spring 1	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can explain where and why The Vikings came to Britain	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use	Anglo-Saxons explorer invader raider settler trader Vikings
	Lesson 2: I can evaluate the validity of sources			Alcuin of York Anglo-Saxon Chronicle balanced bias inference one-sided



History LTP

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			<p>primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p>	
		<p>Understand historical concepts such as continuity and change, cause and</p>		<p>Simeon of Durham perspective primary source secondary source</p>



	<p>Lesson 3: I can explore the features of a Viking longboat</p>	<p>consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>engineer hull keel longboat mast oars rudder sail</p>
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		<p>The Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</p> <p>Further Viking invasions and Danegeld.</p>		
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	<p>Lesson 4: To examine why trading was important to the Vikings</p>	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>Baghdad barter Birka Constantinople exchange feathers and down Hedeby Jorvik trade</p>
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History LTP

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		Further Viking invasions and Danegeld.		
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<p>Lesson 5: I can extract and interpret information from sources</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. The Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</p>	<p>To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>cause consequence Danelaw events impact paganism sacred</p>
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		Further Viking invasions and Danegeld.		
	Lesson 6: I can make conclusions about Viking life using artefacts and sources	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of		artefact balanced viewpoint conclusion deduction enquiry one-sided supporting evidence



		<p>the past have been constructed.</p> <p>The Viking and AngloSaxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</p> <p>Further Viking invasions and Danegeld.</p>		
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<p>LKS2 -</p> <p>Cycle B</p> <p>Topic:</p> <p>Tudors</p> <p>Summer 1</p>	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can use evidence to interpret the character of Henry VIII	<p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of</p>	<p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p>	<p>Tudor</p> <p>Battle of Bosworth</p> <p>Henry VII</p> <p>Elizabeth of York Henry VIII</p> <p>tyrant fair ruler</p> <p>monarch</p>



			<p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p>	
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History LTP

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		<p>the past have been constructed gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>portrait interpretation primary source bias</p>
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	<p>Lesson 2: To use primary and secondary sources to understand Anne Boleyn</p>	<p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed a study of an aspect or theme in British history that extends pupils'</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>Anne Boleyn historical investigation interpretation primary source</p>
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History LTP

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		chronological knowledge beyond 1066		
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	<p>Lesson 3: To understand why Henry VIII had six wives</p>	<p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir source evidence</p>
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History LTP

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		the past have been constructed a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
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	<p>Lesson 4: To use primary evidence to understand the Royal Progresses of Elizabeth I</p>	<p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>Royal Progress primary source secondary source propaganda image litter evidence historical deductions</p>
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		<p>the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>		
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	Lesson 5: I can reconstruct a Royal Progress	know and understand the history of these islands as a coherent, chronological narrative, from the earliest times		reliability audience purpose accuracy creator
		to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		interpretation reconstruction



<p>Lesson 6: I can understand Tudor England through inventories</p>	<p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>will inventory prediction valuation £ s d (pounds, shillings, pence) Merchant pewter John Blanke</p>
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History LTP

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		<p>influenced and been influenced by the wider world gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the</p>		<p>Cattelena of Almondsbury free enslaved tournament</p>
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History LTP

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		connections between local, regional, national		
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		and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
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UKS2 - Cycle B Topic: Empire Windrush	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can compare and contrast Britain and the Caribbean.	know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been	Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions	Caribbean West Indies Archipelago Windward Islands Leeward Islands Antilles Americas The Guianas Colonialism



Autumn 1

	influenced by the wider world know and understand significant aspects of the history of the wider world: gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	<p>Identify how key figures of history can influence a time period</p> <p>Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report)</p> <p>Understand where a time period fits in an overall history timeline</p> <p>Know the difference between local, national and world history</p> <p>Understand the impact of events that change the course of living history</p>	British Empire Transatlantic Slave Trade Population Independence National Identity Island Stereotype
Lesson 2: I can understand the role of African Caribbean people in Britain before the 1940s.	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses		Descent Origin Colonialism British Empire Transatlantic Slave Trade Slave/servant Population Diversity National Identity Island
Lesson 3: I can understand the impact of African Caribbean men in WW2.	understand the methods of historical enquiry, including how evidence is used rigorously to make		Service men and women Mother Land Empire West Indian British Empire British West Indies Regiment (BWIR) West India Regiment (WIR) Propaganda The West Indian ATS (Auxiliary Territorial Service)



		<p>historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>		<p>Women’s Auxiliary Force Volunteers</p> <p>Colonial troops</p> <p>Colour prejudice and ‘The Colour Bar’</p> <p>Racism</p> <p>The War Office</p> <p>The war effort</p>
	<p>Lesson 4: I can work chronologically.</p>			<p>Immigration</p> <p>Migration</p> <p>Emigration</p> <p>British Nationality</p> <p>First Generation</p> <p>Ethnic Minority</p> <p>Returnee</p> <p>Pioneers</p> <p>Prejudice</p>
	<p>Lesson 5: I can explore the difficulties faced by the Windrush settlers.</p>			<p>Racism</p> <p>Prejudice</p> <p>Injustice</p> <p>Inequality</p> <p>Legislation</p> <p>Discrimination</p> <p>Race Relations Board</p> <p>Anti-Racism</p> <p>Equal Opportunities</p> <p>Citizenship</p>
	<p>Lesson 6: I can understand how</p>			<p>Awards</p> <p>Recognition</p> <p>Legacy</p>



	Windrush has impacted Britain's society.		Commemoration Diversity Heritage Multiculturalism Equality Pioneer
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<p>UKS2 - Cycle B</p> <p>Topic: Ancient Greece</p> <p>Spring 1</p>	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can understand where and when the Ancient Greeks lived	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p>Order events chronologically</p> <p>To understand changes outside of living memory</p> <p>Compare similarities and differences</p> <p>Ask questions</p> <p>Identify how key figures of history can influence a time period</p>	<p>Greece period</p> <p>Mediterranean Sea</p> <p>Aegean Sea</p> <p>Ionian Sea</p> <p>Minoan Civilisation</p> <p>Mycenaean Period</p> <p>Dark Ages</p> <p>Archaic Period</p> <p>Golden Period</p> <p>Hellenistic Period</p>



	<p>Lesson 2: I can understand the importance of Greek Gods</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report) Understand where a time period fits in an overall history timeline Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo</p>
		<p>They should understand how our knowledge of the past is constructed from a range of sources. Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p>Artemis Ares Hephaestus Hermes Dionysus</p>



	<p>Lesson 3: I can identify similarities and differences between Athens and Sparta</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources. Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>democracy oligarchy location city-state government Athens Sparta landlocked assembly lyre</p>
	<p>Lesson 4: I can understand how Athenian democracy worked</p>		<p>democracy direct democracy representative democracy constitutional monarchy boule assembly</p>
	<p>Lesson 5: I can understand the importance of Ancient Greek philosophers</p>		<p>philosophy Socrates Plato Pythagoras Aristotle formula Socratic method ethics logic</p>



Lesson 6: I can identify and explain the achievements of the Ancient Greeks

legacy achievement
impact alphabetum

<p>UKS2 - Cycle B Topic: Local History Summer 1</p>	Lesson Objectives:	Substantive Knowledge	Disciplinary Knowledge (progression poster links)	Key Vocabulary
	Lesson 1: I can use a census to make inferences about the past.	<p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Order events chronologically To understand changes outside of living memory Compare similarities and differences Ask questions Identify how key figures of history can influence a time period Respond appropriately to a given stimuli. Use primary and secondary sources (pictures, articles, news report)</p>	<p>census enumerator schedule enumeration books head of household scholar condition</p>
	Lesson 2: I can compare changes through time.			<p>textiles flax flax mill spinner joiner observation inference</p>
	Lesson 3: I can use primary sources to form an opinion.			<p>textile mill flax yarn carding</p>



	Lesson 4: I can understand the impact of Mary Bucktrout.	<p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic,</p>	<p>Know the difference between local, national and world history Understand the impact of events that change the course of living history</p>	<p>bobbins William Dodd shilling flax linen can-hooker piecer</p>
	Lesson 5: I can reconstruct the lives of people through census.			<p>can-hooker piecer overlooker reconstruct</p>
	Lesson 6: I can compare and identify changes.			<p>suffragette head of household</p>
				<p>comparing governess</p>



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military, political, religious and social history; and between short- and long-term timescales

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

a local history study

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		
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EYFS	Communication and Language	Personal, Social, Emotional Development	Understanding the World
Local History (family around me) Autumn 1	Make comments about what they have heard and ask questions to clarify their understanding.	To be able to set and work towards simple goals. Be confident in trying new activities and show independence, perseverance and resilience in the face of a challenge.	Talk about the lives of people around them and their roles in society. Know the similarities and differences between things in the past and now, drawing on their experiences.



Bonfire Autumn 2	Offer explanations for why things might happen, making use of vocabulary introduced.	Work cooperatively with others. Show sensitivity to their own and other's needs.	Understand the past through setting, characters and events encountered in books reads in class.
Christmas Autumn 2	To use simple historic vocabulary linked to past and present tense, old and new, then and now.		Know the similarities and differences between things in the past and now, drawing on their experiences.
Chinese New Year Spring 1			