



Bowdon Church School Subject Overview for History

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage of EYFS Framework <i>Knowledge and understanding of the world</i>	<i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i>					
Early Learning Goals linked to History	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society		<u>Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class		<u>Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling	
General Themes	My family and how I have changed.	bonfire/staying safe on bonfire night, Remembrance	Neil Armstrong, Tim Peake	Life cycles		Vehicles past and present design your own transport
End Points	- say who is in ‘my family’ - understand concept of past linked to their own situation - talk about their life story and recount birthdays, key events/occasions.	- know that the poppy symbol is to help remember soldiers who died fighting in wars to keep us safe.	- astronauts go into space - Tim Peake as a British astronaut. - Neil Armstrong was the first man on the moon	- explain the life cycle of a caterpillar/ basic human		- know transport has changed over time
Skills	-describe the changes in themselves from a baby to now	- know and describe why people wear poppies for remembrance day. - understand the past by drawing on experiences	- know about the past by events encountered in books read in class. - comment on experience from the past and know that this was before their lifetime- moon landing.	- compare and contrast figures from the past through reading stories.	- understand the past by encountering books read in class.	- comment on images of familiar situations from the past - know some similarities and differences between the past and now (transport and seaside)
Vocabulary	family, mum, dad, mother, father, sister, brother, uncle, auntie, Grandma, Grandad,	Poppy, remembrance day, soldier, war, safety	Sun, moon, earth, space, solar system, star, constellations, gas, planets, astronaut			car, bus, tram, van, train, plane, aeroplane, bike, scooter, travel, transport,

BCS Curriculum Overview - History



	today, present, yesterday, past, tomorrow, future					vehicle
Key Texts	Th big book of families A range of diversity books representing different families.	CBEEBIES (poppy video) Bonfire poem	Whatever next Aliens love underpants How to catch a star Man on the moon Goodnight spaceman	Golden domes and silver lanterns Peter rabbit		
Purposeful enrichment opportunities	Nurse/doctor/dentist visit Visit from roles in school Creating a healthy fruit salad face In class talent show What do I want to be when I grow up	Guy Fawkes/ bonfire night Remembrance Sunday Black history month	Making space biscuits Making paper mache planet Earth Moon diary Making a rocket	Science week Making a bug hotel/ edgehog house Planting seeds Nature scavenger hunt	Monitor the weather Weather experiments Make a weather forecast video Send a postcard	Walk in the local area



Year 1	Autumn - How have toys and holidays changed over time?	Spring - Is it always magnificent men in their flying machines?	Summer - Significant Individuals
Number of lessons	6	6	6
<p>Curriculum Questions</p> <p><i>Each lesson revisit:</i></p> <p><i>What is History?</i></p> <p><i>What is a historian?</i></p> <p><i>What do they do?</i></p>	<ol style="list-style-type: none"> 1. What are our favourite toys, what are they made from and how do they work? 2. What were toys like in the past? What are they made from and how do they work? 3. What are the similarities and differences between toys now and toys from the past? 4. Where in the world have we been on holiday? 5. What were holidays like in the past? 6. What are the similarities and differences between holidays now and holidays in the past? 	<ol style="list-style-type: none"> 1. Who were the Wright Brothers and why are they remembered today? 2. What impact did the Wright Brothers have on the world? 3. Who was Amy Johnson and why was she significant? 4. Who was Amelia Earhart? 5. Who was Neil Armstrong and why was he famous? 6. What was the Space Race and how has it impacted us? 	<ol style="list-style-type: none"> 1. Who was Florence Nightingale? 2. What did Florence Nightingale do that was significant? 3. Who was Mary Seacole? 4. What did Mary Seacole do that was significant? 5. What are the differences between Mary Seacole and Florence Nightingale? 6. How have Mary Seacole and Florence Nightingale impacted our lives today?
<p>End Points</p> <p><u>Substantive Knowledge</u></p>	<ul style="list-style-type: none"> - Toys were mainly made of wood, paper and metal in the past - no batteries. - Today most are made from plastic because it is safer and easier to make things with. Many use batteries/ electricity. - In the past holidays were on the coast of the UK as trains/ motorcars were used to travel there. - In modern times, more people go abroad on holiday to visit different countries. - Aeroplanes are a relatively new way to travel. 	<ul style="list-style-type: none"> - American brothers, Orville and Wilbur Wright created the very first flying machine called the 'Wright Flyer'. - English pilot Amy Johnson became the first woman to fly solo from England to Australia. - American pilot Amelia Earhart was the first woman to fly across the Atlantic. - USSR and America entered a space race to be the first country to get a human into space. - In 1969 Neil Armstrong was the first person to walk on the moon. 	<ul style="list-style-type: none"> - Florence was born in Florence Italy and she was wealthy. - Mary Seacole was born in Jamaica. - Both were nurses in the Crimean War (a war fought in Russia) - Mary and Florence changed how we care for sick people and the hygiene around hospitals. - Mary and Florence were treated differently because of the colour of their skin.
<p><u>BCS (Substantive) Concepts</u></p>	<p>Local History</p> <p>Settlement and civilisation</p> <p>Legacy and Impact</p>	<p>Legacy and Impact</p> <p>Migration</p> <p>Monarchy/ Power/ Democracy</p>	<p>Legacy and Impact</p> <p>Monarchy/ Power/ Democracy</p>
<p>End Points</p> <p>Disciplinary Knowledge</p> <p><u>NC Concepts and Historical Enquiry</u></p>	<p>CC1, SD1, SD2, SD3, CoCh1, CoCh2, HI3, HI5, Inv1, Inv2, Inv4, CU1, CU2, CU4, CU5, POC1, POC2</p>	<p>CC1, CC2, CC3, SD1, SD2, SD3, CoCh1, CoCh2, HS1, HS2, HS3, HI2, HI5, Inv2, KU1, KU2, KU3, POC2</p>	<p>CC1, CC2, CC3, HI1, HI2, HI3, HI5, SD1, SD2, SD3, HS1, HS2, HS3, HI1, HI3, Inv1, Inv2, Inv4, CU3, CU5, KU1, KU3, POC1,</p>



Coverage of NC	H11, H12, H13	H12, H14	H11, H12, H14
Vocabulary Topic based Historical	Game console, electricity, bobbin Punch and Judy, horse and cart, sea bathing, bathing machines Today, tomorrow, yesterday, the present, the past, the future, old, new, memory, century, modern	Glider, pioneer, aviation, astronaut, inventor, pilot, cockpit, navigation, discrimination, flying machine The past, the future, long ago, old, new, remember, significant, decade, century, modern, artefact	NHS, Crimean War, medicine, germs, cleanliness, hygiene, racism Compare, contrast, impact, source, historian, significant, past, present, century, decade
Key texts	Lost in a Toy Museum by David Lucas Peepo! by Janet and Allan Ahlberg Toys and Games by Philip Steele (Amazon)	The Wright Brothers by Mary Nhin (Amazon) Fantastically Great Women who changed the World Little People, Big Dreams: Neil Armstrong Little People, Big dreams - Amelia Earhart One Giant Leap - Don Brown Little Wings - Story of Amy Johnson	Vlad and the Florence Adventure by Cate Cunningham Little People, Big Dreams - Florence Nightingale The Wonderful Adventures of Mrs Seacole
Purposeful enrichment opportunities	- Role play - playground games past and present - interview parents and grandparents - visitors including Bruce Green and other grandparents talking about their experiences.	- Planetarium visit to school - covering moon landing and other significant events on the space race timeline	- Possibility of visits from doctors and/or nurses (parents)
Relevant prior learning	Family history/ family tree Concept of past introduced through their own lives Looked at changes over time	Significant around their own family Important people who have changed the world	Important people who have changed the world Doctors/ nurses role play in reception
Useful links/ CPD	Toys Past and Present Magic Grandad - Victorian Toys BBC Changes in living Memory	BBC - How has air transport changed? BBC - Who helped flight take off? BBC Teach - Amelia Earhart History Game - BBC Who is Amy Johnson?	BBC Significant People Videos BBC Teaching Resources/ videos National Geographic Kids Mary Seacole Trust Mary Seacole Programme
Cross curricular links	Science - Everyday materials/ Uses of materials RE - thankfulness, joy gratefulness Geography - map of where the children have been on holiday in UK and wider world	Geography - flight journeys, NASA location Science - NASA British Values - Mutual Respect, Individual Liberty RE - life in abundance, thankfulness, patience	PSHE - caring for others, hygiene RE - love, service Geography - location of Crimea, Jamaica Science - hygiene and personal care British Values - Mutual respect, Tolerance, Individual Liberty



Year 2	Autumn- Who are our Local Heroes?	Spring - What have we learnt from the Great Fire of London?	Summer - What does History teach us about diversity?
Number of lessons	5	6	6
Curriculum Questions <i>Each lesson revisit: What is History?</i> <i>What is a historian? What do they do?</i>	1. Who is Emmeline Pankhurst and what is a suffragette? 2. Who is Alan Turing and what is the Enigma Code? 3. Who is George Mallory and how is he significant to us? 4. Who is Violette Szabo and what did she do? 5. How have these local heroes impacted our lives today? 6. Human Museum	1. What was London like in 1666? 2. Who is Samuel Pepys and what did he do? 3. How did the fire start and why did it spread so quickly? 4. How was the fire extinguished? 5. Who is Sir Christopher Wren and what was London like after the Fire? 6. How has this event affected the way we live our lives today?	1. What makes someone British? 2. Where do British people come from? 3. What was life like for Black people who came to Britain? 4. Who is Lewis Howard Latimer and how did he change the world? 5. What is a slave? 6. Who is Mary Prince and how has she impacted British life?
End Points Substantive Knowledge	<ul style="list-style-type: none"> - Emmeline Pankhurst was a suffragette in Manchester who fought for the rights of Women. - Alan Turing helped to end WW2 earlier by cracking the Enigma code. He worked at Manchester University to create the worlds first computer. - George Mallory was an explorer and mountaineer who could have summited Everest 30 years before Edmund Hillary - Violette Szabo trained in and around Bowdon and Dunham to become a spy for WW2. 	<ul style="list-style-type: none"> - The fire started on Sunday the 2nd of September 1666 in a Bakery owned by Thomas Farriner. It lasted for 5 days. - It spread quickly because the houses were made of wood, the wind was blowing and the houses were so close together. There was no fire brigade. - Samuel Pepys tells us about the fire in his journal. - The fire service was created as a result of the GFL and the way buildings were spaced and what they were made of changed. 	<ul style="list-style-type: none"> - Children consider what a 'British' person looks like (addressing misconceptions around ethnicity - British doesn't necessarily mean 'white'.) - Immigration has shaped Britain and people have come from all over the world to make up the population. - Lewis Howard Latimer was a black inventor who worked with Thomas Edison to create the lightbulb. He was not recognised in the same way because he was black. - Lewis Howard Latimer's parents were slaves. - A slave is a person who is not free and who is the property of another person. - Mary Prince was a slave who escaped and helped implement the Slavery Abolition Act in 1833.
<u>BCS (Substantive) Concepts</u>	Local history Power/ Democracy Legacy and Impact	Civilisation Democracy Legacy and Impact	Migration Settlement and civilisation Democracy
End Points Disciplinary Knowledge <small>NC Concepts and Historical Enquiry</small>	CC1, CC2, CC3, HI1, HI2, HI5, SD1, SD2, SD3, CU1, CU2, CU3, CU5, CoCh1, CoCh2, KU2, KU3, HS1, HS2, HS3, POC2	CC1, CC2, CC3, HI1, HI2, HI3, HI4, SD1, SD3, Inv1, Inv2, Inv3, Inv4, CoCh2, KU1, KU2, KU3, HS1, HS2, HS3	CC1, CC2, CC3, HI5, SD1, SD2, Inv2, CU5, CoCh1, KU1, KU2, KU3, HS1, HS2, HS3, POC1, POC2



Coverage NC	H11, H13, H14	H11, H12, H14	H11, H12, H14
Vocabulary Topic based Historical	Suffragette, vote, equality, prison, Enigma Code, Bletchley Park, World War 2, code, Mount Everest, mountaineer, SOE, spy, mission, Ringway Airport. Significant, locality, cause, effect, change, impact, source, primary, secondary, chronology, past, present, future	London, River Thames, fire hooks, squirters, Lord Mayor, King Charles II, Samuel Pepys, Sir Christopher Wren, St Paul's Cathedral, explosives, gun powder, fire break Cause, effect, change, continuity, impact, source, primary, secondary, chronology, past, present, future, evidence, investigate	British, multicultural, immigration, faiths, religion, racism, prejudice, freedom, property, slavery, British values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance Cause, effect, impact, change, significant, source, living memory, century, empire, investigate, research, evidence
Key texts	Emmeline Pankhurst - Big dreams, Little People Alan Turing - Big dreams, Little People Violette: Espionage George Mallory: Letters from Everest Spies (Horrible Histories Handbooks) Alan Turing (A Life Story)	Vlad and the Great Fire of London Toby and The Great Fire Of London The Great Fire of London: 350th Anniversary of the Great Fire of 1666 Who Was: Samuel Pepys? Why do we remember?: The Great Fire of London	Floella Benjamin - Coming to England
Purposeful enrichment opportunities	Human Museum: Children to become a local hero and present to the class (one studied or more)	Workshop visit to school around GFL (previously a visit to Staircase House)	Visit from family members who have emigrated to talk about their experience.
Relevant prior learning	Locality and how it has changed Change in toys/ holidays Idea of significant individuals from the past	London is England's capital city Changes over time Fire brigade role play	Mary seacole and the racism she faced BHM - windrush generation
Useful links/ CPD	Teacher CPD Emmeline Pankhurst- BBC NG Kids - Emmeline Pankhurst NG Kids - Alan Turing George Mallory info Violette Szabo Museum	GFL Online Game National Archives - How London changed National Archives - Examine the evidence	Newsround: Windrush Generation What is Diversity? British Values for Kids What does it mean to be British?
Cross curricular links	PSHE - equality British Values - Respect and Tolerance, Individual Liberty, Democracy Computing - origins of computing in Manchester Geography - explorers/ location of Mt Everest	PSHE - fire safety Science - materials and their properties Art - evidence is taken from many different artist's work English - diary entries	PSHE - equality/ British Values (All) RE - diversity, tolerance, acceptance Geography - immigration via Windrush



Year 3	Autumn How has our Royal Family shaped Britain?	Spring What is the stone age, iron age and Bronze age?	Summer Who were the Ancient Egyptians?
Number of lessons	6	7	7
<p>Curriculum Questions Each lesson revisit</p> <p><i>What is History? What is a historian? What do they do?</i></p> <p><i>What is a primary/ secondary source if appropriate?</i></p>	<ol style="list-style-type: none"> How did the Normans come to rule Britain in 1066? Why is King John important in English history? Why did King Henry VIII want a son? How did Queen Anne create the United Kingdom of Great Britain? Why did Queen Victoria expand the British Empire? Who are the Royal Family today? 	<ol style="list-style-type: none"> What is prehistory? Timelines. How did hunter-gatherers survive in the stone age? What sources tell us about the Stone Age? What was Skara Brae and what does it teach us about the past? What was the mystery of Stonehenge? How did life change in the Bronze Age? How did life change for the better in the Iron Age? 	<ol style="list-style-type: none"> Who were the ancient Egyptians? Why was Ancient Egypt 'the gift of the Nile'? Who were the Pharaohs? What are hieroglyphics and what do they mean? What was mummification in Ancient Egypt? What was discovered inside Tutankhamun's tomb? What is an Ancient Civilisation- focus on Ancient Sumer. Focus on Indus Valley and Shang dynasty.
End Points	<ul style="list-style-type: none"> - William the Conqueror developed the Domesday book to register land in Britain, identifying what he had conquered and who owned the rest. - King John implemented the Magna Carta which was issued in June 1215. It was the first document to write that the king and his government were not above the law. - King Henry VIII made himself head of The Church of England. He did this because he wanted to marry Anne Boleyn when he was already married to Catherine of Aragon. - The Act of Union: In 1707 English and Scottish councils united and joined the two countries together under Queen Anne's rule. - During Queen Victoria's reign, Britain became very prosperous and its empire grew to be the largest in history. - The British Empire became the Commonwealth within the Modern Royal Family - this means that Britain does not rule over any country and that they are all equal. 	<ul style="list-style-type: none"> - Prehistory is a period of time before written records. It's called the Stone Age because it's when early humans started using stone for tools and weapons. They also used stones to light fires. - Stone Age people were hunter-gatherers and had to catch or find everything they ate. They moved from place to place in search of food. This is called a nomadic lifestyle. - Cave paintings are sources of information - Skara Brae is a place which has taught us about life in a neolithic settlement. - Calendar, religion and healing are 3 possible reasons for Stonehenge. Think like a Historian. - The Bronze Age was when people used bronze. It was made by melting tin and copper, and mixing them together. Beaker People brought bronze technology to the UK. - The Iron Age is what we call the final part of prehistory in Britain when iron was used for the first time although iron had been in use in other countries before this. The wide availability of iron improved people's lives. 	<ul style="list-style-type: none"> - Find Egypt on the world map. - Know why the River Nile was important to ancient Egypt (trade, agriculture, transport) - Know the names of three Pharaohs and that they were monarchs. - Know that the Rosetta Stone was the key to translating hieroglyphics. - Know the stages of and reasons for mummification (to ensure rich people journey to the afterlife) - Know that Lord Carnarvon funded Howard Carter's discovery of Tut's tomb and found the golden chariot and gold sarcophagus. - Ancient civilisations were based around rivers. They overlapped in time with the Stone Age and Bronze Age in Britain. Ancient Sumer is the cradle of civilization. - The Indus Valley were peaceful river settlements, and the Shang dynasty was fighting invasion from neighbouring tribes.



<u>BCS (Substantive) Concepts</u>	Monarchy/Power/ Democracy Legacy and Impact	Migration Civilisation Legacy and Impact	Settlement and civilisation Monarchy/Power Legacy and impact
End Points Disciplinary Knowledge <small>NC Concepts and Historical Enquiry</small>	CC1, CC2, CC3, CC4, CC6, CC7, HI3, POC1, SD1, SD2, Con1, Con2, Con3, Con5, IVN1, HS1, HS2, HS3, CU1, PP1, PP2, PP3, PP4	CC1, CC2, CC5, CC6, CC7, HI3, POC1, POC2, SD1, SD2, Con1, Con2, Con3, Con5, INV1, INV4, INV5, HS1, HS2, HS3, Cu1, CU2, PP1, PP2, PP3, PP4	CC2, CC3, CC5, CC6, CC7, HI3, POC1, POC2, SD1, SD2, Con1, Con2, Con4, INV1, INV2, INV3, INV4, INV5, HS1, HS2, HS3, CU1, CU2, PP1, PP2, PP3, PP4
Coverage of NC	H26	H21	H27
Vocabulary Topic based Historical	Monarch, kingdom, Taxes, Magna Carta. heir Church of England, divorce, union, empire, commonwealth, Domesday Book, The act of Union, Royal family, reformation Chronology, sequence, political, religious, timeline, impact, achievements, sources, primary source, secondary source change, continuity, society, significant, cause, consequence	Hunter gatherers, palaeolithic, mesolithic, neolithic, Bronze, Iron, smelting, alloy, bone marrow, sacrifice, tribe, Skara Brae, stonehenge, hillforts, roundhouses Chronological, duration, sequence, timescale, culture, beliefs settlements, achievements, archaeology, artefact, evidence, hypothesis, prehistory, century AD, BC CE, BCE	Pharaoh, pyramid, civilisation, sphinx, tomb, ankh, Akhet-Peret-Shemu, hieroglyphs, Rosetta stone, mummification, Tutankhamun, Cleopatra, canopic jars, tomb Chronology, duration, beliefs, achievements, archaeology, artefact, primary source, secondary source, Empires civilisation, ancient Maya AD, BC CE, BCE era
Key texts	Horrible Histories (King John/Magna Carta; Henry VIII/wives)	Stone Age Boy The Wild Way Home	The Egyptian Cinderella
Key Historians		Raksha Dave (BBC Historian)	Lord Caernarvon (Egyptologist) Howard Carter (archaeologist Egyptologist)
Purposeful enrich opportunities		Possible Stone Age workshop?	Those History People: Ancient Egyptians workshop Possible trip to Manchester Museum - Egyptology displays
Relevant prior learning	Looked at changes in British life Understand cause and effect eg GFL and fire service		Focus on changes in the past - mainly in Britain Some understanding of the wider world (crimean War)
Useful links/ CPD	Magna carta Bayeux tapestry Doomsday Book	BBC Bitesize videos - prehistory The story of Britain	BBC Bitesize - Egyptians British Museum
Cross curricular links	King Charles III Coronation coverage	Art : Stone Age cave art English : Stone Age Boy narrative Guided Reading : The Wild Way Home	English: Egyptian Cinderella myth writing English: Howard Carter’s Diary entries Guided Reading: Mummification, Sphinx, Pharaohs Science: Tomatoes mummification experiment



Year 4	Autumn How did the Ancient Greeks influence our lives today?	Spring Where are Mamucium, Deva Victrix and Eboracum and what do they have to do with us?	Summer What does it mean to be British?
Number of lessons	7	6-7	6
<p>Curriculum Questions</p> <p><i>Each lesson revisit</i></p> <p><i>What is History?</i></p> <p><i>What is a historian? What do they do?</i></p> <p><i>What is a primary/secondary source if appropriate?</i></p>	<ol style="list-style-type: none"> 1. When and where did the Ancient Greeks rule? 2. How does their geography provide the Ancient Greeks with their influence? 3. What is democracy and how was it inspired by the Ancient Greeks? 4. What do sources reveal about daily life for the Ancient Greeks? 5. How did the Olympics begin and how have they changed? 6. What did significant individuals in Ancient Greece do for us? 7. What was the greatest influence of the Ancient Greeks? 	<ol style="list-style-type: none"> 1. How did the Roman Empire spread between 1200BC and 500AD? 2. What was Britain like in 55BC and why did the Romans want to invade? 3. How easy was it for the Romans to invade and who was Boudicca? 4. How do we find out about the Romans? (British Museum visit) 5. What impact did the Romans have on Britain's roads and towns? 6. What impact did the Romans have on the way Britons lived? 7. How did the Romans influence Chester? (Dewa trip) 	<ol style="list-style-type: none"> 1. What did people look like in the stone age? 2. What historical evidence is there of black culture in England (1)? 3. What historical evidence is there of black culture in England (2)? 4. What does the Tudor period tell us about British people? 5. What was the British Empire? 6. Why did Britain want an Empire?
<p>End Points</p> <p>Knowledge</p> <p>Skills</p>	<ul style="list-style-type: none"> - how the rule of the Ancient Greeks fits into other ancient civilisations on a timeline and in its geography. - what our lives might look like if we were in Ancient Greece. - explain how the Ancient Greeks developed concepts such as democracy and the Olympics and what they look like today. - explain how the discoveries and ideas of significant Ancient Greek individuals still have an impact on our lives today. 	<ul style="list-style-type: none"> - The Roman Empire invaded north throughout Europe and conquered Britannia in 43AD. - The Roman Empire was successful because of its policies and tactics with its army. - Boudicca- a Celt who fought against Romans in Britain. - The legacy of the Romans can be seen in today's infrastructure. - Roman ideas still influence society today, such as their language and numerals. (Mount Vesuvius erupted in 79AD and destroyed Pompeii.) 	<ul style="list-style-type: none"> - The Cheddar Man - evidence that prehistoric people in England were from different races - The Aurelian Moors were enslaved Roman soldiers who were stationed at Hadrian's Wall in England. - The Ivory Bangle lady was a wealthy, black Roman lady - John Blanke, the Trumpeter was a musician in Henry VIII's court and was very well thought of - Roman and Tudor England was diverse - The British Empire was the colonisation of many countries around the world, mainly against their will.
<p>BCS (Substantive) Concepts</p>	<p>Local history Power/ Democracy Legacy and Impact</p>	<p>Civilisation Democracy Legacy and Impact</p>	<p>Migration Settlement and civilisation Democracy</p>



<p>End Points Disciplinary Knowledge <small>NC Concepts and Historical Enquiry</small></p>	<p>CC2, CC3, CC5, CC6, CC7, HI3, POC1, POC2, SD1, SD2, Con1, Con2, INV1, INV2, INV3, INV5, HS1, HS2, CU1, CU2, PP1, PP2, PP4</p>	<p>CC1, CC2, CC7, HI3, POC1, POC2, SD1, Sd2, Con1, Con2, Con3, Con4, INV1, INV3, INV4, INV5, HS3, CU1, CU2, PP1, PP2, PP3, PP4</p>	<p>CC1, CC2, CC3, CC4, CC7, HI1, Hi2, Hi3, SD1, SD2, Con3, Con4, INV1, INV2, INV5, HS1, HS3, CU1, PP2, PP4</p>
<p>Coverage of NC</p>	<p>H28</p>	<p>H22</p>	<p>H26</p>
<p>Vocabulary Topic based Historical</p>	<p>democracy, city state, Mediterranean Sea, Aegean Sea, Athens, Classical Golden Era, Olympics, Zeus, mythology, Alexander the Great, Metrodora, Archimedes, Aristotle, Homer, trade, laws, Athens, Sparta, parthenon, acropolis, political religious social impact beliefs achievements archaeology artefacts primary evidence secondary evidence hypothesis society significant similarity difference trends interpretation hypothesis ancient century millennium parliament democracy, Greeks Grecian E AD, BC CE, BCE</p>	<p>Empire, republic, invasion, Emperor, Romulus and Remus, Rome, Julius Caesar, Boudicca, legion, client kingdom, amphitheatre, forum, bathhouses, aqueducts, Latin, taxes duration sequence timeline impact invasion culture beliefs settlements achievements archaeology artefact evidence analyse hypothesis investigation infer diversity society significant cause consequence similarity difference Empires emperor conquer civilisation AD, BC CE, BCE</p>	<p>Stone age, tudor times, equality, black culture, Cheddar Man, Aurelian Moors, Hadrian's Wall, Ivory Bangle lady, John Blanke, The British Empire. Chronological political religious social timeline culture beliefs oral history narrative diversity society significant national international migration emigrant immigrant</p>
<p>Key texts</p>	<p>Greek mythology</p>	<p>Escape from Pompeii</p>	<p>Black Powder by Ally Sherrick</p>
<p>Key Historians</p>		<p>Mary Beard</p>	
<p>Purposeful enrichment opportunities</p>	<p>Ancient Greek Day (Possible virtual British Museum visit in future)</p>	<p>British Museum virtual visit. Chester Romans trip</p>	
<p>Relevant prior learning</p>	<p>Learned about Egyptians - ancient civilisations Know about prehistory/ cause and effect</p>	<p>Learned about Egyptians - ancient civilisations Know about prehistory/ cause and effect</p>	<p>Y2 unit about being British Focus on preconceptions and racism</p>
<p>Useful links/ CPD</p>	<p>https://www.historyforkids.net/ancient-greece.html https://www.youtube.com/watch?v=Am7DLOHI3OE The British Museum - Greeks</p>	<p>The British Museum BBC teach - Romans</p>	<p>Differences and Diversity - BBC</p>
<p>Cross curricular links</p>	<p>Science and Maths concepts in looking at famous individuals. Geography of the region. Art - pottery and art</p>	<p>Geography (trade and migration) English non-chronological report about Roman towns.</p>	<p>English. PSHE / Citizenship</p>



Year 5	Autumn Post-Roman Britain: who filled the power vacuum?	Spring The Golden Age of Islam: what is its legacy?	Summer Raiders or settlers: how should we remember the Vikings?
Number of lessons	6 - The Anglo Saxons	6 - Early Islamic Civilisation	6 - The Vikings
<p>Curriculum Questions</p> <p><i>Each lesson revisit</i></p> <p><i>What is History?</i></p> <p><i>What is a historian? What do they do?</i></p> <p><i>What is a primary/secondary source if appropriate?</i></p>	<p><u>Lessons 1 & 2:</u> EQ1 What happened in Britain after the Romans left?</p> <p><u>Key learning objectives:</u></p> <ol style="list-style-type: none"> 1. Who were the Anglo-Saxons? 2. Describe why, where and when the Anglo-Saxons came to Britain 3. Explain Anglo Saxon settlements: the seven Anglo-Saxon kingdoms (heptarchy) <p><u>Lessons 3 - 6:</u> EQ2 - What was life like in Anglo-Saxon Britain?</p> <p><u>Key learning objectives:</u></p> <ol style="list-style-type: none"> 1. Describe a typical Anglo-Saxon settlement and learn about lived experiences of Anglo-Saxons 2. Learn about Anglo Saxon language, art, culture, religion & laws 3. Understand the legacies of key Anglo-Saxon leaders: Offa, Alfred the Great, Aethelstan 4. Learn about death rituals in Anglo-Saxon Britain - study of Sutton Hoo 5. End Point check 	<p><u>Lessons 1 & 2:</u> EQ1 When did the Early Islamic civilisation begin and how significant was it?</p> <p><u>Key learning objectives:</u></p> <ol style="list-style-type: none"> 1. Set this period in a general historical context: what came before? What came after? 2. Why is it important to study this period of history? 3. What changed during this period - here and there? 4. How do we know what we know about this period? 5. When and where was Islam founded? 6. What happened after the death of Muhammad? <p><u>Lessons 3 - 6:</u> EQ2 - Why was Baghdad a significant settlement?</p> <p><u>Key learning objectives:</u></p> <ol style="list-style-type: none"> 1. The importance of the Silk Roads; the strategic importance of the location of Baghdad 2. The Abbasid revolution and establishment of a new capital city 3. What was Baghdad like, and what can we learn about Islam from the way they set up the capital Baghdad? 4. What was the House of Wisdom and what does it reveal about the civilisation? 5. Which of the early Islamic achievements has had the greatest effect on our lives today? 6. How did the golden age of Islam come to an end, specifically in Baghdad? 7. End Point check. 	<p><u>Lessons 1 - 4:</u> EQ1 Who were the Vikings, where did they come from, and when and why did they come here?</p> <p><u>Key learning objectives:</u></p> <ol style="list-style-type: none"> 1. Understand the methods employed by the Vikings to take over the country 2. What was Danelaw? 3. Learn about Viking language, culture & religion 4. Are the Vikings misunderstood: how have recent excavations changed our view? 5. End point check <p><u>Lessons 5 - 6:</u> EQ2 - Comparing and contrasting the Anglo-Saxons & Vikings</p> <p><u>Key learning objectives:</u></p> <ol style="list-style-type: none"> 1. What were the similarities and differences between Anglo Saxons and Vikings? 2. Learn about the culmination of the struggle for the Kingdom of England 3. End Point check



<p>End Points Knowledge Skills</p>	<ul style="list-style-type: none"> - the Anglo-Saxons were Germanic tribes (mainly Angles, Saxons and Jutes) who migrated from present-day Germany and Denmark - know why the Anglo Saxons migrated here (push/pull factors) - Know the name 'heptarchy' and understand that this consisted of 7 kingdoms with different kingdoms with their own customs, laws and rulers; know where these kingdoms were located - the Anglo Saxons spoke Old English and that Beowulf is the oldest example of literature in the English language - the Anglo Saxons were pagans who gradually converted to Christianity - Recall the names of key leaders and their legacies - Scrutinise primary sources and artefacts 	<ul style="list-style-type: none"> - the use of a common Arabic language helped to unify early Muslims and meant that knowledge could be spread widely - Islam has had a significant influence around the globe and that in this period, Baghdad was the intellectual capital of the world. - Baghdad had the first hospitals, universities, observatories and mechanical devices - the legacy and consequence of this civilisation in terms of science, medicine, maths, art, calligraphy and architecture - the significance of the House of Wisdom, as a place where scholars from other countries, with diverse cultural backgrounds, were brought together and tasked with translating all of the world's classical knowledge into the Arabic language - Baghdad was designed as a city of peace, tolerance, inclusion and intellectual ambition. - Genghis Khan came from the east- destroyed Baghdad in 1258. - Scrutinise primary sources and artefacts 	<ul style="list-style-type: none"> - the Vikings were sea-farers from Scandinavia who raided and settled between the 7th and 11th centuries AD, starting with the attack at Lindisfarne - the strategic advantages provided by Viking longboats, which meant that they could raid both coastal and inland areas - Vikings myths, legends and religion - the contribution of the Vikings to Britain in the form of trade routes, language, culture, technology and warfare - Explain Danelaw - the Vikings were defeated by Alfred the Great, who had united the heptarchy - Scrutinise primary sources and artefacts
<p><u>BCS (Substantive) Concepts</u></p>	<p>Local history Power/ Democracy Legacy and Impact</p>	<p>Civilisation Democracy Legacy and Impact</p>	<p>Migration Settlement and civilisation Democracy</p>
<p>End Points Disciplinary Knowledge <u>NC Concepts and Historical Enquiry</u></p>	<p>CC1, CC2, CC3, POC1, SD1, SD2, SD3, CON2, CON5, HI1, HI4, HI7, HS1, HS4, HS5, INV1, INV2, INV4</p>	<p>CC6, POC1, SD1, Sd2, Sd3, CON1, CON3, CON4, HI1, HI2, HI4, HI7, HS5, INV1, INV2, INV4</p>	<p>CC1, CC2, CC6, POC1, SD1, SD2, SD3, CON1, CON2, CON3, CON5, HI1, HI2, HI4, HI7, HS1, HS2, INV1, INV2,</p>
<p>Coverage of NC</p>	<p>H23</p>	<p>H29</p>	<p>H27</p>
<p>Vocabulary Topic based Historical</p>	<p>Dark Ages, Anglo Saxon, Jute, withdraw power vacuum, village, town, county, kingdom, livestock, weaving, craft, plough, chief, invader, retreat, Offa, Aethelstan, Alfred the Great, heptarchy chronology timeline impact invasion culture beliefs settlements achievements archaeology artefact sources society significant conquest AD, BC CE, BCE era migration emigrant immigrant</p>	<p>Muhammed, Islam, Abassid Caliphate, caliph, hadith, hajj, Iman, Qu'ran, calligraphy, Mecca, Medina, House of Wisdom, mongols, crusade, sultan, scholar, bizarre, Mosque, caravan, tolerance, Baghdad, algebra, Shi-ite, Sunni chronology duration sequence political religious social timescale culture beliefs achievements archaeology diversity society significance cause consequence similarity difference democracy government</p>	<p>excavation, Jorvik, settler, craftsmen, conquer, Danelaw, re-unite, depicted, impression, monk, stereotypical, artist's impression, Alfred the Great, Athelstan, Wessex, longship, pillage, raid, Norse, Lindisfarne chronology timeline impact invasion culture beliefs settlements achievements archaeology artefact sources society conquest AD, BC CE, BCE era migration emigrant immigrant, impact, cause and consequence</p>



Key texts	Beowulf (covered in English) The Ruin Anglo-Saxon Poetry	Arabian Nights 1001 Inventions	https://discoverpoetry.com/poems/viking-poems/modern poets on viking poetry The Godless
Key Historians		Peter Frankopan	
Purposeful enrichment opportunities	Decoding Anglo-Saxon art British Museum KS2 Music: The Anglo-Saxons - BBC Teach	Virtual tour of Baghdad Virtual tour of mosque Baghdad: Eye's Delight - Museum of Islamic Art	Smarthistory – Art of the Viking Age Viking Music Opera North's Little School of Music
Relevant prior learning		Work on Anglo Saxons and Vikings enabling compare and contrast; reading of Gawain & Beowulf	
Useful links/ CPD	Meno Academy Anglo-Saxons: a brief history / Historical Association Life in Anglo Saxon Britain The Story of Britain BBC Teach Anglo-Saxons: facts for kids Best Children's Books - Anglo-Saxons	The Golden Age of Islam Islam in Baghdad: Famous Scholars Who Changed History Program your teacher to make a Jam Sandwich (Sandwich Bot) Junior Computer Science Mohamed Ali Mongols Medieval Islamic 1001 inventions Meno Academy Unlocking the treasures of early Islam / Historical Association	Meno Academy The Vikings in Britain: a brief history / Historical Association BBC Bitesize Vikings Best Children's Books - Explore Our Vikings Topic 10 facts about the Vikings - National Geographic Kids
Cross curricular links		Art - using arabic patterns/ techniques RE - links between Christianity and Islam English - See texts above - mix of fiction and non-fiction to build schema and cultural capital.	



Year 6	Autumn How did WW2 change our locality?	Spring How is Cottonopolis relevant to Bowdon?	Summer The British Empire
Number of lessons	6	7	7
<p>Curriculum Questions</p> <p><i>Each lesson revisit</i></p> <p><i>What is History? What is a historian? What do they do?</i></p> <p><i>What is a primary/secondary source if appropriate?</i></p>	<ol style="list-style-type: none"> Why is it called WW2? What preparations for war were made on the Home Front? (Dig for victory) What did evacuation in WW2 look like? Evacuation How did WW2 impact Manchester/Bowdon? Locality Make do and mend What did British women do in WW2? (War artists depicting women at work) What happened when the war ended? What happened when the war ended? (start of welfare state/ NHS) 	<ol style="list-style-type: none"> What was the structure of society like in the early 1800s? How did living conditions change during the industrial revolution? How did working conditions change during the industrial revolution? What inventions revolutionised the lives of British people? How did the Industrial revolution change Manchester? Who was Samuel Greg and what did he do? 	<ol style="list-style-type: none"> What was the British Empire? How was this used to enslave people? Why were black people enslaved? Where did slaves come from? Where were they taken? What did it mean to become a slave? How were slaves treated? Did anybody try to stop slavery? How responsible was slavery for the success of the industrial revolution? What should The National Trust say about the history of Quarry Bank Mill? Why did black people volunteer to fight for the British Empire during the Second World War despite racism? Why do people disagree about the history of the British Empire?
<p>End Points Knowledge</p>	<ul style="list-style-type: none"> - The Treaty of Versailles' fines left Germany in a state of economic crisis: hyperinflation led to poverty and the rise of the Nazi Party. - WW2 saw the introduction of the Home Front. - Evacuation of children occurred 2 days before the outbreak of WW2 on 1 September 1939. - In December 1940, Altrincham suffered from the Blitz. - Women in WW2 helped on the home front by undertaking jobs previously carried out by men such as: mechanics, engineers, nurses and WRVS volunteers. Code breaking eg. at Bletchley Park. Violet Szabo (recap from KS1) trained as an agent in Dunham and dropped in France. See War Artists video. - We celebrate VE day on 8 May 1945 to mark the end of WW2. Street parties were held to celebrate all across Britain. National Service 	<ul style="list-style-type: none"> - Upper class – royals and nobles who inherited money and status. • Middle class – business owners who made their own money. • Working class – skilled and unskilled people who worked physical jobs. - change took place between 1760 and 1900, as industry grew, more people moved into the cities - living conditions for the working class were bad. - Orphans and the unemployed were forced to live on the street. - rubbish littered the streets and diseases like typhoid, measles, and cholera spread quickly. - Crime was rife during the Industrial Revolution since there was no official police force. - coal was used to power factories causing 	<ul style="list-style-type: none"> - The British Empire was the largest empire in history. Britain controlled ¼ of the world's land area in Victorian times. - Europeans wanted gold from Africa at first. - Initially slaves were bought and sold by the British from other slave traders rather than taking black Africans directly from the continent. - The Atlantic slave trade was built around supplying goods to Africa in exchange for enslaved people who would then be taken to the colonies in the Americas. - as a slave you might be taken away from your family; you would not be paid any money; you no longer had any freedom; if you had children they would become slaves also from the second that they were born. - British people didn't understand the true nature of the conditions enslaved black people faced -it was a long time before slavery was challenged. In the same way, - English people of the late 16th century had very strange ideas of what Africa was like as a place. - Slaves were treated very badly - inhumanely - Styal Mill owner Samuel Gregg improved conditions for his workers



	<p>continued. Rationing continued. Change of government.</p> <ul style="list-style-type: none"> - The welfare state and the NHS was set up as a result of WW2 to support families who had lost somebody in the war. 	<p>pollution</p> <ul style="list-style-type: none"> - normal working day = 12 to 14 hours long - In 1833, the Factory Act banned children under nine from working and made it compulsory for children under eleven to have two hours of education per day. - The Spinning Jenny, the water-powered 'water frame', the steam engine were all invented during the IR. - Samuel Gregg owned Styal Mill. he built a village for his workers and improved working conditions for children. 	<p>here but owned a slave plantation.</p> <ul style="list-style-type: none"> - the transatlantic slave trade was the kidnap and movement of people around the world to work for no money. People were treated as belongings. - During the 1770s, some people in England began to see slavery as 'a national shame'. This led to the 'Abolitionist Movement' beginning. - People from all over the empire fought for England in WW1. - People in the Empire experienced the war differently eg those who resisted British rule. - Many men from colonised countries fought for Britain in WW2 even though they had faced repression and racism. - There are varied views about the British Empire and its impact. Ultimately it was part of the slavetrade, colonisation and white supremacy.
<p>BCS (Substantive) Concepts</p>	<p>Local history Power/ Democracy Legacy and Impact</p>	<p>Democracy Migration Legacy and Impact</p>	<p>Migration Settlement and civilisation Democracy</p>
<p>End Points Disciplinary Knowledge <i>NC Concepts and Historical Enquiry</i></p>	<p>CC1, CC2, CC4, CC5, CC6, POC1, POC2, Sd3, CON1, CON2, CON3, CON4, CON5, HI1, HI5, HI6, HI7. HS1, HS3, HS5, INV2, INV4</p>	<p>CC1, CC4, CC6, POC1, POC2, SD1, SD2, SD3, CON1, CON2, CON3, CON5, HI2, HI7, HS2, HS3, HS5INV2, INV4</p>	<p>CC1, CC2, CC4, CC6, POC1, SD3, CON1, CON2, CON3, HI1, HI2, HI3, HI5, HS4, HS5, INV1, INV2, INV3, INV4</p>
<p>Coverage of NC</p>	<p>H25, H26</p>	<p>H25</p>	<p>H26</p>
<p>Vocabulary Topic based Historical</p>	<p>Home front, Home Guard, Women's Royal Voluntary Service, conscription, shelter, evacuation, rationing, blitz, Hitler, Churchill, Violette Szabo, SOE, Nazi, Treaty of Versaille, concentration camp, prisoner of war camp</p> <p>sequence political timescale commemorate anniversary centenary narrative remembrance impact invasion primary source secondary source evidence analyse change continuity events diversity society significant causation consequence similarity difference trends</p>	<p>Society, upper class, middle class, working class, living conditions, working conditions, factories, mills, Industrial Revolution, Styal Mill, cotton, plantation, Spinning Jenny, Water Frame Steam Engine, Law</p> <p>social timeline sources analyse change continuity events society significant causation consequence similarity difference monarchy aristocracy parliament democracy government</p>	<p>Empire, power, white supremacy, colonisation, slavery, monarchy, Transatlantic slave trade, plantation</p> <p>sequence political timeline impact invasion culture beliefs causation consequence Empires emperor conquer monarchy aristocracy parliament democracy government era migration emigrant immigrant</p>

BCS Curriculum Overview - History



Key texts	IWM youtube videos	Son of the circus - A Victorian Story - EL Norry 2 Sisters: A story of freedom Kereen Getten	Now or Never a Dunkirk Story - Bali Rai Windrush Child - Benjamin Zephaniah
Key Historians	War artists / War poets		
Purposeful enrich opportunities	Stockport Air Raid Shelter	Trip to Quarry Bank?	
Relevant prior learning	Violet Szabo (KS1) Remembrance each year		Y2 and Y4 topics around the formation of Britain WW2 Quarry Bank/ Styal Mill
Useful links/ CPD	BBC Bitesize - WW2 They Carved her name with Pride - Violette Szabo story	BBC Bitesize - IR BBC Resources	What was the British Empire? BBC British Empire in WW2
Cross curricular links	Art - watercolour work, WWII research task for homework	Science - inventions PSED - caste system/ slavery	Links to anti racism work Geography - countries colonised



National Curriculum Statutory requirements (referenced in the above table)			
Subject Content KS1	<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p>		
Pupils should be taught about	<p><u>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (H11)</u></p>	<p><u>events beyond living memory that are significant nationally or globally</u> [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (H12)</p>	<p><u>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</u> [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] (H14)</p>
Subject Content KS2	<p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p>		
Pupils should be taught about	<p><u>changes in Britain from the Stone Age to the Iron Age</u> This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture (H21)</p>	<p><u>the Roman Empire and its impact on Britain</u> 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 (H22)</p>	<p><u>Britain's settlement by Anglo-Saxons and Scots</u> This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne (H23)</p>
	<p><u>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u> This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 (H24)</p>	<p><u>a local history study</u> 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. (H25)</p>	<p><u>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u> the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain (H26)</p>
	<p><u>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (H27)</u></p>	<p><u>Ancient Greece – a study of Greek life and achievements and their influence on the western world (H28)</u></p>	<p><u>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 (H29)</u></p>



Disciplinary Knowledge for KS1 (made up of NC Concepts and Historical Enquiry)					
<p>Disciplinary Knowledge</p> <p><u>NC Concepts</u></p> <p><i>Cause and consequence</i> <i>Similarity and difference</i> <i>Continuity and change</i> <i>Historical Significance</i></p>	<p>Cause and Consequence</p> <p>Children can:</p> <ul style="list-style-type: none"> - understand that a cause makes something happen and that historical events have causes; (CC1) - explain that historical events are caused by things that occurred before them; (CC2) - understand that a consequence is something that happens as a result of something else. (CC3) 	<p>Similarity and Difference</p> <p>Children can:</p> <ul style="list-style-type: none"> - start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female; (SD1) - identify that some things within living memory are similar and some things are different; (SD2) - recognise some similarities and differences between the past and the present. (SD3) 		<p>Continuity and Change</p> <p>Children can:</p> <ul style="list-style-type: none"> - begin to identify old and new things across periods of time through pictures, photographs and objects; (CoCh1) - begin to understand that some things change and some things stay nearly the same. (CoCh2) 	<p>Historical Significance</p> <p>Children can:</p> <ul style="list-style-type: none"> - explain reasons why someone might be significant; (HS1) - talk about why a person was important; (HS2) - talk about why the event was important and what happened. (HS3)
<p>Disciplinary Skills</p> <p><u>Historical Enquiry</u></p> <p><i>Historical interpretation</i> <i>Historical Investigations</i> <i>Chronological</i> <i>Understanding</i> <i>K+U of events and people in the past</i> <i>Presenting, organising and communicating</i></p>	<p>Historical Interpretation</p> <p>Children can:</p> <ul style="list-style-type: none"> - start to compare two versions of past events; (HI1) - start to understand that there can be different versions of the same event from the past; (HI2) - observe and use pictures, photographs and artefacts to find out about the past; (HI3) - start to use stories or accounts to distinguish between fact and fiction; (HI4) - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. (HI5) 	<p>Historical Investigations</p> <p>Children can:</p> <ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; (Inv1) - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; (Inv2) - use evidence to explain the key features of events; (Inv3) - sort some objects/artefacts into new and old and then and now. (Inv4) 	<p>Chronological understanding</p> <p>Children can:</p> <ul style="list-style-type: none"> - sequence artefacts and events that are close together in time; (CU1) - order dates from earliest to latest on simple timelines; (CU2) - sequence pictures from different periods; (CU3) - describe memories and changes that have happened in their own lives; (CU4) - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. (CU5) 	<p>K+U of events and people in the past</p> <p>Children can:</p> <ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; (KU1) - understand that there are reasons why people in the past acted as they did; (KU2) - describe significant individuals from the past. (KU3) 	<p>Presenting, organising and communicating</p> <p>Children can:</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past; (POC1) - use historical vocabulary to retell simple stories about the past. (POC2)



**Disciplinary Knowledge for Lower KS2
(made up of NC Concepts and Historical Enquiry)**

<p>Disciplinary Knowledge</p> <p><u>NC Concepts</u> Cause and consequence Similarity and difference Continuity and change Historical Significance</p>	<p align="center">Cause and Consequence</p> <p>Children can:</p> <ul style="list-style-type: none"> - understand that a cause is something directly linked to an event and not just something that happened before it; (CC1) - start to understand that there are short and long-term causes of events; (CC2) - comment on the importance of the different causes for some key events; (CC3) - explain a series of directly related events that happened in the lead up to a historical event; (CC4) - begin to understand that historical events create changes that have consequences; (CC5) - understand that a consequence is something that happens as a direct result of something else; (CC6) - understand that historical events have consequences that sometimes last long after the event is over. (CC7) 	<table border="1"> <tr> <td data-bbox="1021 284 1789 497"> <p align="center">Similarity and Difference</p> <p>Children can:</p> <ul style="list-style-type: none"> - identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs; (SD1) - identify and give some examples of how life was similar in the past. (SD2) </td> <td data-bbox="1789 284 2192 821"> <p align="center">Historical Significance</p> <p>Children can:</p> <ul style="list-style-type: none"> - begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past; (HS1) - understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us; (HS2) - identify historically significant people and events from a period of history and give some detail about what they did or what happened. (HS3) </td> </tr> <tr> <td colspan="2" data-bbox="1021 497 1789 821"> <p align="center">Continuity and Change</p> <p>Children can:</p> <ul style="list-style-type: none"> - identify key things that stayed the same between periods; (Con1) - identify key things that changed between periods; (Con2) - start to explain the impact of some changes that have happened throughout different periods of time; (Con3) - identify that there are reasons for continuities and changes across periods of time and explain some of these; (Con4) - start to understand that there are times in history when change happens suddenly. (Con5) </td> <td colspan="2"></td> </tr> </table>		<p align="center">Similarity and Difference</p> <p>Children can:</p> <ul style="list-style-type: none"> - identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs; (SD1) - identify and give some examples of how life was similar in the past. (SD2) 	<p align="center">Historical Significance</p> <p>Children can:</p> <ul style="list-style-type: none"> - begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past; (HS1) - understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us; (HS2) - identify historically significant people and events from a period of history and give some detail about what they did or what happened. (HS3) 	<p align="center">Continuity and Change</p> <p>Children can:</p> <ul style="list-style-type: none"> - identify key things that stayed the same between periods; (Con1) - identify key things that changed between periods; (Con2) - start to explain the impact of some changes that have happened throughout different periods of time; (Con3) - identify that there are reasons for continuities and changes across periods of time and explain some of these; (Con4) - start to understand that there are times in history when change happens suddenly. (Con5) 			
<p align="center">Similarity and Difference</p> <p>Children can:</p> <ul style="list-style-type: none"> - identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs; (SD1) - identify and give some examples of how life was similar in the past. (SD2) 	<p align="center">Historical Significance</p> <p>Children can:</p> <ul style="list-style-type: none"> - begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past; (HS1) - understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us; (HS2) - identify historically significant people and events from a period of history and give some detail about what they did or what happened. (HS3) 								
<p align="center">Continuity and Change</p> <p>Children can:</p> <ul style="list-style-type: none"> - identify key things that stayed the same between periods; (Con1) - identify key things that changed between periods; (Con2) - start to explain the impact of some changes that have happened throughout different periods of time; (Con3) - identify that there are reasons for continuities and changes across periods of time and explain some of these; (Con4) - start to understand that there are times in history when change happens suddenly. (Con5) 									
<p>Disciplinary Knowledge</p> <p><u>Historical Enquiry</u> Historical interpretation Historical Investigations Chronological Understanding K+U of events and people in the past Presenting, organising and communicating</p>	<p align="center">Historical Interpretation</p> <p>Children can:</p> <ul style="list-style-type: none"> - look at two versions of the same event or story in history and identify differences; (HI1) - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. (HI2) - begin to understand some of the ways in which historians and others investigate the past. (HI3) 	<p align="center">Historical Investigations</p> <p>Children can:</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; (INV1) - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; (INV2) - gather more detail from sources such as maps to build up a clearer picture of the past; (INV3) - regularly address and sometimes devise own questions to find answers about the past; (INV4) - begin to undertake their own research. (INV5) 	<table border="1"> <tr> <td data-bbox="1426 821 2192 1086"> <p align="center">Chronological understanding</p> <p>Children can:</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; (CU1) - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). (CU) </td> <td data-bbox="1426 1086 2192 1377"> <p align="center">K+U of events and people in the past</p> <p>Children can:</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; (PP1) - explain how people and events in the past have influenced life today; (PP2) - identify key features, aspects and events of the time studied; (PP3) - describe connections and contrasts between aspects of history, people, events and artefacts studied. (PP4) </td> </tr> </table>		<p align="center">Chronological understanding</p> <p>Children can:</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; (CU1) - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). (CU) 	<p align="center">K+U of events and people in the past</p> <p>Children can:</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; (PP1) - explain how people and events in the past have influenced life today; (PP2) - identify key features, aspects and events of the time studied; (PP3) - describe connections and contrasts between aspects of history, people, events and artefacts studied. (PP4) 			
<p align="center">Chronological understanding</p> <p>Children can:</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; (CU1) - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). (CU) 	<p align="center">K+U of events and people in the past</p> <p>Children can:</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; (PP1) - explain how people and events in the past have influenced life today; (PP2) - identify key features, aspects and events of the time studied; (PP3) - describe connections and contrasts between aspects of history, people, events and artefacts studied. (PP4) 								



Disciplinary Knowledge for Upper KS2 (made up of NC Concepts and Historical Enquiry)			
<p>Disciplinary Knowledge</p> <p><i>NC Concepts</i></p> <p><i>Cause and consequence</i></p> <p><i>Similarity and difference</i></p> <p><i>Continuity and change</i></p> <p><i>Historical Significance</i></p>	<p style="text-align: center;">Cause and Consequence</p> <p>Children can:</p> <ul style="list-style-type: none"> - examine in more detail the short and long-term causes of an event being studied; (CC1) - understand that some causes may be more significant than others and that some causes are less significant; (CC2) - begin to understand that historians may not agree on the main causes of an event; (CC3) - understand that one event can have multiple consequences that impact on many countries and civilisations; (CC4) - understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War; (CC5) - address and devise historical questions about cause and consequence. (CC6) 	<p style="text-align: center;">Similarity and Difference</p> <p>Children can:</p> <ul style="list-style-type: none"> - explain and give varied examples of how life was similar and different in the past; (SD1) - explain and give examples to show that things may have been different from place to place at the same time; (SD2) - start to give reasons for these similarities and differences. (SD3) <hr/> <p style="text-align: center;">Continuity and Change</p> <p>Children can:</p> <ul style="list-style-type: none"> - identify why some changes between different periods of time have had more significant consequences than others; (CON1) - explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity; (CON2) - start to categorise some types of changes into political, economic social and technological; (CON3) - understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history; (CON4) - understand and describe in some detail the main changes to an aspect of a period in history. (CON5) 	<p style="text-align: center;">Historical Significance</p> <p>Children can:</p> <ul style="list-style-type: none"> - explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant; (HS1) - understand that what we consider to be significant can change throughout different periods; (HS2) - start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally; (HS3) - identify a range of historically significant people and events from different periods of history and explain why they were significant; (HS4) - identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. (HS5)
<p>Disciplinary Knowledge</p> <p><i>Historical Enquiry</i></p> <p><i>Historical interpretation</i></p> <p><i>Historical Investigations</i></p> <p><i>Chronological Understanding</i></p> <p><i>K+U of events and people in the past</i></p>	<p style="text-align: center;">Presenting, organising and communicating</p> <p>Children can:</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; (POC1) - plan and present a self-directed project or research about the studied period. (POC2) 	<p style="text-align: center;">Historical Interpretation</p> <p>Children can:</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; (HI1) - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; (HI2) - consider different ways of checking the accuracy of interpretations of the past; (HI3) - start to understand the difference between primary and secondary evidence and start to question its reliability; (HI4) - show an awareness of the concept of propaganda; (HI5) - know that people in the past represent events or ideas in a way that may be to persuade others; (HI6) - continue to develop their understanding of how historians and others investigate the past. (HI7) 	<p style="text-align: center;">Historical Investigations</p> <p>Children can:</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; (INV1) - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; (INV2) - select relevant sections of information to address historically valid questions and construct detailed, informed responses; (INV3) - investigate their own lines of enquiry by posing historically valid questions to answer. (INV4)



<p><i>Presenting, organising and communicating</i></p>	<p>Chronological understanding</p> <p>Children can:</p> <ul style="list-style-type: none">- order an increasing number of significant events, movements and dates on a timeline using dates accurately; (CU1)- accurately use dates and terms to describe historical events; (CU2)- understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. (CU3)	<p>K+U of events and people in the past</p> <p>Children can:</p> <ul style="list-style-type: none">- identify and note connections, contrasts and trends over time in the everyday lives of people; (PP1)- use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; (PP2)- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. (PP3)
--	---	---