



Wyborne School Curriculum

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HISTORY

Amended
2022

By the end of Year 6 our children will say:

I like history because it is interesting and tells me about the past and how it has influenced our world today.

I like asking questions and the challenge of finding out the answers - It is like being a detective.

I like creating presentations and talking about what I have learnt and deduced.

I like learning about places we live near and how they fit into the past.

I like it when we go on visits or someone comes in to school - especially when we re-enact life in the past.

I like it when we are given artefacts - things from the past and look at how they have changed over time.



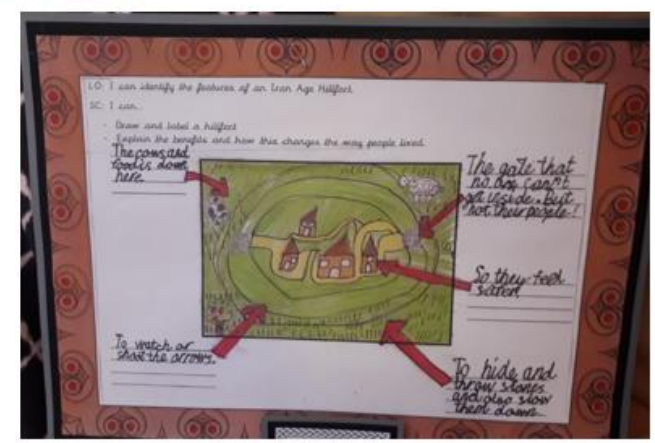
How will we assess what children have learnt?

Through various methods of teacher assessment; observations of children working, interacting, talking and questioning, whole class and group discussion; observing children's responses to lessons; how they communicate their learning through artwork, role play, or in written responses and homework as well as marking written work, teachers will make judgements as to children's attainment and progress in history.

Both children's knowledge and skills will be assessed together in order to judge learning.

The expectation is that children will become ever more sophisticated in their ability to communicate their learning but equally this will be seen in practical projects e.g. build an Anderson shelter or role play an encounter with a historical figure.

We will use an internal tracking system based on teacher assessments over time to summarise children's achievements at points in the year. These will be reported in respect of children working Towards Age Related Expectations, Children working At Age Related Expectations or Children working at Greater Depth in relation to Age related Expectations.



Wyborne School
Curriculum

EYFS History Overview: Key Skills & Knowledge – Historical Planning in context of long-term knowledge & coherence

Nursery & Reception	Themes:	Subject Rationale: How does this work support children’s wider history journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	Significance; Using Evidence; Interpretations; Communication
Knowledge (substantive historical content) Significant people/ Significant events/ Visits				Continuity & Change; Cause and consequence; Similarity and Difference;	
WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display , Creative Journals. Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	<i>As part of a holistic approach topic work an historical element will be studied that links: e.g. Bats - Bluebells. This will be dependent on the changing topics.</i>	Dependent on topic	Understanding the World: Past and Present	
<p>Seasonal Change</p> <p>Forest School Observations & Natural World</p> <p>Celebrations all communities/ cultures</p> <p>My Family – Learning Journeys</p> <p>Change - Ourselves</p> <p>Buildings</p> <p>Transition</p> <p>Animals</p> <p>Plus a range of topics that change over time and are respondent to the pupils interests.</p>		<p><i>NB Much of the initial key skills in history are initiated through the experiences provided in the EYFS setting through play, developing the children’s curiosity, empathy, questioning and communication skills. Learning through stories such as The Very Hungry Caterpillar and topics that are a mixture of child initiated and adult led.</i></p> <p><i>These experiences prepare the children for their future learning in history by developing open and curious minds aware of the changing world around them.</i></p> <p><i>They are introduced to chronology through sequencing activities and through looking at how they grow and their families.</i></p>	<p>Old</p> <p>Past</p> <p>Present</p> <p>Week</p> <p>Month</p> <p>Season</p> <p>Autumn</p> <p>Spring</p> <p>Winter</p> <p>Summer</p> <p>Yesterday</p> <p>Before</p> <p>After</p> <p>Family</p> <p>Grandparents</p> <p>Parents</p>	Intent Skills	Early Learning Goals
				Begin to make sense of their own life-story and family’s history.	<p>Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
				Continue developing positive attitudes about the differences between people.	
				Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
				Talk about members of their immediate family and community.	
				Comment on images of familiar situations in the past.	
				Compare and contrast characters from stories, including figures from the past.	
				Recognise some similarities and differences between life in this country and life in other countries.	
				Understand the effect of changing seasons on the natural world around them.	

Year 1 History Overview: Key Skills & Knowledge – Historical Planning in context of long-term knowledge & coherence

Year 1	Themes:	Subject Rationale: How does this work support children’s wider history journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	Significance; Using Evidence; Interpretations; Communication
Knowledge (substantive historical content) Significant people/ Significant events/ Visits				Continuity & Change; Cause and consequence; Similarity and Difference;	
WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	<i>As part of a holistic approach topic work an historical element will be studied that links: e.g. XXXXXXXXXXXXXXXX. This will be dependent on the changing topics.</i>	Dependent on topic	Chronological Understanding Place known events & objects in chronological order Sequence events & recount changes within living memory	
Things in Living Memory: Toys Bethnal Green Toy Museum	Everyday lives	Pupils will learn about changes to familiar objects (toys) in living memory and begin to use vocabulary linked to the passing of time. Have the opportunity to look at ‘real’ artefacts and make comparisons between then and now. <i>This unit of work will introduce the Victorian era, which will be revisited in year 6. It will recall and reinforce learning in Reception and begin to develop children’s awareness of ‘the past’ being history and their ability to use vocabulary to talk about events. Local museum will support unit.</i>	words associated with the passing of time: <i>e.g. modern, new, old, before, after, when parents/carers were young, when grandparents were young along time ago Victorian times</i>	Use common words & phrases relating to the passing of time Historical Enquiry Find answers to some simple questions about the past from simple sources of information Describe some simple similarities and differences between artefacts	
Events beyond Living Memory: The Plague – The Black Death Blackheath Great Fire of London Samuel Pepys King Charles II Visit to the Monument & Pudding Lane in London Sir Christopher Wren - St Pauls Cathedral & rebuilding of London after the fire (Greenwich Observatory) https://www.history.org.uk/primary/resource/3678/the-great-plague-of-london-ks1	How people lived in the past in London Disasters Rulers	Pupils will learn from stories and other sources – first-hand accounts (diaries) and learn that history is understood through various means. They will deduce what life was like at this time in history and the impact the events had on life at the time. Children will understand the significance of the event at the time it happened. They will have the opportunity to present what they have learnt in a variety of ways e.g. drawings, art work, diaries, stories etc <i>This will support an understanding about the place children live and its history (London). Local visit to London will bring this topic to life. Later, in year 4 children can refer back to the event and make comparisons to a natural disaster when studying the Romans and the Eruption of Vesuvius and the decimation of Pompeii and Herculaneum during the Roman period. It will introduce a Royal at a time when they ruled and that their decisions influenced how their subjects viewed them.</i>	words associated with buildings, e.g. timber-framed, plaster, thatch, church, abbey, cathedral, rebuilt words associated with fire, e.g. flames, roaring, sparks, smoke, belching, rampaging, charred, burned, ruined, destroyed, saved expressions describing reasons and results, e.g. because, reason, result, effect words associated with the passing of time, e.g. a very long time ago, began, first, next, then, after, at last, finally words associated with sources of information, e.g. eyewitness, diary, first-hand, woodcut	Sort artefacts from ‘then’ and ‘now’ Ask and answer relevant basic questions about the past Historical Interpretation Relate his/her own account of an event and understand that others may give a different version Organisation and Communication Talk, draw or write about aspects of the past Understanding Events, People and Changes Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong & Tim Peaks , William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson Understand key features of events	
Moon Landing/ Space Travel Neil Armstrong – Tim Peak/ Helen Sharman		Pupils will be able to make comparisons and be able to use digital media footage as a historical source. <i>Cross-curricular links to literacy will be made through reading “Man on the Moon”</i>		Identify some similarities and differences between ways of life in different periods	
Katherine Coleman Goble Johnson (born August 26, 1918)	Government	Black History Month: American mathematician whose calculations of orbital mechanics as a NASA employee were critical to the success of the first and subsequent U.S. crewed spaceflights.	Segregation, civil rights	Changes within living memory: Events beyond living memory: Great Fire of London Significant individuals... Samuel Pepys	

		Also links to racial segregation/ civil rights movement in America and subsequent learning in Year 2 re Rosa Parks.		
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Year 2 History Overview: Key Skills & Knowledge – Historical Planning in context of long-term knowledge & coherence

Year 2 Knowledge (substantive historical content) Significant people/ Significant events/ Visits	Themes	Subject Rationale: How does this work support children’s wider history journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills: Continuity & Change; Cause and consequence; Similarity and Difference;	Significance; Using Evidence; Interpretations; Communication
WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	<i>As part of a holistic approach topic work an historical element will be studied that links: e.g. WINGS Topic = Emilia Earhart was studied as a significant person & her achievements as a significant event. This will be dependent on the changing topics.</i>	Dependent on topic	Chronological Understanding Show an awareness of the past, using common words & phrases relating to the passing of time Describe where the people & events studies fit with chronological framework and identify similarities and differences between ways of life in different periods	
Places in their own locality: The Tower of London (Castles) Severndroog Castle in Oxleas Wood Eltham William The Conqueror Visit the Tower of London Visit Severndroog Castle in Eltham built to commemorate Commodore Sir William James 1784	Conflict/ Warfare <i>Defence</i> <i>Imprisonment & punishment</i> Legacy	<i>Children will be able to visit real sites in the locality. This unit continues the theme of Warfare in the sense of defence and modes of combat and how prisoners were treated. The idea of punishment and imprisonment in The Tower of London will also introduce the <u>Tudor period</u> of time and Henry the Eighth's famous beheadings and will be preparation for work in Year 4. Also, the mention of William The Conqueror prepares children for their work in Yr 4 Norman invasion. Severndroog Castle – introduces a local person of significance and the idea of legacy in the building of the castle in Oxleas Woods.</i>	Defence Capture Punishment imprisonment Castle Turret	Historical Enquiry Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify ways in which it is represented Historical Interpretation Describe changes within living memory and aspects of change in national life Describe events beyond living memory that are significant nationally or globally e.g. The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	
Significant people & Events: Florence Nightingale / Mary Seacole Florence Nightingale (role play visitor)	Conflict/Warfare consequences & Legacy	<i>This unit continues a focus on the Victorian era (studied in depth in Yr 6) and the theme of war in the sense of the consequences of war. It offers the opportunity to compare and contrast then and now. Children will be able to ask questions to a ‘real’ person and become immersed in the time through role-play. They will consolidate their understanding about sources of information.</i>	Legacy	Describe significant historical events, people and places in his/her own locality Organisation and Communication Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing Understanding Events, People and Changes	
Rosa Parks & Montgomery bus boycott.	Government	<i>Rosa Parks is studied as part of <u>Black History Month</u> and builds on previous learning in year 1 through her contribution to the civil rights movement in America. Children will begin to empathise with others and learn from story representations of her life. Cross-curricular links to PHSE</i>		Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Mary Seacole and/ or Florence Nightingale and Edith Cavell.	
Significant local person Edith Nesbit Author of Railway Children 1858-1924	Local History	<i>Local Victorian author lived in Eltham (The pleasance) for a period of time – Further links to Victorian Era</i>		Significant historical events, people and places in their own locality: The Tower of London (Castles) – Severndroog Castle	

Year 3 History Overview: Key Skills & Knowledge – Historical Planning in context of long-term knowledge & coherence

Year 3	Themes	Subject Rationale: How does this work support children's wider history journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:		
Knowledge (substantive historical content) Significant people/ Significant events/ Visits/ Key Qs				<table border="1"> <tr> <td data-bbox="1630 204 1962 304">Continuity & Change; Cause and consequence; Similarity and Difference;</td> <td data-bbox="1962 204 2148 304">Significance; Using Evidence; Interpretations; Communication</td> </tr> </table>	Continuity & Change; Cause and consequence; Similarity and Difference;	Significance; Using Evidence; Interpretations; Communication
Continuity & Change; Cause and consequence; Similarity and Difference;	Significance; Using Evidence; Interpretations; Communication					
Stone Age to the Iron Age https://www.history.org.uk/primary/categories/curriculum	Settlement	<i>This unit further supports the idea of chronology and begins the idea of millennia. It gives the children a sense of how humans developed the beginnings of technology and human endeavours. It introduces children to the concept of archaeological evidence and how life changed over this period.</i>	<i>Hunter-gatherers early farmers Iron age hill forts</i>	Chronological Understanding Use an increasing range of common words & phrases relating to the passing of time Describe memories of key events in his/her life using historical vocabulary		
The Egyptians https://www.history.org.uk/primary/resource/9681/scheme-of-work-comparing-ancient-civilisations Cleopatra Rameses	Culture and beliefs	<i>This unit enables children to compare and contrast what is happening simultaneously across continents e.g Stone Age to Iron Age & Egyptian period and give children a sense of what is happening in other places. They can compare and contrast lives in the two civilisations that took place over many years. Children will also develop chronological links to the Roman period, which they will study subsequently.</i>	<i>Nile Egypt Monarch King Queen Pharaoh</i>	Historical Enquiry Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify ways in which it is represented		
Roman Empire and its impact on Britain (Julius Caesar/ Hadrian/ Claudius/ Boudica) https://www.history.org.uk/primary/categories/roman-britain Pompeii Pliny the Elder https://www.history.org.uk/primary/categories/305/resource/9638/up-pompeii-studying-a-significant-event-at-key-st use as a starting point.	Rulers Conflict/ Warfare Soldiers/ battle Governance Invasion & Settlement Legacy <i>Shooters Hill is a Roman Road</i>	<i>This unit builds upon several reoccurring themes in particular invasion and settlement and Roman influence on Britain (legacy). It continues to introduce children chronologically to periods of history. Cross-curricular links are easily made to geography in this unit re conquest – map work. Comparisons can be made to previous learning re Great Fire of London as a disastrous event. Also compare diaries of Pliny re the event and that of Samuel Pepys. Cause and consequence. Use of evidence from archaeology. Can be used in a cross-curricular manner Geography – volcanos & literacy and writing in role to demonstrate understanding and empathy.</i>	<i>Empire Democracy Senate Emperor Roman, Anglo Saxon, period, a long time ago Celt, hill fort, tribe, transport, trade hypocaust, forum, basilica, mosaic, chariot, army, troops, legion invade, settle, emigration, refugee, conquest</i>	Historical Interpretation Make comparisons between aspects of periods history and the present day Understand that the type of information available depends on the period of time studied Understand that different versions of the past may exist, giving reasons for this Organisation and Communication Begin to communicate his/her learning in an organised and structured way, using appropriate terminology Understanding Events, People and Changes Describe changes in Britain from the Stone Age to the Iron Age Describe the Roman Empire and its impact on Britain (Julius Caesar/ Hadrian/ Claudius/ Boudica) Describe 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		
Mary Anning Significant Victorian woman palaeontologist	Legacy	<i>Mary Anning is a significant Victorian Woman Scientist who is studied as part of Science work on Fossils. Later in Year 6, coasts are studied and school journey visits Dorset.</i>				
Lucius Septimius Bassianus John Boyega – Black actor (Stars Wars Fame) Chadwick Boseman – Black actor		Black History (April 4, 188 – April 8, 217), commonly known as Caracalla , was a Black Roman Emperor who ruled from 211 to 217. Caracalla was the eldest son of Septimius Severus , the first black African-born Emperor of Rome				
WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	<i>As part of a holistic approach topic work an historical element will be studied that links: e.g. XXXXXXXXXXXX was studied as a significant person & her achievements as a significant event. This will be dependent on the changing topics.</i>		In addition – chn will learn about the disastrous event of the eruption of Vesuvius and the destruction of Pompeii		

Year 4 History Overview: Key Skills & Knowledge – Historical Planning in context of long-term knowledge & coherence

Year 4	Themes	Subject Rationale: How does this work support children's wider history journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	Significance; Using Evidence; Interpretations; Communication
<p>Knowledge (substantive historical content) Significant people/ Significant events/ Visits/ Key Qs</p>				<p>Continuity & Change; Cause and consequence; Similarity and Difference;</p>	
<p>Anglo Saxons & Vikings & Normans https://www.history.org.uk/primary/categories/the-anglo-saxons-vikings-the-normans Alfred the Great/ Athelstan <i>Q What were the key achievements of these Monarchs?</i> Battle of Hastings 1066 Bayeux Tapestry King Harold Edward the Confessor William the Conqueror</p>	<p>Invasion & Settlement</p> <p>Conflict/ Warfare Weaponry</p> <p>Rulers</p>	<p><i>This continues to develop children's chronology of Great Britain – its people and successive 'invasions and settlements'. It provides opportunities to compare and contrast.</i></p>	<p><i>Kingdom, invade, settle, emigration, immigration, refugee, conquest</i> <i>Romans, Anglo-Saxons, Vikings, period, a long time ago</i> <i>dig, excavate, survey, trowel, levels, strata, finds</i> <i>Sutton Hoo burial, Christian, sceptre, scabbard, buckle, lyre, grave burial</i></p>	<p>Chronological Understanding Place some historical periods in a chronological framework Use historic terms related to the period of study</p> <p>Historical Enquiry Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of life in the past</p> <p>Historical Interpretation Understand that sources can contradict each other Understand that the type of information available depends on the period of time studied</p>	
<p>Tudors Henry VIII & 6 wives <i>Q Why did Henry marry 6 wives?</i> <i>Q What was the impact of extending the royal fleet and building seafaring ships?</i> John Blanke – musician to Catherine of Aragon and Henry VIII Elizabeth I The Globe Theatre – William Shakespeare Spanish Armada Francis Drake Eltham Palace/ Greenwich Park/ Tudor Barn Oxleas Woods (Henry did Archery there)</p>	<p>Government</p> <p>Rulers</p> <p>Legacy</p> <p>Conflict/ Warfare at sea</p>	<p>Local unit <i>This unit is included as locally in London Borough of Greenwich, we have a wealth of Tudor evidence and legacy in the local environment.</i> <i>The Globe theatre is within easy reach and supports this unit.</i> <i>Children will learn about Henry's influence on religion and particularly his legacy. The impact of increasing the royal fleet and the beginnings of global exploration and discovery and the event of world trade.</i> <i>Then Elizabeth I continues the Tudor dynasty and the children learn about her reign and influence.</i> <i>Children will gain further understanding of the chronology of British rule and the beginnings of empire.</i></p>	<p><i>monarch, court, Protestant, Catholic, courtier, dynasty</i> <i>government, state, alliance, power, reign</i> <i>because</i> <i>proud, timid, fierce, sly, cold, jovial</i></p>	<p>Organisation and Communication Communication his/her learning in an organised and structured way, using appropriate terminology</p> <p>Understanding Events, People and Changes Describe a local history study: Eltham & the Tudors (Henry V111 Elizabeth 1 – Eltham Palace, Greenwich – Royal Parks) Describe Britain's settlement by Anglo-Saxons and Scots Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Alfred the Great / Athelstan Edward the Confessor & William the Conqueror)</p>	
<p>WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>	<p>Dependent on topic</p>	<p><i>As part of a holistic approach topic work an historical element will be studied that links: e.g. WONDER Topic = The history of treating facial disfigurement was studied. This will be dependent on the changing topics.</i></p>		<p>Henry VIII Elizabeth I William Shakespeare Francis Drake Globe Theatre</p>	
<p>Dwayne Fields UK Explorer- links to Tudor explorers as a current explorer.</p>		<p>Black History – <i>What have these people contributed to the lives of Black people – How have they helped as leaders/role models?</i></p>			

Year 5 History Overview: Key Skills & Knowledge – Historical Planning in context of lon- term knowledge & coherence

Year 5	Themes	Subject Rationale: How does this work support children’s wider history journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	Significance; Using Evidence; Interpretations; Communication
Knowledge (substantive historical content) Significant people/ Significant events/ Visits/ Key Qs				Continuity & Change; Cause and consequence; Similarity and Difference;	
World War II: The Blitz Q Why was this a turning point in the war? https://www.history.org.uk/primary/categories/307/resource/9433/scheme-of-work-the-blitz-all-we-need-to-know-abo Evacuation - Hall Place – Bexleyheath The Gurkhas – How did this group of people support the war effort?	Conflict/ Warfare in the air Invasion	<i>This is an opportunity to carry out a local study as Eltham was severely bombed during the war and the evidence is visible in housing. RAF Kidbrooke is a local place of interest. Pupils who attended Wyborne were killed during the war (see memorial book on display) As evacuees the children are able to visit Hall Place a local resource. This is also an opportunity to teach an inclusive history and debunk the misconceptions of the fighting forces of WW2.</i>		Chronological Understanding Use dates to order and place events on a timeline Historical Enquiry Compare sources of information available for the study of different times in the past Use a variety of resources to find out about aspects of life in the past	Historical Interpretation
Ancient Greece Q What was it like to live in Ancient Greece? Olympics and Olympians - Leonidas of Rhodes Athens V Sparta comparisons Medicine – Hippocratic oath – legacy Homer Ancient Greece Day British Museum Visit to Parliament https://www.history.org.uk/site/search_results search Ancient Greece https://www.history.org.uk/primary/module/3480/ancient-greece one example which gives access to all topic areas	Conflict/ Warfare Soldiers battles Legacy Government Democracy Beliefs & Culture	<i>This unit builds upon several reoccurring themes, in particular settlement and government, as well as legacy, and compare it to the Roman empire. It continues to introduce children chronologically to periods of history. It also continues learning about conflict and changes over time and how cultures influence others. Cross-curricular links to English will be made looking at Myths and Legends</i>		Make comparisons between aspects of periods history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources	Organisation and Communication Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source
WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.	Dependent on topic	<i>As part of a holistic approach topic work an historical element will be studied that links: e.g. WONDER Topic = The history of treating facial disfigurement was studied as a significant person & her achievements as a significant event. This will be dependent on the changing topics.</i>		Understanding Events, People and Changes Describe a study of an aspect or theme in British history that extends his/ her chronological knowledge beyond 1066: WW2 (Battle of Britain) (Evacuation – link to local context	
Black Athletes (links to Ancient Greek Olympics): Tessa Sanderson Jack London Dina Asher-Smith		Black History – What have these people contributed to the lives of Black people? How have they inspired people?		Describe a study of and achievements and their influence on the western world: The Ancient Greeks Give some reasons for some important historical events	

Year 6 History Overview: Key Skills & Knowledge – Historical Planning in context of long-term knowledge & coherence

Year 6	Themes	Subject Rationale: How does this work support children’s wider history journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	Significance; Using Evidence; Interpretations; Communication
<p>Knowledge (substantive historical content) Significant people/ Significant events/ Visits/ Key Qs</p>				<p>Continuity & Change; Cause and consequence; Similarity and Difference;</p>	
<p>The Victorian Era Queen Victoria Crimean War 1899-1902 Dr Barnardo/ Charles Dickens Ragged School – Bow London Crystal Palace (although it does not exist anymore) Industrial Revolution Isambard Kingdom Brunel Mary Seacole William Wilberforce & the Abolition of the Slave Trade Ignatius Sancho, Olaudah Equiano, Mary Prince (ex-enslaved people who) helped change people’s minds) Maritime Museum</p>	<p>Rulers Conflict/ Warfare Legacy (Industrial Revolution – transport etc)</p>	<p><i>This is a long unit that covers many aspects of this significant period in British history. The unit provides opportunity to study the Commonwealth/ empire at its height. The impact of the industrial revolution and how Britain changed as a consequence. Learning about the Crimean War provides the opportunity to look at the reasons for warfare and conditions at the time. It also provides opportunity to study the consequences of war through the study of a significant individual Mary Seacole (links back to learning in Year 2).</i> <i>Through the lives of significant people, the children will learn how individuals can change and have impact on the lives of others through looking at child labour and the abolition of the slave trade.</i></p>	<p>Empire Commonwealth Century Period Era</p>	<p>Chronological Understanding - Children use a full range of vocabulary Historical Enquiry Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources Make confident use of a variety of sources for independent research</p>	<p>Historical Interpretation</p>
<p>Mayan Civilisation https://www.history.org.uk/primary/resource/8154/scheme-of-work-maya</p>	<p>Government Rulers Culture & Belief</p>	<p><i>This is an opportunity to study a non-European society that provides contrasts with British History.</i></p>		<p>Make comparisons between aspects of periods history and the present day Understand that the type of information available depends on the period of time studied Evaluate the usefulness of a variety of sources</p>	
<p>WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>	<p>Dependent on topic</p>	<p><i>As part of a holistic approach topic work an historical element will be studied that links: e.g. WINGS Topic = The history of flight was studied.</i></p>		<p>Organisation and Communication Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source</p>	
<p>Mohandas Karamchand Gandhi (Mahatma Gandhi) 1869-1948 Stephen Lawrence – Macpherson Report and its impact (content to be shared with parents in advance)</p>	<p>Government Rulers Beliefs & Culture</p>	<p><i>As part of Black History Month, the study of Ghandi will make further links to the Victoria Era and Queen Victoria’s tenure over India as part of the British Empire.</i> Black History – Stephen Lawrence is a significant local individual – his life and legacy are shared whole school on Stephen Lawrence Day.</p>		<p>Understanding Events, People and Changes Describe a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/ she studies Note connections, contrasts and trends over time and show developing appropriate use of historical terms Describe a study of an aspect or theme in British history that extends his/ her chronological knowledge beyond 1066: The Victorian Era (The Industrial Revolution) Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Mary Seacole Describe the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p>	

				<p>and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Describe a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Bagdad c: AD 900; Mayan civilization c: AD 900; Benin (West Africa) c: AD 900-1300</p> <p>Use evidence to support arguments</p>
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