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*‘Pupils get better at history as they develop their substantive and disciplinary knowledge.’ Ofsted Research Review.*

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| **Historical Knowledge** | | | |
| **Substantive Knowledge**  **What is the important content to be taught, built upon/revisited with greater complexity?** | | **Disciplinary Knowledge**  **How do historians investigate the past and use their findings to construct meaning?** | |
| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| We increase our understanding of   * Significant People *and their impact* * Trade * Equality * Empire | We learn   * Key core topic knowledge * Key fingertip knowledge (facts/dates) and hinterland knowledge to secure context * Chronological knowledge/how periods connect with each other/interconnectedness – what’s going on elsewhere | Within a historical context, we consider   * Cause /Consequence * Change and continuity * Similarity and difference * Historical significance/Chronology * Sources and evidence * Historical interpretations | We learn how to   * *Question*, investigate and interpret the continuity * *Evaluate and conclude* * Similarities and differences * Understand chronology * The significance of events * Communicate historically   Use sources and evidence by   * Pose historical questions * Gather, organise and evaluate evidence * Interpret findings, analyse and make connections * Evaluate and draw conclusions * Communicate findings |

Year one: How have toys changed over time?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| Trade –  New materials became available from abroad.  Equality   * Gender specific toys * Toys which showed attitudes of the time i.e Golly wogs. | * Know how toys have developed and changed over the years. * Know how toys differ in design and material today compared to the past. * Know which toys are modern and which are old * Know that toys have existed for thousands of year * Know that design, materials and technology can indicate whether a toy is old or new. | * Cause – Asking why things happen and beginning to explain why with support. * Recount changes that have occurred in their own lives.   Change and continuity   * Beginning to look for similarities and differences over time in their own lives. * Describing simple changes and ideas/objects that remain the same * Understanding that some things change while other items remain the same and some are new * know that every day objects have changed as new materials have been invented   Sources and evidence   * Observe or handle evidence to ask questions and find answers to questions about the past. * Draw simple conclusions to answer questions. * To know that photographs can tell us about the past. * To know that we can find out about the past by asking people who were there.   Similarities and differences   * Ask questions such as: What was it like for people? What happened? How long ago?   . | * To know that a time line shows the order of events. * To know we start by looking at now.(present) * To know the past is events that have already happened. * Match objects to different people from different time periods * To know that within living memory is 100 years. * Asking questions about sources of evidence (e.g. artefacts). * Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source * Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). * Using vocabulary such as - old, new, long time ago. * Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.) |
| Key Vocabulary | old, modern, past, equality | | |
| Hook Enrichment |  | | |

Year 1:How did Mary Seacole change the world?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| Significant people and their impact-   * To know some achievements and discoveries of significant individuals   Equality  To celebrate the achievements of all  . | * Mary Seacole was born in Jamaica , 1805 * Mary Seacole nursed soldiers in the Crimean War. * Mary Seacole opened a “British Hotel” near to the battlefields. It was a place where soldiers could rest and buy hot food, drinks and equipment. * Mary Seacole received a number of medals for her bravery from governments in different countries. * Mary Seacole died in 1881. | * Cause – Asking why things happen and beginning to explain why with support.   Change and continuity   * Beginning to look for similarities and differences over time in their own lives. * Describing simple changes and ideas/objects that remain the same * Understanding that some things change while other items remain the same and some are new   Sources and evidence   * Identify some of the ways the past has been represented. * Observe or handle evidence to ask questions and find answers to questions about the past. * Draw simple conclusions to answer questions. * To know that photographs can tell us about the past. * To know that we can find out about the past by asking people who were there.   Similarities and differences   * Ask questions such as: What was it like for people? What happened? How long ago?   . | * To know that a time line shows the order of events. * To know we start by looking at now.(present) * To know the past is events that have already happened. * To know that within living memory is 100 years. * Asking questions about sources of evidence (e.g. artefacts). * Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source * Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). * Using vocabulary such as - old, new, long time ago. * Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.) |
| Key Vocabulary | Victoria Crimean War Injured Soldiers Medicine Cleanliness heroine | | |
| Hook Enrichment |  | | |

Year one: How did LS Lowry change the World?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| Significant people and their impact-   * To know some achievements and discoveries of significant individuals   Equality   * Highlighted the struggles of the working class in the local area.   . | * Lowry was never a full-time artist: in his early twenties he took a job as a rent collector. * He became well known for his matchstalk men and the landscapes in the area where he lived. He painted ordinary things – people going to work or to the football, a busy market and the factories in his area. * Lowry didn’t only paint in the north of England; he also recorded landscapes in and around London. * Lowry died on 23rd February 1976. He was aged 88 and was suffering from pneumonia. | * Cause – Asking why things happen and beginning to explain why with support.   Change and continuity   * Beginning to look for similarities and differences over time in their own lives. * Describing simple changes and ideas/objects that remain the same * Understanding that some things change while other items remain the same and some are new   Sources and evidence   * Identify some of the ways the past has been represented. * Observe or handle evidence to ask questions and find answers to questions about the past. * Draw simple conclusions to answer questions. * To know that photographs can tell us about the past. * To know that we can find out about the past by asking people who were there.   Similarities and differences   * Ask questions such as: What was it like for people? What happened? How long ago?   . | * To know that a time line shows the order of events. * To know we start by looking at now.(present) * To know the past is events that have already happened. * To know that within living memory is 100 years. * Asking questions about sources of evidence (e.g. artefacts). * Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source * Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). * Using vocabulary such as - old, new, long time ago. * Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.) |
| Key Vocabulary | Industrial, urban , landscape, architecture | | |
| Hook Enrichment | Trip to the Lowry | | |

Year 2: What changes did the Great Fire of London bring?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| Significant people and their impact-   * To begin to identify achievements and inventions that still influence their own lives today (e.g. fire safety).   Equality  .   * Only people who could afford to pay for carts were taken away from the fire. | * The Fire of London took place in 1666. Samuel Pepys wrote about the fire in his diary. * What happened during the fire? People then wrote about it in letters, diaries and painted pictures. * Thomas Fariner was a London baker who left his bakery fire uncovered on the night of the fire in Pudding Lane. * Houses burned easily because they were made from wood and straw.  The houses were built close together along narrow streets, so the fire spread quickly. When houses were rebuilt, a lot of them were made in bricks instead of wood and they weren’t built so close together. * The fire burnt a lot of buildings, including St. Paul’s Cathedral. * To fight the fires during this time, people used leather buckets and water squirts. | Cause and continuity   * Recognise that there are reasons why people in the past acted as they did. * Identify some of the different ways the past has been represented. * Ask questions such as: What was it like for people? What happened? How long ago? * Observe or handle evidence to ask questions and find answers to questions about the past.   Change and continuity  Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes.  Sources and evidence   * Selecting and using sections of sources to illustrate and support answers * Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact.   Similarities and differences   * Knowing some things which have changed / stayed the same as the past.   . | Chronology and significance   * Placing events on a timeline, building on times studied in Year 1. * Describe historical events. * Use dates where appropriate * To know a decade is 10 years. * To know living memory is more than 100 years ago. * Discussing who was important in a historical event.   Communication   * Making simple conclusions about a question using evidence to support. * Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling simple recount) * Describing past events and people by drawing or writing. |
| Key Vocabulary | Chronological, diary ,eyewitness, maid, past, timeline | | |
| Hook Enrichment | Staircase house workshop, Stockport | | |

Year 2: How did Rosa Parks change the world?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| Significant people and their impact-   * To begin to identify achievements that still influence their own lives today * To know the legacy and contribution of some   Equality-   * To begin to understand that power is exercised in different ways in different culture, times and groups   . | * Rosa Parks was born in Alabama, USA 4th February and  died on 24th October * Rosa Parks was told to give up her seat on the bus for a white person but she refused, she was charged with breaking the rules. * Black people showed their support for Rosa by refusing to use the buses. The boycott lasted for 381 days * 13th November 1956 segregation on buses in America was stopped. * Rosa Parks received the Presidential Medal of Freedom | Cause and continuity   * Asking questions about why people did things, why events happened and what happened as a result. * Recognising why people did things, why events happened and what happened as a result.   Change and continuity   * Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes.   Sources and evidence   * Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. * Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Evaluating how reliable a source is   Similarities and differences   * Finding out about people, events and beliefs in society. * Making comparisons with their own lives.   . | Chronology and significance   * Placing events on a timeline, building on times studied in Year 1. * To know a decade is ten years. * To know that beyond living memory is more than 100 years ago. * To know that events in history may last different amounts of time. * To know that ‘generation’ means a group of people that are born in the same period. * To know the impact of a historical event on society. To know that ‘historically significant’ people are those who changed many people’s lives.   Communication   * Making simple conclusions about a question using evidence to support. * Describing past events and people by drawing or writing. * Expressing a personal response to a historical story or event through discussion, drawing our writing. |
| Key Vocabulary | Boycott , Arrested  Protest Refuse Fined Civil rights | | |
| Hook Enrichment | Staircase house workshop, Stockport | | |

Year 2: What changes did transport bring?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| Significant people and their impact-  To know some achievements and discoveries of significant individuals  Equality  . | * The first trains had steam engines.  Steam could be seen coming out of the chimney at the front. * In 1830, people could travel on trains for the first time. * In 1903, the Wright brothers were the first people to successfully fly in an aeroplane.  They built it themselves. * In 1908, Henry Ford made a car called the model T.  It was the first car to be made in a factory and lots of these cars were made. * On May 20–21, 1932, Earhart became the first woman to fly nonstop and alone across the Atlantic. | Cause and continuity   * To know that changes may come about because of improvements in technology.   Change and continuity   * To know that daily life has changed over time but that there are some similarities to life today.   Sources and evidence   * To know that we can find out about how places have changed by looking at maps * . To know that historians use evidence from sources to find out more about the past. * Evaluating the usefulness of sources to a historical enquiry. * Selecting information from a source to answer a question. Identifying a primary source.   Similarities and differences   * To know that there are explanations for similarities and differences between children’s lives now and in the past.   . | Chronology and significance  Making links and connections across a unit of study.   * Sequencing six artefacts on a timeline. Sequencing six photographs, focusing on the intervals between events. * Placing events on a timeline, building on times studied in Year 1. * Beginning to recognise how long each event lasted. * Knowing where people/events studied fit into a chronological framework. * Understanding generation in a family context. * To know that some events are more significant than others. To know the impact of a historical event on society.   Communication   * Making simple conclusions about a question using evidence to support. * Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. |
| Key Vocabulary | Travel Transport Steam engine Petrol/combustion engine Electric cars | | |
| Hook Enrichment | Bury transport museum | | |

Year 3:What did we learn from the stone age?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| People of significance and their impact.   * To know some settlements of the stone Age      * To know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm   .  Trade   * To know that communities traded with each other and over the English Channel in the Prehistoric Period. * To understand that trade began as the exchange of goods. | * 15000-3000 BC Stone Age * 3000BC – 8000BC Bronze Age * 800BC – 43 AD Iron Age * 2500 BC ‘Bell Beaker’ culture arrives in Britain. These people are named for their distinctive decorative pottery * AD 43 The Romans invade Britain * 800 BC Iron begins to be used in Britain to make tools and weapons, instead of bronze The first hillforts are constructed * 2100 BC Bronze begins to be used in Britain to make weapons and tools. * 3000 BC The village of Skara Brae is built in Orkney. The people who live there are beginning to farm their own food and build homes instead of travelling from place to place. | Cause /Consequence –   * Suggest causes and consequences of some of the main events and changes in  history * Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.   Change and continuity   * Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred.   Sources and evidence   * Use evidence to ask questions and find answers to questions about the past * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history . * Identifying and giving reasons for different ways in which the past is represented. * Identifying the differences between different sources and giving reasons for the ways in which the past is represented. * Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. | Historical significance/ Chronology   * Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. * To know that history is divided into periods of history e.g. ancient times, middle ages and modern. * To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. * Give a broad overview of life in Britain from ancient until medieval times. * To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1AD. * To know that significant archaeological findings are those which change how we see the past.   Similarity and difference   * Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. * Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). * Using relevant vocabulary in answers. Describing past events and people by drawing or writing. * Expressing a personal response to a historical story or event through discussion, drawing our writing. |
| Key Vocabulary | Nomads, trade, settlers, agriculture | | |
| Hook Enrichment | Stone Age workshop | | |

Year Three: What have we learnt from the Ancient Egyptians?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| * Significant achievements of an early civilization (prior learning Stone Age inventions Y3) impacting lives today * Location of Nile, settlement, seasonal trade and links beyond Egypt/changes in the nature of society (prior learning change in transport methods Y2), transport for trade * Significance of religion, belief in the afterlife and burial rituals * Class system/democracy /development of groups and their roles/slavery/kingdom/ societal hierarchies and structures/tension created/access to education *(prior learning civil rights Y2)* * Pharoahs and empire building/expansion and fall of empires, how controlled and reason for expansion and decline/tension under different pharaohs (prior learning family YR)   . | * 7500BC – 30AD * Religion and Gods key characteristics * Life around the Nile/physical features – key inventions within everyday life/trade/farming/purpose of pyramids * Housing and class system * Death, beliefs, burial rituals (mummification) and afterlife * Tutankhamen * 7500BCE Settlers in Nile Valley * 3500BCE Hieroglyphic symbols * 2650BCE First step pyramid * 1472BCE Hatshepsut became caretaker ruler (Pharaoh) * 13336 Tutankahamen as Pharaoh * 1922CE Howard Carter discovers tomb | Cause /Consequence –   * Suggest causes and consequences of some of the main events and changes in  history * Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.   Change and continuity   * Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred.   Sources and evidence   * Use evidence to ask questions and find answers to questions about the past * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history . * Identifying and giving reasons for different ways in which the past is represented. * Identifying the differences between different sources and giving reasons for the ways in which the past is represented. * Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. | Historical significance/ Chronology   * To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. * To know that BC means before Christ and is used to show years before the year 0. * To know that AD means Anno Domini and can be used to show years from the year 1AD. Sequencing eight to ten artefacts, historical pictures or events. * Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. * Noticing connections over a period of time.   Similarity and difference   * Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. * Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). * Using relevant vocabulary in answers. Describing past events and people by drawing or writing. * Expressing a personal response to a historical story or event through discussion, drawing our writing. |
| Key Vocabulary | Battle, Empire, The Nile, Pharaoh, Province, Royalty, Tomb, Trade. | | |
| Hook | Bolton Museum Workshop | | |

Year 3: **How can we find out about the civilisation of Ancient Greece?**

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| Significant people and their impact   * Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period.   .Trade   * To understand that trade develops in different times and ways in different civilisations. | Through their investigations they find out about the   * city states of Athens and Sparta, warfare and seamanship, * everyday life, * beliefs, * culture, * and through Greek mythology, some of the key events and individuals (Alexander the Great) from this period. | Cause /Consequence –   * Identifying reasons for historical events, situations and changes.   Change and continuity   * Comparing different periods of history and identifying changes and continuity. * Describing the changes and continuity between different periods of history. * Identifying the links between different societies.   Sources and evidence   * Using a range of sources to find out about a period. * Identifying primary and secondary sources. Identifying the bias of a source. * Using evidence to build up a picture of a past event. * Observing the small details when using artefacts and pictures. * To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. * Asking the question “How do we know?” | Historical significance/ Chronology   * To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. * To know that BC means before Christ and is used to show years before the year 0. * To know that AD means Anno Domini and can be used to show years from the year 1AD. Sequencing eight to ten artefacts, historical pictures or events. * Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. * Noticing connections over a period of time. * Making a simple individual timeline * To know that significant archaeological findings are those which change how we see the past..   Similarity and difference   * Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world..   Communicating   * Understanding how historical enquiry questions are structured * Asking questions about the main features of everyday life in periods studied, e.g. how did people live. * Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today * Communicating knowledge and understanding through discussion, debates, drama, art and writing. |
| Key Vocabulary | City states, Civilisation, Culture, Democracy, Myths | | |
| Hook | Bolton Museum Workshop | | |

Year 4: What was the legacy of the Romans?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| People of significance and their impact.   * To be able to identify achievements and inventions that still influence our lives today from Roman times. * To be able to identify achievements and inventions that still influence our lives today from Roman times.   Equality   * To understand that societal hierarchies and structures existed including aristocracy and peasantry.   Empire   * To understand the expansion of empires and how they were controlled across a large empire. * To understand some reasons why empires fall/collapse.   Trade   * To understand that the Roman invasion led to a great increase in British trade with the outside world. | * 401-410 AD The Romans withdraw from Britain: Anglo-Saxon migrants begin to settle * 61 AD Boudicca leads the Iceni in revolt against the Romans * Romans influenced coins, trade, road influences. | Cause /Consequence –   * Use evidence to ask questions and find answers to questions about the past.   • Suggest suitable sources of evidence for historical enquiries.   * dentifying the consequences of events and the actions of people. * Identifying reasons for historical events, situations and changes.   Change and continuity   * Identifying what the situation was like before the change occurred. * Comparing different periods of history and identifying changes and continuity. * Describing the changes and continuity between different periods of history.   Sources and evidence   * Observing the small details when using artefacts and pictures. * Identifying the differences between different sources and giving reasons for the ways in which the past is represented. | Historical significance/ Chronology   * To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. * Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. * Noticing connections over a period of time. * Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. * Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. * Making a simple individual timeline   Similarity and difference  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Communicating   * Constructing answers using evidence to substantiate findings. * Identifying weaknesses in historical accounts and arguments. |
| Key Vocabulary | empire, emperor, legion, century | | |
| Hook | Slaidburn Museum | | |

Year 4: Were the Anglo Saxons an improvement on the Romans?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| People of significance and their impact.   * To know that there were different reasons for invading Britain. * To understand that there are varied reasons for coming to Britain. * To know that there are different reasons for migration. * To know that settlement created tensions and problems. * To understand the impact of settlers on the existing population. * To understand the earliest settlements in Britain. * To know that settlements changed over time. * To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.   Equality   * To understand how invaders and settlers influence the culture of the existing population. * To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.   Trade   * To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. | * By c. AD 410, the last of the Romans had left Britain. This made Britain vulnerable to invasion. The warriors that invaded became known as the first Anglo-Saxons. Most of Britain was divided into seven AngloSaxon kingdoms. The Picts and Scots were a constant threat without Roman support. * The Romans preferred living in towns but the Anglo-Saxons preferred to live in small villages. Anglo-Saxon influence can be seen in place names in Britain today. Wessex was a place named after the West Saxons who settled there. Sussex was named after the South Saxons. The kingdom of Mercia (which means border people) was named Mercia because it had so many borders with other kingdoms. * At the end of this period, Christianity became the main religion in Britain. In AD 597, a Roman monk called Augustine was sent to tell the Anglo Saxons about Christianity. King Ethelbert of Kent was the first to be converted and was baptised along with 10,000 of his people. Over the next 100 years, the rest of the kingdoms converted to Christianity too | Cause /Consequence –   * Identifying the consequences of events and the actions of people. * Identifying reasons for historical events, situations and changes.   Change and continuity-   * To know that change can be brought about by advancements in transport and travel. * To know that change can be brought about by advancements in materials. * To know that change can be brought about by advancements in trade.   Sources and evidence   * Using a range of sources to find out about a period. * Using evidence to build up a picture of a past event. * Observing the small details when using artefacts and pictures. * Selecting and recording relevant information from a range of sources to answer a question | Historical significance/ Chronology   * Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. * Using dates to work out the interval between periods of time and the duration of historical events or periods. * Using BC/AD/Century. * Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. * Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. * Noticing connections over a period of time. Making a simple individual timeline.   Similarity and difference   * Identifying similarities and differences between periods of history. * Explaining similarities and differences between daily lives of people in the past and today. * Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.   Communicating   * Understanding how historical enquiry questions are structured. * Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. * Understanding that there may be multiple conclusions to a historical enquiry question. * Communicating knowledge and understanding through discussion, debates, drama, art and writing. |
| Key Vocabulary | Empire, civilisation, peasantry, settlers, invaders, | | |
| Hook | Visitor into school King Oswald Workshop | | |

Year 4:How did the Vikings change Britian?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| People of significance and their impact.   * To know that there were different reasons for invading Britain. * To understand that there are varied reasons for coming to Britain. * To know that there are different reasons for migration. * To know that settlement created tensions and problems. * To understand the impact of settlers on the existing population. * To understand the earliest settlements in Britain. * To know that settlements changed over time. * To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.   Equality   * To understand how invaders and settlers influence the culture of the existing population. * To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.   Trade   * To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. * To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. | * The Vikings were Norse people who came by long boat from an area called Scandinavia (countries such as Norway, Sweden and Denmark). * . They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings. V * AD 787 The Vikings raided monasteries like Lindisfarne as they were Pagans, the Christian buildings were filled with valuable objects like gold, jewels and books. * After years of fighting the Vikings and Alfred made a peace agreement. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the northwest. | Cause /Consequence –   * Identifying the consequences of events and the actions of people. * Identifying reasons for historical events, situations and changes   Change and continuity-   * To know that change can be brought about by advancements in transport and travel. * To know that change can be brought about by advancements in materials. * To know that change can be brought about by advancements in trade.   Sources and evidence   * To know that archaeological evidence can be used to find out about the past. * To know that we can make inferences and deductions using images from the past. * To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. * To know that assumptions made by historians can change in the light of new evidence * Asking questions about the bias of historical evidence. * Selecting and recording relevant information from a range of sources to answer a question. | Historical significance/ Chronology   * Sequencing eight to ten artefacts, historical pictures or events. * Beginning to develop a chronologically secure knowledge of local, * British and world history across the periods studied. Placing the time studied on a timeline. * Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. * Noticing connections over a period of time. * Making a simple individual timeline. * To know that significant archaeological findings are those which change how we see the past.   Similarity and difference   * Identifying similarities and differences between periods of history. * Explaining similarities and differences between daily lives of people in the past and today. * Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.   Communicating   * Understanding how historical enquiry questions are structured. * Creating historically-valid questions across a range of time periods, cultures and groups of people. * Reaching conclusions that are substantiated by historical evidence. * Recognising similarities and differences between past events and today * Creating a structured response or narrative to answer a historical enquiry |
| Key Vocabulary | Empire, emperor, legion, senate, century, consul, Barbarian | | |
| Hook | Visitor into school | | |

Year 5: How is the Kingdom of Benin different to Britain?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| People of significance and their impact.   * To know that new and sophisticated technologies were advanced which allowed cities to develop. * To understand the impact of war on local communities. * Equality * To be aware of how different societies practise and demonstrate their beliefs. * To be able to identify the impact of beliefs on society. * Empire – * To understand that different empires have different reasons for their expansion. * To understand that there are changes in the nature of society.   Trade   * To know that trade routes from Britain expanded across the world. * To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. To understand that the expansion of trade routes increased the variety of goods available. * To understand that the methods of trading developed from in person to boats, trains and planes. * To understand the development of the slave trade and its impact on the people who were slaves. | * Benin (West Africa) c. AD 900-1300 * The political structure was led by the Oba who had absolute authority and no one dared to challenge him. * The Benin Kingdom had a sophisticated social structure of professions and guilds. Job roles were well defined – farmers, potters, blacksmiths, crafts people, doctors, drummers, acrobats, dancers, soldiers and hunters. * Sophisticated materials and engineering skills were used to build the city. City planning and design is known as [fractal design](http://ihuanedo.ning.com/group/healtheducation/forum/topics/fractal-geometry-in-indigenous-yoruba-and-benin-nigerian-architec) creating a predictable repeating pattern. * There was well-developed town planning. Engineering and the use mathematics underpinned the architecture of the city. Benin City was protected by a moat and walled fortifications * Benin art and sculpture made from ivory, brass and wood was very popular. There were established trade routes with Portugal in artwork, gold, ivory, and pepper. | Cause /Consequence –   * Giving reasons for historical events, the results of historical events, situations and changes. * Starting to analyse and explain the reasons for, and results of historical events, situations and change.   Change and continuity   * Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. * Describing the links between main events, similarities and changes within and across different periods/studied   Sources and evidence   * Use sources of evidence to deduce information about the past. * Recognising primary and secondary sources. * Asking questions about the interpretations, viewpoints and perspectives held by others. * Reaching conclusions which are increasingly complex and substantiated by a range of sources. | Historical significance/ Chronology   * To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) * To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians. * Sequencing 10 events on a timeline. * Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).   Similarity and difference   * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. * Describe the social, ethnic, cultural or religious diversity of past society. * Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.   Communicating   * Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. |
| Key Vocabulary | Colony, empire, Oba, Kingdom | | |
| Hook | Hook:https://onedaycreative.com/workshop/kingdom-of-benin-west-africa/ | | |

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| People of significance and their impact.   * To know that new and sophisticated technologies were advanced which allowed cities to develop. * To understand the impact of war on local communities. * Equality * To be aware of how different societies practise and demonstrate their beliefs. * To be able to identify the impact of beliefs on society. * Empire – * To understand that different empires have different reasons for their expansion. * To understand that there are changes in the nature of society.   Trade   * To know that trade routes from Britain expanded across the world. * To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. To understand that the expansion of trade routes increased the variety of goods available. * To understand that the methods of trading developed from in person to boats, trains and planes. * To understand the development of the slave trade and its impact on the people who were slaves. | * Slavery has existed throughout history in many different cultures. Slaves were often people who had been captured during wars and raids. The mid 15th century was known as the age of discovery, where many countries wanted to explore the globe and set up new settlements (called colonies) in the places they found. These colonies would help to expand the country’s empire and create trade routes. * Many people from European countries began travelling and trading, using ships. They began colonising the Americas. As the Americas had a great climate to grow tobacco, sugar and cotton, European countries wanted to take advantage of that, so they would set up plantations. These plantations needed many workers to tend the fields and help with the harvest. Slaves would be bought from African tribes and be sent to work at plantations. The goods would be sent back to Europe for them so sell and make money. * The Atlantic Slave Trade lasted for around 400 years and during that time, around 12 million enslaved Africans were transported to the Americas. Towards the end of the 18th century, Abolitionists were calling to make the Slave Trade illegal. One of the most famous abolitionists was William Wilberforce, who helped to end slavery in Britain. | Cause /Consequence –   * Describing the links between main events, similarities and changes within and across different periods/studied. * Describing the links between different societies * Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.   .Change and continuity  To know that members of society standing up for their rights can be the cause of change.  Sources and evidence   * Use sources of evidence to deduce information about the past. * Recognising primary and secondary sources. * Asking questions about the interpretations, viewpoints and perspectives held by others. * Reaching conclusions which are increasingly complex and substantiated by a range of sources. | Historical significance/ Chronology   * To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) * To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians. * Sequencing 10 events on a timeline. * Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). * Explain the significance of events, people and developments.   Similarity and difference   * Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. * Making links with different time periods studied. Describing change throughout time.   Communicating   * Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. |
| Key Vocabulary | Slave Trade , Slave , Triangular, Atlantic Slave, Trade, Abolition , Middle Passage , Plantation | | |
| Hook | Liverpool Slavery Museum | | |

Year 5: Should we always be proud of our history?

Year 5:How did the Industrial Revolution affect the local area?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| Significant people and their impact   * To understand that people in the past were as inventive and sophisticated in thinking as people today. * To know that new and sophisticated technologies were advanced which allowed cities to develop.   Trade   * To know that trade routes from Britain expanded across the world. * To understand that the methods of trading developed from in person to boats, trains and planes.   Equality   * -Workers who were women earned roughly a third less than men in the factories. Women earned seven shillings per week, and children earned up to four shillings per week. * Rich poor divide- rich children were educated whereas poor worked. * To understand that there are changes in the nature of society. * To understand the changing role of women and men in Britain. | * The industrial revolution in Britain began due to the slave trade. From 1500 to 1880,  an aspect of the slave trade was to force African and Caribbean people to work on plantations. The cotton was sent to Britain to cities like Manchester which set off the industrial revolution. * New inventions changed working conditions from cottage workers to factory workers which created towns and cities. * Many cities and towns did not have the infrastructure in place to cope with the rapid increase in numbers. So living conditions were poor. | Cause /Consequence –   * Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. * Analysing and presenting the reasons for changes and continuity.   Change and continuity   * To know that members of society standing up for their rights can be the cause of change.   Sources and evidence   * To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. * To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. * To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. * To understand how to compare different census extracts by analysing the entries in individual columns. * Recognising ‘gaps’ in evidence. * Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others. | Historical significance/ Chronology   * To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) * Sequencing 10 events on a timeline. * Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). * Developing a chronologically secure understanding of British, local and world history across the periods studied. * Comparing and making connections between different contexts in the past * Explain the significance of events, people and developments..   Similarity and difference   * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. * Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. * Making links with different time periods studied. Describing change throughout time   .Communicating   * Challenging existing interpretations of the past using interpretations of evidence. * Reaching conclusions which are increasingly complex and substantiated by a range of sources. * Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. |
| Key Vocabulary | Slave Trade , Slave , Triangular, Atlantic Slave, Trade, Abolition , Middle Passage , Plantation | | |
| Hook | Liverpool Slavery Museum | | |

Year 6:How did Manchester contribute to the Suffragists’ movement?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| Significant people and their impact  Equality   * - To understand the changing role of women and men in Britain. * To be aware of the different beliefs that different cultures, times and groups hold. | * Before 1803 only 3% of the population could vote. * 1832 The Great Reform Act * 1908 the NUWSS established * Emmeline Pankhurst - Leader of the Women’s Social and Political * Union. * 1908 The anti NUWSS league established. * !914 War * 1918 The Representation of people act. * 1928 the representation of people (Equal Franchise Act) | Cause /Consequence –   * To know that members of society standing up for their rights can be the cause of change.   Change and continuity   * Making links between events and changes within and across different time periods / societies. * Identifying the reasons for changes and continuity. * Analysing and presenting the reasons for changes and continuity.   Sources and evidence   * Recognising primary and secondary sources. * Using a range of sources to find out about a particular aspect of the past. * Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. * Distinguishing between fact and opinion. * Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. | Historical significance/ Chronology   * Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. * Comparing and making connections between different contexts in the past. * Sequencing 10 events on a timeline. * Identifying significant people and events across different time periods. * Comparing significant people and events across different time periods. * Explain the significance of events, people and developments.   Similarity and difference   * Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.   .Communicating   * To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source. * To understand that there are different interpretations of historical figures and events. * Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research * Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions. * Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. |
| Key Vocabulary | Suffrage, electorate, democracyAnti - suffragists | | |
| Hook | Emily Pankhurst centre, Manchester | | |

Year 6: What was the impact of the second world war on our local area?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| People of significance and their impact.   * To understand that there are changes in the nature of society. * Explain the significance of events, people and developments.   Trade   * To understand the development of global trade.   Equality   * To understand the changing role of women and men in Britain. | * To name the main leaders and their influences. * To know why evacuation happened, the benefits of evacuation and understand that not all children were evacuated and reasons behind this * To know the effects of the war on people’s everyday lives * To know why rationing happened. * To be able to discuss gender stereotypes for job roles in society. * To know the effect that conscription had on the population of Britain and how this changed * Compare and contrast the locality to the Victorian period, after WW2 and the present day. | Cause /Consequence –   * Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.   Change and continuity   * Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity.   Sources and evidence   * To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. * To understand the types of information that can be extracted from the census. * To understand that inventories are useful sources of evidence to find out about people from the past. * To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. * To understand how to compare different census extracts by analysing the entries in individual columns. | * Historical significance/ Chronology * Understand the term century and how dating by centuries works. * To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians. * Developing a secure understanding of British, local and world history across periods studied. * Relating current study to other periods.   Similarity and difference   * Describing change throughout time.   Communicating   * Asking historical questions of increasing difficulty e.g. who governed, how and with what results? * Creating a hypothesis to base an enquiry on. * Asking questions about the interpretations, viewpoints and perspectives held by others. * Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. |
| Key Vocabulary | Air raid, conscription. Evacuation,rationing | | |
| Hook | WW2 survivor visit | | |

Year 6:How did War time differ for the British people compared to the Jewish Europeans?

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| **Main Core Concepts** | **Content** | **Disciplinary concepts** | **Enquiry** |
| People of significance and their impact.   * To understand that there are changes in the nature of society. * Explain the significance of events, people and developments.   Trade   * To understand the development of global trade.   Equality   * To understand the changing role of women and men in Britain. | * The leader of Germany, Adolf Hitler, had plans to take over other countries. In **March 1938**, Germany invaded and annexed Austria, which made other countries worried. On 29th **September 1938**, British, French, German and Italian leaders signed a treaty called the Munich Agreement. This allowed Hitler to annex the Sudetenland (an area of Czechoslovakia) if he agreed not to invade anywhere else. However, in **August 1939**, Hitler broke the agreement and invaded the rest of Czechoslovakia, followed by Poland on 1st September. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany. * Anne Frank has become a famous name because of her poignant diary, which has been translated into many languages. Anne Frank's diary describes the frightening period experienced by Anne, her family and friends in the annexe. It also expresses her hopes and aspirations for the future, which were never to be realised. * Even before the war, Adolf Hitler and the Nazi party wanted to blame the Jews for the problems in Germany and used propaganda to promote widespread public hatred of them. Jewish people were openly bullied, persecuted, abused and discriminated against. Many Jews were sent to concentration camps where they were forced to work like slaves. Many died through infection, starvation or exhaustion. Others were sent to death camps where they were killed in gas chambers. This form of mass killing is called genocide. | Cause /Consequence –   * Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.   Change and continuity   * Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity.   Sources and evidence   * To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events. * Recognising primary and secondary sources. * Using a range of sources to find out about a particular aspect of the past. * Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. | * Historical significance/ Chronology * Understand the term century and how dating by centuries works. * To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians. * Developing a secure understanding of British, local and world history across periods studied. * Relating current study to other periods.   Similarity and difference   * Describing change throughout time.   Communicating   * Asking historical questions of increasing difficulty e.g. who governed, how and with what results? * Creating a hypothesis to base an enquiry on. * Asking questions about the interpretations, viewpoints and perspectives held by others. * Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. |
| Key Vocabulary | Active service, Nazi party, atomic bomb, holocaust | | |
| Hook |  | | |