

History Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication	<ul style="list-style-type: none"> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', and 'swimmed' for 'swam'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea to another using a range of connectives. Describe events in some detail. 	Speaking <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> Continue, copy and create repeating patterns. 	Numerical Patterns <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn Castles Queen Victoria's reign	Pupils to look at the lives of significant individuals in the past who have contributed to national and international achievements. Children to look at significant historical events, people and places in their own locality.	Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages They know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction. Find answers to simple questions about the	<u>Chronology & Causation</u> Children will recount some of the changes Queen Victoria made to Britain's society <u>Similarities and Differences</u> Children will describe similarities and differences between Queen Victoria and Sarah Forbes Bonetta <u>Historical Significance</u> Children will recognise why Queen Victoria is	What are castles? Why were castles built? Who was queen Victoria? What character features helped queen Victoria to change Britain's monarchy and society? Why was Queen Victoria such a significant person? Who was Sarah Forbes Bonetta and why is she remembered? Was Sarah Forbes Bonetta a controversial figure?	Queen Victoria's reign is known as the Victorian era Victoria was 18 when she became Queen in 1837 Queen Victoria ruled almost 64 years Victoria would become the longest reigning British Monarch, and Queen of the biggest empire in history. Sarah Forbes was the daughter of an African chief. Queen Victoria paid for Sarah's education and made sure she had everything that she needed.	Empire Turret Draw bridge Moat Portcullis Victorian Arrow slit Battlements Dungeon Monarch Throne Reign Coronation	Skipton Castle Visit 50 things: Ride on a Train	Race, Sex: Sarah Forbes Bonetta Rethink Food – Gender Equality	Historical Association English Heritage Planbee Primary Futures King Leonard's Teddy The Worst Princess The King who Banned the Dark

		<p>past from sources of information e.g. artefacts</p> <p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT</p>	<p>significant in history</p> <p><u>Sources and Evidence</u> Children will use pictures and stories to understand what castles are and why they are built</p>	<p>Who lived in Skipton Castle?</p> <p>How important was Skipton Castle to our local area?</p>					
				<p>Possible Misconceptions:</p> <p>All castles were built from stone.</p> <p>It was always cold inside a castle.</p>					
Oracy opportunities for Autumn term	Was Queen Victoria a trend setter? (Introduction to opinions- what is an opinion?)								
<p>Spring</p> <p>Eco Warriors</p> <p>The Invention of Plastic.</p>	<p>Pupils should be taught about changes within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Recognise the difference between past and present in their own and others lives</p> <p>Use stories to distinguish between fact and fiction</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Writing</p>	<p><u>Chronology & Causation</u> Children will know that the toys their parents and grandparents played with are different to their own</p> <p>Children will organise toys by age</p> <p>Children will create a simple timeline to show the evolution of toys</p> <p><u>Similarities and Differences</u> Children will describe similarities and differences between modern toys and toys from the past</p>	<p>What does invention mean? Who invented plastic? What is plastic made from? What did people use before plastic? Why was plastic invented? What do we use plastic for today? What are the positives of using plastic? What are the negatives of using plastic?</p>	<p>A plastic is a kind of material that is made by people and can be formed into almost any shape.</p> <p>Most plastics are strong, long-lasting, and lightweight.</p> <p>Most plastics are made from chemicals that come from petroleum (oil), natural gas, or coal.</p> <p>Plastics can be made into almost any shape by heating them at a high temperature.</p> <p>In 1869 John Wesley Hyatt, a U.S. inventor, made the first plastic.</p> <p>Plastics are very useful, but they can also cause many problems for the environment if they end up in the oceans .</p>	<p>Environment Plastic Chemicals Material Oil petroleum Natural Gases Landfill Oceans Invention Lightweight Formed</p>	<p>Trip to The Deep</p> <p>50 things: Have your face painted</p>	<p>Age: David Attenborough</p>	<p>Historical Association</p> <p>Primary Futures</p> <p>BBC Bitesize</p> <p>Dear Earth by Isabell Otter</p> <p>Somebody Swallowed Stanley by Sarah Roberts</p>

			<u>Historical Significance</u> Children will consider how toys have changed since the invention of plastic <u>Sources and Evidence</u> Children will use artefacts and pictures to learn about the past		Items made out of plastic do not break down and take up room in landfill.					
				Possible Misconceptions: If something is made from wood it must be old						
Oracy opportunities for spring term	For or against is good to start off thinking towards debates. Give children a range of facts related to your topic.' They can organise the facts into 'good' and 'bad' then they can decide whether or not they agree or disagree with the statement based on the facts they have in front of them. Question children will answer is 'was inventing plastic a good idea?'									
Summer Incredible India Gandhi's campaign for Independence	Pupils to look at the lives of significant individuals in the past who have contributed to national and international achievements.	Match objects to people of different ages. Recognise the difference between past and present in their own and others' lives. Know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<u>Chronology & Causation</u> Children will recount some key events in Gandhi's life Children will recount some of the changes in India following Gandhi's campaign for Independence <u>Similarities and Differences</u> Children will describe the differences between India before independence and now <u>Historical Significance</u> Children will recognise why Gandhi is significant in India's history <u>Sources and Evidence</u> Children will speak to adults about their recollections of the past	Who was Gandhi? When did Gandhi live? Why is Gandhi remembered? What were the most important events in his life? What were some of the features of the society when he lived? How should we remember Gandhi and why?	Gandhi was born on October 2, 1869 in Porbandar, Gujarat, India. When Gandhi was 18 years old, he went to study law in England. Gandhi started protesting against segregation and became a political activist to change these unfair laws. Ghandi protested without using violence and weapons. During Gandhi's life, India was a colony of the United Kingdom, but wanted independence. Gandhi is famous for working to achieve freedom and equality for all, in India and in Africa. On the anniversary of Gandhi's birth, Gandhi Jayanti is celebrated. People followed Ghandi 240 miles across India in protest. This was called the Salt March.	Independence Segregation Racism Revolution Colony Protest Freedom Equality Salt march	Indian cooking day with parents Indian celebration Day Trip to Tropical World Primary source- Indian grandparent		Historical Association English Heritage Primary Futures BBC Bitesize	
				Possible Misconceptions: Peaceful protests cannot be successful Gandhi always wore the white dhoti						

Oracy opportunities for summer term	Ignite speech: Why was Gandhi a significant person?
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Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts	
				Key Questions	Key Facts	Key Vocab				
Autumn History of flight The Wright brothers and Amelia Earhart	<p>Pupils should be taught to look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>They should look at the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Describe memories of key events in lives.</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Writing..</p>	<p><u>Chronology & Causation</u> Children will create a simple timeline with key events from the lives of the Wright Brothers</p> <p>Children will identify some of the changes in society due to Amelia Earhart</p> <p><u>Similarities and Differences</u> Children will identify differences between ways of travel in the past and ways of travel now</p> <p>Children will compare the everyday life of women in the past to the everyday life of women now</p> <p>Children will identify similarities and differences between Amelia Earhart and Amy Johnson</p> <p><u>Historical Significance</u> Children will consider why Amelia Earhart is significant in world history</p> <p><u>Sources and Evidence</u></p>	<p>What is transport?</p> <p>What transport was used in the past?</p> <p>What means of transport do we use now?</p> <p>What are the Wright brothers famous for?</p> <p>How was the Aviation changed after Wright Brother’s invention?</p> <p>What was Amelia Earhart famous for?</p> <p>What problems did Amelia Earhart encounter?</p> <p>What impact has she had on society today?</p>	<p>The Wright Brothers, Orville Wright and Wilbur Wright were born in Dayton, Ohio.</p> <p>They designed, built and flew the first engine powered aeroplane in December 1903.</p> <p>They had been experimenting for many years with gliders and other vehicles before the first powered flight.</p> <p>They were also known for inventing a way to steer an aeroplane.</p> <p>The Wright Brothers were interested in flights and started making aeroplanes in their bicycle shop.</p> <p>The Wright Brothers invented wing warping to control the wings. Amelia Earhart became the first woman to fly solo across the Atlantic Ocean.</p> <p>Amelia Earhart was the first person to fly solo from Hawaii to the United States.</p>	<p>Transport Aviation Vehicle Aeroplane Flight Gliders Steering Engine</p>	<p>Engineering-aspirations</p> <p>Pilot’s visit</p>	<p>Sex: First woman Pilot-Amelia Earhart</p>	<p>Historical Association</p> <p>BBC Teach- Amelia Earhart.</p> <p>Emma Jane’s Aeroplane</p> <p>I am Amelia Earhart</p> <p>Taking Flight: How Wright Brothers Conquered the Skies</p> <p>Whoever heard of a flying bird</p> <p>Cherry Blossom and Paper Planes Kites</p>	
				<p>Possible Misconceptions:</p> <p>The Wright Brothers were the first people to fly.</p> <p>Amelia Earhart was the first woman ever to fly an aeroplane.</p>						

			Children will look carefully at pictures and objects to find information about the past						
Oracy opportunities for Autumn Term	Discussion: What really happened to Amelia Earhart? Hot seating Wilbur Wright Ignite speech: What are Wright Brothers famous for?								
Spring My Country-My City Francis Laidler – king of the pantomime	Pupils to understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. They will look at events beyond living memory that are significant nationally or globally. Children to look at the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Sequence photographs etc. from different periods of their life Describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	<u>Chronology & Causation</u> Children will describe why Francis Laidler was known as the King of the Pantomime <u>Similarities and Differences</u> Children will identify differences in people’s lives after the Alhambra theatre was built <u>Historical Significance</u> Children will consider why Francis Laidler is important in the context of local history <u>Sources and Evidence</u> Children will use and select evidence and say how it can be used to find out about the past Children will look carefully at pictures and objects to find information about the past	Who is Francis Laidler? How has Francis Laidler’s history impacted Bradford and UK? Why was Francis Laidler called the king of the pantomime? What role did the theatre play in the lives of Bradford people? What is special about the design of the Alhambra theatre? Who are the Sunbeams?	Francis Laidler was born in 1867, in Thornaby-on-Tees. In 1902 Laidler moved to Bradford and for half a century he delivered pantomimes in his Bradford theatre, as well as in Leeds, Keighley and London. Francis Laidler opened the Alhambra theatre. The Alhambra Theatre was opened at 2pm on 18 March 1914. The Sunbeams are locally chosen children who perform in the pantomimes.	Pantomime Impresario Alhambra Theatre Interval Foyer Architecture Heritage	50 things: Alhambra visit- Pantomime Bradford Playhouse visit Heritage: Mapping unique buildings in Bradford- Bradford walk Heritage: Creating a display of photographs of the children with their parents in unique places in Bradford (encouraging parents and children to visit Bradford’s famous places)	Race: Seeds of friendship Race: Invisible	Historical Association BBC Teach BBC Bitesize Historic England Education-Knowing Bradford Seeds of friendship Invisible All Through the Night Small Mouse, Big City Beegu
Oracy opportunities for spring Term	Discussion: Performing a play with assistance of JE (Historic England)								
Summer	Pupils to understand changes within living memory.	Sequence artefacts closer together in time - check with reference book	<u>Chronology & Causation</u> Children will describe memories	When did seaside holidays become popular?	As the steam trains became more and more popular, people starting going to the seaside for	Steam train Carriages Seaside Puppet shows	Trip to the Seaside- Filey	Age: David Attenborough	Now Press Play- Maps Little Turtle and the Sea

<p>The Great British Seaside</p> <p>Victorian Seaside</p>	<p>Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Pupils to look at significant historical events, people and places in their own locality.</p>	<p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times.</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>☑ Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Writing..</p>	<p>and events from a Victorian seaside holiday</p> <p><u>Similarities and Differences</u></p> <p>Children will compare a modern seaside holiday to a Victorian seaside holiday</p> <p>Children will discuss how Filey has changed since the Victoria Era</p> <p><u>Historical Significance</u></p> <p>Children will consider why seaside holidays become popular</p> <p><u>Sources and Evidence</u></p> <p>Children will look carefully at pictures and objects to find information about the past</p> <p>Children will recount historic details from eye-witness accounts, photos and artefacts</p>	<p>How did people travel to the seaside?</p> <p>How does a modern-day seaside holiday compare to a Victorian seaside holiday?</p> <p>What entertainment did people have at the seaside?</p> <p>Why did people choose to go to the seaside?</p> <p>What did Filey look like in the past?</p> <p>How has Filey changed over time?</p> <p>What do people still continue to do at the beach?</p>	<p>day trips, weekends and holidays.</p> <p>Lots of people in the Victorian times, chose to stay fully dressed when they were on the beach.</p> <p>Activities on the Victorian seaside included eating food, puppets shows, brass bands and jugglers.</p> <p>People would walk along the promenade, build sandcastles and have picnics.</p> <p>Filey is a seaside town in the Borough of Scarborough.</p> <p>Filey was a fishing village and has now become a popular tourist resort</p>	<p>Juggler Brass Band Promenade Fishing village Resort Tourist Attraction</p>		<p>and plastic pollution</p>	<p>The Storm Whale</p> <p>The Big Book of The Blue</p> <p>One World</p> <p>Dolphin Boy</p>
<p>Oracy opportunities for summer Term</p>	<p>Debate: Seaside now or in the past?</p>								

Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<p>Autumn</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Place the time studied on a time line</p>	<p><u>Chronology & Causation</u></p> <p>Children will begin to understand that the past</p>	<p>What is a timeline?</p>	<p>There were 3 periods of time during the stone age</p> <ul style="list-style-type: none"> • Palaeolithic • Mesolithic 	<p>BCE – Before Common era CE – Common era Prehistoric</p>	<p>Stone Age Now Press Play</p>		<p>The First Drawing, Stone girl bone girl</p> <p>DK findout stone age</p>

<p>Who first lived in Britain? Stone Age</p>		<p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> <p>Find out about everyday lives of people in time studied</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Look at representations of the period – museum, cartoons etc</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Communicate their knowledge through: -Discussion.... -Drawing pictures... -Drama/role play.. -Making models..... -Writing..</p>	<p>is divided into different named period of times</p> <p>Children will place the Stone Age, Bronze Age and Iron Age on a timeline</p> <p>Children will use appropriate dates and chronological conventions e.g BCE & CE</p> <p>Children will put artefacts in chronological order</p> <p>Children will recognise some of the reasons people in the Stone Age, Bronze Age & Iron Age acted as they did</p> <p><u>Similarities and Differences</u> Children will find similarities and differences between the Stone Age, Iron Age & Bronze Age</p> <p><u>Historical Significance</u> Children will understand that the discovery of bronze created much change for people</p> <p><u>Sources and Evidence</u> Children will use a variety of sources to collect information about the past</p> <p>Children will identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence</p>	<p>When did the stone age, bronze age and iron age occur?</p> <p>What were the tools like in those ages?</p> <p>What were the houses like in those ages?</p> <p>How do we know about life in the stone age?</p>	<p>• Neolithic</p> <p>The Stone Age began about 2.6 million years ago. When the first humans began to live in Europe they used stones as tools.</p> <p>The Bronze Age began about 4000 years ago. Metals were used to make hunting tools. Humans also began to farm land.</p> <p>The Iron Age started between 1200 BCE and 1000 BCE. Humans used iron to make tools, and farmed land instead of hunting. They lived in communities.</p>	<p>timeline</p> <p>Hunter gatherer</p> <p>Artefacts</p> <p>Roundhouse</p> <p>Druid</p> <p>Palaeolithic</p> <p>Mesolithic</p> <p>Neolithic</p>	<p>Trip to Cliffe Castle Museum</p>		<p>Historical Association</p> <p>English Heritage</p>
<p>Oracy opportunities for Autumn term</p>	<p>Debate: Life was more dangerous in the stone age than it is now</p>								

Possible Misconceptions:

Stone Age people lived alongside dinosaurs.

Stone Age people lived in caves.

<p>Summer Greeks</p> <p>Ancient Greece</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Compare with our life today</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> -Discussion.... -Drawing pictures... -Drama/role play.. -Making models..... -Writing.. -Using ICT... 	<p><u>Chronology & Causation</u></p> <p>Children will understand how the Ancient Greek period occurred concurrently with the Iron Age in the UK</p> <p><u>Similarities and Differences</u></p> <p>Children will compare the everyday life of people in Athens and Sparta</p> <p>Children will compare the olympics in Ancient Greece with the olympics today</p> <p><u>Historical Significance</u></p> <p>Children will begin to understand how democracy in Ancient Greece has influenced democratic societies today</p> <p><u>Sources and Evidence</u></p> <p>Children will observe and use pictures, photographs and artefacts to find out about the past</p> <p>Children will understand that there are different types of sources that can be used to represent the past</p>	<p>How can we find out about life in Ancient Greece?</p> <p>What was it like to go to school in Ancient Greece?</p> <p>What is democracy?</p> <p>How were the Ancient Greek Olympics different to the modern-day Olympics?</p>	<p>The first known democracy was in Ancient Greece.</p> <p>The Olympic Games began over 2,700 years ago in Olympia.</p> <p>Every four years, around 50,000 people came from all over the Greece to watch and take part in the Olympic Games.</p> <p>The Olympic Games were held in honour of Zeus, the king of the gods.</p>	<p>Ancient Greece</p> <p>Athens</p> <p>Sparta</p> <p>Temple</p> <p>Stoa</p> <p>Democracy</p> <p>Olympics</p>	<p>Now Press Play Ancient Greece</p> <p>Trip to Leeds City Museum</p>		<p>Herakles</p> <p>Myths and Mayhem in Ancient Greece</p>
<p>Oracy opportunities for summer term</p>	<p>Ignite speech: what have ancient Greeks given us?</p>								

Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			

<p>Autumn</p> <p>Our Magical City</p> <p>Sir Titus Salt</p>	<p>A local history study</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Offer a reasonable explanation for some events</p> <p>Use text books and historical knowledge</p>	<p><u>Chronology & Causation</u></p> <p>Children will explain the reasons why Sir Titus Salt decided to build Saltaire</p> <p><u>Similarities and Differences</u></p> <p>Children will compare the living and working conditions before and after Saltaire was built</p> <p><u>Historical Significance</u></p> <p>Children will explain why Sir Titus is important in the context of local history</p> <p><u>Sources and Evidence</u></p> <p>Children will use a range of sources to collect information about the past</p> <p>Children will investigate different accounts of life in Saltaire and explain some of the reasons why these accounts may be different</p>	<p>What was life like in Victorian Bradford?</p> <p>Who was Sir Titus Salt?</p> <p>Why did Sir Titus Salt build Saltaire?</p> <p>Why did Sir Titus Salt name it Saltaire?</p> <p>What was it like working in a mill?</p>	<p>Saltaire was built by Sir Titus Salt to provide better living and working conditions for his workers.</p> <p>Saltaire gets its name from Sir Titus Salt, and the River Aire which runs through it.</p> <p>When Salts mill opened it was the largest mill in the world.</p>	<p>Mill</p> <p>Textile</p> <p>Alms houses</p> <p>Alpaca</p> <p>Mausoleum</p> <p>infirmary</p>	<p>Experiences - Now Press Play Victorian Britain</p> <p>Experiences–visiting Saltaire village</p> <p>50 things: Make a guy for the bonfire</p>	<p>Titus Salt – age and religion</p>	
<p>Oracy opportunities for Autumn Term</p>	<p>Debate: Sir Titus Salt – Was he a good man?</p>								
<p>Spring</p> <p>17th Century Britain</p> <p>The Plague/The Great Fire of London</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BCE/CE</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p>	<p><u>Chronology & Causation</u></p> <p>Children will accurately set out the events of the Great Fire of London on a timeline</p> <p>Children will understand the word century and be able to use it appropriately when referring to a period of time</p> <p>Children will consider why the Great Fire of London spread so quickly</p>	<p>What was life like in 17th Century London?</p> <p>What were the houses made of in the 17th Century?</p> <p>How are 17th Century houses different to modern houses?</p>	<p>Houses were usually made of timber, wattle and daub.</p> <p>The upper storeys of some Tudor houses were bigger than the ground floor and would overhang.</p> <p>The overhang was called a jetty.</p>	<p>timber</p> <p>wattle</p> <p>daub</p> <p>jetty</p> <p>overhang</p> <p>Tudor</p>	<p>Experiences - Now Press Play – Great Fire of London</p> <p>Aspirations – job/role of a fire fighter</p>		<p>Plague: A Cross on the Door</p>

	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied	<u>Similarities and Differences</u> Children will compare 17 th Century Houses to modern houses Children will discuss how the fire service has changed since the Great Fire of London <u>Historical Significance</u> Children will explain changes in Britain following the Great Fire of London <u>Sources and Evidence</u> Children will use a range of sources to collect information about the past	How did the Great Fire of London start? Why did the fire spread so quickly? Who was Samuel Pepys? What changed after the fire?	The Great Fire of London began in Pudding Lane on the 2nd September 1666 The Great Fire of London eradicated the Great Plague. After the fire, a law was passed stating that buildings had to stand further apart and be made from brick and stone.	Extinguish Fire Hook Thatched roof Plague eradicate			The Great Fire of London West Yorkshire Fire & Rescue Service https://learn.westyorksfire.gov.uk/ Username: stmandstp Password: wyfire
	Possible Misconceptions: There are no longer houses with thatched roofs. There were lots of deaths recorded due to the Great Fire of London.								
Oracy opportunities for spring Term	Hot seat: Samuel Pepys								
Summer The Great Escape The Roman Empire	The Roman Empire and its impact on Britain	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD Use evidence to build up a picture of a past event	<u>Chronology & Causation</u> Children will use appropriate dates and chronological conventions e.g BCE & CE Children will be able to place events, people, and changes of British and world history on a timeline Children will sequence several events, artefacts or historical	Who lived in Britain before the Romans invaded? Who was Boudicca? Why was there a rebellion? How have the Romans impacted on our lives today?	Boudicca was a warrior queen of the Iceni people. Boudicca led the Iceni people in a revolt against the Roman rule. The Romans spoke Latin. Much of our language today comes from Latin. Romans created towns. Romans introduced drainage and aqueducts.	Legion Rebellion Invasion Aqueduct	Experience - Now Press Play – Roman Britain	Sex: Boudica	Escape from Pompeii Chariots & Champions

	<p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>figures on a timeline using dates, including those that are further apart</p> <p>Children will consider why there was a rebellion against the Roman Empire</p> <p><u>Similarities and Differences</u> Children will compare the life in Britain before and after the Roman Invasion</p> <p><u>Historical Significance</u> Children will identify influences the Roman Empire had on modern day Britain</p> <p><u>Sources and Evidence</u> Children will use a range of sources to collect information about the past</p> <p>Children will explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>Possible Misconceptions:</p> <p>The Romans only came and destroyed Britain, they did no good.</p> <p>Lots of Romans moved over to Britain during the invasion.</p>			
Oracy opportunities for summer Term	Ignite speech: what did the Romans do for us?					

Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn Adventures Maya Civilisation	A non-European society that provides contrasts with British history – one study chosen from: early	Use evidence to build up a picture of a past event Select relevant sections of information	<u>Chronology & Causation</u> Children will be able to tell the story of events within and across the Mayan Civilisation	Who were the Maya people and when and where in the world did they live? What were the religious beliefs of the Maya people?	The Maya people developed their own calendars, writing and number systems.	Mesoamerica Pok-ta-pok Lithography Hieroglyphs Syllabogram Logogram Codex	Now press play – The Maya		

	<p>Islamic civilization (Maya Civilisation).</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Use the library and internet for research with increasing confidence</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study aspects of different people – differences between men and women.</p> <p>Compare life in early and late ‘times’ studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p> <p>Begin to identify primary and secondary sources</p>	<p>Children will accurately use dates and terms to describe events in the Mayan Civilisation</p> <p><u>Similarities and Differences</u> Children will compare the everyday lives of men and women in the Mayan Civilisation</p> <p>Children will compare life in the Mayan Civilisation with our life today</p> <p><u>Historical Significance</u> Children will explain advancements in technology in the Mayan civilisation</p> <p><u>Sources and Evidence</u> Children will recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Children will select relevant sections of information to address historically valid questions and construct detailed informed responses</p> <p>Children will use a wide range of different evidence to collect evidence about the past</p>	<p>How did their number system work? What are syllabograms and logograms?</p> <p>What foods were eaten in ancient Maya?</p> <p>Why was some food particularly significant and precious to the Maya people?</p>	<p>The Maya underworld was called ‘Xibalba’ which means ‘place of fear’.</p> <p>The Maya invented the concept of ‘zero’.</p> <p>Headdresses and hats were important. The more important you were, the bigger and the taller your hat would be.</p>	Cacao Maize			
	<p>Possible Misconceptions:</p> <p>The Mayan Civilisation no longer exists.</p> <p>Mesoamerica is a separate place to central and southern America.</p>								
Oracy opportunities for Autumn term									
Spring Beautiful Britain Monarchs	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research</p>	<p><u>Chronology & Causation</u> Children will have a secure understanding of a British timeline that extends from the Stone Age to the present day</p>	<p>How has the role of the monarch of Great Britain changed over time?</p> <p>How has the population of the UK changed?</p> <p>Who was the first Monarch in Britain?</p>	<p>Kings and Queens of England did not have a last name until World War I.</p> <p>During World War II Queen Elizabeth II worked as a military mechanic</p>	<p>Monarchy Commonwealth Parliament Succession Coronation Hereditary Execution Reign Royal</p>		<p>Democracy Rule of Law</p>	<p>The Queens Castle at Windsor Book by Alexander Newby</p> <p>Two weeks with the Queen Book by Maurice Gleitzman</p>

	(Changing Power of Monarchs). Pupils should continue to Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	with increasing confidence Know and sequence key events of time studied. Use relevant and period labels Make comparisons between different times in the past Study aspects of different people – differences between men and women. Compare life in early and late ‘times’ studied Compare an aspect of life with the same aspect in another period Recall, select and organise historical information Communicate their knowledge and understanding Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events.	Children will be able to order an increasing number of significant events, movements and dates on a timeline Children will accurately use dates and terms to describe historical events Children will be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in wider context <u>Similarities and Differences</u> Children will make comparisons between the role of the British Monarchs and the Mayan Rulers <u>Historical Significance</u> Children will consider how the role of the British monarch has changed over time <u>Sources and Evidence</u> Children will find and analyse a wide range of evidence about the past	Who was the longest reigning Monarch? Why did King Henry VIII want a male heir? Who were Henry VIII’s wives, and what did he do to them? What was it like living in the Tudor times? What is a family tree?	Since 1066 and the Battle of Hastings there have been 41 kings or queens of Great Britain. Queen Elizabeth II was the longest reigning monarch in British history. Henry VIII had 6 wives.	Assassination			
	<p>Possible Misconceptions:</p> <p>Monarchs only rule over Britain.</p> <p>The Monarchy still has the same powers they did in the past.</p>								
Oracy opportunities for spring term	Debate: is the Monarchy a good thing?								
Summer The Industrial Age Victorian Britain	A local history study - a study over time tracing how several aspects of national history are reflected in the locality (Victorian Britain).	Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research	<u>Chronology & Causation</u> Children will know and describe in some detail the main changes to Bradford during the Industrial Revolution Children will describe connections, contrasts	What was the industrial revolution? How did Bradford change because of the industrial revolution? How can you tell if a source of information is accurate?	During the Victorian era, there was a common belief that that trains could cause insanity due to their speed and the effects this had on the brain. Bradford has the largest proportion of under-fives and under 19-year olds,	Industrial Revolution campaigned Agricultural Foundries	Bradford Industrial Museum 50 things: Bake a Cake: Victoria Sponge		

	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>with increasing confidence</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study aspects of different people – differences between men and women.</p> <p>Compare life in early and late ‘times’ studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p> <p>Examine causes and results of great events and the impact on people</p>	<p>and trends over short and longer time periods</p> <p>Children will show a chronologically secure knowledge and understanding of local, national and global history</p> <p>Children will be able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</p> <p>Children will see the relationship between different pre and post industrial Britain and the legacy or impacts for people today</p> <p><u>Similarities and Differences</u> Children will compare pre and post industrial revolution everyday life</p> <p><u>Historical Significance</u> Children will describe the achievements of the Industrial Revolution as a turning point in British history in the context of then and now</p> <p><u>Sources and Evidence</u> Children will recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Children will select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>Children will consider different ways of</p>	<p>Why is Margaret McMillan important?</p> <p>How did the industrial revolution affect the environment?</p> <p>How did the railways change during the industrial revolution?</p>	<p>and the largest average house size.</p> <p>Many people worked in factories, foundries or mills.</p> <p>The Victorians transformed Britain from an agricultural country to a world industrial power.</p> <p>The arrival of the railways had the biggest impact on British with everything travelling faster than ever before.</p> <p>Margaret McMillan campaigned for improved conditions for children.</p> <p>Margaret McMillan created nursery education for young children.</p>		<p>Now press play – Victorian Britain</p> <p>50 things: Learn a card game</p>		
				<p>Possible Misconceptions:</p> <p>Any changes during the Industrial Revolution happened quickly.</p> <p>The changes made in the Industrial Revolution do not impact us today.</p>					

			checking the accuracy of interpretations of the past Children will realise that there is often not a single answer to historical questions				
Oracy opportunities for summer term	Ignite speech: How did Bradford change during the Industrial Age?						

Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn Fighting Fit WW1 and WW2	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War 1 and World War 2) Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time	Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy	<u>Chronology & Causation</u> Children will demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world Children will know the name and date of significant events during WW1 & WW2 and be able to place it correctly on a timeline Children will examine the causes of WW1 & WW2 and the impact these had on people <u>Similarities and Differences</u> Children will make comparisons between WW1 & WW2 Children will explain	How long was WWI? WW2? Why and how did WWII begin? Who were Britain's allies during WWII? Who was the leader of the Nazi party and why were his views so extreme? What was life like in a WWI trench? How did animals help in WWI? What is the purpose of an air raid?	What is propaganda? What was food rationing? Adolf Hitler used to have people test his food before he ate it as he thought people were trying to poison him. Over 3.5 million people were evacuated from the biggest cities in the UK during WWII. Wartime food rationing began in 1940 and lasted until 1954. During World War II, around 50 million people lost their lives. VE (Victory in England) Day is celebrated on 8 th May each year. This marks the day that Germany surrendered.	Nazi Evacuation Rationing Antisemitism The Blitz Anderson shelter Air raid Allies Holocaust Propaganda	Now Press Play – World War 2 Eden Camp visit	Sex: Role of women in the War Respect: Attend remembrance service on Remembrance Day in Bradford to Lay a wreath Race: Catherine Black(nurse) Sexual orientation: Alan Turing Individual Liberty: Chiune Sugihara	English – The Hunger Games, War Game: Village Green to No Man's Land Guided reading – Vlad and the First World War, Survivors, A Christmas Truce Class reader – The Emergency Zoo, Oranges in No Man's Land

	and develop the appropriate use of historical terms.	of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research	the diverse experiences and ideas, beliefs, attitudes of men, women, children etc in WW1 & WW2 <u>Historical Significance</u> Children will describe key changes during WW1 & WW2 using words such as social, religious, political, technological and cultural <u>Sources and Evidence</u> Children will know the difference between primary and secondary evidence and the impact of this on reliability Children will show an awareness of the concept of propaganda and understand that people in the past represented ideas or events in a way that may be to persuade others	Possible Misconceptions: Soldiers lived in the trenches for months or years. WW1 was only fought in Europe. The blitz only happened at night. Everyone had an air raid shelter.				
Oracy opportunities for Autumn Term	Debate: Women were more important during the war than men were. Debate: Women shouldn't be allowed to fight on the front line.							
Spring Journeys Ancient Egypt	Study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Egyptians). Pupils should continue to develop a chronologically secure knowledge and understanding	Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation	<u>Chronology & Causation</u> Children will use timelines to place events, periods and cultural movements from around the world <u>Similarities and Differences</u> Children will explain similarities and differences in the everyday life of people in Ancient Egypt Children will make comparisons between	How long ago was the Egyptian empire? What was important to people during Ancient Egyptian times? How does Ancient Egypt compare to other ancient civilisations? What steps are required for mummification? Who were the ancient Egyptian gods?	Most Ancient Egyptian pyramids were built as tombs for pharaohs and their families. Egyptians believed that by preserving a dead person's body, through the process of mummification, their soul would live on in the afterlife forever. The Egyptian alphabet contained more than 700 hieroglyphs. Cats were considered sacred animals by the Ancient Egyptians.	Entomb Sarcophagus Scarab Sphinx Hieroglyphics Mummification Rosetta Stone Cartouche Pharaoh	Rethink food (Spring 1) Now Press Play – water cycle, climate change, ancient Egypt, Forces, recycling	English – Mary and the Riddle of the Sphinx, What a Waste Guided reading – Climate Rebels, How to Change the World Class reader – A Mummy Ate My Homework

	of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Know key dates, characters and events of time studied	<p>Egypt and other ancient civilisations</p> <p><u>Historical Significance</u> Children will describe the achievements of the Ancient Egyptians and their significance to human development.</p> <p><u>Sources and Evidence</u> Children will find and analyse a wide range of sources and evidence, and use this to form their own opinions about the death of King Tutankhamun</p> <p>Children will use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding of the past</p>		Cats were believed to bring a household good luck.				
	<p>Possible Misconceptions:</p> <p>Only rich people were mummified.</p> <p>Egyptian tombs were booby-trapped.</p> <p>Hieroglyphs are ancient emojis.</p>								
Oracy opportunities for spring Term									
<p>Summer</p> <p>Back to our roots</p> <p>Vikings and Anglo Saxons</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of lie with the same aspect in another period</p>	<p><u>Chronology & Causation</u> Children will use timelines to place events, periods and cultural movements from around the world</p> <p>Children will use timelines to demonstrate changes and developments in culture, technology, religion and society</p> <p><u>Similarities and Differences</u> Children will compare the everyday life of Anglo Saxons and Vikings, and their reasons for settling in Britain</p>	<p>Where did the Vikings come from and why did they invade Britain?</p> <p>How did the Vikings change this country?</p> <p>What were the religious beliefs and practices of the Anglo-Saxon people?</p> <p>What was the significance of the Anglo-Saxon kings?</p> <p>Who was King Ethelred?</p> <p>When and why was Danegeld introduced?</p> <p>How did the legal system work in Anglo-Saxon Britain?</p>	<p>The Vikings were expert boat builders and sailors.</p> <p>Viking longboats were designed to float high in the water making them easy to land on beaches.</p> <p>When important Vikings died, they would be placed with all their clothes, jewellery, animals, in a burial ship.</p> <p>Burial ships would either be covered with a huge mound of earth or set alight and pushed out to sea.</p> <p>The 'long houses' where families lived would have turf roofs to help keep in the heat.</p>	<p>Saga</p> <p>Runes</p> <p>Longhouse</p> <p>Danegeld</p> <p>Danelaw</p> <p>Anglos</p> <p>Saxons</p> <p>Scots</p>	<p>Jorvic Viking centre visit</p> <p>Now Press Play – Vikings, rainforests, evolution</p>		<p>Odd and the Frost Giants, The Explorer</p> <p>Viking Voyagers, A Children's Introduction to Norse Mythology, Eyewitness Amazon</p>

			<p><u>Historical Significance</u> Children will describe the achievements of the Anglo Saxons and Vikings and their significance to human development in the UK and Europe</p> <p><u>Sources and Evidence</u> Children will use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters and online materials</p> <p>Children will consider different ways of checking the accuracy of interpretations of the past</p> <p>Children will begin to evaluate the usefulness of different sources</p>	<p>Possible Misconceptions:</p> <p>Everyone who lived in Scandinavia was a Viking.</p> <p>All Vikings were warriors.</p>			
<p>Oracy opportunities for summer Term</p>	<p>Ignite speech: based on Norse God of your choice.</p>						