

Subject Intent – History

Pupil will develop:

An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

Substantive Knowledge

Key event in the past that is significant nationally
Impact of the great fire of London

Significant individuals in Britain's past as well as own locality contributing to nations achievements-
Understand achievements of Queen Elizabeth, Edmund Hilary, Alan Turin and their impact on society today.

Key event that is significant globally
Achieving the world cup-with a focus on Geoff Hurst as well as the significance of the moon landings. Establishing the impact these events had globally.

Early Civilization Achievements:
Achievements of the Ancient Egyptians, The Greeks and the Mayans.

Local history
Impact of the cotton industry with a focus on Quarry Bank Mill. Understanding the significance and impact of the plague- Eyam

British History
Understand the changes in Britain from stone age to iron age. Understand the importance of trade in Georgian England and the legacy left by Henry VIII

Invaders and Settlers
Understand the connections of kings and the struggle between the Anglo Saxons and Vikings for the kingdom of England. Understand the impact and legacy of the Vikings, Anglo Saxons and the Romans in Britain today.

Disciplinary Knowledge

Investigate and interpret the past
This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history.
This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology
This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically
This concept involves using historical vocabulary and techniques to convey information about the past.



History Approach

At Godley we believe enquiry lies at the heart of history. Understanding the past involves a process of enquiry, where we examine sources about the past, raise questions and debate their meaning. **“A key cornerstone of history is historical enquiry. Quality history provision has historical enquiry at its heart.”- Historical Association 2021**

During History units children explore chronology and the significance of the time period studied, thus providing an essential framework within which to discuss other concepts relating to the passing of time, required in the National Curriculum. **‘chronological understanding from the earliest times to the present day’.**

At Godley, we believe learning to ask good questions is a valuable skill to acquire, we therefore build in opportunities for children to ask their own questions as we investigate and research historical sources and the varying interpretations of historians. This also enhances our enquiry approach and develops links to our Building Better Learners strategies. We believe the search for evidence and the examination of this evidence by sorting, evaluating and weighing it up allows the children to imaginatively reconstruct the past. We feel it is important for the children to understand that historical evidence is nearly always incomplete, our history sessions therefore promote the use of inference encouraging the children to use these historical skills to fill in the missing gaps and infer from the evidence what might have been.

Through the examination and discussion of historical sources we feel it is important for the children to understand that when historians describe and explain the past, what we get is their construct. For this reason we encourage and offer pupils the opportunity to see how and why different versions of the past differ. We feel it is important to engage our children in detecting biased. **‘Since all sources are biased and there is no such thing as a fully objective ‘reliable’ source’- Lang 1993.**

All of our history units end with the children responding to the enquiry question posed at the beginning. This provides a summary of the children’s learning that encompasses the historical skills taught throughout the unit.

Godley Primary History Learning Journey- Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

Understanding the world Past and present Speaking

EYFS

N- Family tree
Who am I?
Special Events in our lives
R: family timeline
Grandparents, parents, child. Now and then
Special events in order – born, first day at school

N – grandparents – what's different and what's the same?

R: comparing everyday items then and now – using pictures from Peepo. Telephone example
Children ask the questions.

N - Dinosaurs – changes over time

R - Stone Age
Settlements - now and then. Family, tools

Investigate and interpret the past Build an overview of the world Understand Chronology Communicate historically

Year 1

Key event in the past that is significant nationally.
The Great fire of London

Significant individuals in Britain's past contributing to nations achievements
Queen Elizabeth

Key event that is significant globally
World Cup Victory
*Geoff Hurst -

Year 2

significant people in their own locality- Who was he? What has been the impact of his findings?
The invention of computer science
*Alan Turing-

Significant individuals in Britain's past contributing to nations achievements
Conquering Everest
*Edmund Hilary-

Key event that is significant globally
Moon Landings
*Neil Armstrong

Investigate and interpret the past Build an overview of the world Understand Chronology Communicate historically

Roman Empire and impact on Britain
What impact?

Early Civilization Achievements:
Ancient Greece- soldier-warfare

British History Stuarts –Local History- Eyam
The plague

Year 4

Changes in Britain from Stone Age to Iron Age
What changed and what stayed the same?
Focus on tools

Early Civilization Achievements:
Ancient Egypt
The River Nile

A local History study
British History
Victorian England
Compare and contrast – Cotton Mills- Children- Quarry Bank Mill

Year 3

Investigate and interpret the past Build an overview of the world Understand Chronology Communicate historically

Year 5

British History Georgians - Trade and how it developed Georgian Society

Non-European Society that contrasts with British History
The Mayans
Compare and contrast with stone age

The Vikings and the Anglo Saxons struggle for the Kingdom of England
Connections of kings- ruling different areas

Year 6

British History Tudors
Sources- points of view
Interpretation of sources

British History-Link to local History
WWII , Rationing
Evacuation
Anne Frank

Invaders and Settlers – Impact On Society
Which invaders had the most impact on the British isles today?

Year 7

Godley Primary – Approach to teaching - History



Enquiry Question



Prior Learning

Chronology-graphic
organiser

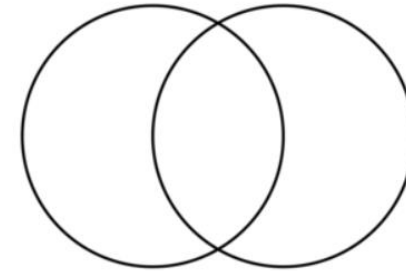
Historical
significance



Investigate and research
historical sources

Cause and consequence

Change and continuity



Similarity and
difference

Viewpoints and
interpretations



Respond

Summary of
Learning

Key Threshold Concepts

Investigate – World History – Chronology - Communicate

Disciplinary Knowledge Overview

Disciplinary Knowledge Strand	Investigate and interpret the past	Build an Overview of the world
Year Group	Year Group Expectation	Year Group Expectation
EYFS	Begin to understand the past through looking at special events in their own lives and creating a family tree.	Begin to talk about the lives of people around them including grandparents.
Year 1	<p>With the support of a teacher, evidence is explored to find out about the past.</p> <p>During structured activities, timelines are annotated with historical language.</p> <p>With the support of a teacher, there is an awareness that pictures, stories and accounts represent the past.</p>	<p>With the support of a teacher, some historical events are described.</p> <p>With the support of a teacher, significant people are studied and described.</p> <p>With the support of a teacher, there is an awareness that pictures, stories and accounts represent the past.</p>
Year 2	<p>With the support of a teacher, evidence is explored to find out about the past.</p> <p>A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.</p> <p>Timelines are generally annotated to include some historical language.</p>	<p>A range of historical events are described, using historical language and interesting detail.</p> <p>The term 'significant' is increasingly understood and used to select people from the past to describe.</p> <p>There is a growing understanding of the reasons why people in the past acted as they did.</p> <p>Decisions are made as to how to present this information.</p>
Year 3	<p>Some good suggestions on causes and consequences of some familiar events in history are put forward.</p> <p>There is some awareness that different sources of evidence give a variety of information about the past.</p> <p>There is some awareness that there are different accounts and interpretations of historical events.</p> <p>There are some good examples of using evidence to ask and answer questions about the past.</p> <p>There is some awareness of the suitability of evidence</p>	<p>Some basic changes to the locality of the school over time are described.</p> <p>With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described.</p> <p>With support, historical events around the world are compared.</p> <p>With support, the past is described in a number of ways.</p> <p>With support, the characteristic features of the past are described.</p>

Disciplinary Knowledge Strand	Investigate and interpret the past	Build an overview of the World
Year Group	Year Group Expectation	Year group Expectation
Year 4	<p>There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.</p> <p>Evidence is generally chosen for its suitability</p> <p>A range of evidence is selected in order to gain a more accurate understanding of history.</p> <p>Many good and thoughtful suggestions are offered on the causes and consequences of main events in history.</p> <p>Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ</p>	<p>Some of the changes to the locality of the school over time are explained with some examples and detail</p> <p>The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored and described.</p> <p>Historical events around the world are selected and compared</p> <p>The past is described by selecting which aspects to focus upon.</p> <p>The main characteristic features of the past are generally described.</p>
Year 5	<p>There is some awareness of the word 'deduce'.</p> <p>Some suitable sources of evidence are suggested.</p> <p>With support, hypotheses are formed and investigated.</p> <p>Some good suggestions of suitable evidence are given and used to back up conclusions.</p> <p>There is some awareness that some historical documents represent propaganda.</p> <p>There is a growing awareness of the need to look at more than one source of evidence.</p> <p>There are some good examples of refining lines of enquiry.</p>	<p>There is a growing understanding of the concepts of continuity and change and some examples of this are given.</p> <p>When reminded, the broad history of Britain and some ancient societies from around the world are described.</p> <p>With support, some time periods are compared and described.</p> <p>With support, descriptions of the past involve a number of aspects.</p> <p>When reminded, the characteristic features of the past, from a range of perspectives, are described.</p>
Year 6	<p>Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny.</p> <p>Suitable evidence is suggested and explored with some reasons for its suitability explained.</p> <p>Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.</p> <p>The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.</p> <p>A number of sources of evidence are sought out.</p> <p>There are good examples of refinements to a line of enquiry with reasons given for the refinements.</p>	<p>Key themes are compared and areas of continuity and change identified and described.</p> <p>There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.</p> <p>Time periods are selected and compared, with interesting detail given.</p> <p>Descriptions of the past involve a number of aspects.</p> <p>Generally, the characteristic features of the past, from a range of perspectives, are described.</p>

Disciplinary Knowledge Strand	To Understand Chronology	Communicate Historically
Year Group	Year Group Expectation	Year Group Expectation
EYFS	<p>Begin to understand the similarities and differences between the past and now, drawing on what has been read in class.</p>	<p>Begin to participate in small group, class and one-to one discussions. Beginning to offer their own ideas.</p> <p>Begin to express their ideas and feelings about their experiences using full sentences. Beginning to use past, present and future tenses</p>
Year 1	<p>With the support of a teacher, there is some understanding of the passing of time and how it may be represented in order of events.</p> <p>During structured activities, timelines are annotated with historical language.</p> <p>During structured activities, the main events of one's own life are recounted.</p> <p>With support from a teacher, dates are used to chart events</p>	<p>During structured activities, historical language is used.</p>
Year 2	<p>There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order.</p> <p>Timelines are generally annotated to include some historical language</p> <p>The main events of one's own life are recounted with interesting historical detail.</p> <p>Dates are used to chart some events</p>	<p>Historical language is becoming fluent and children 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 teachers</p> <p>Decisions as to what language to use are beginning to be made.</p>
Year 3	<p>There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline.</p> <p>With support, changes over time are represented on a timeline. When reminded, key dates are used.</p>	<p>When reminded, historical language is used</p>

Disciplinary Knowledge Strand	To Understand Chronology	Communicate Historically
Year Group	Year Group Expectation	Year Group Expectation
Year 4	<p>The chronological order of the past is understood and it is represented on a time line accurately.</p> <p>The concept of change in key themes is understood and some good examples of this are represented on timelines.</p> <p>Key dates are generally used.</p>	Historical language is selected and used appropriately.
Year 5	<p>The concept of change within a time period is understood, with some examples given.</p> <p>In structured activities, there is some description of the rate of change with some good examples provided.</p> <p>There is some awareness of the concepts of continuity and change and, with support, they are represented.</p> <p>When reminded, dates and terms are used to describe events.</p>	Some appropriate historical language is used
Year 6	<p>Dates and terms are generally used to describe events.</p> <p>There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.</p> <p>There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline.</p> <p>Dates and terms are generally used to describe events.</p>	Generally, appropriate historical language is used.

Nursery Substantive Knowledge

	Autumn -Who am I? What are the special events in my life?	Spring -How am I different to my grandparents? (chronology)	Summer -What was the world like when dinosaurs existed?
When?	To know and recognise my name. To know what month my birthday is in. To know a birthday is a celebration that happens once every year. To know when I was a baby I could only crawl. To know I have grown and can walk.	To know that there are people in my family or community that are older than me.	To know that dinosaurs were on the earth a very long time ago. To know that there are different types of dinosaur. To know that there were no buildings or people when dinosaurs were on the earth.
How?	To know how special events are celebrated- (link to books) To know when I have a birthday I am getting older. To know a family tree shows members of the same family.	I know that as I grow up I get older. I know that my grandparents were once babies. I know that my grandparents went to school when they were younger. I know that my parents, grandparents are older than me.	To know that some dinosaurs ate meat. To know some dinosaurs ate plants. To know some dinosaurs could fly.
Impact on life today	To know how old I will be next. To know that in the future I will go to reception/new school.	To know that we get older. To know that we have older members of our family. To know there are younger members in some families.	Dinosaurs were alive a very long time ago. We can still find dinosaur bones today. Dinosaur bones can be found in the ground by archaeologists.
Vocabulary	Year, past, present, then , now,	Past, present, future,	Year, past, present, then , now, past, present, future, archaeologists
Key texts	So Much, by Trish Cook, My world your world, My book of families, Our house Happy birthday maisy, Kipper's birthday Happy birthday blue kangaroo,My hair	A Great Big Cuddle – Michael Rosen,Once they were giants,Paper dolls	Dinosaur Roar Henrietta Paul Stickland Let's talk about dinosaurs Britta Teckentrup

History – Nursery Disciplinary Knowledge

ELG		
Understanding The World	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.
Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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. 	

	Nursery
To investigate and interpret the past	Begin to understand the past through looking at special events in their own lives and creating a family tree.
To build an overview of the world	Begin to talk about the lives of people around them including grandparents.
To understand chronology	Begin to understand the similarities and differences between the past and now, drawing on what has been read in class.
To communicate historically	<p>Begin to participate in small group, class and one-to one discussions. Beginning to offer their own ideas.</p> <p>Begin to express their ideas and feelings about their experiences using full sentences. Beginning to use past, present and future tenses.</p>

Reception Substantive Knowledge

	Autumn -Who are my relations? What are the special events in our lives?	Spring -How have everyday items changed over time?	Summer -How are our homes different to homes in the stone age?
When?	To know that relations are members of a family. To know that I have a birthday every year. To name some relations in my own family. To know that a birthday is celebrated once a year. To know I was a baby, toddler and now I am in reception.	To know that a telephone has changed over time. To know that a telephone looked different. To know how a radio now looks different to one in the past (Peepo). To know that a pram looks different now to one in the past (Peepo).	To know that during the stone age people lived in caves. To know that cave paintings were used to tell stories and to communicate.
How?	To know a family tree shows members of the same family. To know that a family tree show people who are different ages. To know that I can place my family members to show time on a time line. To know I can look at pictures from the past to learn about relatives.	To know that a phone now is similar to phones in the past as it has numbers and you can talk to people. To know that a phone in the past would be different to a phone in the present day as you can see pictures on them now as well as speak to people and play games. To know that I can look at pictures from the past to learn about how items have changed.	To know that during the stone age people used tools made from stone To know that during the stone age fire was used to cook food which was hunted.
Impact on life today	To know some of my own family tree.	We can carry phones in our pockets now. We can do lots more on phones today compared to phones in the past. Prams are much different now and can fold up. A radio is much smaller now to radios in the past. You can now have a radio on your phone.	To know that the cave paintings can still be seen today. To know that cave paintings give us clues to how people lived their lives during the stone age. To know that archaeologist have discovered cave paintings.
Vocabulary	Relations, birthday, family, occasion, family tree, time line	Time line, past, present, similar, different	Time line, past, present, similar, different, communication, archaeologist
Key texts	Anna Hibiscus series - Antinuke (Anna Hibiscus' Smile & Anna Hibiscus Double Trouble) So Much - Trish Cooke Full, Full Full of Love - Trish Cooke	Peepo, Peepo! by Allan & Janet Ahlberg Once There Were Giants - Martin Waddell, The Growing Sory - Ruth Krauss Fantastically Great Women Who Changed the World - Kate Pankhurst Little People, Big Dreams Series	Cave Baby by Julia Donaldson, Our house, a house that once was

Reception Disciplinary Knowledge

ELG		
Understanding The World	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.
Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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. 	

	Reception
To investigate and interpret the past	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of the people</p>
To build an overview of the world	Talk about the lives of the people around them and their roles in society.
To understand chronology	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
To communicate historically	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>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.</p>

Year 1 Substantive Knowledge

	Autumn- Why did the Great Fire of London spread so quickly? Key event in the past that is significant nationally and coincides with a festival- anniversaries	Spring- Why was Queen Elizabeth the II so well respected? Significant individuals in Britain's past contributing to nations achievements	Summer- What was the significance and impact of the 1966 world cup? Key event that is significant globally
When?	<ul style="list-style-type: none"> The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. 	<ul style="list-style-type: none"> Queen Elizabeth II was on the throne for 70 years. She is from the house of Windsor. Queen Elizabeth II was crowned on 2 June, 1953 in Westminster Abbey. Her Majesty was the thirty-ninth Sovereign to be crowned at Westminster Abbey. 	<ul style="list-style-type: none"> Geoff Hurst was born in 1941. He lived the first eight years of his life in Ashton-under-Lyne, Lancashire. The only man to score a hat-trick in a World Cup final, when England recorded a 4–2 victory over West Germany at Wembley Stadium in 1966.
How?	<ul style="list-style-type: none"> People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. We know about the great fire of London as people back then wrote letters, newspapers and artists painted pictures of the fire afterwards. Samuel Pepys wrote a diary documenting the fire. 	<ul style="list-style-type: none"> The Queen was the head of the UK and commonwealth. Princess Elizabeth turned 18 in 1944, she insisted upon joining the Auxiliary Territorial Service (ATS), the women's branch of the British Army. We know lots about the queen as her life is documented in newspapers, pictures and interviews. We can look at pictures of the queen from the past to learn about all of her achievements. We can watch television clips of the queen to learn about her 	<ul style="list-style-type: none"> The 1966 World Cup was the first FIFA World Cup held in the English speaking world. The 1966 event featured the highest number of teams of any international tournament to date, with 70 nations participating. The final, which was broadcast locally by the BBC, was the last to be shown entirely in black and white. We know about the 1966 world cup as the event was broadcast on television, football programmes were produced. People were interviewed about what it was like to be there. Germany and England supporters would have different opinions
Impact on life today	<ul style="list-style-type: none"> King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did. 	<ul style="list-style-type: none"> The Queen helped over 600 charities The Queen was Britain's longest serving monarch. 	<ul style="list-style-type: none"> Increased the popularity of the world cup amongst people Increased the popularity of football across the country It was the first World Cup to have selected matches broadcast via satellite to countries on other continents
Vocabulary	Time-line, Compare, Sequence, Historians, Explore Event Order Recount	Chronology, Decade, Century Monarchy recount Significant Nation Account Historians	Chronology, Recount Evidence Significant Decade Century Account Evidence

Year 1 Disciplinary Knowledge

Key Concept	History- Disciplinary Knowledge	
To investigate and interpret the past	Year 1 Expectation	Year 2 Expectation
	With the support of a teacher, evidence is explored to find out about the past.	With the support of a teacher, evidence is explored to find out about the past.
	During structured activities, timelines are annotated with historical language.	Timelines are generally annotated to include some historical language.
	With the support of a teacher, there is an awareness that pictures, stories and accounts represent the past.	A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.
To build an overview of the world	With the support of a teacher, some historical events are described.	A range of historical events are described, using historical language and interesting detail.
	With the support of a teacher, significant people are studied and described.	The term 'significant' is increasingly understood and used to select people from the past to describe.
	With the support of a teacher, the actions of people in the past are studied and described.	There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information.
To understand chronology	With the support of a teacher, there is some understanding of the passing of time and how it may be represented in order of events.	There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order.
	During structured activities, timelines are annotated with historical language.	Timelines are generally annotated to include some historical language.
	During structured activities, the main events of one's own life are recounted.	The main events of one's own life are recounted with interesting historical detail.
	With support from a teacher, dates are used to chart events.	Dates are used to chart some events.
To communicate historically	During structured activities, historical language is used.	Historical language is becoming fluent and decisions as to what language to use are beginning to be made.

Year 2 Substantive Knowledge

	Autumn –Who was Alan Turing and why was he significant today? Significant people in their own locality-	Spring – What challenges did Edmund Hillary face conquering Everest? Significant individuals in Britain’s past contributing to nations achievement	Summer- Why do we still remember the moon landings? Key event that is significant globally
When?	<ul style="list-style-type: none"> To know Alan Mathison Turing OBE was born on the 23 June 1912 and died on the 7 June 1954. Turin was an English mathematician, computer scientist, logican, cryptanalyst. 	<p>To know Edmund Hillary, in full Sir Edmund Percival Hillary was (born July 20, 1919, Auckland New Zealand and died January 11, 2008, Auckland) He was a New Zealand mountain climber and Antarctic explorer. With the Tibetan mountaineer Tenzing Norgay, he was the first to reach the summit of Mount Everest the highest mountain in the world.</p>	<p>To know Apollo 11 (July 16–24, 1969) was the American spaceflight that first landed humans on the Moon. Commander Neil Armstrong and lunar module pilot Buzz Aldrin landed the <u>Apollo Lunar Module Eagle</u> on July 20, 1969, at 20:17 UTC, and Armstrong became the first person to step onto the Moon's surface six hours and 39 minutes later, on July 21 at 02:56 UTC. Aldrin joined him 19 minutes later, and they spent about two and a quarter hours together exploring the site they had named Tranquility base upon landing.</p>
How?	<ul style="list-style-type: none"> Turing graduated at King's College, Cambridge, with a degree in mathematics. Whilst he was a fellow at Cambridge, he created the Turing machine. During the Second World War Turing worked for the Government Code and Cypher School (GC&CS) at Bletchley Park Britain's codebreaking centre that produced Ultra intelligence. We know information about Turing as artefacts still exist today- code breaker. On display in museums. Documents exist detailing his work. A biography was written about his life. 	<p>He began climbing in New Zealand’s Southern Alps while in high school. After military service in World War II, he resumed climbing and became determined to scale Everest. The well-organized expedition was launched in the spring of 1953. Hillary and Tenzing set out for it early on May 29; by late morning they were standing on the summit. The two shook hands, then Tenzing embraced his partner. Hillary took photographs. After spending about 15 minutes on the peak, they began their descent. To know that documents exist detailing the trip. To know Edmund Hilary wrote a diary documenting the trip</p>	<p>Apollo 11 was launched by a Saturn V rocket from Kennedy Space Center on Merritt Island, Florida, on July 16 at 13:32 UTC, and it was the fifth crewed mission of NASA Apollo program. The Apollo spacecraft had three parts: a command module (CM) with a cabin for the three astronauts, the only part that returned to Earth; a service module (SM), which supported the command module with electrical power, oxygen, and water; and a lunar module (LM) that had two stages—a descent stage for landing on the Moon and an ascent stage to place the astronauts back into lunar orbit. To know that documents and tv footage exist documenting the moon landings.</p>
Impact on life today	<ul style="list-style-type: none"> Turing has an extensive legacy with statues of him and many things named after him, including an annual award for computer science innovations. He appears on the current Bank of England £50 note, which was released on 23 June 2021, to coincide with his birthday. Some historians believe his codebreaking operation shortened the war by around 4 years. Alan Turing invented computing and inspired artificial intelligence research. 	<p>He was knighted in 1953. From 1985 to 1988 he served as New Zealand’s high commissioner to India Nepal and Bangladesh. Over the years numerous other honours were bestowed on him, including the Order of the Garter in 1995. He founded the Himalayan Trust in 1960, he built schools, hospitals, and airfields for them. This dedication to the Sherpas lasted into his later years and was recognized in 2003 and he was made an honorary citizen of Nepal.</p>	<p>Armstrong's first step onto the lunar surface was broadcast on live TV to a worldwide audience. He described the event as "one small step for man, one giant leap for mankind."¹ Apollo 11 effectively proved US victory in the Space Race to demonstrate spaceflight superiority, by fulfilling a national goal proposed in 1961 by President John F. Kennedy "before this decade is out, of landing a man on the Moon and returning him safely to the Earth."¹⁵¹</p>
Vocabulary	chronology, artefact, evidence, historians, experts, invention, significant, recount, impact, decade, century, locality	Evidence, opinion, international, significant, historical, dedication, documents, nation, achievement, contribution, representations	Compare, Discovery, evidence, documents, opinion, fact, significant, globally,

Year 2 Disciplinary Knowledge

Key Concept	History	
To investigate and interpret the past	Year 2 Expectation	Year 3 Expectation
	With the support of a teacher, evidence is explored to find out about the past.	Evidence is beginning to be selected in order to ask and answer questions about the past.
	Timelines are generally annotated to include some historical language.	Timelines have detailed annotations which show a good grasp of historical language.
	A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.	A wide variety of representations of the past are known and carefully selected to investigate the past.
To build an overview of the world	A range of historical events are described, using historical language and interesting detail.	A wide range of historical events are described and presented in a number of ways, using historical language and interesting and pertinent detail.
	The term 'significant' is increasingly understood and used to select people from the past to describe.	There is a strong awareness of the term 'significant' and this is used to justify choices of people to study and describe.
	There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information.	The reasons why people acted as they did in the past are thoroughly explored from more than one point of view. Opinions of these actions are presented and justified.
To understand chronology	There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order.	There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices, that include historical language.
	Timelines are generally annotated to include some historical language.	Timelines have detailed annotations which show a good grasp of historical language.
	The main events of one's own life are recounted with interesting historical detail.	The main events of one's own life are presented in lively or novel ways with an excellent use of historical language to add detail.
	Dates are used to chart some events.	Dates are used in a variety of forms, including days, months and years.
To communicate historically	Historical language is becoming fluent and decisions as to what language to use are beginning to be made.	Historical language is fluent and used appropriately in a wide variety of situations.

Year 3 Substantive Knowledge

	Autumn – What was it like to be a child working at Quarry Bank Mill? A local History study	Spring – How important was the Nile to Ancient Egyptians Early Civilization Achievements:	Summer - How did tools and weapons change from stone age to iron age? Changes in Britain from Stone Age to Iron Age
When?	To know the Victorian era lasted for the time Victoria was queen of Great Britain. Queen Victoria became queen on the 20th June 1837 and remained queen until her death on 22nd January 1901. Quarry Bank Mill was established by Samuel Greg, and was notable for innovations both in machinery and also in its approach to labour relations.	To know the ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC To know Egypt is in North Africa and that 90% is a desert area.	To know the Stone age was a prehistoric era which occurred before the eras previously studied. • It was called the Stone Age because it was dominated by stone tools. • It consisted of three different periods called Palaeolithic, Mesolithic and Neolithic • It lasted from 2.5 million years ago to approx. 5 million years ago
How?	To know there was an explosion of industry in Britain in the Victorian period. The Industrial Revolution meant that there were more factories so mass-production of clothes, furniture and other goods was possible for the first time. The Greg family took a somewhat paternalistic attitude toward the workers, providing medical care for all and limited education to the children. Greg also built housing for his workers, in a large community now known as Styal Estate. To know Quarry Bank Mill employed child apprentices a system that continued only until 1847. Most were children of families in poverty, living in workhouses which sent them to the mill which was "clamouring for cheap labour" A comparative study of child mill workers of the era by Katrina Honeyman indicated that "those at Quarry Bank were treated 'better than average', but that the Gregs were not amongst the best employers in the country. To know artefacts exist in Quarry Bank Mill showing how the mill operated. To know records exist documenting life in the mill.	<ul style="list-style-type: none"> • The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. • The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops. • Ancient Egyptians used hieroglyphics to communicate • The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. • A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. To know that hieroglyphics give historians information about life in Ancient Egypt To know artefacts exist that give information about life in ancient Egypt.	The way people lived (homes, diet) was influenced by natural materials • Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc). Immigrants brought new animals and crops to Britain Most of our evidence for the Stone Age comes from archaeologists. To know Cheddar Man is the oldest skeleton found in Britain. To know archaeologists find out information from excavations and the skeletons they find.
Impact on life today	The Victorian period was a time of great change in Britain and the Victorians are famous for causing big changes in society, industry and empire. During the Victorian era, Britain became the largest empire the world had ever seen. At its peak, the British Empire ruled over nearly a quarter of all the people in the world. According to the Council of Europe, the mill with Styal village make up "the most complete and least altered factory colony of the Industrial Revolution. It is of outstanding national and international importance"	Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars' • Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed	Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming. The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats)
Vocabulary	Evidence, sources, account, interpretation, compare, Artefact, local, period, BC,AD, locality	Cause, consequence, Society, civilisation, belief, ancient, significance, achievement, archeology	Investigation, cause, consequence, society, period, account, sources, archaeologist,

Year 3 Disciplinary Knowledge

Key Concept	History	
To investigate and interpret the past	Year 3 Expectation	Year 4 Expectation
	There are some good examples of using evidence to ask and answer questions about the past.	There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.
	There is some awareness of the suitability of evidence.	Evidence is generally chosen for its suitability
	There is some awareness that different sources of evidence give a variety of information about the past.	A range of evidence is selected in order to gain a more accurate understanding of history.
	There is some awareness that there are different accounts and interpretations of historical events.	Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ.
	Some good suggestions on causes and consequences of some familiar events in history are put forward.	Many good and thoughtful suggestions are offered on the causes and consequences of main events in history.
To build an overview of the world History	Some basic changes to the locality of the school over time are described.	Some of the changes to the locality of the school over time are explained with some examples and detail
	With support, some of the major changes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are described.	The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored and described.
	With support, historical events around the world are compared.	Historical events around the world are selected and compared
	With support, the past is described in a number of ways.	The past is described by selecting which aspects to focus upon.
	With support, the characteristic features of the past are described.	The main characteristic features of the past are generally described.
To understand chronology	There is generally a good knowledge of the chronological order of the past and with structured activity the past can be placed in order on a timeline.	The chronological order of the past is understood and it is represented on a time line accurately.
	With support, changes over time are represented on a timeline.	The concept of change in key themes is understood and some good examples of this are represented on timelines.
	When reminded, key dates are used.	Key dates are generally used.
To communicate Historically	When reminded, historical language is used	Historical language is selected and used appropriately.

Year 4 Substantive Knowledge

	Autumn – How do we know what it was like to live during the plague? British History- local History	Spring – What would it be like to go into battle as an Ancient Greek soldier Early Civilisation Achievements	Summer- What impact did the Romans have on Britain Roman Empire and impact on Britain
When?	To know the plague began in London in the poor, overcrowded parish of St. Giles-in-the-Field. It started slowly at first but by May of 1665, 43 had died. By June 6137 people died, in July 17036 people and at its peak in August, 31159 people died. In all, 15% of the population perished during that terrible summer.	To know the ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) • Ancient Greece had a warm, dry climate, as it does today • Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta.	To know the Roman invasion coincided with the Iron Age. To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain.
How?	In his diary, Samuel Pepys gives a vivid account of the empty streets in London, as all who could had left in an attempt to flee the pestilence. A small village in Derbyshire called Eyam, 6 miles north of Bakewell, has a story of tragedy and courage that will always be remembered. In 1665 a box of laundry was brought to Eyam by a traveller. The laundry was found to be infested with fleas, and the epidemic started. 80% of the people died here and there could have been a terrible outbreak in Derbyshire had the village not had a courageous rector called William Mompesson. He persuaded the villagers not to flee the village and so spread the infection, but to stay until the plague had run its course. His wife was one of the many victims and her tomb can be seen in Eyam churchyard. To know documents exist documenting the plague- link to Pepys.	Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC. Along with the rise of the city-state evolved a brand new style of warfare and the emergence of the hoplite. The hoplite was an infantryman, the central element of warfare in Ancient Greece. The ancient Greek city-states developed a military formation called the phalanx, which were rows of shoulder-to-shoulder hoplites. The phalanx formed the core of ancient Greek militaries. Because hoplites were all protected by their own shield and others' shields and spears, they were relatively safe as long as the formation didn't break. To know artefacts exist that tell us about life in ancient Greece Archeologists excavate and find artefacts which historians use to gain a picture of life in Ancient Greece.	To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. To know about the relationship between Celts and Romans after each invasion (relative peace and trade links).
Impact on life today	A song about the plague is still sung by children. 'Ring-a-ring of roses describes in great detail the symptoms of the plague and ends with 'All fall down'. The last word, 'dead', is omitted today. Samuel Pepys diary is one of the most important pieces of literature in England's history because it tells descriptive information about the coronation of King Charles II, detailed crucial events in history, and outlined how people lived in mid-17th century England.	Some of our alphabet came from the one that the Ancient Greeks used. The first Olympic games were held in 776 in the city-state Olympia. The scale and scope of warfare in Ancient Greece changed dramatically as a result of the Greco-Persian Wars. To fight the enormous armies of the Achaemenid Empire was effectively beyond the capabilities of a single city-state. The eventual triumph of the Greeks was achieved by alliances of many city-states.	The Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics).
Vocabulary	Century, decade, account, BC, AD, population, epidemic, source, accurate, interpretation, evidence	Sources, society, account, evidence, accurate, decade, century, period, archaeologist,	Republic, empire, sources, interpretation, investigation, account, evidence, impact, suitability

Disciplinary Knowledge Year 4

Key Concept	History	
To investigate and interpret the past	Year 4 Expectation	Year 5 Expectation
	There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.	Evidence is carefully selected and investigated and used to ask pertinent questions and to explore possible answers.
	Evidence is generally chosen for its suitability	Evidence is carefully selected for its suitability and clear reasons are given for choices made.
	A range of evidence is selected in order to gain a more accurate understanding of history.	Evidence is sifted and carefully selected to gain a thorough understanding of history.
	Different accounts and interpretations of historical events are explored and some reasons given why the accounts may differ.	Different accounts and interpretations of historical events are thoroughly explored and presented, with well-reasoned arguments for which may be the most accurate.
	Many good and thoughtful suggestions are offered on the causes and consequences of main events in history.	Carefully considered suggestions, along with alternative viewpoints about the causes and consequences of the main events in history are presented in an interesting way.
To build an overview of the world History	Some of the changes to the locality of the school over time are explained with some examples and detail	The changes to the locality of the school over time are thoroughly explored and described with telling examples and accurate detail.
	The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored and described.	The major changes around a number of themes in Britain from the Stone Age through to CE1066 and some events beyond CE1066 are explored in depth and areas are chosen to describe in detail.
	Historical events around the world are selected and compared	Historical events around the world are carefully selected to highlight similarities and differences.
	The past is described by selecting which aspects to focus upon.	The past is described in a wide range of ways with carefully chosen foci that are clearly explained.
	The main characteristic features of the past are generally described.	The main characteristic features of the past are understood and described with interesting detail.
To understand chronology	The chronological order of the past is understood and it is represented on a time line accurately.	Chronology is understood, including overlapping events in different parts of the world.
	The concept of change in key themes is understood and some good examples of this are represented on timelines.	There is a thorough exploration and description of change in some key themes in history. Timelines are used to chart changes and to comment upon the rate of change.
	Key dates are generally used.	Key dates are used in almost all historical accounts.
To communicate historically	Historical language is selected and used appropriately.	Historical language is carefully chosen and used well to describe a wide range of events.

Year 5 Substantive Knowledge

	Autumn – How did trade shape and develop Georgian culture? British History Georgians	Spring – What did the Mayan civilisation achieve? Non-European Society that contrasts with British History	Summer- Why was Alfred the Great so significant? The Vikings and the Anglo Saxons struggle for the Kingdom of England
When?	To know the Georgian era is a period in British history from 1714 to 1830–37, named after the Hanoverian Kings George I, George II, George III and George IV.	To know that in 2000 BC The Maya civilisation comes into being in Central America. 300 BC Cities, such as El Mirador, become large and powerful.	To Know that the Vikings first invaded Britain in AD793 and that they came from Scandinavia and the events surrounding the attack on Lindisfarne in 793.
How?	<p>The seeds of the British Empire of the Victorian period are planted at this point by the merchant princes trading out of the great sea ports such as Bristol, Liverpool and London.</p> <p>To know the East India company-English company formed for the exploitation of trade with East and Southeast Asia and India, Incorporated by royal charter on December 31, 1600, it was started as a monopolistic trading body so that England could participate in the East Indian spice trade. It also traded cotton, silk, indigo, salt,pepper, and tea and transported slaves.</p> <p>Anna Maria Garthwaite was an English textile designer known for creating vivid floral designs for silk fabrics hand-woven in Spitalfields, London.</p> <p>Spitalfields silks were widely exported to Northern Europe and especially to Colonial America which was prohibited from trading directly with France. The connections established in Colonial America allowed Garthwaite's silk to be spread and recognised around the globe.</p> <p>To know that museums hold artefacts that give us information about the Georgian period.</p> <p>Documents exist that historians use to find out about the Georgian period.</p>	<ul style="list-style-type: none"> To know the Maya had a writing system Maya languages, was made up of over 800 symbols called glyphs. Some glyphs were logograms, representing a whole word, and some were syllabograms, representing units of sound. The Maya developed a complex number and counting system that was advanced for their time. They were one of only two cultures in the world to develop the concept of zero. The Maya people used just three symbols in their number system. These are thought to represent items that the Maya people might have first used to count with, such as pebbles, sticks and shells. To know that historians use paintings to learn about Mayan life. To know that artefacts help historians learn and draw conclusions about Mayan life. 	<ul style="list-style-type: none"> To Know what Britain was like before the first Viking invasions (Anglo-Saxons) To Know that there were tensions and battles between Anglo-Saxons and Vikings and there was a constant struggle for power between the Anglo-Saxons and the Vikings until the peace treaty was signed. • To Know about the reign of Alfred the Great and how he helped create a unified England • To Know what life was like for Vikings living in Britain and how everyday life may have been To know that artefacts help historians learn and draw conclusions about the Vikings .
Impact on life today	<p>Garthwaite was acknowledged as one of the premiere English designers of her day.</p> <p>Many of her original designs in watercolours have survived, and silks based on these designs have been identified in portraiture and in costume collections in England and abroad.</p> <ul style="list-style-type: none"> Trade was a central focus of the period. This was a rich period for the creative arts. 	The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money.	Know the Viking legacy that is still seen in Britain today. Know about the end of the Anglo-Saxon and Viking era in Britain
Vocabulary	Trade, account, evidence, deduce, sources, hypothesis, conclusions, document, propaganda, perspective	Account, evidence, deduce, sources, hypothesis, conclusions, document, ancient, societies, perspective	Account, evidence, deduce, sources, hypothesis, conclusions, document, Continuity, change, causation, conquest, invasion, invaders

Disciplinary Knowledge – Year 5

Key Concept	History	
To investigate and interpret the past	Year 5 Expectation	Year 6 Expectation
	There is some awareness of the word 'deduce'.	Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny.
	Some suitable sources of evidence are suggested.	Suitable evidence is suggested and explored with some reasons for its suitability explained.
	With support, hypotheses are formed and investigated.	Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.
	Some good suggestions of suitable evidence are given and used to back up conclusions.	A growing range of evidence is sought and explored in formulating and justifying claims about the past.
	There is some awareness that some historical documents represent propaganda.	The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.
	There is a growing awareness of the need to look at more than one source of evidence. There are some good examples of refining lines of enquiry.	A number of sources of evidence are sought out. There are good examples of refinements to a line of enquiry with reasons given for the refinements.
To build an overview of world History	There is a growing understanding of the concepts of continuity and change and some examples of this are given.	Key themes are compared and areas of continuity and change identified and described.
	When reminded, the broad history of Britain and some ancient societies from around the world are described.	There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.
	With support, some time periods are compared and described.	Time periods are selected and compared, with interesting detail given.
	With support, descriptions of the past involve a number of aspects.	Descriptions of the past involve a number of aspects.
	When reminded, the characteristic features of the past, from a range of perspectives, are described.	Generally, the characteristic features of the past, from a range of perspectives, are described.
To understand chronology	The concept of change within a time period is understood, with some examples given.	Changes within a time period are chronicled in a logical and interesting way.
	In structured activities, there is some description of the rate of change with some good examples provided.	There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.
	There is some awareness of the concepts of continuity and change and, with support, they are represented.	There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline.
	When reminded, dates and terms are used to describe events.	Dates and terms are generally used to describe events.
To communicate historically	Some appropriate historical language is used	Some appropriate historical language is used

Year 6 Substantive Knowledge

	Autumn – Why did Henry VIII marry 6 times? British History Tudors	Spring – Why did Anne Frank go into hiding? British History	Summer--Which invaders had the most impact on the British Isles today?Invaders and settlers
When?	To know Henry VIII was born on (28 June 1491 – and died on the 28 January 1547) He was King of England from 22 April 1509 until his death in 1547. Henry is best known for his six marriages, and for his efforts to have his first marriage (to Catherine of Aragon) annulled. His 6 wives were Catherine of Aragon- Divorced Anne Boleyn-Beheaded, Jayne Seymour-Died, Anne of Cleves-Divorced, Catherine Howard-Beheaded, Catherine Parr- died	To know World War 2 started in 1939 and ended in 1945 Britain was part of the Allied Forces. The principal members were the US, Soviet Union and China. These countries opposed the axis powers of Nazi Germany, Imperial Japan and Italy. Anne frank was born in the German city of Frankfurt. Anne Frank fled to Amsterdam in 1933 with her family to try and escape Nazi Persecution.	To know that the last Roman soldiers left Britain in 410. To Know that the Anglo-Saxon age in Britain was from around AD410 to 1066. • To Know that new people came in ships across the North Sea, they were called the Anglo Saxons. •To Know that the Anglo - Saxons were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. Know that the Vikings first invaded Britain in AD793 and that they came from Scandinavia and the events surrounding the attack on Lindisfarne in 793 •
How?	To know his disagreement with Pope Clement VII about such an annulment led Henry to initiate the English Reformation separating the Church of England from papal authority. He appointed himself Supreme Head of the Church of England and dissolved convents and monasteries, for which he was excommunicated. Henry is also known as "the father of the Royal Navy", as he invested heavily in the navy, increasing its size from a few to more than 50 ships, and established the Navy Board. Domestically, Henry is known for his radical changes to the English Constitution, ushering in the theory of the divine right of kings in opposition to Papal supremacy. To know documents exist showing the changes Henry VIII made.To know paintings tell us information about Tudor life.To know that historians use this evidence to find out about the impact of Henry VIII decisions.	The allied force were fighting against Germany, Italy and Japan. Winston Churchill was the Prime Minister for most of the war. Adolf Hitler was the Chancellor of Germany during the war. Anne Frank hid for 761days in the secret annex. Anne died in the Nazi concentration camp Bergen-Belsen. 1 st August 1944 the Nazi Gestappo arrested Anne and her family. Anne Frank wrote a diary whilst hiding away from the Nazi's To know Anne Frank's diary is used by Historians to gain a picture of what life was like hiding during WW11 To know documents exist that provide information about what decisions by the government during WW11. To know that historians use these to gain an understanding of cause and consequence.	To Know that there were tensions and battles between Anglo-Saxons and Vikings and there was a constant struggle for power between the Anglo-Saxons and the Vikings until the peace treaty was signed. To know historians use artefacts to help understand life during roman, Viking and Anglo Saxon Britain.
Impact on life today	He broke with the Roman Catholic Church and had Parliament declare him supreme head of the Church of England, starting the English Reformation. He is also credited with establishing the Royal Navy, encouraging shipbuilding and the creation of anchorages and dockyards. Historian David Starkey believes Henry was the founding father of modern Britain- due to religious reformation and revolutionised government. Lucy Worsley is a famous historian who has presented tv shows on the Tudors.	Life in Britian changed during the war e.g. the Blitz, rationing and evacuation One of the most-discussed Jewish victims of the Holocaust, she gained fame posthumously with the 1947 publication of The Diary of a Young Girl.The diary provides a vivid and poignant glimpse into the world of a young Jewish girl living in Nazi occupied Holland	To Know the Viking legacy that is still seen in Britain today. Influence of the Vikings on language today. Some of our alphabet came from the one that the Ancient Greeks used. The first Olympic games were held in 776 in the city-state Olympia. To Know about the spread of Christianity in Britain and the spread of Christianity in Britain from centres such as Iona and Lindisfarne.
Vocabulary	Evidence, deduce, scrutiny, conclusions, account, hypothesis, justify, ,perspective, social, political, Treason, Traitor, Heresy, Execution, Monastery, Pope	Biased, Causation, immigrant, Diversity, Emigrate, refugee, Evidence, deduce, scrutiny, conclusions, account, hypothesis, justify, ,perspective, social, political, propaganda, persecution.	Evidence, deduce, scrutiny, conclusions, account, hypothesis, justify, ,perspective, social, political

Disciplinary Knowledge – Year 6

Key Concept	History	
To investigate and interpret the past	Year 6 Expectation	Year 7 Expectation
	Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny.	Evidence is collected, sifted and investigated to provide well reasoned arguments for events in the past.
	Suitable evidence is suggested and explored with some reasons for its suitability explained.	Clear reasoning and careful judgement is used to select and explore evidence.
	Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.	Interesting and thoughtful hypotheses are formed, based on a deep understanding of the past, and are tested by looking at unfamiliar evidence and different viewpoints.
	A growing range of evidence is sought and explored in formulating and justifying claims about the past.	A wide and carefully chosen range of evidence is sought and explored in formulating and justifying claims about the past.
	The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.	There is a good understanding of the social, cultural, political and religious contexts in which historical evidence was created, and this is acknowledged when formulating conclusions.
	A number of sources of evidence are sought out.	A wide range of evidence is collected, sifted and used.
	There are good examples of refinements to a line of enquiry with reasons given for the refinements.	Lines of enquiry are altered in a timely manner based on emerging evidence or conflicting accounts of history.
Build an Overview of the world	Key themes are compared and areas of continuity and change identified and described.	Key themes are selected to show contrast in continuity and change.
	There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.	There is an excellent understanding of the nature of British history and ancient civilisations. They are described in interesting and novel ways.
	Time periods are selected and compared, with interesting detail given.	Time periods are carefully chosen to show similarities and differences with clear and interesting detail given.
	Descriptions of the past involve a number of aspects.	Descriptions of the past show a good understanding of the many different aspects of historical contexts.
	Generally, the characteristic features of the past, from a range of perspectives, are described.	Many of the characteristic features of the past are detailed from a carefully selected range of perspectives.
To understand Chronology	Changes within a time period are chronicled in a logical and interesting way.	Changes within a time period are described in various terms, such as growth and decline.
	There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.	The rate and extent of change is described and some reasons suggested.
	There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline.	Times of continuity and change are identified and described in a number of interesting ways, along with a number of well considered possible reasons.
	Dates and terms are generally used to describe events.	Dates and terms are recalled or researched and used to describe events.
To Communicate Historically	Generally, appropriate historical language is used.	Historical language is fluent and used in widespread situations.

Medium term plan