

Curriculum Map: History

This document should be used alongside the progression of skills document to inform planning.

Year 1

Key Stage 1 National Curriculum: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

History Unit	Historical skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
How have toys changed through time?	<ul style="list-style-type: none"> Use historical terms (e.g. same / different) and appropriate language to talk about the past Describe changes Give reasons why something is old Carry out a simple survey, posing relevant questions 	Old, new, past, present, long ago, material, worn, rusty, old-fashioned, same, different, years	<ol style="list-style-type: none"> To discuss what the toys are like that we play with today To understand how toys change as people get older To listen to stories of the past To use historical vocabulary such as old and new To understand how toys have changed over time and know who played with these toys To compare old and new toys P1-2r19.pdf (keystagehistory.co.uk) 	<ol style="list-style-type: none"> Discussion about how children can sort / group toys as a class + photograph. Match the toy to the person who would have played with it. Draw and label some of the toys found in Grandpa Bill's suitcase. Sort the toys using historical vocabulary using old and new. Timeline to order toys from different generations. Muddled Curator- The curator from a local toy museum has just visited the school. Unfortunately, he is new to the job and is slightly confused about which toys are old and which are new. Can the children help? Children select from a wider group of old toys which are most clearly old and then have to write a clear caption saying. You can tell this is old because....
What were homes like in the past?	<ul style="list-style-type: none"> Make inferences from artefacts and photographs Use historical vocabulary to describe features Pose questions Observe changes 	Old, new, chimney, windows, brick, stone, materials, road, street, similar, different, past, present,	<ol style="list-style-type: none"> To ask questions about the past To identify external features of homes To understand the difference between old and new household furniture To understand how houses from the past are different to those of today To compare old and new homes To observe changes in the local area 	<ol style="list-style-type: none"> Look at photographs from the past and ask a question on a post it note. Collect class questions. Children to label features of old houses in Swindon. Children to order appliances/furniture on a timeline- telephones. Post its to record children's ideas about the changes.

		furniture, change		<ol style="list-style-type: none"> 4. Draw a diagram of a room from an old home and label the old features/ furniture and appliances. 5. Compare an old and new exterior or interior feature. Write a similarity and a difference or sort old and new features into a table. 6. Comparison between old and new photographs and maps of Swindon.
Who was Scott of the Antarctic?	<ul style="list-style-type: none"> • Make inferences from photographs • Sequence events • Give reasons for the actions of others • Select sources which provide evidence 	Antarctica, pole, adventure, adventurer, explorer, equipment, past, present, historical	<ol style="list-style-type: none"> 1. To know who Captain Scott is and about the time he lived 2. To know why Scott went to the Antarctic 3. To think of reasons for and against Scott going to the Antarctic 4. To recall key facts about Scott's journey to the Antarctic 5. To know how transport, clothing and equipment was different to that of today 6. To identify different ways that Scott has been remembered as a significant individual <p>P1-2r16 (keystagehistory.co.uk)</p>	<ol style="list-style-type: none"> 1. Children pose questions they might ask about the photograph and children produce a face file on Scott 2. Order Diamond 4 sorting cards for reasons why Scott went to the Antarctic 3. Create a for and against table for going to the Antarctic 4. Sequence pictures from expedition + add whether each experience was positive or negative 5. Sort pictures into past/present and annotate with comparative sentences 6. Key words to describe and remember Scott

Year 2

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History Unit	Historical skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
Events beyond living memory – The Great Fire of London	<ul style="list-style-type: none"> Use historical terms (e.g. same / different) and appropriate language to talk about the past Describe changes Give reasons why something is old Carry out a simple survey, posing relevant questions 	Samuel Pepys, Thames, London, fire, wood, fireman, Pudding Lane, diary, past, sources, century, technology, King Charles	<ol style="list-style-type: none"> To use historical clues to find out how the GFOL started To learn what actually happened in the GFOL and consider how we know this To know why the GFOL destroyed so many buildings and much of London To compare fire fighting equipment used at the time with present day To know what could have been done to have prevented the fire To know how people lived through the GFOL using historical sources P1-2r15a.pdf (keystagehistory.co.uk) 	<ol style="list-style-type: none"> Open-ended enquiry leading to reasons for the fire starting being listed as a class. Photograph of outcome (list of reasons). Sequence images of GFOL into chronological order + statement to explain how we know this is accurate Read textbook explanations, group reasons into headings (e.g. weather/ building materials) + write own explanation. Sort images into past and present + written outcome about limitations of old technology Match statements to the people who took/ did not take action Recount the experience of Samuel Pepys, documented in his diary
Castles, Dragons and Knights	<ul style="list-style-type: none"> Make inferences from artefacts and photographs Use historical vocabulary to describe features Pose questions Observe changes 	Castle, defence, draw bridge, moat, battlement, turret, Windsor, hill, keep, knight, weapon, fort	<ol style="list-style-type: none"> To know what a castle is and the features of one To compare how castles have changed and developed over time To learn what life was like for people who lived in a castle (2 lessons) To research a castle that still exists today To know the legend of George and the Dragon and how George became a patron saint 	<ol style="list-style-type: none"> Label a detailed diagram of a castle using technical terminology + write a definition of what each part is for (e.g. A drawbridge was used ...) Order images of hill forts and castles onto a timeline showing developments from wood to stone, etc Annotated picture/s giving a comparison of what life was like for monarchs and peasants Recorded outcome of research to show what children have learnt about the history of the castle Sequence story map
Lives of significant individuals: Who were Florence	<ul style="list-style-type: none"> Make inferences from photographs Sequence events 	Victorian, Crimea, soldiers, treatment, medical, past	<ol style="list-style-type: none"> To know who Florence Nightingale was and why she is remembered today To know why FN went to Crimea to help in the war 	<ol style="list-style-type: none"> Sequence pictures onto timeline of FN's life (PPT from Key Stage History) Photo of FN with speech bubbles: children to include reasons for why FN went to Crimea

Nightingale and Mary Seacole?	<ul style="list-style-type: none"> • Give reasons for the actions of others • Select sources which provide evidence 	century, hospital, similar, different, battlefield	<ol style="list-style-type: none"> 3. To know what FN did to help the soldiers and how this improved hospitals / medical care 4. To know who Mary Seacole was and the most important moments in her life 5. To learn about the greatest achievements of Mary Seacole 6. To consider how Mary Seacole and Florence Nightingale should be remembered <p>https://www.keystagehistory.co.uk/Resources/P1-2r22.pdf (Mary Seacole)</p> <p>https://www.keystagehistory.co.uk/Resources/P1-2r8.pdf (Florence Nightingale)</p>	<ol style="list-style-type: none"> 3. Labelled image of changes FN made to hospitals (PPT resource) and comparison to photo of what one was like before 4. Sequence key events of Mary Seacole's life onto timeline 5. Prioritise statements as to which were the greatest achievements of Mary Seacole 6. Children sort statements about FN and MS onto grid to give reasons as to whether commemorative statue should be built
Who were famous explorers of the past?	<ul style="list-style-type: none"> • Make inferences from photographs and sources of information • Give reasons for / against • Plot an event on a timeline 	Columbus, moon, NASA, Armstrong, galleon, rocket, century, similar, difference, voyage, expedition	<ol style="list-style-type: none"> 1. To place the moon landing on a timeline of the last 100 years 2. To consider different types of evidence available to us 3. To learn who Neil Armstrong was and what motivated him to go to space 4. To learn what the astronauts did when they reached the moon and how we know this 5. To know about the other 'firsts' of space travel (May Jemison) 6. To consider and give reasons for and against future space travel 	<ol style="list-style-type: none"> 1. Timeline detailing moon landing and significant events of last 100 years, including first flight 2. Children look at a range of evidence / sources about the moon landing and reject those that are too recent or not helpful. Provide children with statements and ask them to prove it with evidence 3. Diamond 4 activity on Neil Armstrong 4. Make inferences from photographic evidence and from reading diary extracts. List key points of what astronauts did / annotate photograph 5. Fact file on May Jemison 6. Table detailing for and against reasons + conscience alley <p>https://www.keystagehistory.co.uk/Resources/P1-2r17.pdf</p>

Year 3

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History Unit	Historical skills Over this unit, children will apply ...	Key vocabulary	Sequenced steps to learning Over this unit, children will learn ...	Suggested outcomes Children will produce ...
How did Britain change from the Stone Age to the Iron Age?	<ul style="list-style-type: none"> • Order key periods accurately on a timeline • Use keywords from an area of study • Use specific words related to indicate time • Make inferences using sources • Use sources to justify answers • Identify changes between different ways of life 	AD, Agriculture, BC, Chronology, Evolution, Hillfort, Hunter, Gatherer, Nomadic, Settlement, Tribe, Palaeolithic, Mesolithic, Neolithic, artefact Celts, Bronze, Iron, Roundhouse, Smelting, Evolution, Artefact	<ol style="list-style-type: none"> 1. To know what 'pre-history' means (KS2 Hist L1) 2. To learn how hunter-gatherers survived in the Stone Age (KS2 Hist L2) 3. To learn about Stone Age cave art (KS2 Hist L3) 4. To find out what sources exist which tell us about the Stone Age (KS2 Hist L4) 5. To learn what Skara Brae was (KS2 Hist L5) 6. To learn about the mystery of Stone Henge (KS2 Hist L6) 7. To know how the Bronze Age was different to the Stone Age (KS2 Hist L7) 8. To discover what 'grave goods' tell us about the past (KS2 Hist L8) 9. To find out what life was like in an Iron Age hillfort (KS2 Hist L9) 10. To find out what Iron Age art was like (KS2 Hist L10) 	<ol style="list-style-type: none"> 1. Timeline of pre-history (Resource 1B) 2. Create a table using Resource 2A to show whether an image is a threat or asset. Explain why images may be an asset (e.g. animal skin was used for clothing) 3. Review cave art drawings (Resource 3A) 4. Table to include inferences relating to artefacts (Resource 4B) 5. Notes on Skara Brae (Resource 5A) + group presentation 6. Comparison of Stone Henge theories (Resource 6A) 7. Matched cards to show how bronze changed pre-historic life (Resource 7A) and/or smelting process flow chart (Resource 7C) 8. Match artefact cards with what they tell us about owner (Resource 8B) 9. Annotated image/illustration of a hillfort including key features (e.g. housing / defences / location) 10. Match Iron Age artefact to description (Resource 10A) + illustrations of Celtic designs
What were the achievements of the Ancient Egyptians?	<ul style="list-style-type: none"> • Order key periods accurately on a timeline • Use keywords from an area of study • Use specific words related to indicate time 	Archaeology, Cartouche, Canopic jars, Desert, Mummification, Hieroglyphics, Pharaohs, Sarcophagus,	<ol style="list-style-type: none"> 1. To learn who the Ancient Egyptians were and when they lived (KS2 Hist L1) 2. To learn about the significance of the Nile to Ancient Egypt (KS2 Hist L2) 3. To learn who the Ancient Egyptian Pharaohs were (KS2 Hist L3) 4. To learn why the Ancient Egyptians built pyramids (KS2 Hist L4) 	<ol style="list-style-type: none"> 1. Timeline to order key events within Egyptian dynasty (Resource 1B) 2. Diagram of the Nile with annotations to explain what the river provided the Egyptians (Resource 2A + 2B) 3. Table to record key facts about Pharaohs using information / enquiry cards (Resource 3A + 3B)

	<ul style="list-style-type: none"> • Make inferences using sources • Use sources and evidence when reasoning • Use evidence to explain why people did things in history • Identify and describe some social, cultural, ethnic and religious diversity in history 	<p>Tomb, Irrigation, King Tutankhamun, God, Goddess, Nile, Howard Carter, Civilization, Artefact</p>	<ol style="list-style-type: none"> 5. To learn what the Ancient Egyptians did in their leisure time (KS2 Hist L5) 6. To learn about mummification (KS2 Hist L6) 7. To know who the Ancient Egyptian gods were (KS2 Hist L7) 8. To learn what Ancient Egyptian hieroglyphics mean (KS2 Hist L8) 9. To know what was discovered in Tutankhamen's tomb (KS2 Hist L9) 10. To know who Cleopatra was and what she is remembered for (KS2 Hist L10) 	<ol style="list-style-type: none"> 4. 3D pyramid fact file (Resource 4B) or table in books to answer key questions on pyramids 5. Annotated images showing Egyptian leisure time to explain what is happening in each (4 pictures) (Resource 5A) 6. Explain process of mummification (Resource 6C) 7. Fact file on Egyptian Gods and Goddesses (Resource 7C) or matching description to Gods (7B) 8. Review of sources (Resource 8A) + children write name in hieroglyphics (Resource 8B + 8C) 9. Treasure catalogue of items found in tomb (Resource 9B) to name the item, describe what it is and why it was left in the tomb 10. Source work to capture what different people have said about Cleopatra (Resource 10A)
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Year 4

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History Unit	Historical skills Over this unit, children will apply ...	Key vocabulary	Sequenced steps to learning Over this unit, children will learn ...	Suggested outcomes Children will produce ...
What lasting impact did the Romans leave on Britain?	<ul style="list-style-type: none"> • Order key periods accurately on a timeline in relation to other areas of study • Use keywords from an area of study • Use specific words related to indicate time • Challenge some sources of information • Describe social, cultural, religious or ethnic diversity of the time • Make inferences using sources • Use sources to justify answers to questions • Make links between changes within a period of time • Give reasons for results of changes 	<p><i>Centurion, Claudius, Julius Caesar, Emperor, Empire, invade, settle, legion, auxiliaries, pilum, gladius, pugio, scutum, caligae, Celts, Boudicca, artillery, aqueducts, Hadrian's Wall, Caerleon, amphitheatre, villa, basilica</i></p>	<ol style="list-style-type: none"> 1. To find out where, when and how the Roman Empire originated. (KS2 History L1) 2. To find out how the Roman army expanded the Roman Empire (KS2 History L2) 3. To learn about Britain before the Roman Invasion (KS2 History L3) 4. To compare different invasion attempts made by the Romans (KS2 History L4) 5. To learn about Boudica and why she rebelled against the Romans. (KS2 History L5) 6. To identify the Roman's contribution to the development of Britain (KS2 History L6) 7. To consider the lasting impact the Romans left on Britain (KS2 History L10) 	<ol style="list-style-type: none"> 1. Record where the Roman Empire originated (Resource 1b) 2. Give 5 reasons why the Roman army was successful (Resource 2a) 3. A booklet outlining details on Celtic Britain's tribes, population, landscape, and settlements. 4. For and Against Roman Invasion (Resource 4a) and Comparing invasion attempts (Resource 4b) 5. Physical living graph of Boudicca's life and rebellion 6. Plot Roman roads on a map and identify how roads impacted on society in Roman Britain (Resource 6b) 7. Diamond 9 of impact the Romans leave on Britain with justification of choice (Resource 10a and 10c)
Who were the Anglo Saxons?	<ul style="list-style-type: none"> • Identify similarities and differences between other periods previously studied • Use keywords from an area of study • Use specific words related to indicate time • Describe social, cultural, religious or 	<p><i>Saxon, Angles, Jutes, centuries, Missionaries, St Augustine, Christianity Paganism, Lindisfarne, Danelaw,</i></p>	<ol style="list-style-type: none"> 1. To identify where Anglo Saxons originated from and why they settled in Britain (KS2 History L1 & L2 – COMBINED) 2. To learn about life in an Anglo-Saxon village 3. To learn about the Anglo-Saxon kingdoms 4. To consider why Alfred is remembered as 'Alfred the Great' 	<ol style="list-style-type: none"> 1. Plot on a map invading Anglo Saxon Tribes (Adapt Resource 1b) and Push and Pull factor cards (Resource 2a) 2. Draw an annotated map and list key features of an Anglo-Saxon village. 3. Plot out the 5 kingdoms on a map and use a map to list Anglo Saxon place names and their meanings (Resource 5b)

	<p>ethnic diversity of the time</p> <ul style="list-style-type: none"> • Use sources to justify answers to questions • Make links between changes within a period of time • Give reasons for results of changes 	<p><i>Sutton Hoo, burial, settle, invade, Dark Ages</i></p>	<ol style="list-style-type: none"> 5. To explore the Anglo-Saxon's beliefs and how they found out about Christianity 6. To explore the significance of the Sutton Hoo site 	<ol style="list-style-type: none"> 4. Alfred the Great notes (Resource 6a) with reasoning on does King Alfred deserve the title 'the Great' 5. Identify three key missionaries and their importance to the Anglo-Saxon's finding out about Christianity (Resource 9b) 6. Identify what each artefact might tell historians about the past (Resource 10b)
<p>How should we view the Vikings?</p>	<ul style="list-style-type: none"> • Identify similarities and differences between other periods previously studied • Use keywords from an area of study • Use specific words related to indicate time • Identify significant individuals and their involvement • Challenge some sources of information • Make inferences using sources • Develop knowledge through a range of sources • Use sources to justify answers to questions • Make links between changes within a period of time • Identify and give reasons for results of changes 	<p><i>raids, invade, conquer, settle, monks, Lindisfarne, Danelaw, Jorvik, trade, runes, Cnut</i></p>	<ol style="list-style-type: none"> 1. To identify where the Vikings came from and how much of a threat they were from the sea (Keystage History KQ1) 2. To draw conclusions on the invasion of Lindisfarne (Keystage History KQ2) 3. To understand the importance of the Danelaw as an area of Viking settlement (Keystage History KQ3) 4. To identify at least one period when the Vikings were successful and another when they were not (Keystage History KQ3) 5. To understand that Vikings were more than raiders (Keystage History KQ4) 6. To consider the opinions of historians on how the Vikings should be remembered as raiders and settlers 	<ol style="list-style-type: none"> 1. Label and detail the effectiveness of Viking longboats in battle. 2. List the facts of Lindisfarne attacks before concluding which account is likely to be true with reasoning. 3. Draw changes from the Anglo-Saxon 5 kingdoms to the establishment of the Danelaw. List pros and cons of the establishment of the Danelaw. 4. Photo of living graphs cards and written reasoning for most and least successful moment (Keystage History Resource 3 – may need to be adapted) 5. A table containing a list of artefacts and pupils deductions based on clues identified 6. Identify and sort attributes that made Vikings either raiders or settlers and reach a conclusion on how historians could have viewed them

Year 5

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History Unit	Historical skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
<p>Who were the Ancient Greeks and how have they influenced the way we live now?</p>	<ul style="list-style-type: none"> • To use historical sources to infer information about the past • To make a balanced argument based on historical knowledge • Identify significant individuals and their historical impact (Alexander the Great) • To evaluate stories from history by examining sources of evidence • To challenge sources of information and evidence • Give reasons for results of events in history and their impact in today's society • Describe social, cultural, religious or ethnic diversity in Ancient Greece • Make links between main events and changes over time 	<p>Democracy, Empire, Politics, God, Goddess, Athens, Persia, Olympians, Parthenon, Hoplites, Olympics, archaic, classical, Hellenistic, Alexander the Great, architecture, Crete, Sparta, economy, Agora, society, Battle of Marathon, artefacts</p>	<ol style="list-style-type: none"> 1. To find out when and where the Ancient Greeks lived To make a timeline of key events (KS2 Hist L1) 2. To know what city-states were To compare the city-states of Athens and Sparta (KS2 Hist L2) 3. To find out why Alexander the Great was a significant figure (KS2 Hist L3) 4. To find out what happened at the Battle of Marathon; To analyse the main reasons for the Greek victory (KS2 Hist L4) 5. To learn about the twelve Olympian gods and their associated symbols; To identify key Ancient Greek gods and goddesses from historical sources (KS2 Hist L5) 6. To explain the importance of the Olympic Games in Ancient Greek culture; To explore the balance of religious, social and sporting activities at the Ancient Olympics (KS2 Hist L6) 7. To find out about famous thinkers from Ancient Greece; To explore key ideas and questions from Ancient Greek philosophy (KS2 Hist L7) 	<ol style="list-style-type: none"> 1. Map of features of Greece (Resource 1A) Timeline of Greek periods (Resource 1B) 2. Chart to compare Athens and Sparta (Resource 2A); Table to describe where they would prefer to live with reasons (Resource 2B) 3. Map of Alexander the Great's conquests (Resource 3C); Answer a 'Something to think about' question in books (from presentation) 4. In pairs, Diamond 9 activity to analyse the reasons for Greek victory at Battle of Marathon – photo for books (Resource 4A&B) 5. Complete table to match source with identified God/Goddess (Resource 5B); Complete chart to say which God/Goddess they would be justifying their reasons (adapt Resource 2B) 6. Matching game in pairs (Resource 6A); give ch list of appropriate websites & questions to answer – ch use iPads to research answers 7. Complete sheet to describe 1 Greek philosopher from lesson (Resource 7B) 8. Match questions with evidence (Resource 8A) in pairs – photos for books; Complete evidence table (Resource 8B) 9. Use notes from lesson to create and complete a similarities & differences table for children now & then 10. Complete Legacy Ladder in pairs (Resource 10C); individually use Legacy Ladder to answer 'How Significant' questions (from presentation) in books

			<ol style="list-style-type: none"> 8. To draw my own conclusion about the Ancient Greek story of the Trojan Horse (KS2 Hist L8) 9. To explore different areas of daily life for Ancient Greek children; To find out about popular Ancient Greek toys; To consider how we can know about what daily life was like so far in the past (KS2 Hist L9) 10. To explore the influence of Ancient Greece on various areas of modern Life; To consider the significance of different legacies on life today (KS2 Hist L10) 	
<p>Who were The Tudors and how did the monarchy impact Britain today?</p>	<ul style="list-style-type: none"> • Develop their own timeline within a period • Challenge sources information and their validity • Make purposeful selection on sources to use in responses • Make links between main events and changes within a period of time • Describe social diversity in Britain • Give reasons for results of historical events • Identify significant people and events and their impact • Organise information purposefully when responding to questions • 	<p>Chronology, artefacts, monarchy Catholic, divorce, Tudor Rose, Survived, Beheaded, executed, Break with Rome, heir, wealth</p>	<ol style="list-style-type: none"> 1. To make deductions based on visual clues; To test the validity of paintings of Henry VIII by comparing them with what they already know of Henry; Compare various interpretations and can select the most likely one to be Henry using specific criteria (Keystage history) 2. Sequence between 4 and 6 key events leading up to the Break with Rome; Analyse and group factors; Assert their own opinion, backed up by relevant evidence. 3. Make deductions about relative wealth of individuals from their inventories; Explain their reasoning; Analyse the inventories; Begin to explain some of the limitations of the source 4. To understand that Elizabeth I ruled a long time and that towards the end of her reign she controlled her image more tightly; To understand that portrait painters created an 	<ol style="list-style-type: none"> 1. Create timeline of Henry VIII portraits used in presentation – explain why some portraits are more common than others 2. Use slides (and video) to explain why Henry VIII broke from Rome. In groups, children to use Explanation builder to construct own explanation https://www.keystagehistory.co.uk/Resources/O2-5-ST5r2.pdf Present to class - video & QR code in book 3. Explore inventories and come to conclusions about people from their belongings. http://www.tudorbritain.org/resources/Inventories.pdf 4. Timeline of portraits of Elizabeth I. Use Reasons cards (https://www.keystagehistory.co.uk/Resources/O2-5-2r4.pdf) in groups to come up with 3 reasons why she wanted to appear younger justifying ideas. 5. Create reasons cards (similar to previous lesson) with English & Spanish reasons for the defeat of the Armada. In groups, children sort them into English/Spanish reasons. Photos for books. 6. In groups, children to film a 'documentary' explaining why the Tudor era ended. QR code for books.

			<p>image of Elizabeth that was not necessarily as she was</p> <ol style="list-style-type: none"> 5. To identify a range of possible reasons for the failure of the Armada; To group and classify causes of the Armada's failure. To understand that Spanish reasons for the failure might be different to English reasons 6. To understand how the death of Elizabeth brought about the end of the Tudor era and beginning of the Stuart era. 	
<p>What was it like to live in Victorian Britain?</p>	<ul style="list-style-type: none"> • To use historical sources to infer information about the past • Compare historical periods and the similarities/differences between them • To make a balanced argument based on historical knowledge • To challenge sources of information and evidence • Give reasons for results of changes in history and their impact in today's society • Describe social diversity in Victorian times • Make links between changes which have occurred over time 	<p>Queen Victoria, century, decade, empire, monarchy, factories, industry, mines, mills, chimney sweep, orphan, reign, bias, rich, poor, canes, workhouse, inventions, sources</p>	<ol style="list-style-type: none"> 1. To use historical sources to find out about the Victorian period (KS2 Hist L1) 2. To learn about the inventions that came from the Victorian era (KS2 Hist L3) 3. To find out what the Industrial Revolution was (KS2 Hist L4) 4. To find out what life was like for Victorian children (KS2 Hist L6) 5. To find out how Lord Shaftesbury improved the lives of Victorian children (KS2 Hist L7) 6. To find out what Victorian schools were like (KS2 Hist L8) 	<ol style="list-style-type: none"> 1. Table of inferences made from sources (paintings) (Resource 1B + 1C) 2. Table to show impact of inventions (Resource 3A) 3. Table to show how the Industrial Revolution changed Britain (Resource 4B/4C) 4. Images of jobs that children did + explanation of the job, why children were chosen to do them and the risks/dangers associated 5. Persuasive letter from Shaftesbury to government on an aspect that could be improved (e.g. education for children) or comprehension activity on Shaftesbury 6. Image of a Victorian school with similarities / differences table to make comparisons with modern day

Year 6

Key Stage 2 National Curriculum: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

History Unit	Historical skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
Britain at war: The Home Front 1939-1945	<ul style="list-style-type: none"> • Accurately place a sequence of events on a timeline • Carefully select sources and evidence when forming responses to questions • Give reasons for results of historical events • Identify conflict within historical periods • Describe and make links between situation and main events that occurred in WW2 • Analyse sources of information • Challenge sources validity (e.g. used for purpose of propaganda) 	Allies, Axis, propaganda, Hitler, Churchill, Battle of Britain, Spitfire, evacuee, Blitz, rationing, air raid shelter, air raid, black out, fascism, trenches, democracy, dictatorship, social, political, economic, propaganda, World War I, Chamberlain, Home guard, gas masks, VE day, bias, census, sources, appeasement	<ol style="list-style-type: none"> 1. To know why Britain had to go to war in 1939 2. To learn about the term <i>appeasement</i> and Britain appeased Germany in the 1930s 3. To know who the Axis and Allied powers were 4. To learn why it was necessary to evacuate children and where they were evacuated to 5. To learn about the experiences of evacuated children 6. To learn how Britain was able to stand firm against the German threat 7. To learn why rationing was a necessary measure during wartime Britain 8. To learn that it is difficult to know what life was really like on the Home Front due to propaganda and censorship 9. To learn how the population managed to continue with life during the war (e.g. wartime roles / wartime spirit) 10. To learn about the significance of the Battle of Britain 11. To learn what VE Day was like 	<ol style="list-style-type: none"> 1. Children sequence event cards on a timeline to show key historical points in time between 1918 and 1939 that contributed to WW2 2. Thought bubbles for and against appeasement in the role of Chamberlain 3. Map of Europe annotated with Axis and Allied powers 4. List of reasons as to why evacuation was important + review of changing evacuee numbers 5. Compare sources of evidence that show the feelings of evacuees + table of pros and cons of evacuation 6. Annotation of images of measures taken to protect Britain (e.g. Home Guard, rationing, Air-raid shelters, fire service, gas masks) - what was their purpose and how were they used? 7. Annotated ration book 8. Definition of <i>censorship</i> and <i>propaganda</i> with an image to illustrate each 9. Comparison of different means of propaganda – what message is each trying to convey and why is it effective? 10. Annotated photographs of wartime aeroplanes: what were they used for? 11. Written explanation of how VE Day was celebrated, identifying mixed emotions of families / comprehension related activity
Who were the Mayans? (non-	<ul style="list-style-type: none"> • Accurately place a range of historical events on a timeline 	AD, BC, Meso America, Dynasty, Maya,	<ol style="list-style-type: none"> 1. To learn what the Maya Civilisation was (KS2 Hist L1) 	<ol style="list-style-type: none"> 1. Map the Maya civilisation on template + add dates for period of Maya Empire

<p>European study)</p>	<ul style="list-style-type: none"> Identify the importance of concepts, e.g. trade, in societies Identify and give reasons for results of situational changes To compare similarities and differences between two periods of time Describe social, cultural, religious and ethnic diversity in the wider world Identify historically significant people in situations Describe and make links between main events and changes across periods Identify and give reasons for significant changes 	<p>Civilization, settlements, Chichen Itza, empire, pyramids, temples, monument, agriculture, maize, cacao, hierarchy, Pacal, conquer, glyphs, hieroglyphs, syllabogram, logogram, codex, Guatemala, Spain, disease, sacrifice, ritual, Xibalba</p>	<ol style="list-style-type: none"> To learn how the landscape of the Maya Empire affected trade (KS2 Hist L2) To learn how Mayans settled and thrived in the rainforest (KS2 Hist L3) To learn what Maya ruins can tell us about city-states (KS2 Hist L4) To learn why maize was important to the Maya people (KS2 Hist L7) To learn who Pakal the Great was (KS2 Hist L8) To learn about theories on the abandonment of the Maya cities (KS2 Hist L10) 	<ol style="list-style-type: none"> Completed table to name landscapes and items that would have been traded from each (resource 2A – Maya regional landscapes) Diamond 9 to sort cards that show key factors that led to the Maya thriving in the rainforest environment (Resource 3B) Table to show comparisons between Maya and Egyptian pyramid (Resource 4B) Table with annotations to explain the importance of maize to food, trade, god, sacrifice (Resource 7A) Curator's dilemma (Resource 8B) – review of artefact found in tomb Table to show theories + reasons for abandonment of cities (Resource 10B)
<p>A local history study: Swindon and the railway</p>	<ul style="list-style-type: none"> Identify and give reasons for changes Identify trends over time Make links between main events and changes across different periods Identify significant events in situations Identify and use a range of sources to develop knowledge and understanding 	<p>Isambard Kingdom Brunel, century, decade, artefact, railway, railway village, engineer, steam, Victorian, Saxon, Old town, Great Western Railway, Canal, trade, Roman, urban, suburban, town, village, census, sources</p>	<ol style="list-style-type: none"> To find out about early Swindon, how it began as a Saxon village, how it got its name and grew into a market town To find out about why Swindon was chosen as a place to build the GWR works and how this changed the town To learn how the people of Swindon within the Victorian era may have felt about the railway being built in the town To compare a population census between Swindon during the Victorian era, the 1940s and modern day To understand how Swindon and the people of Swindon were affected by World War 2 To find out about the history of Lydiard House and its changing role and significance to Swindon over time 	<ol style="list-style-type: none"> Annotated map of early Swindon showing the settlement + explanation of how and why Swindon got its name and key facts about the early village and how it grew into a market town Annotated photographs of the GWR works built in Swindon explaining what they were used for, why they were built in Swindon and what this meant for the town (e.g. more work and increased population) + historic map to show GWR railway route with Swindon identified Use sources of information to complete table with pros and cons of railway (KS2 Victorians Unit; Lesson 5; Resource 5A + 5B) Table to record comparisons in census data: e.g. population/occupations Review the records of an local person's war story & record key findings Timeline to show changes of role of Lydiard House (e.g. St John family,

				medieval times, war time hospital, leisure facility)
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