

<b>Units of learning</b>	<b>EYFS Nursery</b>	<b>EYFS Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Substantive Knowledge</b></p> <p><b>Civilisations</b></p>	<p><u>Ticket to ride</u></p> <p>Children continue to develop positive attitudes about the differences between people.</p>	<p><u>Magical Me - Homes</u></p> <p>Children know what homes they live in with their families.</p> <p>Children able to name their immediate family members.</p>	<p><u>The Great Fire of London (KS History/Lancashire)</u></p> <p><b>NC - events beyond living memory that are significant nationally or globally.</b></p> <p>Know when the fire took place and what London looked like in the past.</p> <p>Know the reasons why the fire started, how it spread and how long it lasted.</p> <p>Know how the fire affected buildings and people who lived nearby.</p> <p>Know the reasons why the fire spread so far and burned for so long; use maps and photograph of artefacts.</p> <p>Know about the key people and the reason why we remember their contributions: Samuel Pepys, John Evelyn, King Charles II. Mayor of London, Sir Christopher Wren</p> <p>Learn about how London was rebuilt after the fire.</p>	<p><u>Victorian Schools (PSM Capital)</u></p> <p><b>NC - Significant places in their own locality (including schools and playgrounds)</b></p> <p>In this topic children learn about Victorian schools in the past compared with schools now. Compare St Matthew's school then to now.</p> <p>To know when St Matthew's was built and placed on the timeline. Record important times that have happened over the years at St Matthew's and nationally in the UK</p> <p>Children use language related to Victorian times, school equipment, passing of time, schools, dates.</p> <p>To work in partnership and group work to discuss their findings.</p> <p>Look at one aspect of Victorian school life in more detail and compare similarities and differences (school lessons, uniform, equipment, punishment, recreational time, teachers, dinners) Record the similarities and differences.</p> <p>What was the same? What was different? Would you like to go back to Victorian Times and spend a day in school?</p> <p>Children to experience a Victorian school day – record a timetable for or of the day.</p> <p>To look at Queen Victoria and look at why she was significant in the Victorian era.</p>	<p><u>Stone Age and Iron Age (KS History)</u></p> <p><b>NC- changes in Britain from the Stone Age to the Iron Age</b></p> <p>Pupils understand that Britain was once covered in ice.</p> <p>They know that the earliest Settlers were hunter-gatherers and lived in caves.</p> <p>Pupils can locate the move of farming on a simple timeline.</p> <p>Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago.</p> <p>Pupils understand that it was built about 5,000 years ago, in stages. They can explain how it was built.</p>	<p><u>Anglo-Saxon Britain (KS History)</u></p> <p><b>NC- Britain's settlement by Anglo-Saxons and Scots</b></p> <p>Children know that we are still finding out about the Saxons 1300 hundred years later.</p> <p>They know that the Staffordshire hoard is the largest collection of gold and silver yet found.</p> <p>Pupils understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.</p> <p>They know that it was not until 8thC that word English was used to describe people of South Britain.</p> <p>Pupils understand where Angles, Saxons, Jutes came from. They can give a few simple reasons and more able can classify these into push and pull factors referring to pressure on homelands but also wealth of Britain.</p> <p>Pupils know that by the end of the 7C Anglo-Saxons were ruling most of Britain.</p> <p>Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking. The kingdom of Mercia (present day Staffordshire) was most important.</p>	<p><u>Early Islam/Baghdad c.900 (KS History)</u></p> <p><b>NC - A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900</b></p> <p>Pupils can locate this topic in time and place.</p> <p>They know Baghdad was a major city of learning and printing. Over 100 booksellers and was 10 x the size of London at the time.</p> <p>By middle of 8th century Islam spread from Arabia to as far as Spain in the west and India in the east, larger area than that of the Roman Empire, covering almost a third of the world's population.</p> <p>Pupils can locate the early Islamic Empire in time and place and can explain the origins and development of Islam in the 7th century.</p> <p>They are able to give several reasons why it spread so quickly e.g. weakness of surrounding empires, exhausted by war; divisions among rivals; zeal of their faith; better fighting tactics and weapons and can classify under different types of reasons e.g. military.</p> <p>Pupils appreciate that the spread of Islam took centuries and Muslims, though rulers, made up a small proportion in the lands they occupied. They</p>	<p><u>Mayans Civilisation (KS History)</u></p> <p><b>NC - A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization.</b></p> <p>They appreciate the range of Mayan achievements realising that without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people.</p> <p>They work out/ know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses.</p> <p>They understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. They also had their own system of writing.</p> <p>Pupils know that the Mayans greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years, and was at its height AD300-900. They built some of the largest cities in the world at the time.</p> <p>They were one of the most sophisticated societies of their age with a strong belief system.</p>

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<p><b>Disciplinary Knowledge</b></p> <p><b>Civilisations</b></p> <p><b>Cause Similarities/ Differences</b></p>	<p><b><u>Ticket to ride</u></b></p> <p>Children can discuss the similarities and differences between each other in class. Children explore using mirrors, photos.</p> <p>Children know about similarities and differences between themselves and others.</p> <p>Children understand how and why questions. They begin to use more complex sentences to link thoughts. They can talk about why things happen and how things work.</p> <p>Children can talk about some of the things they have observed.</p>	<p><b><u>Magical Me - Homes</u></b></p> <p>Key Learning Research – find out about places. Ask questions, using different sources to find the answers (including books). What can I find out about my hometown ?</p> <p>Use different sources to find out about New Hall Lane and their homes.</p> <p>Describe their home's features.</p> <p>Describe the similarities and differences.</p>	<p><b><u>The Great Fire of London (KS History/Lancashire)</u></b></p> <p><b>Historical enquiry</b> (asking questions, sources, evidence, communicating ideas) To use sources to find out about ‘The Great Fire of London’</p> <p><b>Cause</b> (combining information, shaping into conclusion) To know what caused the Great Fire.</p> <p><b>Similarities and differences</b> (people, groups, experience or places) Looking closely at the fire equipment and the houses and comparing.</p> <p><b>Change in continuity/chronology</b> - to make the Great Fire of London timeline.</p> <p><b>Historical significance</b> - look at significant people who contributed to the Great fire of London - Samuel Pepys</p> <p><b>Historical interpretations</b> - (understanding how accounts of the past are constructed) - using sources, diaries, newspaper about the fire.</p>	<p><b><u>Victorian Schools (PSM Capital)</u></b></p> <p><b>Historical enquiry</b> - asking questions, sources, evidence, communicating ideas about St Matthew’s now and St Matthew’s then. Exploring all the sources about St Matthew’s school.</p> <p>Children think of questions about Victorian school life that they want to research about.</p> <p>Develop independent research skills, using reliable sources of information.</p> <p>Look at sources of evidence about Queen Victoria.</p> <p><b>Cause</b> (combining information, shaping into conclusion)</p> <p><b>Change in continuity/ chronology</b> - timeline of St Matthew’s school.</p> <p>Timeline of Queen Victoria’s life.</p> <p><b>Similarities and differences</b> about St Matthew’s in the Victorian times and compare to now.</p> <p>Compare Victorian school equipment/rules/building/uniform</p> <p>Discuss/record similarities and differences to schools today.</p> <p><b>Historical significance</b> - St Matthews 150 Year birthday (2024) how is the school significant to the local area.</p> <p><b>Historical interpretations</b>- understanding how accounts of the past are constructed, looking at all the evidence of schools in the past.</p> <p>Children to record their work in a variety of ways, pictures,</p>	<p><b><u>Stone Age and Iron Age (KS History)</u></b></p> <p><b>Sources and Evidence</b>- Pupils can make deductions about lifestyle of Stone Age man from images.</p> <p><b>Similarity and difference</b>- Some pupils can talk about relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic.</p> <p><b>Sources and Evidence/ Historical Interpretations</b>- Pupils can make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there Were fishermen?</p> <p><b>Historical interpretations</b> - They can speculate as to likely use and come to a reasoned judgement using evidence.</p> <p><b>Historical Interpretations</b>- They can draw inferences from archaeological finds They can explain how artists’ impressions are created from fragments of finds.</p> <p><b>Chronology</b>- Pupils can locate the move of farming on a simple timeline.</p>	<p><b><u>Anglo-Saxon Britain (KS History)</u></b></p> <p><b>Cause</b>- Pupils learn to ask high-quality historical questions. They grasp that we are still finding out about the Saxons 1300 hundred years later.</p> <p><b>Chronology</b>- They can locate key periods on a timeline, showing how they overlap.</p> <p><b>Sources and Evidence/ Historical Interpretations</b>- Pupils can analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses and more able produce an hypothesis of their own.</p> <p><b>Consequence</b>- Pupils can explain how the Christian message was delivered to the people: role of monasteries and churches.</p> <p><b><u>Ancient Egypt (KS History)</u></b></p> <p><b>Chronology</b>- Pupils are able to locate Ancient Egypt in time and place.</p> <p><b>Sources and Evidence/ Historical Interpretations</b>- Pupils are able to locate the Nile valley on a world map &amp; make deductions from map evidence.</p> <p><b>Sources and Evidence/ Historical Interpretations</b>- They can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important</p> <p><b>Sources and Evidence/ Historical Interpretations</b>-</p>	<p><b><u>Early Islam/Baghdad c.900 (KS History)</u></b></p> <p><b>Sources and Evidence/ Historical Interpretations</b>- They deduce from source clues the importance of Arab Muslims’ contribution to the world of mathematics and science, books, geography, astronomy, medicine etc.</p> <p>Pupils understand that nothing remains but we can reconstruct from written reports of visitors etc.</p> <p>They can interpret pictures of objects using their contextual knowledge e.g. of hygiene.</p> <p>Evidence of Baghdad is very flimsy as much was later destroyed. They grasp that hardly anything survives from the great age of glory as the city was destroyed by the marauding Mongols.</p> <p>Pupils analyse a range of short written texts about palace life from which they distil the key points.</p> <p>They are able to discuss issues of significance in particular focusing on those things that were more advanced than in Saxon England. Pupils learn what is meant by historical significance and can apply it to a particular aspect of Islamic life.</p> <p>They can speak persuasively when arguing their point, supporting with evidence not mere assertion.</p> <p><b><u>Ancient Greece</u></b> <b>NC - Ancient Greece – a study of Greek life and achievements and their</b></p>	<p><b><u>Mayans Civilisation (KS History)</u></b></p> <p><b>Sources and Evidence/ Historical Interpretations</b>- Pupils are able to speculate and make deductions from a range of visual clues.</p> <p>They work out/ know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses.</p> <p>Pupils are able to predict with success what aspects a short educational video on the Maya would focus on.</p> <p>Pupils grasp that artists’ reconstructions are based on a mixture of physical evidence and imagination.</p> <p>Pupils grasp that the lives of common people are very poorly recorded.</p> <p><b>Cause</b>- Pupils are able to offer at least 2 valid reasons for its growth e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.</p> <p><b>Similarity and difference</b>- More able can make links with growth of Roman Empire studied earlier and with Ancient Egypt- which had the Gift of the Nile whereas the Maya had to contend with jungle and mountain.</p>
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**Democracy**

fact files, poster, ICT, models, timelines, timetables, school plans/maps.

Picture analysis. Nebamun out hunting.

**Sources and Evidence/ Historical Interpretations-**  
Pupils annotate British Museum image

**Sources and Evidence/ Historical Interpretations-**  
Annotation of image to identify salient features and deductions we can make as historians

**Cause/Historical Interpretation-** They use a range of clues to come to an independent conclusion as to who built pyramids.

**Chronology-** Pupils can sequence the stages of mummification

**Sources and Evidence**  
- Pupils study a range of texts to investigate

**influence on the western world.**

**Sources and Evidence/ Historical Interpretations-**  
Pupils should be aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings.

Pupils grasp that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots.

They can draw inferences from evidence on pots going beyond the literal.

They can make deductions and creative and informed speculation, using their contextual knowledge, when analysing images on pots.

They learn that sometimes books disagree, eg: on whether women did the shopping and that it is often difficult to be certain so we have to use tentative language, eg: perhaps.

**Cause/Historical Interpretation-**  
Know cause of event and consequence & explain why  
- Pupils can explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, eg: Persian weaknesses, Athenian strengths.

**Similarity and difference-**  
Pupils can compare different versions of the Battle of Marathon and give 2 or 3 valid reasons why textbook accounts might differ.

							<p><b>Significance of events/people/ places -</b> Pupils know that this was a time of massive growth in new ideas and ways of thinking. Focus on philosophers and ideas such as democracy.</p> <p>Pupils understand the sheer scale and variety of the Greek achievement in so many areas</p> <p>Pupils grasp the achievements of individual Greeks and their contribution.</p>	
<b>Vocabulary</b>	Same Different How Why	Local area New Hall Lane Preston Then Now Similar/ Different	Great fire of London Samuel Pepys 1066 Citizens Government Causes	Victorian Queen Victoria Past/Present Poverty Monarch Reign	Hunter/gatherer Stone Age Neolithic Skara Brae Iron Age judgement	Anglo Saxons - 790- 1066 Kingdom Vikings Justice Punishments King Alfred	<p>Early Islam - C900 Baghdad House of Wisdom Scholar Prophet Muhammad Golden Age</p> <p>Ancient Greece Mythology Persian Battle of Marathon Philosophers Parthenon</p>	Mayans - AD 300-900 Civilisation Sacrifice Empire Drought Society
<b>Stem Sentences</b>								
<b>Substantive Knowledge</b>  <b>Childhood</b>	<p><b>Family</b> To know who is in their family. Simple family history &amp; family members.</p>	<p><b>Family - Magical Me</b> Simple family history &amp; family members' children know who is in their family.</p> <p>Children can talk about who is in their family unit (home) and discuss their extended family.</p>	<p><b>Toys and Games in the Past (KS History)</b></p> <p><b>NC - Events beyond living memory or places in their locality – the toys then and now</b></p> <p>Know and describe what our toys are like today (type, moving, non-moving, features, materials).</p> <p>Know similarities and</p>					

		<p>Children can name their immediate family.</p> <p>Children can discuss family events or things they do in their home.</p> <p>Children can discuss the jobs their family members do.</p> <p><b>Celebration</b> Fireworks/Diwali – celebrations. Eid and Christmas Celebrations – similarities and differences.</p> <p>Different celebrations Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Remembrance Day - World Nursery Rhyme week- exploring traditional rhymes. - Birthdays then and now and compare. - -Christmas – looking at decorations old and new.</p> <p><b>Once Upon A Time</b></p> <p>Traditional Tales - Understand that these stories are from the past.</p> <ul style="list-style-type: none"> <li>- Three Little Pigs</li> <li>- Billy Goats Gruff.</li> <li>- Jack and the Beanstalk.</li> </ul>	<p>differences between our toys and toys our parents and grandparents played with.</p>					
<p><b>Disciplinary Knowledge</b></p> <p><b>Childhood Chronology</b></p>	<p><b>Family</b> To order family members and talk about them.</p> <p>Compare similarities and differences between family members and their houses.</p>	<p><b>Family Sources and Evidence-</b> Look at images of the past of Victorian families and children to discuss and sort. They can discuss different types of homes and how they are all different. Note similarities and differences.</p>	<p><b>Toys and Games in the Past (KS History)</b></p> <p>Historical enquiry (asking questions, sources, evidence, communicating ideas)-</p> <p>Cause (combining information, shaping into conclusion)</p> <p>Change in</p>					



		<p>Children notice similarities and differences in everyone's family.</p> <p>Start a simple timeline of their time in Reception September</p> <p><b>Celebrations</b>  <b>Similarity and difference-</b> Compare and contrast characters from stories, including figures from the past.</p> <p><b>Sources and Evidence-</b> Comment on images of familiar situations in the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p>continuity/chronology  -Order toys from oldest to newest; give reasons to explain how the toys have been ordered.</p> <p>Similarities and differences (people, groups, experience or places)</p> <p>Historical significance (events, trends, and individuals are important)</p> <p>Historical interpretations (understanding how accounts of the past are constructed)</p>					
<b>Vocabulary</b>	Mummy, Daddy, Brother, Sister, Grandad, Grandma, Family, Home, House.	<p>Mummy, Daddy, Mum, Dad, Mother, Father, Brother, Sister, Aunt, Uncle, Grandad, Grandma, Cousin, Family,</p> <p>Home, House, terraced, semi-detached, detached, flats, bungalow.</p> <p>Timeline – now, then</p> <p>Diwali, Eid, Christmas, Bonfire Night, Remembrance Day, Celebrations  Special Times  Same, different</p>	<p>Victorian  Old/New  Treasured Possessions  Generations  Similarities/ Differences  Suitable</p>					
<b>Stem Sentences</b>								
<b>Substantive Knowledge</b>  <b>Justice and Equality</b>	<p><b>Superheros</b>  Show interest in different occupations and able to talk about the different ones.</p>	<p><b>Imagine That!</b>  To talk about significant figures Mary Anning, David Attenborough and Neil Armstrong.</p>		<p><b>Making a Difference (Lancashire)</b>  NC -the lives of significant individuals in the past who have contributed to national and international achievements.  Significant individuals/ Black History - Learie Constantine.  In this unit children will learn</p>		<p><b>Lancashire Cotton Trade (Lancashire)</b>  NC - A theme in British History beyond 1066 In this theme children learn about significant events in British History that will extend their chronological knowledge beyond 1066 e.g. <i>The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade.</i></p>		<p><b>WWII (KS History)</b>  NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  Pupils understand how the actions of Hitler threatened European peace.</p>

				<p>about Black history: Learie Constantine, Significant others – Marcus Rashford, Jessica Enis</p> <p>Children will be able to discuss the lives of significant individuals in the past who have contributed to national and international achievements whilst understanding the reasons for their significance.</p> <p>Children will be able to discuss the lives of significant historical people in the pupils' own locality.</p> <p>Children will be able to discuss the lives of significant individuals in their own lives.</p> <p>Children will be able to discuss the lives of significant individuals in their own time.</p>		<p>A study or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>A local history study - Preston Cotton Trade</p> <p>The purpose of this theme is to find about The Lancashire Cotton Industry and its significance for the people of Lancashire (and beyond) in the past.</p> <p>Two of the most important products of the Industrial Revolution were cotton cloth and cotton yarn (thread) made in the mills (mainly in Lancashire).</p> <p>Children will find out what life was like, in their local area, in the past and how it has changed over the years.</p> <p>They will find out about the everyday lives of people in the past as well as significant events and how buildings and land use have changed over time.</p> <p>Pupils will also consider where the cotton came from before it arrived in the mills and the impact the cotton industry had on the lives of people caught up in the Transatlantic Slave Trade.</p> <p>During the Victorian period, Britain was known as the workshop of the world with good reason – its manufactures were sold on every continent.</p> <p>Its mechanical engineering, especially of steam engines, locomotives and ships, was the envy of all. Its factories churned out mass-produced goods, especially ceramics and textiles, for the home and export markets.</p>		<p>They understand what is meant by the term appeasement.</p> <p>They are aware of the dilemma facing Chamberlain and other appeasers.</p> <p>They can explain why Chamberlain ultimately took the decision to go to war.</p> <p>Pupils grasp that this would be a war in the air and that there would be vastly more civilian damage than in the First World War.</p> <p>Pupils are able to identify key features of resistance to German invasion: Trying on gas masks Home Guard Battle of Britain Blitz Evacuation Rationing Fire service Air-raid shelters</p> <p>Pupils are able to describe a range of roles adults played on the Home Front which were unique to that time.</p> <p>They can explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'.</p> <p>They can explain how the government used: a. Censorship b. Propaganda</p> <p><u>Local Black History</u> (Lancashire) <b>NC - A local history study</b></p> <p>Pupils will find out about The Transatlantic Slave Trade and its links to Lancashire in the past.</p>
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						<p>New networks of trade developed. Raw cotton from Egypt and the southern states of America was shipped to Liverpool, and then spun and woven in Lancashire. From there, cheap cotton products were exported around the world.</p> <p>Children will be able to discuss some of the connections between local, regional, national and international history.</p>		<p>Pupils will learn about what life was like for enslaved people in the past including enslaved people who were forced to endure long journeys on board (Lancashire) Slave Ships.</p> <p>They will find out about how significant people, events and changes to laws led to the abolition of slavery over time.</p> <p>Where appropriate, teachers should make deliberate connections between sets of information, images, objects and sounds from Black History Units 1 and 2; these connections can trigger memories and help recall.</p>
<p><b>Disciplinary Knowledge</b></p> <p><b>Justice and Equality Significance</b></p>	<p><b><u>Superheros</u></b></p> <p>Communication – Children talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.</p> <p>Children know about similarities and differences between themselves and others.</p> <p>Children understand how and why questions. They begin to use more complex sentences to link thoughts. They can talk about why things happen and how things work.</p> <p>Children can talk about some of the things they have observed.</p>	<p><b><u>Imagine That!</u></b></p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p><b>ELG</b> – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p><b><u>Making a Difference (Lancashire)</u></b></p> <p><b>Historical enquiry</b> (asking questions, sources, evidence, communicating ideas) about the artefacts, Leerie.</p> <p><b>Cause</b> (combining information, shaping into conclusion) How did Leerie cause change.</p> <p><b>Consequence</b> (relationships between events and future events) - Black rights, laws</p> <p><b>Change in continuity/chronology</b> (pace, nature and extent of change)- timeline of Leerie Constantine’s life.</p> <p><b>Similarities and differences</b> (people, groups, experience or places) between Leerie and Marcus Rashford.</p> <p><b>Historical significance</b> (events, trends, and individuals are important) - Why was it so important what Leerie Constantine did?</p> <p><b>Historical interpretations</b> (understanding how accounts</p>		<p><b><u>Lancashire Cotton Trade (Lancashire)</u></b></p> <p><b>Historical enquiry</b> (asking questions, sources, evidence, communicating ideas. Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did..?’ ‘Why were..?’ ‘What was important..?’ Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about..?’ Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did..?’ ‘What were the effects..?’ Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum</p>	<p><b><u>WWII (KS History)</u></b></p> <p><b>NC- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</b></p> <p><b>Historical enquiry (asking questions, sources, evidence, communicating ideas)</b> Pupils can use a graph of the changing numbers of evacuees and a photograph to raise enquiry questions.</p> <p>They can critique a BBC website interpretation.</p> <p>Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale.</p> <p>Pupils’ grasp that people making representations of the past eg in museums have to prioritise which stories to tell and whose contributions to feature most</p>	

				of the past are constructed) - looking at the sources.	<p>displays, films and written sources. Identify historically significant people and events in different situations</p> <p><b>Cause</b> (combining information, shaping into conclusion)</p> <p><b>Consequence</b> (relationships between events and future events) -</p> <p><b>Change in continuity/chronology</b> (pace, nature and extent of change)- Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>Recognise historical events as a coherent, chronological narrative from the earliest times to the present day</p> <p><b>Similarities and differences</b> (people, groups, experience or places) Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, employment, buildings or transport.</p> <p><b>Historical significance</b> (events, trends, and individuals are important) - How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond? Historical Evidence: How can we find out about the impact of the Lancashire Cotton Industry on the people of Lancashire and beyond?</p> <p><b>Historical interpretations</b> (understanding how accounts of the past are constructed) - using the</p>		<p>prominently and to also appreciate that this is controversial.</p> <p>Pupils grasp that much of the evidence from this period has to be treated with caution; all is not what it seems.</p> <p><b>Cause (combining information, shaping into conclusion)</b> Pupils can investigate and explain the reasons for fluctuating numbers being evacuated.</p> <p><b>Historical interpretations (understanding how accounts of the past are constructed)</b> They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.</p> <p>Pupils can evaluate a piece of wartime footage of the Blitz explaining how they know it was staged Pupils can describe how VE Day was typically celebrated.</p> <p>They can explain why depictions of VE Day parties might vary.</p> <p><u>Local Black History</u> (Lancashire)</p> <p><b>NC - A local history study</b></p> <p><b>Chronology</b> Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends</p> <p>Identify where people, places and periods fit into a chronological framework by</p>
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						sources about the cotton trade.		<p>analysing connections, changes, trends and contrasts over time.</p> <p>Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc.</p> <p><b>Events, People and Changes:</b></p> <p>A study or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p>A local history study</p> <p><b>Enquiry, Interpretation and Using Sources:</b></p> <p>Use a wide range of sources as a basis for research to answer questions and to test hypotheses</p> <p>Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance.</p> <p>Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'</p> <p>Recognise how our knowledge of the past is constructed from a range of different sources</p> <p>Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?'</p> <p>Describe the results of historical events, situations and changes e.g. the impact on people's lives</p> <p>Evaluate sources and make inferences</p> <p><b>Communication:</b> Discuss how Britain has influenced and been</p>
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								<p>influenced by the wider world</p> <p>Describe aspects of cultural, economic, military, political, religious and social history</p> <p>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</p> <p>Discuss and debate historical issues acknowledging contrasting evidence and opinions</p> <p>Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society</p> <p>Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines</p> <p>Produce structured work that makes connections, provides contrasting evidence and analyses trends</p>
<b>Vocabulary</b>	Occupations / jobs – police, fire fighter, shop keeper, pharmacist, bus driver, teacher, hair dresser, doctor, nurse, dentist.	Then now Past now Same different		Leerie Constantine Significant Trinity Cross Artefacts Trinidad and Tobago Justice		Cotton Trade Raw Cotton Industry Significance Transatlantic Slave Trade Famine		<p>World War II Propaganda VE Day Evacuee Blitz Censorship Hitler/Chamberlain</p> <p>Slavery Racial Equality Transatlantic Slave Trade Plantation Quaker Injustice</p>
<b>Stem Sentences</b>								
<b>Substantive Knowledge</b>					<u>Roman Empire</u> <u>(KS History)</u>			
					NC- the Roman Empire and its impact on Britain			

**Empire**

Children understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines

Children understand at least 2 main reasons, eg: raw materials such as corn, iron, also Claudius' personal motivation.

Children understand why the Celts would have been apprehensive about taking on the Roman army.

Children understand personal motivation of Boudica and can link to actions taken by Romans.

Children are able to see why the Roman army was so powerful including organisation, conditions, pay etc

Children are able to see which the most significant changes would have been e.g emergence of towns and villas in countryside.

Children understand personal motivation of Boudica and can link to actions taken by Romans.

Children grasp how sophisticated Roman lifestyle was for the rich

Children can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.

					Children grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.			
<b>Disciplinary Knowledge</b>					<p><b>Historical Interpretation-</b> Children can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.</p> <p><b>Historical Interpretation/Sources and Evidence-</b> Children realise that most pictures come from Roman accounts – no surviving pictures.</p> <p><b>Historical Interpretation/Chronology-</b> They are able to select reasons for their explanation and begin to prioritise them in order of importance.</p> <p><b>Sources and Evidence-</b> They are able to critique a short film evaluating its strengths and weaknesses as an explanation.</p> <p><b>Historical Interpretation/Sources and Evidence-</b> Children can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.</p> <p><b>Sources and Evidence-</b> Children realise that most pictures come from Roman accounts – no surviving pictures.</p> <p><b>Sources and Evidence-</b> They understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps.</p> <p><b>Historical Interpretation-</b> Pupils able to ask as well as</p>			
<b>Cause/Consequence</b>								



					answer questions to structure their enquiry			
<b>Vocabulary</b>					Romans Empire Claudias Invade Boudica Society 27BC - AD286			
<b>Stem Sentences</b>								
<b>Substantive Knowledge Invaders and Settlers</b>							<p><b>Vikings</b> (KS History) <b>NC - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>They know where the Vikings came from and why they attacked.</p> <p>They know that the Vikings were a real threat from the sea.</p> <p>They can locate the Vikings in time in relation to the Romans and Saxons.</p> <p>The more able grasp that the initial period of raiding shows just one short period of Viking contact with Britain that lasted nearly 3 centuries from 789 to 1066.</p> <p>Pupils learn to pose good historical questions about Viking ships and prowess of their crew.</p> <p>Pupils understand how the Vikings gained their reputation.</p> <p>Pupils grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors.</p> <p>They can identify at least one period when the Vikings were successful and another when they were not.</p>	

							<p>They understand the importance of the Danelaw as an area of Viking settlement.</p> <p>Pupils can locate places with 6 of the main Viking suffixes from a given map. Most able can detect patterns of occupation and can investigate pre-fixes too.</p> <p>The more able grasp that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.</p> <p>They see that raiders describe an early part of their contact with Britain, whereas traders the later.</p> <p>Pupils pose valid historical questions to shape their enquiry</p> <p>They learn to select relevant detail and how to discriminate in its use.</p> <p>They organise and communicate their research findings showing a good sense of audience.</p>	
<p><b>Disciplinary Knowledge</b>  <b>Invaders and Settlers</b></p>							<p><b><u>Vikings</u></b>  <b>(KS History)</b>  <b>NC - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>Historical Interpretation-</b>  Pupils realise that people differ in their view of the Vikings, not just at the time.</p> <p>Pupils can show that they are aware of both arguments.</p> <p><b>Historical Interpretation/Sources and Evidence-</b>  They understand that it was</p>	

							<p>exaggerated by the accounts written by monks.</p> <p>They can distinguish between a Saxon and Viking account of the same event.</p> <p>They grasp that until recently monks' records were the main source of evidence.</p> <p>Pupils u/s that most negative accounts come from the period when they were raiding.</p> <p>Pupils grasp the significance of archaeological evidence esp. recent finds at Jorvik.</p> <p>They grasp the importance of finds at Jorvik-York in shaping our revised view of the Vikings.</p> <p>More able pupils can look at a source and explain what a historian can infer from it without prompting.</p> <p>They can identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded.</p> <p><b>Historical Interpretation Time/Change/Chronology-</b> They cover: date, the impact of early sagas and monks' accounts, fact that we like to caricature larger than life figures and that archaeological discoveries have forced us to change our views more recently.</p> <p><b>Reasons and results/ causes and consequences -</b> Most able can argue whether history has been fair to the Vikings showing how opinion has changed and why.</p>	
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							<p><b>Significance -</b> Know, make links &amp; draw comparisons between some important events, places and people.</p> <p><b>Similarity and difference -</b> Traders and Invaders - They can select appropriate evidence from given list to support judgement. Most able can identify supporting evidence for themselves.</p>	
<b>Vocabulary</b>							<p>Vikings Reputation Alfred the Great Jorvik Raiders Settlers</p>	
<b>Stem Sentences</b>								