



Consideration, Care and Courtesy

St Edmund's Catholic Primary School

History Curriculum Document

Aims

The EYFS curriculum, 'Past and Present Early Learning Goal' aims to ensure all pupils:

- 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;

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

The Key Stage Two school curriculum for History is developed through the reoccurring concepts of: Civilisation, Childhood, Migration, and Justice and Equality

Disciplinary knowledge is developed from EYFS through to Year Six through the skills of chronology, interpretation, enquiry, using sources, communication whilst developing an understanding of the disciplinary knowledge cause, consequence, change and continuity, similarities and differences and historical significance.

EYFS

| | Unit Name Concepts Big Questions | Vocabulary | Nursery | Reception | Early Learning Goal: Past and Present |
|--------|---|--|--|---|--|
| Unit 1 | CIVILISATION <u>Describe and Communicate</u> <u>Home Sweet Home</u> <u>(Investigating the local area)</u> | Family, mum, dad, siblings, sister, brother, grandad, grandmother, nan, place of home, live, place of birth, friends | Begin to make sense of their own life-story and family's history. | Talk about members of their immediate family and community. Name and describe people who are familiar to them. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; |
| Unit 2 | CHILDHOOD <u>Observing</u> <u>Growing together</u> | Baby, toddler, child, adult, egg, chick, chicken, hatch, seed, plant, roots, leaves, petal, flower, grow, old, young. | Understand the key features of the life cycle of a plant and an animal. | Comment on images of familiar situations in the past. | |
| Unit 3 | JUSTICE & EQUALITY <u>Research</u> <u>Fabulous Friends</u> <u>(People who help us)</u> | Police, nurse, vet, teacher, doctor, fireman, school cook, teaching assistant. Florence Nightingale, The Jolly Postman, Fireman Sam, Vets on call | Show interest in different occupations. | Compare and contrast characters from stories, including figures from the past. | Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| Unit 4 | MIGRATION <u>Similarities and Differences.</u> <u>Celebration of the world</u> <u>(Celebrate the geographical diversity of pupils within the class)</u> | World, United Kingdom, Australia, India. What country does your family originate from? What are the differences and similarities between the countries? | Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Recognise some similarities and differences between life in this country and life in other countries | Talk about the lives of the people around them and their roles in society. |

Year One and Two Cycle A Unit 1

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|----------------------------------|---|---|---|--|--|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle A Objectives Unit 1 | CIVILISATION Events beyond living memory-significant nation/globally (1) Causes Great Fire of London | Retell some events from beyond their living memory which are significant nationally or globally. | <p>Recognise the distinction between past and present. (Y1)</p> <p>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. (Y1)</p> <p>Use common words and phrases concerned with the passing of time. (Y2)</p> <p>Identify some similarities and differences between ways of life at different times.(Y1)</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past.(Y2)</p> | <p>Use sources to answer simple questions about the past (Y1).</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources (Y2).</p> | <p>Use simple historical terms. (Y1)</p> <p>Use a variety of simple historical terms and concepts.(Y2)</p> <p>Demonstrate simple historical concepts and events through role-play, drawing and writing. (Y2)</p> |
| Vocabulary | <i>What caused the fire of London and how did this effect the lives of the people?</i> | <p><u>Civilisation, cause</u></p> <p>community, parliament, Pudding Lane, bakery, Samuel Pepys, Thomas Farynor, diary, structure, building, terraced, thatched roof, pitch(tar), timber</p> | <p>Today, now, tomorrow, yesterday, then, after, before, week, present, year, past, long ago, Day, Week, Month, long ago</p> <p>Sequence, chronological order, recent history, earlier, later (Y2)</p> | <p>Sources: object, artefacts, fiction books, pictures, photographs, diary entries, maps, paintings</p> <p>Skills: observe, curiosity, investigate, explain, enquire, questioning, reasoning</p> | <i>Role-play/Interview to demonstrate knowledge of the events and cause.</i> |

Year One and Two Cycle A Unit 2

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|--|---|--|--|---|--|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle A Objectives Unit 2 | CHILDHOOD Changes within Living memory (1) Change & Continuity History of Toys (Focus changes of toys over time with an independent study of teddies through the ages) | Describe some changes within their living memory (including aspects of national life where appropriate). | Recognise the distinction between past and present. (Y1) Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. (Y1) Use common words and phrases concerned with the passing of time. (Y2) Order and sequence some familiar events and objects. (Y1) Order and sequence events and objects. (Y2) | Choose parts of stories and other sources to show what they know about the past. (Y1) Choose parts of stories and other sources to show what they know about significant people and events. (Y2) | Use simple historical terms. (Y1) Use a variety of simple historical terms and concepts. (Y2) Demonstrate simple historical concepts and events through role-play, drawing and writing. (Y2) |
| Vocabulary | <i>Would a child today, prefer to own a teddy bear from the past or present?</i> | <u>Childhood, change, continuity, same, different</u> <i>Grandparent, living memory, Victorian, modern, memory, rocking horse, thaumatrope, peg dolls, spinning top, skipping ropes</i> <i>Teddy Roosevelt, teddy bear, hunting, hard body, soft body, wool wood, stuffing, glass eyes, moving parts.</i> | <i>Today, now, hours, yesterday, then, after, before, the present, year, past, long ago, future, long ago, modern</i> <i>Sequence, chronological order, recent history, earlier, later,</i> | <i>Sources: museum, picture books, artefacts, photographs, newspaper article</i> <i>Skills: observe, record, questioning, enquiry, reasoning, drawing</i> | <i>Draw/write a timeline of the Teddy Bear - Considering what has changed and what is different - Which bear would you prefer?</i> |

Year One and Two Cycle B Unit 1

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|---------------------------------|--|---|--|---|---|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle B Objectives Unit 1 | JUSTICE & EQUALITY The lives of significant individuals in the past (3) Significant individuals <i>Learie Constantine</i> | Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. | Recognise the distinction between past and present. (Y1) Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. (Y1) Use common words and phrases concerned with the passing of time. (Y2) Order and sequence some familiar events and objects. (Y1) Order and sequence events and objects. (Y2) | Make simple observations about different people, events, beliefs and communities. (Y1) Recognise some basic reasons why people in the past acted as they did. (Y2) | Use simple historical terms. (Y1) Use a variety of simple historical terms and concepts. (Y2) Talk about what / who was significant in simple historical accounts. (Y2) |
| | | <u>Justice, equality, significant individual</u> Racism, race, skin colour, Africa, West Indies, cricket, Lancashire, Nelson, MBE, parliament, laws, migration, politics, government, welfare, relationships, barrister, honoured, lord. | Today, now, tomorrow, yesterday, then, after, before, weeks, present, year, decade, past, long ago, future, day, week, month, long ago, Sequence, chronological order, recent history, earlier, later, decades, centuries | Sources: letters, images, police reports, diary entries, laws, newspaper article Skills: reasoning, enquiry, curiosity, debate, | Thank you letter to Learie Constantine for defending the rights of migrants from Africa/West Indies. |
| Vocabulary | How did Learie Constantine provide justice and equality for others in the UK? | | | | |

Year One and Two Cycle B Unit 2

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|--|--|---|--|---|--|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle B Objectives Unit 2 | MIGRATION <i>Significant historical events, people and places in their locality (4).</i> Significance <i>Skelmersdale - Local development of a new town (Hugh Wilson)</i> | Develop awareness of significant historical events, people and places in their own locality. | Recognise the distinction between past and present. (Y1) Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. (Y1) Use common words and phrases concerned with the passing of time. (Y2) Identify some similarities and differences between ways of life at different times. (Y1) Recognise that their own lives are similar and / or different from the lives of people in the past. (Y2) | Use sources to answer simple questions about the past (Y1). Ask and answer simple questions about the past through observing and handling a range of sources (Y2). Consider why things may change over time. (Y2) Identify some of the basic ways in which the past can be represented. (Y1) | Use simple historical terms. (Y1) Use a variety of simple historical terms and concepts.(Y2) Describe special or significant events. (Y1) Demonstrate simple historical concepts and events through role-play, drawing and writing. (Y2) |
| Vocabulary | Why was the new town of Skelmersdale built? | <u>Migration, Significance</u> <i>Hugh Wilson, Skelmersdale, New Town, Liverpool, overspill, post war, proposals, CND, location, Lancashire, Church Farm, city, town.</i> <i>Skelmersdale Heritage Society</i> | <i>Today, now, tomorrow, yesterday, then, after, before, present, year, decade, century, the past, long ago, the future, day, week, month, long ago, modern</i> <i>Sequence, chronological order, recent history, earlier, later, decades, centuries</i> | <i>Sources: artefacts, newspaper articles, factual reports, photographs, diary entry,</i> <i>Skills: observe, reason, discuss, debate</i> | Newspaper report (Development of New Town) |

Year Three and Four Cycle A Unit 1

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|----------------------------------|--|---|---|---|--|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle A Objectives Unit 1 | CHILDHOOD <u>1. Changes in Britain from the Stone Age to the Iron Age</u> <u>Sources & Evidence</u> <u>Stone Age to Iron Age</u> | Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. (Y3) Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. (Y4) | Use some dates and historical terms when ordering events and objects. (Y3) Use dates and historical terms when ordering events and objects. (Y4) Demonstrate awareness that the past can be divided into different periods of time. (Y3) Identify where people and events fit into a chronological framework. (Y4) | Use sources to address historically valid questions (Y3) Use sources to address historically valid questions and hypotheses. (Y4) Recognise that our knowledge of the past is constructed from different sources of evidence. (Y3) Recognise how sources of evidence are used to make historical claims. (Y4) Recognise that different versions of past events may exist. (Y3) Describe some of the ways the past can be represented. (Y3) | Select and organise historical information to present in a range of ways. (Y3/4) Use relevant historical terms and vocabulary linked to chronology. (Y3) Use relevant and appropriate historical terms and vocabulary linked to chronology. (Y4) |
| Vocabulary | <i>Would you prefer to be a 'Stone Age' child or an 'Iron Age' child?</i> | <u><i>Childhood, sources, evidence.</i></u> <i>Stone Age, Bronze Age, Iron Age, flint, bronze, iron, settlement, shelter, tribal, Neanderthal, homosapiens, knuckle bones,</i> | <i>Present, past, year, decade, century, long ago Continuity, change, sequencing, trends, timeline, AD, duration, timescale</i> | <u><i>Sources</i></u> <i>first-hand evidence, second-hand evidence, eye-witness account, archaeologist, excavation, place, locality, bar graph.</i> <u><i>Skills</i></u> <i>Questions, opinion, experts, compare, initiate, themes, investigate, similarities, differences, perception, think critically and use judgement.</i> | <i>Draw comparisons by using evidence of both time frames - debate 'Stone Age' verses 'Iron Age'</i> <i>Penultimate lesson - discussion, allow children to gather all their for evidence their debate.</i> |

Year Three and Four Cycle A Unit 2

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|--|--|--|---|---|---|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle A Objectives Unit 2 | MIGRATION <u><i>The Roman Empire and its impact on Britain</i></u> <u><i>Consequences Romans (Boudicca)</i></u> | Describe some aspects of the Roman Empire and recognise its impact on Britain. | Use some dates and historical terms when ordering events and objects. (Y3) Use dates and historical terms when ordering events and objects. (Y4) Demonstrate awareness that the past can be divided into different periods of time. (Y3) Identify where people and events fit into a chronological framework. (Y4) | Use sources to address historically valid questions (Y3) Use sources to address historically valid questions and hypotheses. (Y4) Recognise that our knowledge of the past is constructed from different sources of evidence. (Y3) Recognise how sources of evidence are used to make historical claims. (Y4) Identify historically significant people and events in different situations. (Y4) | Discuss some historical events, issues, connections and changes. (Y3) Discuss significant aspects of, and connections between, different historical events. (Y4) Select and organise historical information to present in a range of ways. (Y3/4) Use relevant historical terms and vocabulary linked to chronology. (Y3) Use relevant and appropriate historical terms and vocabulary linked to chronology. (Y4) |
| Vocabulary | <i>What were the consequences of the Romans migrating to Britain?</i> | <u>Migration, Consequences</u> <i>Emperor, Julius Caesar, gladiator, aqueduct, invade, conquer, empire, Boudicca, toga, amphitheatre, slaves, tribe, hypocaust, centurion, settlement.</i> | <i>Present, past, year, decade, century, long ago, continuity, change, sequencing, trends, timeline, AD, duration, timescale,</i> | <u>Sources</u> <i>first-hand evidence, second-hand evidence, eye-witness account, archaeologist, place, locality, maps</i> <u>Skills</u> <i>Questions, opinion, experts, compare, initiate, themes, investigate, similarities, differences, perception, think critically and use judgement.</i> | <i>Newspaper report - impact of the Romans migration to Britian - tribes, accomplishments (roads, buildings, etc)</i> |

Year Three and Four Cycle B Unit 1

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|--|---|---|--|--|--|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle B Objectives Unit 1 | CIVILISATION <u>7. A study of achievements of the earliest civilisations.</u> <u>Sources and Evidence</u> <u>Ancient Civilisations</u> (Focus on Ancient Civilisations with an independent study of <i>Ancient Egypt</i>) | Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. | Use some dates and historical terms when ordering events and objects. (Y3) Use dates and historical terms when ordering events and objects. (Y4) Demonstrate awareness that the past can be divided into different periods of time. (Y3) Identify where people and events fit into a chronological framework. (Y4) Explore links and contrasts within and across different periods of time. (y4) | Use sources to address historically valid questions (Y3) Use sources to address historically valid questions and hypotheses. (Y4) Recognise that our knowledge of the past is constructed from different sources of evidence. (Y3) Recognise how sources of evidence are used to make historical claims. (Y4) | Select and organise historical information to present in a range of ways. (Y3/4) Use relevant historical terms and vocabulary linked to chronology. (Y3) Use relevant and appropriate historical terms and vocabulary linked to chronology. (Y4) |
| Vocabulary | <i>What are the many achievements of the Ancient Egyptians?</i> | <u>Civilisation source evidence Ancient</u> <i>Tutankhamen, mummification, pharaohs, pyramids, hieroglyphs, scribe, sarcophagus, mummy, Osiris, canopic jars, sphinx, culture beliefs, settlements, achievements, archaeology archaeologist, artefact, sources primary source, primary evidence, secondary source, secondary evidence</i> | <i>Present, past, year, decade, century, long ago, timescale, timeline, centenary,</i> | <u><i>Sources</i></u> <i>First-hand evidence, second-hand evidence, eye-witness account, satellite images, aerial photographs, locations, stories (Myths and Legends), data, records and oral history.</i> <u><i>Skills</i></u> <i>Interpretations, analyse, develop perspective, similarities, compare, developments and impact on life.</i> | <i>Information text – a detailed record of information about the early achievements of the Ancient Egyptians.</i> |

Year Three and Four Cycle B Unit 2

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|--|--|---|---|--|--|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle B Objectives Unit 2 | <p>JUSTICE & EQUALITY <u>5. A local study/</u> <u>Change & continuity</u> <u>Industrial Revolution</u> <u>(Skelmersdale -</u> <u>Mines- Disaster)</u></p> <p>JUSTICE & EQUALITY <u>6.A study of an</u> <u>aspect or theme in</u> <u>British history.</u> <u>Change & continuity</u> <u>Crime and Punishment</u> <u>in Lancashire -</u> <u>Victorian</u> <u>(Chronology)</u></p> | <p>Compare significant historical events to their locality.</p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</p> | <p>Use some dates and historical terms when ordering events and objects. (Y3)</p> <p>Use dates and historical terms when ordering events and objects. (Y4)</p> <p>Demonstrate awareness that the past can be divided into different periods of time. (Y3)</p> <p>Identify where people and events fit into a chronological framework. (Y4)</p> <p>Explore trends and changes over time.(Y3)</p> | <p>Use sources to address historically valid questions (Y3)</p> <p>Use sources to address historically valid questions and hypotheses. (Y4)</p> <p>Recognise that our knowledge of the past is constructed from different sources of evidence. (Y3)</p> <p>Recognise how sources of evidence are used to make historical claims. (Y4)</p> <p>Recognise that different versions of past events may exist. (Y3)</p> <p>Recognise why some events happened and what happened as a result (Y4)</p> | <p>Discuss some historical events, issues, connections and changes. (Y3)</p> <p>Discuss significant aspects of, and connections between, different historical events. (Y4)</p> <p>Select and organise historical information to present in a range of ways. (Y3/4)</p> <p>Use relevant historical terms and vocabulary linked to chronology. (Y3)</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology. (Y4)</p> |
| Vocabulary | <p>1.How did mining disaster change life in Skelmersdale?</p> <p>2.Did the Punishment fit the crime?</p> | <p><u>Justice, equality, change and continuity</u></p> <p>1.Laws, equality, machinery, homes, steam power, etc</p> <p>2.Penal wheel, justice, torture, prison, branding, the rack, scold's bridle, the crank, treadwheel, bobbies, deterrent, execution, judge, jury, treason, victim, trial</p> | <p>Present, past, year, decade, century, long ago, timescale, timeline, centenary,</p> | <p><u>Sources</u> First-hand evidence, second-hand evidence, eye-witness account, satellite images, aerial photographs, locations, stories (Myths and Legends), data, records and oral history. https://lancashireworkinglives.wordpress.com/crime-and-punishment-2/ <u>Skills</u> Interpretations, analyse, develop perspective, similarities, compare, developments and impact on life.</p> | <p>1.Explanation text</p> <p>2.Debate or piece of writing - A balanced argument - using both sides of the argument to see if the punishment fit the crime.</p> |

Year Five and Six Cycle A Unit 1

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|--|---|--|--|---|--|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle A Objectives Unit 1 | <i>CHILDHOOD/CIVILISATION</i> <i>3 Britain's settlements</i> <i>by Anglo-Saxons</i> <i>Consequence</i> <i>Anglo Saxons and Scots</i> | Describe some aspects of Britain's settlement by Anglo-Saxons and Scots (from Ireland). | <p>Use dates and appropriate historical terms to sequence events and periods of time. (Y5)</p> <p>Use dates and a wide range of historical terms when sequencing events and periods of time. (Y6)</p> <p>Identify where people, places and periods of time fit into a chronological framework. (Y5)</p> <p>Develop chronologically secure knowledge of the events and periods of time studied. (Y6)</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales. (Y5)</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. (Y6)</p> | <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses. (Y5)</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses. (Y6)</p> <p>Describe the impact of historical events and changes. (Y6)</p> <p>Recognise that some events, people and changes are judged as more significant than others. (Y6)</p> | <p>Use appropriate vocabulary when discussing and describing historical events. (Y5)</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events. (Y6)</p> <p>Choose relevant ways to communicate historical findings. (Y5)</p> <p>Choose the most appropriate way of communicating different historical findings. (Y6)</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. (Y5)</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. (Y6)</p> |
| Vocabulary | <i>Did the impact of the invasion of the Anglo-Saxons alter the childhoods of the Britons and the Scots?</i> | <i>Childhood, Civilisation, consequence</i> <i>Settlement, Gaelic, long ships, Scots - Dal Raita</i> | <i>Past, century, timescale timeline, timeframe, chronology, chronological, duration, sequence, s, AD, BC CE, BCE era</i> | <i>Sources</i> <i>Primary source, secondary source including all other learnt resources including research.</i> | <i>Narrative poem - detailing the life of a child during the events (Scots and Anglo-Saxons)</i> |

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|--|--|---|--|--|--|
| | | <i>invasion, conquest, raiding, Wessex, kingdoms/shires, thane, Mercia, Kent, East Anglia Northumbria, exile, Wergild, Anglo Saxons and geld.</i> | | <u>Skills</u> <i>Conduct, research, evaluate, collect, record, analyse, conclusions, advancements, interpretations, cause and effect, structured accounts, omissions, impression, biased, motive</i> | |
|--|--|---|--|--|--|

Year Five and Six Cycle A Unit 2

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|--|--|---|--|---|---|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle A Objectives Unit 2 | <p>MIGRATION <u><i>4 The Vikings and Anglo-Saxons struggle for the kingdom of England and the time of Edward the Confessor.</i></u> <u>Change and Continuity</u> <u><i>Vikings and Anglo Saxons</i></u></p> | Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor | <p>Use dates and appropriate historical terms to sequence events and periods of time. (Y5)</p> <p>Use dates and a wide range of historical terms when sequencing events and periods of time. (Y6)</p> <p>Identify where people, places and periods of time fit into a chronological framework. (Y5)</p> <p>Develop chronologically secure knowledge of the events and periods of time studied. (Y6)</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales. (Y5)</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. (Y6)</p> | <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses. (Y5)</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses. (Y6)</p> <p>Recognise how our knowledge of the past is constructed from a range of sources. (Y5)</p> <p>Evaluate sources and make simple inferences. (Y5)</p> <p>Choose relevant sources of evidence to support particular lines of enquiry. (Y5)</p> <p>Describe the impact of historical events and changes. (Y6)</p> | <p>Use appropriate vocabulary when discussing and describing historical events. (Y5)</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events. (Y6)</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. (Y5)</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. (Y6)</p> |
| Vocabulary | <p><i>How did life change in Briton, during the struggles between the Vikings and the Anglo-Saxons?</i></p> | <p><u>Migration, change and continuity</u></p> <p><i>Exile, invade, raid, outlawed, Kingdom, pillaged, longship/longhouse, warrior, Edward the</i></p> | <p><i>Past, century, timescale timeline, timeframe, chronology, chronological, duration, sequence, s, AD, BC CE, BCE era</i></p> | <p><u>Sources</u> <i>Primary source, secondary source including all other learnt resources including research.</i></p> <p><u>Skills:</u> <i>hypothesis, observation, enquiry, curiosity, debating,</i></p> | <p><i>Diary entry - record the change that have been witnessed over time.</i></p> |

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| | | <p><i>Confessor, Scandinavia, settlement, Sweden, Norway, Danelaw, conquer, invader, raids, vicious, and Norse. continuity, change cause, causation, consequence key/significant rise fall, decline impact, influence, legacy</i></p> | | <p><i>collect, different scales, record, infer, reliable, analyse, analyse trends, evaluate, suggest, compare, contrast, influence, identify, hypothesis, sift arguments, sources.</i></p> | |
|--|--|---|--|--|--|

Year Five and Six Cycle B Unit 1

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
|--|--|--|--|---|---|
| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle B Objectives Unit 1 | <i>CIVILISATION</i> <i>(9) A non-European society that provides contrast with British history</i> <i>Interpretations</i> <i>Middle East - Baghdad</i> | Describe key aspects of a non-European society such as the early Islamic civilisation. | <p>Use dates and appropriate historical terms to sequence events and periods of time. (Y5)</p> <p>Use dates and a wide range of historical terms when sequencing events and periods of time. (Y6)</p> <p>Identify where people, places and periods of time fit into a chronological framework. (Y5)</p> <p>Develop chronologically secure knowledge of the events and periods of time studied. (Y6)</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales. (Y5)</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. (Y6)</p> | <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses. (Y5)</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses. (Y6)</p> <p>Recognise how our knowledge of the past is constructed from a range of sources. (Y5)</p> <p>Evaluate sources and make simple inferences. (Y5)</p> <p>Choose relevant sources of evidence to support particular lines of enquiry. (Y5)</p> <p>Give some reasons for contrasting arguments and interpretations of the past. (Y6)</p> <p>Describe the impact of historical events and changes. (Y6)</p> <p>Recognise that some events, people and changes are judged as more significant than others. (Y6)</p> | <p>Discuss and debate historical issues. (Y5)</p> <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues. (Y6)</p> <p>Use appropriate vocabulary when discussing and describing historical events. (Y5)</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events. (Y6)</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. (Y5)</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. (Y6)</p> |

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| <p>Vocabulary</p> | <p>How do interpretations of Baghdad's civilisation differ within the Golden age?</p> | <p><u>Civilisation, interpretations</u></p> <p>Mosque, coins, water mill, coins, pottery, mathematics, Power: Monarchy: Legitimacy of this type of rule, al-Khawarzimi, Abbasid caliphate, empire, Islamic, Caliphs (kings), Middle East, e Hijaz (modern day Saudi Arabia), society, traders, advances, advancements, silk, silk-road, medicine, transient settlements, major towns and cities, conquering, territory, assimilation</p> | <p>Past, century, timescale timeline, timeframe, chronology, chronological, duration, sequence, s, AD, BC CE, BCE era</p> | <p><u>Sources:</u> photography, artwork, museums, artefacts, written word, laws and democracy, artefact, sources, primary source, primary, evidence, secondary source, secondary evidence, evidence,</p> <p><u>Skills:</u> hypothesis, observation, enquiry, curiosity, debating, collect, different scales, record, infer, reliable, analyse, analyse trends, evaluate, suggest, compare, contrast, influence, identify, hypothesis, sift arguments, sources,</p> | <p>Debate - completing a balanced argument, giving evidence from alternative sources about the Golden Age.</p> |
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Year Five and Six Cycle B Unit 2

| | Unit Name Concepts Big Questions | Think like a historian... Substantial Knowledge | Work like a historian ... Disciplinary knowledge | | |
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| | | Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| Cycle B Objectives Unit 2 | <i>JUSTICE & EQUALITY</i> <i>(8 Ancient Greece)</i> <i>Similarities and</i> <i>Difference</i> <i>Ancient Greeks -</i> <i>Athens and Sparta</i> | Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. | <p>Use dates and appropriate historical terms to sequence events and periods of time. (Y5)</p> <p>Use dates and a wide range of historical terms when sequencing events and periods of time. (Y6)</p> <p>Identify where people, places and periods of time fit into a chronological framework. (Y5)</p> <p>Develop chronologically secure knowledge of the events and periods of time studied. (Y6)</p> | <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses. (Y5)</p> <p>Regularly address and sometimes devise historically valid questions and hypotheses. (Y6)</p> <p>Recognise how our knowledge of the past is constructed from a range of sources. (Y5)</p> <p>Evaluate sources and make simple inferences. (Y5)</p> <p>Choose relevant sources of evidence to support particular lines of enquiry. (Y5)</p> <p>Give some reasons for contrasting arguments and interpretations of the past. (Y6)</p> | <p>Use appropriate vocabulary when discussing and describing historical events. (Y5)</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events. (Y6)</p> <p>Choose relevant ways to communicate historical findings. (Y5)</p> <p>Choose the most appropriate way of communicating different historical findings. (Y6)</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. (Y5)</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. (Y6)</p> |
| Vocabulary | <i>Why did the Spartans not use slaves?</i> | <i>Justice, equality, similarity, differences</i> | <i>Past, century, timescale timeline, timeframe, chronology, chronological,</i> | <i>Sources: photography, artwork, museums, artefacts, written word, laws and democracy, artefact, sources,</i> | <i>Choice of text - explaining the use of slaves or not.</i> |

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| | | <p><i>Parthenon, Sparta, spartan, Athens, Athenians, marathon, laws, city states, temple, forum, social, structure, politics, political, equality, citizenship, justice, protection, slavery, slaves, democracy, Alexander the Great, Hoplites, civilisation, temple</i></p> | <p><i>duration, sequence, s, AD, BC CE, BCE era</i></p> | <p><i>primary source, primary, evidence, secondary source, secondary evidence, evidence,</i></p> <p>Skills: <i>hypothesis, observation, enquiry, curiosity, debating, collect, different scales, record, infer, reliable, analyse, analyse trends, evaluate, suggest, compare, contrast, influence, identify, hypothesis, sift arguments, sources,</i></p> | |
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