



History Curriculum Progression Map

History Curriculum Intent:

Our curriculum is designed to build on children's previous learning to develop their knowledge, skills and understanding so that they recognise, understand and appreciate their place in their local community and in the wider world. The History curriculum in KS2 has therefore been designed with chronology as a focus to support children with making links and comparisons between different periods and events within history,

To ensure that the children learn historical knowledge as well as the skills in which key concepts can be understood – skills focusing on understanding change, continuity, causation, consequence, similarity, difference and significance – a selection of common threads will underpin and run throughout our teaching and learning of History in all year groups. These will include, social classes and hierarchy, democracy and politics, significant events, settlements, travel and transportation and culture and industry.

Focusing in detail on these aspects of History through analysing a variety of artefacts and primary and secondary sources will not only ensure progression but will also ensure that learning is meaningful for our children; this will enable them to make clear links between the periods of History studied and even stronger links with the present day and our ever-evolving world.

The History Curriculum is supported by the Chris Quigley Curriculum Companion Materials for History.

		EYFS Early Learning Goals EYFS 2021	In Reception children should EYFS 2021	Knowledge	Skills	Vocabulary	Literacy Link / Wider Curricular Link
EYFS	<u>AUTUMN TERM</u> All About Me People Who Help Us	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> - Family - Family trees (linked to K&Q for Year 1) - Difference between past and present within their own lives. - To know that a timeline represents time passing – mark on timeline with key events. - Celebrations of different significant events. 	<ul style="list-style-type: none"> - Talk about themselves and their families and how they might vary from one family to the next. - Sequencing. - Comparing artefacts. - Observing change. - Recalling facts. - Basic chronology – daily timetable (now and next, this year, next year, last year). 	<p>Today, Yesterday, Tomorrow, Before, After, Now, Next, This year, Last year, Next year, Old, Past, Present, Future, Long ago, Compare, Celebrations, Sequence / sequencing</p>	<p>Science:</p> <p>Observe change</p> <p>Similarities and differences.</p>
	<u>SPRING TERM</u> How We've Grown Past and Present (ICT/Science link)		<p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> - Understanding the growth of a human - Recognising change and the development as they grow from a baby. - Mark significant events on the timeline showing change in both humans and nature. - 	<ul style="list-style-type: none"> - Discuss chronologies and how time lines can be used 		<p>Literacy: The Naughty Bus</p> <p>Our Families</p> <p>Traditional Tales</p>
	<u>SUMMER TERM</u> Big Cities		<p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> - Identify old and new buildings in the local area. - To be able to identify places of significance - To be able to compare one place to another - Similarities and differences 	<ul style="list-style-type: none"> - Compare and explain the difference between villages, towns, cities. - Compare a range of artefacts from photographs to maps and drawings. - 		

Year 1	<u>AUTUMN TERM</u> The Great Plague <i>(Refer to CQ document)</i>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality</p> <p>▲ ▲ ▲ ▲</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events.</p>	<ul style="list-style-type: none"> - To know that the Great Plague (Black Death) was an ancient disease carried by rats that spread in the 1300s in London. - Use evidence from the past to describe who, what, where, when, why. - To understand that the Plague spread through travellers and trade. - Understand the importance of artefacts (Samuel Pepys) in piecing together elements of history. - To know how history has influenced the present day. - Answer and ask thoughtful questions about history. - - - 	<ul style="list-style-type: none"> - List some events from the Black Death and put them in a time line. - Recall key facts about the Black Death- when? How? Where? Etc. - Explain how and why the Black Death spread. - Describe how historical accounts are useful in telling us about the past- Pepys' diary. - Compare and contrast how people were usually buried and during the plague. - Make comparisons between the plague and the recent pandemic, - Ask questions and find out about the past. - 	<p>London, The Great Plague, The Black Death, disease, ancient, evidence, artefacts. Outbreak, recount, centuries, death,</p>	
	<u>SPRING TERM</u> The Great Fire of London 6th Sept 1666 <i>(Refer to CQ document)</i>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<ul style="list-style-type: none"> - Recognise the distinction between past and present. - Identify some similarities and differences between their own present and aspects of the past. - Recognise the difference between old and new buildings - Understand why it is important to stay safe (health and safety / fire service). - Identify and describe life events (Samuel Pepys). - Tell stories about the past. - Identify some of the 'basic' ways the past can be represented. 	<ul style="list-style-type: none"> - Place a few events and objects in order by using common phrases to show the passing of time (see vocabulary). - Explore events, look at pictures and ask questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about the past, buildings and written sources). - Show what they know and understand about the past in different ways (speaking, role play, drawing and writing). 	<p>Passing of time: old, new, young, days, months, now, yesterday, last week, before, when I was younger, a very long time ago, before I was born, continuity / change, sequence, timeline, enquire, artefacts, Great Fire of London, Samuel Pepys, Pudding Lane, September 1666, thatched roof, emergency,</p>	<p>Literacy: Newspaper Article – The Great Fire of London</p>
	<u>SUMMER TERM</u> Kings and Queens <i>(Refer to CQ documents)</i>		<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality</p> <p>Changes within living memory.</p>	<ul style="list-style-type: none"> - Know the names of some Kings and Queens of England in the past and in the present. - Understand the role of a monarch. - Know about the Commonwealth - Understand the importance of British Values. - Recall some facts about the people / events before living memory. - Recognise the role of government and parliament. 	<ul style="list-style-type: none"> - Compare Kings and Queens in the past and present. - Organise information about significant kings and queens throughout history. - Describe what is meant by the word 'monarch'. - Describe the role of a monarch and how this have changed throughout history. - Explore events, look at pictures and ask questions about the past through observing and handling a range of sources. - Use simple stories and other sources to show that they know and understand key features of events. 	<p>Now / then, same / different, Kings / Queens, Monarch, Lady / Lord, Kingdom, castle, majesty, royal / royalty, reign, crown / crowned, throne, rule, parliament, government, Queen Victoria, Elizabeth II, , Charles I, Prime Minister, politics, commonwealth, parliament</p>	<p>Literacy: Drama / Role Play</p>

					<ul style="list-style-type: none"> List significant events that took place in the lives of kings and queens and order them on a timeline. Explore traditions within the monarchy and how these have change throughout history. 		
Year 2	AUTUMN TERM The Gunpowder Plot 1605 <i>(Refer to CQ documents)</i>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<ul style="list-style-type: none"> Recognise the distinction between present and past in their own and other people's lives. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (see vocabulary). Say why people may have acted the way they did. Talk about influential people from the past. Know about people's contributions to society. Look at evidence to explain the reasons behind people's actions. Recount the main events from a significant event in history (The Gunpowder Plot). 	<ul style="list-style-type: none"> Compare aspects of life in different periods. Understand how to put people, events and objects in order of when they happened, using a scale. Sequence a set of events (using a timeline). Analyse different historical sources to find out about the past (books, pictures, stories, eye witness accounts, photographs, artefacts, museums etc). Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. To being to understand he reasons why people in the past acted as they did from a range of sources. 	<p>Chronology, Compare / comparison, Continuity / Change , Similarity / Difference, before, after, a long time ago, past, Sequence, Timeline, Historical source(s), Past, Present, Society, Influential, Bonfire Night, Conspirators, River Thames, Guy Fawkes, Houses of Parliament, King James I, Tower of London</p>	<p>Literacy: Newspaper Report / Poetry – The Gunpowder Plot</p>	
	SPRING TERM Explorers: Columbus; The Wright Brothers (History of flight); Neil Armstrong <i>(Refer to CQ documents)</i>						<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality</p>

Year 3	SUMMER TERM Victorian Seaside			<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Summarise the main events from significant events- the first flight, Columbus, the moon landing. - Describe how transport has changed and evolved throughout the past and present. - Create fact files about significant people throughout history (Columbus, The Wright Brothers, Neil Armstrong) 		
	AUTUMN TERM Stone Age 3000BCE - 500BCE <i>(Refer to CQ documents)</i>	<ul style="list-style-type: none"> ▲ Changes in Britain from the Stone Age to the Iron Age. ▲ The Roman Empire and its impact on Britain. ▲ The achievements of the earliest civilizations – an overview where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The 	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> - Identify some similarities and differences between ways of life in different periods. - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (see vocabulary). - 	<ul style="list-style-type: none"> - Ask questions about the past. - Use a wide range of information to answer questions. - Analyse different historical sources to find out about the past (books, pictures, stories, eye witness accounts, photographs, artefacts, museums etc). - Understand historical concepts and use them to make simple connections and draw contrasts. - Explore and describe why Blackpool was a popular seaside destination in the Victorian era. - Identify similarities and differences between seaside holidays in the past and present. - 	<p>before, after, a long time ago, past, Victorians, Donkey Ride, Promenade, Bicycle, Penny Farthing, Tram, Steam Engine, Bathing Machine</p>	<p>Literacy: Persuasion / Advertisement – Visit a Victorian Seaside.</p>
		<p>Changes in Britain from the Stone Age to the Iron Age.</p>	<ul style="list-style-type: none"> - Understand the reasons behind the change from the Stone Age to Bronze Age to the Iron Age. - Understand what life was like during the Stone Age by analysing a settlement (Skara Brae). - Know that a timeline can be divided into BCE (Before Common Era) / BC (Before Christ) and CE (Common Era) / AD (Anno Domini). - Understand some of the ways in which people's lives have shaped this nation. 	<ul style="list-style-type: none"> - Use a timeline to place historical events in chronological order (eg. the chronology of the Stone Age, Bronze Age and Iron Age) – use specialist dates and terms. - Analyse different historical sources to find out about the past (books, pictures, stories, eye witness accounts, photographs, artefacts, museums etc). - Communicate knowledge and understanding in a variety of ways. - Note connections, contrasts and trends over time. - Using a timeline and historical language, including the word 'chronology', describe the changes taking place in this era. 	<p>Chronology, Cause and Consequence, Artefacts, Stone age / Bronze Age / Iron Age, Skara Brae, Civilization, Prehistoric, Metalworking, Smelting, Tools</p>	<p>Literacy: Story as a theme – Stone Age</p>	

					<ul style="list-style-type: none"> - Organise information about the Stone Age. - Explain the change between hunter-gather to permanent settlers. - Compare and contrast the settlement at Skara Brae with early Mesolithic settlements. - 		
<p><u>SPRING TERM</u> Ancient Egyptians 6000BCE – 332BCE</p> <p><i>(Refer to CQ documents)</i></p>		<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Summer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<ul style="list-style-type: none"> - Know that a timeline can be divided into BCE (Before Common Era) / BC (Before Christ) and CE (Common Era) / AD (Anno Domini). - Use evidence to describe the culture in the past. - Use evidence to describe the social hierarchy / society / way of life in the past. - Understand some significant aspects of history – the nature of ancient civilizations. 	<ul style="list-style-type: none"> - Understand how some historical events occurred concurrently in different locations (Ancient Egypt and Prehistoric Britain). - Note connections, contrasts and trends over time (make links between the Ancient Egyptians and The Stone Age). - 	<p>Ancient Egypt, Afterlife, Akhet (season of the year when the Nile flooded), The River Nile, Pharaoh, Nefertiti, Mummy</p>	<p>Literacy: Poetry (poems on a theme) – Ancient Egypt</p>	
<p><u>SUMMER TERM</u></p> <p>Romans 43CE – 410CE</p> <p><i>(Refer to CQ documents)</i></p>		<p>The Roman Empire and its impact on Britain.</p>	<ul style="list-style-type: none"> - Know that a timeline can be divided into BCE (Before Common Era) / BC (Before Christ) and CE (Common Era) / AD (Anno Domini). - Describe how Britain has influenced and been influenced by the wider world (invasions / settlement). - Understand why the Roman's came to Britain and why they left. - Understand some significant aspects of history – the expansion of empires. - Understand some of the ways in which people's lives have shaped this nation. 	<ul style="list-style-type: none"> - Use a timeline to place historical events in chronological order - Use specialist dates and terms and place topics studied into different periods (century, decade, Roman, BC, AD). - Explore the idea that there are different accounts of history. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>Century, Decade, Romans, Roman Empire, The Republic, Julius Caesar, Caesar, Social Hierarchy, Democracy, Election, Republic, Senate / Senator, invade / invasions, settlement</p>	<p>Literacy: Non-chronological report / Playscripts</p>	

Year 4	<p><u>AUTUMN TERM</u></p> <p>Anglo Saxons 450CE - 779CE</p> <p><i>(Refer to CQ documents)</i></p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>▲ ▲ ▲</p>	<p>Britain's settlements by Anglo Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<ul style="list-style-type: none"> - Explain how Britain has influenced and been influenced by the wider world. - Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time (link to previous work on The Romans). - Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> - Describe the main changes in a period in history. - Look at different versions of the same event in history and identify differences (link to folk lore tales and legends). - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to tell hypotheses. - Label a timeline with events. - Explain some of the reasons why Anglo Saxons came to Britain. - Create a map to show where the main kingdoms of Anglo-Saxon times were. Use key dates to show how these kingdoms changed over time. - Identify the main characteristics of Anglo Saxon Britain. - Compare and contrast the beliefs of the Anglo-Saxons when they first arrived in Britain with their beliefs at the start of the tenth century. 	<p>Anglo Saxons, Vikings, Invade / Invasion, Settlements, Village, Kingdom, Religion, Tribe, allegiance, conquered.</p>	Literacy: Legends
	<p><u>SPRING TERM</u></p> <p>Viking Invasion</p> <p><i>(Refer to CQ documents)</i></p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<ul style="list-style-type: none"> - Explain how Britain has influenced and been influenced by the wider world. - Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time (link to previous work on The Romans). - Know that people in the past represent events or ideas in a way that persuades others. - Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> - Using a timeline and historical vocabulary, give an overview of significant Viking and Anglo-Saxon events - Use a range of sources and explore artefacts to explain what they tell us about this significant time period. - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to tell hypotheses. - Compare and contrast a raid and a conquest. - Explain what made the Viking longboat such an important feature of battle. - Organise information about Viking beliefs. - Describe what is meant by the word 'colonised'. - What are the Vikings most remembered for? - Use appropriate historical vocabulary to communicate. 	<p>Viking, Anglo Saxon, invade, invasion, conquest, beliefs, colonised, raid, sources, time period, conflict</p>	

	<p>SUMMER TERM</p> <p>Battle of Hastings 14th Oct 1066</p> <p><i>(Refer to CQ documents)</i></p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<ul style="list-style-type: none"> - To know how history has influenced the present day. - Explain how Britain has influenced and been influenced by the wider world. - Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. - Understand some significant aspects of history – achievements and follies of mankind. 	<ul style="list-style-type: none"> - Describe the main changes in a period in history. - Look at different versions of the same event in history and identify differences. - Know that people in the past represent events or ideas in a way that persuades others. - Produce structured work that makes connections, draws some contrasts, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates (link to prior learning). 	<p>The Battle of Hastings, Norman, Saxon, battle, English, William, swords, archer, shield, arrows, Harold, retreat, cavalry</p>	
<p>Year 5</p>	<p>AUTUMN TERM</p> <p>Mayan Civilization</p> <p>Classic Mayan Period – 250-950CE</p> <p><i>(Refer to CQ documents)</i></p>	<p>chronological</p> <p>A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. CE 900; Mayan civilization c. CE 900; Benin (West Africa) c. CE 900-1300.</p>	<ul style="list-style-type: none"> - Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time (focus on World history) - Understand significant aspects of history – nature of ancient civilizations; expansions and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms (Mayan food – its religious and cultural significance). 	<ul style="list-style-type: none"> - Gain historical perspective by placing their growing knowledge into different contexts...between cultural, religious and social history. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.. - Order significant events in the Mayan Civilisation on a timeline. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information (religious beliefs and practices, number system and calendar). - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance (Mayan writing system). 	<p>Mayan, Maya, Ahau / Ahaw, Cacao, Classic Period, City-state, Mesoamerica, Gods, worshipped, cacao, ritual, calendar, number system, writing system, religion, culture / cultural</p>	<p>Literacy: Adventure Story</p>
	<p>SPRING TERM</p> <p>The Tudors 1485CE - 1600CE</p> <p><i>(Refer to CQ documents)</i></p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<ul style="list-style-type: none"> - Describe similarities and differences between some people, events and artefacts studied. - Describe how historical events studied affect / influence life today. - Make links between some of the features of past societies (eg. religion, society, social hierarchy, technology). - Identify how periods studied fit into a chronological framework by noting connections, trends and contrasts over time. - Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. 	<ul style="list-style-type: none"> - Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilization, parliament, peasantry). - Gain historical perspective by placing their growing knowledge into different contexts...between political, religious and social history. - Describe the main changes in a period in history. - Identify and compare Tudor monarchs. - Give reasons why there may be different accounts of history. - Evaluate evidence to choose the most reliable forms. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer. - Plan and present a self-directed project or research about the studied period. 	<p>Change, Continuity, Cause / Causation, Consequence, The Tudors, Henry VIII, Religion, Protestant / Catholic, Reformation, The Gunpowder Plot, Workhouses, Equality, Social Hierarchy</p> <p>Monarch, medieval, legacy, heir, rebellion, parliament, civil war, alliance,</p>	<p>Literacy: Non-chronological Report</p>

					<ul style="list-style-type: none"> - Make observations about how daily lives changed during Tudor rule. - Summarise the main changes that took place during the Tudor dynasty. 		
	<p style="text-align: center;">SUMMER TERM</p> <p style="text-align: center;">The Victorians 1837 – 1901</p> <p style="text-align: center;"><i>(Refer to CQ documents)</i></p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<ul style="list-style-type: none"> - Being to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (industrial Britain – differences between an industrial society and a pre-industrial society). - Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. - Understand the difference between social classes. - - 	<ul style="list-style-type: none"> - Analyse connections, trends and contrasts over time. - Present a clear narrative within and across periods that notes connections, contrasts and trends over time (why was Arkwright's invention so important? Why did the steam engine have such an enormous impact as an invention?). - Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed (different views on industrialisation). - Compare and contrast rural and urban settlements before and after the Industrial Revolution. - Use multiple sources of evidence to explain the concept of the 'middle classes'. - Describe the difference between the lives of the rich and the poor in the Victorian era. - Describe the impact of the industrial revolution. - Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end. 	<p>Victorian, Era, Queen Victoria, Industrial revolution, social class, parliament, workforce, empire, law, poverty, conditions</p>	<p>Literacy: Classic Story – Linked to The Victorians. Newspaper Report (link to the Workhouses), Diary Writing,</p> <p>Science: Healthy Eating / Comparing Meals / Changing Materials – Smelting</p>

Year 6	<p><u>AUTUMN TERM</u></p> <p>Britain at War WW1 1914-1918 WWII 1939-1945</p> <p><i>(Refer to CQ Documents)</i></p>	<p>chronological knowledge that extends pupils' chronological knowledge beyond 1066.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<ul style="list-style-type: none"> - Explain why changes may have occurred, backed up by evidence. - Describe similarities and differences between some people, events and artefacts studied. - Identify and compare changes within and across different periods. - Describe how historical events studied affect / influence life today. - Make links between some of the features of past societies (eg. religion, society, social hierarchy, technology). - Begin to recognise why some events, people and changes might be judged as more historically significant than others. - Understand the cause and effect of a significant historical event. - Explain the impact of such a historical event. 	<ul style="list-style-type: none"> - Order significant events, movements and dates on a timeline. - Choose reliable sources of information to find out about the past. - Evaluate evidence to choose the most reliable forms. - Explain and describe key events. - Know that people in the past have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer. - Explain the meaning of key vocabulary and concepts e.g. evacuation, rationing. - Explain the impact of a significant event on everyday life in Britain and the impact on today. - Plan and present a self-directed project or research about the studied period. 	<p>Global conflict, war, propaganda, Blitz, evacuation, holocaust, rationing, dispute, decades, Hitler, invaded, Britain,</p>	<p>Literacy: Short Stories with a Flashback. Recount: autobiography</p>
	<p><u>SPRING TERM</u></p> <p>Local Study Unit linked to Air Base, Freckleton Air Disaster and Britain at War.</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>A local history study.</p> <p>An in= depth study linked to one of the British areas of study reflected in the locality.</p>	<ul style="list-style-type: none"> - Use a wide range of sources as a basis for research to answer questions and to test hypotheses. - Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change.?' 'Why do we remember.?' 'Why do people disagree.?' - Describe the results of historical events, situations and changes e.g. the impact on people's lives - Recognise how our knowledge of the past is constructed from a range of different sources 	<ul style="list-style-type: none"> - To explain what caused the Freckleton Air Disaster - use a range of sources (documents, articles, photographs, eyewitness accounts, internet etc.) to identify who, what, where, when, why. - Explore historical maps to identify the location of the disaster. - Explore the reliability of sources. - Use appropriate historical vocabulary to describe the historical event. - Identify reasons why the Air Base was constructed in Warton. - Describe the impact this has on the local area in the war. - Describe the impact the air disaster had on people's lives in the local area. - Make links with Air Base in local area (BAE Warton) 	<p>War, Britain, Air Base, disaster, sources, cause, effect, location, local history, significant, cause, effect,</p>

	<p style="text-align: center;"><u>SUMMER TERM</u></p> <p style="text-align: center;">Ancient Greece</p> <p style="text-align: center;"><i>(Refer to CQ documents)</i></p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<ul style="list-style-type: none"> - Describe similarities and differences between some people, events and artefacts studied. - Describe how historical events studied affect / influence life today. - Make links between some of the features of past societies (eg. religion, society, social hierarchy, technology). - Being to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. - Describe the characteristic features of the past, including ideas and beliefs. - Understand how the past still influences the present (architecture). - Know that Ancient Greeks influence the modern politics system. 	<ul style="list-style-type: none"> - Gain historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political, religious and social history. - Use appropriate vocabulary when describing the passing of time and historical concepts (see vocabulary). - Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. - Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate terms and dates. - Describe how architecture still influences designs today. - Identify and list key beliefs and examples of myths and legends) - 	<p>primary source, secondary source, reliability, Ancient Greece, Athens, Sparta, Marathon, City-states,</p> <p>democracy, historical sources, citizens, literature, architecture, myths, beliefs</p>	<p>Literacy: Debates / discussion. Myths – Ancient Greece</p>
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