Hamworthy Primary Schools - History Medium Term Plan

Rationale:

As a Federation, our history offer will inspire our children to become increasingly curious about the past. Our young historians will be required to think critically about the history of Britain and the wider world. Our children will study and critique the significance of historical people, events and places from around the globe and evaluate how these have contributed to modern societies.

Our young historians will develop a progressive knowledge of how we, as humans, came to be and begin to speculate what the future may hold for them, as the next generation of decision makers. We will explore the diversity of societies and the relationships between different groups, as well as their own identity and the challenges of their time.

Through engaging historical topics and enriching opportunities, our children will develop their historical enquiry skills, their ability to think critically and their use of historical terms. Our children will explore evidence from a range of sources to learn about the past and to inspire their curiosity. This in turn will enable them to evaluate and challenge their own and other's views regarding change and the passing of time, with real justification.

Historical Concepts						
Historical enquiry	**Historical chronology**	**Historical Themes**	**Continuity and change**	**Cause & Consequences**	**Similarities & Differences**	**Significant people & events**

Key Stage 1 History Overview						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS						
Year 1		**Gunpowder Plot**		**Mary Anning A significant local figure**		**Queen Elizabeth II**
Themes		*Invention and technology, war and conflict, religion.*		*invention and technology.*		*Monarchy, Empire, Government.*
Enrichment		*Treehouse Theatre*		*Fossil talk*		
Year 2	**Great Fire of London**		**Titanic**		**Florence Nightingale/ Mary Seacole**	
Themes	*Invention and technology, Monarchy.*		*Invention and technology, poverty, and wealth.*		*Invention and technology, poverty and wealth.*	
Enrichment	*Fire Service*		*RNLI*		*Nurse Visit*	

Key Stage 2 History Overview						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 3			**Stone Age to Iron Age**	**Ancient Egypt**		
Themes			*Settlement, invention and technology.*	*Religion.*		
Enrichment				*Tutankhamun Exhibition*		
Year 4			**Roman Britain**		**Ancient Greeks**	
Themes			*Empire, invasion, war and conflict, invention and technology.*		*Invention and technology, government.*	
Enrichment			Ancient Technology Centre		*Greek Day*	
Year 5		**C AD. 500 Maya**	**Anglo-Saxons and Scots**	**Anglo-Saxons and Vikings**		**Corfe Castle – a local study**
Themes		*Technology, invention, religion.*	*Invasion, Settlement War and conflict.*	*Invasion, settlement, war and conflict, religion.*	.	*Monarchy, war and conflict, religion.*
Enrichment			*Treehouse Theatre*			*Corfe Castle*
Year 6	***Battle of Britain***				**Medicine through the ages.**	
Themes	War and conflict, invasion, government.				Invention and technology.	
Enrichment	Tank Museum					

EYFS : Nursery

National Curriculum Objectives: Development matters: Begin to make sense of their own life story and family's history

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology Continuity and change	Begin to make sense of their own life story and family's history		

EYFS : Reception

Prior Knowledge: Begin to make sense of their own life story and family's history

National Curriculum Objectives: Development matters: Comment on images of familiar situations in the past
Compare and contrast characters from stories, including figures from the past
ELG: Talk about 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.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology Continuity and change Interpreting evidence	Talk about own self using photos from home Look through learning journals – a history of my year in reception	Past Now	

Significance of events and people Similarities and differences	Planet Earth – dinosaurs. Talk about ice age and fossils. Old artefacts – comparing old and new – old and new mobile phones Language of 'past' and 'present/now'		

Year 1:			
Autumn 2: Gunpowder Plot Concepts: Historical Chronology, Cause and consequence, Significance of events and people, Interpreting evidence, Historical themes and enquiry			
National Curriculum Objectives: *Events beyond living memory that are significant nationally or globally* *Significant historical events, people and places*			
Prior knowledge: ELG: Talk about people around them and their role in society. Know some similarities and differences between the past and now.			
Components-Disciplinary Knowledge	**Precis-Substantive Knowledge**	**Key vocabulary**	**Themes**
Historical Chronology – I know how to sequence some events or 2 related objects in order **across topics**	• To know when the Gunpowder plot happened • To know why the gunpowder plot happened	Gunpowder Plot King London	Government Monarchy

Enquiry – presenting findings; Historical Chronology – I know how to recall parts of stories and memorise about the past *Historical Chronology* – I know how to begin to use dates *Enquiry – conclusions; Cause and Consequence* – I know how to recall why people did what they did *Enquiry – questioning* – I know how to find answers to simple questions about the past from sources of evidence (e.g. pictures, stories, artifacts) *Interpreting evidence; Enquiry – Analysing* I know how to use sources of evidence to begin to identify and recount some details about the past *Significance People & events* – I know how to recognise and make simple observations about who was significant in a historical event/account *Continuity and Change* – I know how to recall how things change over time	• To know how the gunpowder plot happened • To know who Guy Fawkes is, his role in the Gunpowder plot and why he is well known today • To know who the king was at the time. • To know that Bonfire night started as a celebration of the King's survival. • To know what a traditional bonfire celebration looks like compared to the past. • To know how Bonfire night celebrations can differ throughout the UK.	Houses of Parliament Guy Fawkes Catholic Protestant	

Enquiry – Analysing; Similarities and Differences – I know how to identify similarities and differences between my own life and events or people I study			

Year 1:

Spring 2: Mary Anning

Concepts: Historical Chronology, Cause and consequence, Significance of events and people, Interpreting evidence, Historical themes, Similarities and Differences, Continuity and change

National Curriculum:
Events beyond living memory that are significant nationally or globally.
Significant historical events, people and places in their own locality.

Prior knowledge: ELG: Talk about people around them and their role in society. Know some similarities and differences between the past and now. *Dinosaurs in reception*
Year one: Know when the Gunpowder plot happened (chronology)

Components-Disciplinary Knowledge	Precis-Substantive knowledge	Key vocabulary	Themes
Historical Chronology – I know how to begin to use dates **across units** *Historical Chronology* – I know how to sequence some events or 2 related objects in order *Historical Chronology* – I know how to recall parts of stories and memories about the past	• To know when Mary Anning lived and to know that she lived in Dorset • To know what she did throughout her lifetime • To know that she is a significant figure in history and what that means • To know that the coastline is	Mary Anning Fossil Jurassic coats Extinct Pre historic Palaeontologist Dorset	Invention and Technology Poverty and Wealth

Continuity and Change-I know how to recall how things change over time *Significance of events and people*-I know how to recognise and make simple observations about who was significant in a historical event or account *Enquiry - Questioning; Interpreting Evidence* – I know how to begin to suggest where you might find useful information that will answer questions *Cause and Consequence*-I know how to recall why people did what they did	called Jurassic for a reason • To know what significant findings she made • To know that this changed how science and palaeontology viewed Jurassic era • To know that she was recognised for her achievements only after she died • I know that she was an important female figure who changed scientific thinking		

Year 1:			
Summer 2: Queen Elizabeth and Queen Victoria Concepts: Historical Chronology, Cause and consequence, Significance of events and people, Interpreting evidence, Historical themes and enquiry, Similarities and Differences, Continuity and change			
National Curriculum Objectives: *Significant historical events, people and places in their own locality, Events within living memory*			
Prior Knowledge : Nursery: begin to make sense of their own life story and family's history Reception: Talk about people around them and their roles in society Year 1: Know James 1 was King at the time of the gunpowder plot			
Components-Disciplinary Knowledge	**Precis-Substantive knowledge**	**Key vocabulary**	**Themes**

Historical Chronology – I know how to use simple chronological words and phrases: old, new, young, days, months *Historical Chronology* – I know how to begin to use dates **Across units** *Enquiry- analysing; Similarities and Differences*-I know how to identify similarities and differences between my own life and events or people I study *Continuity and Change*-I know how to recall how things change over time *Enquiry – researching; Interpreting Evidence* – I know how to find answers to simple questions about the past from sources of evidence (e.g. pictures, stories, artifacts) *Enquiry – Analysing; Interpreting Evidence* – I know how to use sources of evidence to begin to identify and recount some details about the past	• To know when Queen Elizabeth lived • To know the chronology of main events in Queen Elizabeth's life • To know what the Coronation is • To know why there is a Coronation • To know the members of the Queen's family • To know how they are related to the Queen • To know how life is the same and different for a child in the royal family compared with their own • To know what the Platinum Jubilee is	Queen King Princess/Prince Monarch Jubilee Coronation	Empire Monarchy Democracy

Enquiry – Analysis Interpreting Evidence-I know how to use sources of evidence to identify similarities and differences between my own life and events or people I study *Cause and Consequence*-I know how to recall why events happened	• To know why it is celebrated across the world • To know the differences between the Queen's Coronation and King Charles III		

Year 2:

Autumn 1: Great Fire of London

Concepts: Historical Chronology, Cause and consequence, Significance of events and people, Interpreting evidence, Historical themes and enquiry, Similarities and Differences, Continuity and change

National Curriculum:
Events beyond living memory that are significant nationally

Prior Knowledge:
I know that London is the capital of England (geog)
Year 1 : Use sources of evidence to begin to recount some details from the past

Components-Disciplinary Knowledge	Precis-Substantive knowledge	Key vocabulary	Themes
Chronology-I know how to put some people, events or objects in order using a given scale **across topics** *Chronology*-I know how to tell others about an event and use past and present tense Similarities and Differences; I know how to identify similarities and differences between my own life and events/people I study. *Cause and Consequence*-I know how to recognise why some events happened	• To know key dates of the event and sequence them • To know where the event took place • To know what London was like to live in 1666 compared to present day • To know how the fire started • To know why the fire spread so quickly	Bakery Diary Eyewitness Firebreak Fire hooks Leather bucket Flammable	Poverty and Wealth Invention and Technology Monarchy Settlement

Continuity and Change-I know how to discuss change and continuity in an aspect of life *Significance of events and people*-I know how to recognise and make observations about who was significant in a historical event/account nationally and internationally *Interpreting Evidence*-I know that a **source** is where I find the information from. *Enquiry – Analysing; Interpreting Evidence*-I know to use evidence to identify the key features of events or characteristics of people. *Enquiry – drawing conclusions, Interpreting Evidence*-I know to use evidence to explain why people in the past did things as they did.	• To know what they used to put out the fire and compare it to present day • To know how the fire was extinguished • To know how long the city burned • To know what happened after the event for people whose homes were destroyed • To know how they rebuilt the city learning from the event • To know why we learn about it and remember what happened		

Enquiry – researching; Interpreting Evidence-I know to use evidence to identify **causes**, **similarities** and **differences.**			

Year 2:
Spring 1: Titanic **Concepts:** Historical Chronology, Cause and consequence, Significance of events and people, Interpreting evidence, Historical themes and enquiry, Similarities and Differences, Continuity and change
National Curriculum: *Events beyond living memory that are significant nationally and globally. Local area.*
Prior Knowledge: Year 2: I know what a source is. I know the names and locations of some seas including the English Channel and Atlantic Ocean. I know the locations of Northern Ireland and North America. I know the capital of Northern Ireland is Belfast. Year 1: I know how to use simple chronological words and phrases: old, new, young, days, months

Components-Disciplinary Knowledge	**Precis-Substantive knowledge**	Key vocabulary	Themes
Chronology I know how to put some people, events or objects in order using a given scale **across units** *Chronology*-I know how to use words and phrases relating to passing of time such as recently, before, after, now, later *Cause and Consequence*-I know how to recognise why people did things *Cause and Consequence*-I know how to recognise what happened as a result of people's actions or events *Continuity and Change*-I know how to discuss change and continuity in an aspect of life *Significance of events and people*-I know how to recognise and make observations about who was significant in a historical event/account nationally and internationally	• To know Key dates of the event and plot on a timeline • To know when it was built, set sail and sunk. • To know who built it and why • To know what materials were used to build the vessel and reasons for this • To know where it set sail from, its destination and where it sank • To know similarities and differences between passengers at that time and make comparisons • To know the reasons for the tragedy including collision with an iceberg, lack of communication, lack of	Vessel Wreckage Voyage Survivor Iceberg Collision Lifeboat First class	Invention and Technology Poverty and Wealth Settlement

Enquiry – researching; Interpreting Evidence- I know how to look carefully at sources of evidence such as pictures, eye-witness accounts, photos, artefacts, historic buildings and visits or objects to find information about the past. *Enquiry – analysing; Interpreting Evidence*-I know how to use evidence to explain why people in the past did things as they did. *Enquiry – interpreting; Interpreting Evidence*-I know how to identify where and how information about the same aspect of enquiry is represented in different ways across difference sources of evidence.	lifeboats and safety measures on board • To know what happened on the night of the disaster and recall events in sequence • To know modern vessels are highly equipped with safety equipment and regular safety drills and training • To know differences between safety on boats then and now. What has been learnt from this disaster? • To know how navigation and communication technology has improved		

Year 2:

Summer 1: Florence Nightingale compared to Mary Seacole

Concepts: Historical Chronology, Cause and consequence, Significance of events and people, Interpreting evidence, Historical themes and enquiry, Similarities and Differences, Continuity and change

National Curriculum:
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

Prior Knowledge: I know how to recall how things change over time, I know how to identify similarities and differences between my own lives and events or people I study. I know how to begin to use dates. I know how to use sources of evidence to identify similarities and differences between my own lives and events or people I study.

Components-Disciplinary Knowledge	**Precis-Substantive knowledge**	**Key vocabulary**	**Themes**
Chronology-I know how to put some people, events or objects in order using a given scale **across units** *Chronology*-I know how to use words and phrases relating to passing of time such as recently, before, after, now, later *Chronology*-I know how to tell others about an event and use past and present tense	• To Know where Florence Nightingale and Mary Seacole lives fit into a timeline of other historical events we have learnt about • To know facts about Florence Nightingale where she lived and how she became a nurse • To know facts about Mary Seacole life	Nursing Healthcare Hygiene Vaccination Germs Infection Disinfecting	Poverty and Wealth Invention and Technology

Similarities and Differences; I know how to identify similarities and differences between my own life and events/people I study. *Cause and Consequence*-I know how to recognise why people did things *Cause and Consequence*-I know how to recognise what happened as a result of people's actions or events *Continuity and Change*-I know how to discuss change and continuity in an aspect of life *Significance of events and people*-I know how to recognise and make observations about who was significant in a historical event/account nationally and internationally *Enquiry -analysing; Interpreting Evidence*-I know how to use evidence to identify the key features of events or characteristics of people.	• To know how and why they became nurses and compare similarities and differences • To know facts about hospitals in 1800 and 1900s and compare them with hospitals today • To know what changes Florence made to influence nursing development over time • To know the impact of Mary Seacole on the nursing profession and compare aspects of her life with that of Florence, similarities and differences • To know how we remember them today through memorials, photographs, paintings, special days • To name some of the memorials which honour their legacy		

Enquiry – analysing Interpreting Evidence-I know how to use evidence to explain why people in the past did things as they did. *Interpreting Evidence*-I know how to use evidence to identify causes, similarities and differences.			

Year 3:

Spring 1: Stone Age, Bronze Age and Iron Age

Concepts: Historical Chronology, Similarities and Differences, Continuity and Change, Historical Themes, Interpreting Evidence, Historical Enquiry.

National Curriculum: **Changes in Britain from the Stone Age to the Iron Age**
Late Neolithic hunter-gatherers and early farmers- Skara Brae
Bronze Age religions, technology and travel – Stonehenge
Iron Age hill forts: tribal kingdoms, farming, art and culture- Maiden Castle

Prior knowledge: I know what a source is I know how to use words and phrases relating to passing of time such as recently, before, after, now, later.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical Chronology- I know how to use timelines to place events in orders. *Historical Chronology*- I know how to understand how timelines can be divided in BC and AD. *Continuity and Change , Enquiry* -I know how to answer questions about change. *Continuity and Change , Enquiry* - I know how to identify examples of change in the area of enquiry.	• To know the chronology of each site on a timeline to show Stone Age through to Iron Age in comparison to other times through history. • To know the use of tools during these periods and compare the different materials between them and their development. • To know the significant archaeological evidence from Skara Brae settlement, Stone Henge and Maiden Castle. • To know the change from hunting to farming and how this has changed society.	Prehistoric Palaeolithic Tools Farmer Neolithic Civilisation	Settlement Invention and technology

Continuity and Change, Enquiry - I know how to describe the duration of any change. *Continuity and Change, Enquiry* -I know how to consider the speed/rate of change. *Cause and consequence, Enquiry*- I know how to answer questions about cause. I know how to identify cause in their area of enquiry. *Cause and consequence, Enquiry*- I know how to ask and answer questions about similarities/differences. *Interpreting evidence* -I know how to develop a growing awareness of different historical sources of evidence. *Interpreting evidence* - I know how to begin to evaluate the reliability of sources.	• To know the sites and the lifestyle, farming or hunting, burials of the people who lived there. • To know the archaeology to develop and discuss different theories of the purpose of Stone Henge and Maiden Castle. • To know key burial sites such as the Amesbury Archer and what this archaeological evidence tells us about life during this time. • To know that tribes and warfare developed through settlement and claiming of land resulting in hillforts. • To know the local Iron Age tribe of the Durotriges from Maiden Castle and how and what this tells us of tribal kingdoms.		

Year 3:

Spring 2: Ancient Egypt

Concepts: Historical Enquiry, Historical Chronology, Historical Themes, Cause & Consequence, Significant people & events, Interpreting Evidence.

National Curriculum: The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.

Prior knowledge: I know that archaeology and primary sources tell us about the past. I know when in Britain the Stone Age, Bronze Age and Iron Age was.
I know when Ancient Egypt happened in relation to wider world history and that Tutankhamun was an important archaeological find that taught us about life in ancient Egypt.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology- I know how to use timelines to place events in order. *Historical chronology*- I know how to use words and phrases related to periods of time: BC, AD, century and decade. *Historical chronology*- I know how to develop increasingly secure chronological knowledge and understanding of, local, British and world history.	• To know the chronology of Ancient Egypt in relation to other time periods. • To know the geographical placement of Ancient Egypt and the importance of the river Nile. • To know the significance of archaeological finds of Howard Carter and Tutankhamun. • To know the circumstances surrounding the excavation of the tomb to determine the significance of the find and artefacts. • To know the archaeological evidence found within the tomb. • To know the importance of the hieroglyphics: language and communication (The Rosetta Stone).	*Term 1* Ancient Civilisation Pharaoh Sarcophagus Hieroglyphics Mummification *Term 2* Pyramid	Religion

Cause and consequence- I know how to begin to draw conclusions about the cause of historical events, actions or situations. *Significance of events and people*- I know how to answer questions about the significance of a historical event/account. *Significance of events and people*- I know how to identify and begin to describe historically significant people, events and situations. *Interpreting evidence*-I know how to use printed sources such as the internet, printed material, music, pictures, eye-witness accounts, photos, artefacts, historic buildings and visits, to collect information about the past.	• To know the boy king's reign and what life was like in Ancient Egypt using archaeological evidence. • To know the key sites within ancient Egypt and why kings and queens were buried in Pyramids/ Valley of the Kings. • To know about religion and beliefs of this time including burial and mummification.	Papyrus Rosetta Stone The Nile Irrigation Tomb	

Year 4:

Spring 1: Roman Britain

Concepts: Historical enquiry, Historical chronology, Historical Themes, Cause & Consequence, Similarities & Differences, Significant people & events, Continuity and Change, Interpreting Evidence.

National Curriculum: The Roman Empire and its impact on Britain

Prior knowledge: How will this look for this year? Copy in previous year's objectives for 23/24

I know that the Iron Age period came before the Roman invasion in Britain and that the people of Britain lived in tribes and farmed
I know that Boudicca revolted against Roman rule in AD 60 but the Romans took control of Britain ad ruled until they began to leave Britain until AD 410.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology- I know how to put events, people, places and artefacts on a timeline. *Historical chronology* - I know how to name and place dates of significant events from the past on a timeline. *Historical chronology* - I know how to use correct terminology to describe events in the past. *Continuity and Change* -I know how to ask and answer questions about change.	• To know the chronology of the Roman Empire and British history at the time. • To know where the Romans were from and how their Empire grew. • To know the power of the Roman Empire by AD 42 and its army. • To know the unsuccessful and successful invasion by Claudius and why the Romans wanted to invade Britain. • To know how and why resistance from natives such as Boudica occurred and the consequences to this. • To know the Romanisation of Britain: technology, culture and beliefs.	**Part 1** Empire Rebellion Legion Emperor Conquest Citizen **Part 2** Villa	Empire Settlement Trade Invasion War and conflict Invention and Technology Religion

Continuity and Change -I know how to Identify the types of change, e.g. political, economic, social; cultural, religious, technological. *Continuity and Change* -I know how to identify and give reasons for change in historical events, actions or situations. *Continuity and Change* -I know how to identify some of the results of historical changes. *Continuity and Change* -I I know how to describe and begin to make links between main events, situations and changes within and across different periods and societies. *Continuity and Change* -I know how to consider the level of change and its significance. most difference. *Cause and consequence*- I know how to ask and answer questions about cause. *Cause and consequence*- I know how to identify and give reasons for/causes of historical events, actions. situations and changes.	• To know the legacy left from the Romans as they began to withdraw from Briton.	Amphitheatre Forum Bathhouses Aqueducts Temples	

Cause and consequence- I know how to identify some of the results of historical events, situations and changes. *Similarities & Differences* -I know how to ask and answer questions about similarities/differences across different periods and events. *Similarities & Differences* -I know how to describe some of the similarities and differences between different periods. *Interpreting evidence*- I know how to evaluate the usefulness and accuracy of different sources of evidence. *Interpreting evidence* -I know how to use evidence to draw conclusions, explaining what you have found out and why you believe it to be true.			

Year 4:

Summer 1: Ancient Greece

Concepts: Historical enquiry, Historical chronology, Historical Themes, Interpreting evidence, Significance of events and people.

National Curriculum: Ancient Greece- a study of Greek life and achievements and their influence on the western world.

Prior knowledge: How will this look for this year? Copy in previous year's objectives for 23/24

I know that Ancient Egypt and Ancient Rome was happening at the same time as Ancient Greece. I know that Ancient Roman gods and some Roman customs were adopted from Ancient Greece.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical Chronology- I know how to put events, people, places and artefacts on a timeline. *Historical Chronology*- I know how to name and place dates of significant events from the past on a timeline. *Historical Chronology*- I know how to develop increasingly secure chronological knowledge and understanding of, local, British and world history. *Significance of events and people* - I know how to ask and answer questions about the past, considering the significance of people and events.	• To know the chronology of Ancient Greece in comparison with other historical periods. • To know the geographical placement of Ancient Greece and the city states and their differences. • To know what life was like in Ancient Greece. • To know what Ancient Greeks believed in and religious practises. • To know the beginnings and development of the Olympic games and compare to the modern-day event. • To know the use of democracy and government and rule in Ancient Greece	Civilisation City states Legacies Democracy Government Myth Citizens	Invention and technology Government

Significance of events and people - I know how to identify and describe historically significant people, events and situations and reasons why they are significant. *Interpreting evidence* -I know how to understand that knowledge about the past is constructed from a variety of sources. *Interpreting evidence*- I know how to use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits, to collect information about the past.	and explore the contrast to our democratic rule today. • To know key figures such as Aristotle, Archimedes, Aristotle, Hippocrates, Socrates and Sappho and their influence on modern day. • To know Alexander the Great and why he was known as 'The Great'.		

Year 5:

Autumn 1: Mayan Civilisation c.AD900

Concepts: Historical enquiry, Historical chronology, Historical Themes, Similarities & Differences, Interpreting Evidence.

National Curriculum: a non-European society that provides contrast with British history Mayan Civilsation c.AD900.

Prior knowledge: How will this look for this year? Copy in previous year's objectives for 23/24

I know about other key civilisations and their culture: Ancient Greece, Ancient Egyptions.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology -I know how to use timelines to place and sequence local, national and international events. *Historical chronology* -I know how to use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. *Historical chronology* -I know how to identify changes within and across historical periods. *Similarities and Difference*- I know how to ask and answer a range of questions about similarities/differences across different periods and events.	• To know the chronology of the Ancient Mayan civilisation in comparison to British history. • To know where Mesoamerica is in relation to Britain. • To know what Maya Society looked like and the hierarchy that existed alongside roles of people within that society. • To know key sites with archaeological finds: Palenque, Tikal and Chichen Itza. • To know the use and importance of trade during this time. • To know how warfare was an important aspect of Mayan Civilization. • To know the religious beliefs, rituals and gods. • To know the invention: the use of astronomy to plan out cities and how the	Civilisation Society Traders Astronomy Hierarchy Mesoamerica Population Codices Maize Haab Calendar	Invention and Technology Religion Settlement

Interpreting Evidence-I know how to use evidence to begin to suggest possible cause, changes that occur over time and degree of significance around events and people. Interpreting Evidence- I know how to choose from a range of sources when conducting an enquiry.	use of astronomy impacted society and beliefs, the Haab calendar system, the writing system during this time and their number system.		

Year 5:

Spring 1: Anglo Saxons and Scots

Concepts: Historical enquiry, Historical chronology, Historical Themes, Cause & Consequences, Significant people & events, Interpreting Evidence, Similarities and Differences.

National Curriculum: Britain's settlement by Anglo-Saxons and Scots.

Prior knowledge: How will this look for this year? Copy in previous year's objectives for 23/24

I know that the Romans occupied Britain, but that Roman occupation had ended in c. AD 410 and that Roman Britain's lived in towns

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology - I know how to use timelines to place and sequence local, national and international events. *Historical chronology* - I know how to describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. *Historical chronology* - I know how to sequence historical periods. *Continuity and Change* -I know how to ask and answer a range of questions about the past,	• To know the chronology of the time period alongside British history. • To know that the last of the Romans left Britain in c. AD 410. • To know that the Scots and Picts were a constant threat of invasion without Roman support. • To know why invaders came to Britain and that they were known as Anglo-Saxons. • To know that Britain was divided into 7 kingdoms and that the people lived in tribes. • To know the different ways of life, art and culture compared to Roman.	Angles Saxons Invaders Pagan Christianity Tribes Kingdoms Immigration Culture	Invasion Religion Settlement War and conflict

considering change and the significance of change. *Similarities and Differences* -I know how to ask and answer a range of questions about similarities/differences across different periods and events. *Significant people & events* -I know how to use the information gathered through research to begin suggesting the degree of significance around events and people. *Significant people & events* -I know how to form own opinions about the significance of historical events and the lives of historical figures using evidence to support your suggestion. *Interpreting Evidence*- I know how to make links between sources of evidence to corroborate or contradict other sources. *Interpreting Evidence* -I know how to begin to consider the perspective of the creator of a source of evidence.	• To know their influence on Britain such as place names such as Mercia, Sussex etc. • To know religious beliefs in early Anglo-Saxon and how this changed over time from paganism to Christianity due to key figures: King Ethelbert, Columba, King Oswald, Aidan. • To know the importance of key sites: Lindisfarne. Canterbury Cathedral.		

Year 5:

Spring 2: Vikings and Anglo-Saxons

Concepts: Historical enquiry, Historical chronology, Historical Themes, Cause & Consequences, Significant people & events, Interpreting Evidence,

National Curriculum: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Prior knowledge: How will this look for this year? Copy in previous year's objectives for 23/24

I know that the Anglo Saxons settled in Britain after the Romans left Britain in AD 410 and that Britain was divided into 7 kingdoms. The Anglo Saxons brought Christianity and built monasteries.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology - I know how to use timelines to place and sequence local, national and international events. *Historical chronology* -I know how to sequence historical periods. *Historical chronology* -I know how to use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.	• To know the chronology in relation to other history topics. • To know where the Vikings came from, why they came to England and how they travelled here. • To know their contrasts in beliefs to England at that time and understand their way of life. • To know the 7 different kingdoms and how they became just 1 known as Wessex due to Viking invasion (Locality of Wareham). • To know that Viking rule was resisted and unwanted (consider Wareham as a Saxon town with defences and the battles that	Danegeld Resistance Invasion Law Justice Raids Monasteries Kingdom Pillaged	War and conflict Monarchy Religion Settlement Invasion

Historical chronology -I know how to identify changes within and across historical periods. *Continuity and change*- I know how to form my own opinions about change in historical events and the lives of historical figures. *Continuity and change*- I know how to begin to suggest possible cause(s) of changes that occur over time and degree of significance around these changes. *Significant people and events*- I know how to identify significant moments/key individuals and turning points that triggered change and what led to them. *Continuity and change*- I know how to begin to offer explanations about why people in the past acted as they did. *Cause and consequence*-I know how to identify significant turning points, events or developments and what led to them. *Interpreting Evidence*- I know how to use the information gathered through research to form own opinions about similarities/differences in	happened here as well as Weymouth harbour). • To know that King Alfred the great was the first to beat the Vikings in battle. • To know that King Alfred was advised by church leaders and nobles known as the Witan. • To know why Alfred was known as 'Alfred the Great'. • To know what and how Danelaw worked and the consequence of this law.		

historical events and the lives of historical figures. *Interpreting Evidence*- I know how to ask and answer a range of questions about the past, considering the significance of people and events. *Interpreting Evidence*- I know how to choose from a range of sources when conducting an enquiry. *Interpreting Evidence*- I know how to use evidence to begin to suggest possible cause, changes that occur over time and degree of significance around events and people.			

Year 5:

Summer 2: A local study- Corfe Castle

Concepts: Historical enquiry, Historical chronology, Historical Themes, Cause & Consequences, Similarities & Differences, Significant people & events, Interpreting Evidence.

National Curriculum: a local study. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Prior knowledge: How will this look for this year? Copy in previous year's objectives for 23/24

I know that England has been previously invaded and occupied by Romans, Anglo-Saxons and Vikings.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology -I know how to use timelines to place and sequence local, national and international events. *Historical chronology* -I know how to sequence historical periods. *Historical chronology* -I know how to use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. *Cause and Consequence*-I know how to determine the relative significance or importance	• To know where Corfe Castle is in our local area and how its position makes it good for defending. • To know the chronology of this site in relation to British History including before the castle itself was built. • To know why it was built during the Norman conquest as a fortification and its links to the Channel as well as its key features as a defensive castle. • To know how the castle's use changed over time and how this affected the castle's design and features. • To know the cause and effects of civil war in the 1640s and the divide this	Heritage Significant Legacy Siege Parliamentarians Royalist Cavaliers Conquest Civil war	Monarchy War and conflict Religion

of different factors in causing or resulting in an action or event. *Cause and Consequence* -I know how to begin to offer explanations about why people in the past acted as they did. *Cause and Consequence* -I know how to identify significant turning points, events or developments and what led to them. *Similarities and Difference*- I know how to consider similarities and differences in accounts that corroborate or contradict other sources. *Significance of events and people* -I know how to ask and answer a range of questions about the past, considering the significance of people and events. *Interpreting Evidence*- I know how to identify differences in accounts that might suggest bias in one or more accounts. *Interpreting Evidence* -I know how to identify changes within and across historical periods.	caused across the country: cavaliers and parliamentarians. • To know the roll of the Bankes family and the civil war and how the Bankes family supported King Charles I and the consequence of this. • To know the significance of the castle's destruction and the impact that this had on the local area. • To know the legacy that has been left for the local area.		

Interpreting Evidence -I know how to begin to consider bias in the sources.			

Year 6:

Autumn 1/2: The Battle of Britain

Concepts: Historical enquiry, Historical chronology, Historical Themes, Continuity and change, Cause & Consequences, Similarities & Differences, Significant people & events, Interpreting Evidence.

National Curriculum: A significant turning point in British history.

Prior knowledge: How will this look for this year? Copy in previous year's objectives for 23/24

I know how to use key time periods as reference points, and I know how to begin to offer explanations about why people in the past acted as they did.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology -I know how to use timelines to place events, periods from around the world. *Cause and Consequence*- I know how to decide how, and how far, relationships helped to enable or determine an outcome. *Similarities and differences*- I know how to make connections between local, regional, national and international history. *Significance or evens and people*- I know how to ask and answer a range of questions about the past, considering chronology, cause, similarity/difference change and significance.	**Autumn 1** • To know the chronology of when this occurred in relation to other history topics. • To know the cause of the second world war and the axis, allies and neutral countries involved and their locations geographically. • To know the timeline of the second world war from 1939 – 1945 of key events. • To know Hitler's ambition and purpose for his invasions. • To know Chamberlain's leadership, the role of government and the cause of his resignation. • To know the contrast of Churchill's leadership to Chamberlain's and approach to Britain's tactics during the war.	Allies Axis Neutral Nazis Party Commonwealth Annex Propaganda Conscription Active service Home Front	War and conflict Invasion Government

Significance of events and people- I know how to share conclusions about the significance of historical events and the lives of historical figures clearly-orally or in writing. *Interpreting Evidence*- I know how to choose the most relevant sources of evidence. *Interpreting Evidence*- I know how to summarise the evidence and organise notes into a format that can be shared with others. *Interpreting Evidence*- I know how to seek out counter arguments in the evidence. *Interpreting Evidence*- I know how to consider the credibility, relevance and user friendliness of sources. *Interpreting Evidence*- I know how to consider the origin and context of the source and the perspective, audience and motive of the creator. *Interpreting Evidence* -I know how to use evidence to draw conclusions about similarities/differences, causes, change and significance in historical events and the lives of historical figures clearly- orally or in writing.	• To know the role of the commonwealth within the war effort. **Autumn 2** • To know the consequence of the war in Britain e.g. rationing. • To know the war effort within Britain and the impact this had on Britain as a nation. • To know the propaganda used during the war to promote joining the war effort, morale, the home front and question whether it was effective/appropriate. • To know the tactics of the Third Reich and Hitler's operations in the lead up to the Battle of Britain. • To know the Luftwaffe and the Royal Air force. • To know the key events of the Battle of Britain and the chronology of key events during the Blitz and the evacuation of children, teachers, doctors and pregnant women from vulnerable areas of Britain to the safer areas of rural landscapes. • To know the aims for bombing key sites such as ports and cities etc across Britain and determine its effectiveness. • To know the outcome of the Battle of Britain and explore how this changed the course of the war (Operation Sealion).	Evacuation Rationing Commemorate	

Cause and consequence- I know how to decide how, and how far, relationships helped to enable or determine an outcome. *Interpreting*- I know how to suggest possible **cause**, **changes** that occur over time and degree of **significance** around events and people.			

Year 6:

Summer 2: Medicine through the ages

Concepts: Historical enquiry, Historical chronology, Historical Themes, Continuity and Change, Cause & Consequences, Similarities & Differences, Significant people & events, Interpreting Evidence.

National Curriculum:. A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.

Prior knowledge: How will this look for this year? Copy in previous year's objectives for 23/24

I know about Florence Nightingale causes of infections, how germs spread and the role of nurses and healthcare.

Components-Disciplinary Knowledge	Precis-Substantive Knowledge	Key vocabulary	Themes
Historical chronology -I know how to use timelines to demonstrate and describe changes and developments in culture, technology, religion and society. *Continuity and Change*- I know how to ask and answer a range of questions about the past, considering change and significance of change. *Continuity and change*-I know how to identify the extent, variations/ patterns of change. *Continuity and change*-I know how to identify whether change involves progress, regression, evolution or leads to little real change (continuity).	• To know that medicine spans the entire length of human history. Re-cap on historical time periods taught throughout KS1 and KS2 • To know medicine through key time periods resulting in comparing continuity and change. • To know Medieval Britain 'middle ages' c. 1250-1500 • To know that the church was highly influential during this time period and challenged scientific discover. • To know the great plague and it the practises that developed because of it. • To know Renaissance England c. 1500-1700 • To know that the church continued to challenge and question science and technology.	Progress Regression Treatment Medicine Plague Medieval Renaissance Industrial revolution Germ Hygiene	Invention and technology

Cause and Consequence- I know how to identify the range of factors which combined to bring about change at any given time. *Cause and Consequence*- I know how to consider whether some events or developments were more important than others. I know how to ask and answer a range of questions about similarities/differences across different periods and events. *Similarities and Differences*- I know how to draw contrasts within and between periods of history. *Similarities and Differences*- I know how to show understanding of some of the similarities and differences between different periods. *Similarities and Differences* -I know how to give reasons why some events, people or developments are seen as more significant than others. *Interpreting Evidence*- I know how to choose the most relevant sources of evidence.	• To know the cause and spread of smallpox and the practises in medicine. • To know that Edwards Jenner's vaccine was a turning point in medicine. • To know The industrial revolution c. 1700-1900. • To know the rapid progress of change after Louise Pasteur published his germ theory and how this made significant changes in surgery and prevention of diseases. • To know Modern Britain c. 1900- the present. • To know how modern medicine has changed.		