



History

Progressive and Sequential Curriculum



Opportunity



Enquiry



Language

History in the Early Years Foundation Stage

This table demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

Three and Four Year Olds	Knowledge and Understanding of the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Knowledge and Understanding of the World		<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.
Early Learning Goal	Knowledge and Understanding of the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.

History Units in Years 1-6

Year 1/2 Cycle A	Movers and Shakers Significant Explorers and Activists: Christopher Columbus; Neil Armstrong; Rosa Parks and Emmeline Pankhurst	Magnificent Monarchs Henry VIII, Elizabeth I, Elizabeth II
Year 1/2 Cycle B	The 1950s Life and childhood in 1950s	Fire! Fire! The Great Fire of London and Stony Stratford
Year 3	Through the Ages Stone, Bronze and Iron Ages	Emperors and Empires Roman Empire
Year 4	Invasion Anglo Saxons and Vikings	Ancient Egypt Ancient Egyptians
Year 5	Ground-Breaking Greeks Impact of Ancient Greeks on Western World	Revolution! Industrial Revolution and Local History Study of Wolverton
Year 6	Maafa Britain's involvement in the slave trade	Britain at War World War Two






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History - Medium Term Plan

Year 1/2 - Cycle A – Movers and Shakers

Opportunity: 	To know about historically significant people and their impact on the world – Christopher Columbus, Neil Armstrong, Emmeline Pankhurst and Rosa Parks. To make comparisons in the lives of these explorers and activists.	
Enquiry: 	What makes a person famous/significant? What impact did Christopher Columbus, Neil Armstrong, Emmeline Pankhurst and Rosa Parks have on the world?	
Language: 	past, significant, achievement, century, sequence, timeline, similarities, differences Christopher Columbus, Neil Armstrong, explorer, voyage, expedition, mission, Emmeline Pankhurst, suffragette, Rosa Parks, activist,	
Historical Strands (from National Curriculum):	Pupils should be taught about: <ul style="list-style-type: none"> 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. 	
Prior Learning: Development Matters – Reception Compare and contrast characters from stories, including figures from the past. Future Learning: Other significant figures from the past: Year1/2 – Henry VII, Elizabeth I, Elizabeth II Year 3 – Boudicca's revolt against the Romans Year 4 – King Athelstan first King of all England	Endpoints: Knowledge: <ul style="list-style-type: none"> Christopher Columbus was an explorer discovered the Americas Neil Armstrong was an explorer walked on the moon Emmeline Pankhurst was an activist who wanted votes for women Rosa Parkes was an activist who refused to give up her seat on the bus to a white person. Skills: Children will be able to: <ul style="list-style-type: none"> Make deductions about the lives of people from their photographs Sequence the lives of Christopher Columbus, Neil Armstrong, Emmeline Pankhurst and Rosa Parks on a timeline Understanding Historical Concepts: Children will understand: <ul style="list-style-type: none"> The significance of Christopher Columbus, Neil Armstrong, Emmeline Pankhurst and Rosa Parks The similarities and differences between Christopher Columbus and Neil Armstrong Concept of fact and opinion 	Opportunities for Spirituality: Reflect on being an explorer – where would you go? Underground? In the Ocean? Into Space? What would it be like? What might you find?






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Year 1/2 - Cycle A – Magnificent Monarchs




Opportunity: 	To know the impact that some British monarchs (Henry VIII, Queen Elizabeth I and Queen Elizabeth II) had on British History.	
Enquiry: 	Who was the most powerful/least powerful monarch? Which monarch (Henry VIII, Elizabeth I or Elizabeth II) had the biggest impact on British History? What evidence do you have?	
Language: 	Artefact, BC, AD, timeline, significance, opinion, interpretation Monarch, king, queen, reign, rule, power, King Henry VIII, Queen Elizabeth I, Queen Elizabeth II, Church of England,	
Historical Strands (from National Curriculum):	Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.	
Prior Learning: Development Matters – Reception Compare and contrast characters from stories, including figures from the past. Yr1/2 – Chronology: Understand that a timeline is a representation of time showing significant events. Yr1/2 Significance: that some significant people (Neil Armstrong, Christopher Columbus, Rosa Parks, Emmiline Pankhurst) have made contributions to national achievements. Future Learning: Y3 Significance: Bouddica – warrior Queen of the Iceni tribe Yr 4 Significance: King Athelstan, first King of all England	Endpoints: Knowledge: <ul style="list-style-type: none"> • That different monarchs had different powers during their reign. • That Henry VIII, Queen Victoria and Queen Elizabeth II had significant impact on British History: <ul style="list-style-type: none"> ○ Henry VIII established the Church of England ○ Queen Elizabeth I supported world exploration ○ Queen Elizabeth II supported the 'Change in Succession' Act Skills: Children will be able to: <ul style="list-style-type: none"> • Create a timeline showing significant British monarchs • Make historical conclusions about artefacts (royal portraits) • Give their opinions about the most significant British monarch and justify their conclusions Understanding Historical Concepts: Children will understand: <ul style="list-style-type: none"> • The significance of Henry VIII, Queen Elizabeth I and Queen Elizabeth II • The concept of an artefact as a historical source of evidence 	Opportunities for Spirituality: Would you like to live under the reign of a monarch who had all the power? Was Henry VIII right to establish the Church of England? If he didn't – how would life be different for us? Do you think it is easy or hard to be a monarch? Why?



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History - Medium Term Plan Year 1/2 - Cycle B – The 1950s

Opportunity: 	To learn about life in the 1950s in terms of shopping, entertainment, homes, transport, jobs and childhood. To compare and contrast life in the 1950s with life in the 2020s.	
Enquiry: 	How is life in the 1950s similar and different to life in the 2020s?	
Language: 	Year, decade, artefact, photograph, Shopping, entertainment, homes, transport, employment Now, then ,past, present, before, after,	
Historical Strands (from National Curriculum):	Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	
Prior Learning: Development Matters - Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Future Learning: Yr 1/2 Compare and Contrast: Life in 17 th century. Yr 3 Compare and Contrast: Settlements through Stone, Bronze and Iron Ages	Endpoints: Knowledge: <ul style="list-style-type: none"> In the 1950s most people listened to the radio for entertainment Children played games in the street as there were not many cars There were few supermarkets in the 1950s so people went to lots of smaller shops. Skills: Children will be able to: <ul style="list-style-type: none"> Order events on a timeline Describe an aspect of life from the 1950s comparing and contrasting to life today Make interpretations from historical photographs about life in the 1950s Understanding Historical Concepts: Children will understand: <ul style="list-style-type: none"> The similarities and differences of life in the 1950s compared with life in the present day 	Opportunities for Spirituality: What do you think life will be like 70 years from now?






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History - Medium Term Plan

Year 1/2 - Cycle B – Fire! Fire!

<p>Opportunity:</p> 	<p>To know about the Great Fire of London in 1666 – life in the 17th Century; the events that caused the fire; events during the fire and what happened in London after the fire. To know about the local fire of Stony Stratford which destroyed St Mary’s Church in 1742.</p> <p>Visit to St Mary’s Tower Stony Stratford.</p>	
<p>Enquiry:</p> 	<p>What happened in the Great Fire of London and how do we know about it? Why does only the tower of St Mary’s Church exist?</p>	
<p>Language:</p> 	<p>Before, during, after, past, present, source</p> <p>17th Century, Samuel Pepys, diary, St Pauls Cathedral, King Charles II,</p>	
<p>Historical Strands (from National Curriculum):</p>	<p>Pupils should be taught about: events beyond living memory that are significant nationally for example, the Great Fire of London; significant historical events, people and places in their own locality.</p>	
<p>Prior Learning: Development Matters – Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Yr 1/2 Compare and Contrast: Aspects of life in the 1950s with the present day. Yr 1/2 Evidence and interpretation: Making deductions from primary sources (photographs) Future Learning: Causes of other significant events in British History and their consequences: Year 3 – The arrival of the Beaker Folk bringing Bronze to Bronze Age Britain Year 3 - The Roman invasion and the legacy they left.</p>	<p>Endpoints: Knowledge:</p> <ul style="list-style-type: none"> • The Great Fire of London happened in 1666 and destroyed lots of buildings that were made of wood • Samuel Pepys wrote a diary and is a good source of information about the fire as he was an eye-witness • When London was rebuilt lots of buildings were made of stone so another fire wouldn't be so devastating. • St Mary’s Church, was destroyed by a fire in the town in 1742. <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Order key events in the Great Fire of London • Explain what led to the spreading of the Great Fire • Deduce information from a historical source; Samuel Pepys' diary <p>Understanding Historical Concepts: Children will understand:</p> <ul style="list-style-type: none"> • The chronology of events before during and after the Great Fire of London. • The causes and consequences of the Great Fire of London 	<p>Opportunities for Spirituality:</p> <p>Consider the thoughts and feelings of people who were affected by the fire?</p>






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Year 3 – Through The Ages

Opportunity: 	This unit teaches children about British prehistory from the Stone Age, through the Bronze Age and into the Iron Age, with a particular focus on the changes in homes and settlement. Visit to Chiltern Open Air Museum	
Enquiry: 	What would it be like to live at Skara Brae in the Stone Age? How did the Beaker Folk influence everyday life in Britain? How did the discovery of iron changed the way people lived?	
Language: 	cause, consequence, primary source, secondary source, artefact, evidence, bias interpretations, conclusion, settlement century prehistoric Stone Age, Bronze Age, Iron Age, BC, AD, BCE, CE, era, Skara Brae, Beaker Folk, ditches, warriors, wattle and daub, hillfort	
Historical Strands (from National Curriculum):	Pupils should be taught about: <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age 	
Prior Learning: Yr 1/2 Chronology: understanding timelines as ordering events. Yr1/2: Compare and Contrast: Life in the 1950s to present day; Life in the 17 th Century to present day Yr1/2 Evidence and Interpretation: Making deductions from primary sources (1950s photographs and Samuel Pepys' diary) Future Learning: Yr 3 Changes Over Time: The Roman legacy in Britain Yr 4 Changes Over Time: The Anglo Saxon and Viking invasions	Endpoints: Knowledge: <ul style="list-style-type: none"> In the Stone Age people lived in shelters and caves. Skara Brae is a group of Stone Age shelters in Scotland. In the Bronze Age, Bronze tools made farming easier. People lived in roundhouses with walls and fences to protect their homes. In the Iron Age, people lived in hillforts. These were several homes built together on the top of a hill. Skills: Children will be able to: <ul style="list-style-type: none"> Locate Stone Bronze and Iron Age on a timeline of British History. Make inferences and conclusions from primary sources of evidence (Skara Brae) Make comparisons about everyday life in the Stone, Bronze and Iron Ages. Understanding Historical Concepts: Children will understand: <ul style="list-style-type: none"> How homes and settlements changed throughout prehistory (Stone Age, Bronze Age, Iron Age) The significance of Skara Brae as a primary resource giving evidence about life in the Stone Age The significant impact that different materials (stone, bronze, iron) had on everyday life in Britain. 	Opportunities for Spirituality: Would life be easier in the Stone Age than it is today? What questions would you like to ask someone who lived in an iron age hillfort?






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Year 3 – Emperors and Empires




Opportunity: 	To learn about the causes for the Roman invasion of Britain, what life was like in Roman Britain and the legacy that the Romans left Educational visit to Verulamium Museum, St Albans	
Enquiry: 	What were the short and long term consequences of the Roman invasion? What did the Romans do for us?	
Language: 	BC, AD, cause, consequence, legacy, bias, settlement, significance, Roman Britain, Empire, Emperor, rebellion, Boudicca, Iceni, Britannia, Vindolanda tablets, aqueduct,	
Historical Strands (from National Curriculum):	Pupils should be taught about: The Roman Empire and its impact on Britain	
Prior Learning: Yr1/2: Significance: understanding that people can achieve something significant. (eg Neil Armstrong, Emmiline Pankhurst, Queen Elizabeth II) Yr 3 Chronology: Timeline of Stone Bronze and Iron Age lead upto the Roman invasion of Britain. Yr 3 Evidence and Interpretation: knowing about primary and secondary sources. Future Learning: Year 4: Chronology: the invasion of the Anglo Saxons and Vikings after the Romans had left.	Endpoints: Knowledge: <ul style="list-style-type: none"> • That the Romans invaded Britain in AD43 to expand the Roman Empire. • The Romans left in AD410 to defend Rome from Germanic tribes. • The Romans left Britain a legacy of invention and ingenuity (roads, towns, forts bridges and aqueducts). Skills: Children will be able to: <ul style="list-style-type: none"> • Sequence dates and information from the Roman period on a timeline. • Make deductions and draw conclusions about the reliability of a historical source or artefact. Understanding Historical Concepts: Children will understand: <ul style="list-style-type: none"> • The chronology of the Roman period • The significance of Boudicca and the legacy the Romans left in Britain. • Historical bias can be present in written historical artefacts 	Opportunities for Spirituality: The Romans left a legacy including roads, towns, bridges and aqueducts. What do you think our legacy will be in 2000 years time?



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History - Medium Term Plan Year 4 - Invasion

<p>Opportunity:</p> 	<p>To learn about the Anglo-Saxons and the Vikings.</p> <p>Visit or visitor to explore life in Anglo Saxon or Viking times.</p>	
<p>Enquiry:</p> 	<p>Sutton Hoo Artefacts - What do these objects tell us about the status of the person who was buried with them? What do these objects tell us about Anglo-Saxon society as a whole? What was everyday life like in Anglo-Saxon Britain? What can we learn about the Viking raid on Lindisfarne from primary sources of evidence? Did the Anglo-Saxons surrender or fight back after the Viking Invasion?</p>	
<p>Language:</p> 	<p>cause, consequence, primary source, secondary source, artefact, evidence, bias interpretations, conclusion, Anglo-Saxon, kingdom, invasion, settlement, monarchy, king, power, rule, ceorls, peasant farmers, slaves, thegn, hierarchy, wergild, Viking, Lindisfarne, reeve, Danelaw, Jorvik, Alfred the Great, King Athelstan</p>	
<p>Historical Strands (from National Curriculum):</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	
<p>Prior Learning: Yr 3 Chronology: The Romans had left Britain and then the Anglo Saxons followed by the Vikings invaded. Yr 3: Significance: knowing the legacy that the Romans left in Britain before the Anglo Saxons and the Vikings invaded. Yr 3 Evidence and Interpretation: understanding what is a primary and what is a secondary source</p> <p>Future Learning: Yr 5 Causes and Consequences: understanding the causes and consequences of the Industrial Revolution</p> <p>Yr 6 Causes and Consequences of the Second World War.</p>	<p>Endpoints: Knowledge:</p> <ul style="list-style-type: none"> • After the Romans left Britannia in AD 410, the Picts and Scots from Scotland and Anglo Saxons from Europe invaded to capture lands and goods that the Romans had left. • The Vikings first invaded in AD789 They invaded the monastery at Lindisfarne, killed the monks and stole precious objects. • Athelstan was a successful Anglo Saxon warrior who defeated the Vikings and became the first King of all England. <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Locate Anglo-Saxons and Vikings on timeline of British History. • interpret and make conclusions about everyday life in Anglo-Saxon times from a range of primary and secondary sources. • Identify bias in Anglo-Saxon primary sources about the Viking raids. <p>Understanding Historical Concepts: Children will understand:</p> <ul style="list-style-type: none"> • The causes and consequences of the Anglo-Saxon invasion • Concept of primary and secondary source and that these sources can show bias • The significance of Sutton Hoo as a source of evidence • Causes and consequences of the Viking invasion • The significance of King Athelstan as the first 'King of all England' 	<p>Opportunities for Spirituality:</p> <p>Thinking about the Sutton Hoo burial - how do you think people of the time felt about this person's death? How do you know?</p> <p>Was the Viking raid on the Lindisfarne monastery 'right or wrong'?</p>






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Year 4 – Ancient Egypt

Opportunity: 	To learn about the features of a civilization and understand how Ancient Egyptians lived their lives.	
Enquiry: 	What was life like for the rich and poor in ancient Egyptian cities? How is life in Ancient Egypt similar and different to life today?	
Language: 	Timeline, BC, AD, artefact, evidence, deduce, interpret Civilization, Ancient Egypt, social hierarchy, infrastructure, organised religion, pharaoh, vizier, scribes, slaves, peasant farmers, deity, ankh, maat, tomb, canopic jars,	
Historical Strands (from National Curriculum):	Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	
Prior Learning: Yr 3&4 Chronology: Understanding of British History through time. Yr 4 Significance: King Athelstan as the first King of all England as a monarch and leader. Yr 4 Evidence and Interpretation: Identifying bias in historical evidence. Future Learning: Yr 5 Changes over time: How other civilizations developed: The Ancient Greeks and the legacy they left the Western World.	Endpoints: Knowledge: <ul style="list-style-type: none"> • A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion. • The ancient Egyptian civilisation began on the banks of the Nile in c3100BC and lasted until 30BC • The most well known pharaoh is Tutankhamun. His tomb was discovered in 1922. The vast number of priceless artefacts found buried with the pharaoh provided a lot of information about life in ancient Egypt. Skills: Children will be able to: <ul style="list-style-type: none"> • Locate Ancient Egypt Civilization on a timeline. • Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Understanding Historical Concepts: Children will understand: <ul style="list-style-type: none"> • The significant features of a civilisation • The significance of the Pharaoh in Ancient Egyptian society • The comparison and contrasts between life today and life in Ancient Egypt. 	Opportunities for Spirituality: The Ancient Egyptians believed in the afterlife – do you believe in the afterlife – what would it be like?






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Year 5 - Ground-breaking Greeks




Opportunity: 	To know about life in Ancient Greece and the influence that the Ancient Greeks had on the western world. Greek workshop/visitor to explore lives of people in Ancient Greece.	
Enquiry: 	What do these artefacts begin to tell you about life in the different periods of ancient Greece? Why were Hippocrates' achievements and influence so significant? How have the Ancient Olympic Games influenced the Modern Olympic Games?	
Language: 	cause, consequence, primary source, artefact, evidence, reliability, bias, reliability, interpretations, perspective motive, effect, change, impact, legacy conclusion, BC, AD, CE, BCE, Ancient Greece, empire, civilization, parliament, democracy, Athens, republic, power, rule, monarchy, citizen, strategoi	
Historical Strands (from National Curriculum):	Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world.	
Prior Learning: Yr 3&4: Chronology: Understanding of the chronology of British History to begin to understand the chronology of world history. Yr 3 Significance: the legacy the Romans left in Britain to aid understanding of the legacy left By the Ancient Greeks on the wider world. Yr 4 Changes Over Time: Concept of civilizations (Ancient Egypt) Yr 4 Evidence and Interpretation: Use primary and secondary sources to make deductions and understand bias. Future Learning: KS3 History: at least one study of a significant society or issue in world history and its interconnections with other world developments	Endpoints: Knowledge: <ul style="list-style-type: none"> The world's first democratic system was created in Ancient Greece in the fifth century BC. Hippocrates was an Ancient Greek doctor. His Hippocratic Oath is still followed by doctors today; it states that doctors should do no harm. The Olympic Games began in 776BC in Ancient Greece. Today's Olympic Games share some of the core values of excellence, respect and friendship that underpinned the original Olympic Games. Skills: Children will be able to: <ul style="list-style-type: none"> Use historical sources to draw inferences and conclusions about life in Ancient Greece Identify the limitations of using secondary sources of evidence when considering life in Ancient Greece. Understanding Historical Concepts: Children will understand: <ul style="list-style-type: none"> The concepts of BC AD and BCE and CE The chronology of Ancient Greece relative to time periods in British history The similarities and differences between democracy in Ancient Greece and the modern world The significance the Ancient Olympic Games has had on the modern Olympic Games 	Opportunities for Spirituality: <ul style="list-style-type: none"> Reflect on living in Ancient Greek times; what was better about life in Ancient Greek times compared to modern living? What influences would our generation have on the future world? What legacy would we leave?



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History - Medium Term Plan Year 5 – Revolution!




Opportunity: 	To understand the impact of the Industrial Revolution on Britain and in the local area Educational visits possible to Wolverton Iron Trunk Aqueduct and/or Stoke Breurne Canal Museum	
Enquiry: 	What evidence is there of the Industrial Revolution in Milton Keynes?	
Language: 	Cause, consequence, impact, advantage, disadvantage, Industrial Revolution, navvies, canals, locks, railways, Wolverton, aqueduct, embankment, cutting, transport, leisure, employment	
Historical Strands (from National Curriculum):	Pupils should be taught about: a local history study; a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	
Prior Learning: Yr3&4 Changes Over Time: Changes in Britain during the Roman occupation and during the Anglo-Saxon and Viking invasions. Yr 3 Cause and Consequence: The invasion of Britain by the Romans left a roman legacy e.g. aqueducts, roads. Yr 3&4 Significance: The historical significance of locations (Skara Brae, Verulamium) as sources of evidence Future Learning: KS3 History: ideas, political power, industry and empire: Britain, 1745-1901 (non statutory: Britain as the first industrial nation – the impact on society)	Endpoints: Knowledge: <ul style="list-style-type: none"> • The industrial revolution took place in Great Britain from 1750-1900 • Canals and then railways allowed people and goods to be transported faster and more jobs • Wolverton developed as a railway town during the industrial revolution. Skills: Children will be able to: <ul style="list-style-type: none"> • Describe the impact of the Industrial Revolution on Britain and the local area • Identify evidence in the local area for the Industrial Revolution Understanding Historical Concepts: Children will understand: <ul style="list-style-type: none"> • The causes and consequences of the Industrial Revolution in Britain • The significance of Wolverton in the local Industrial Revolution 	Opportunities for Spirituality: What would life have been like for navvie? The Industrial Revolution caused great change in 150 years – what do you think the world will be like 150 years from now?



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History - Medium Term Plan Year 6 - Maafa

<p>Opportunity:</p> 	<p>Knowing about the Kingdom of Benin; Britain's involvement in the Transatlantic slave trade; Life as a slave and the Abolition of Slavery Act</p> <p>Celebration of African culture – eg African drumming workshop or African dance workshop</p>	
<p>Enquiry:</p> 	<p>What were the causes and consequences of the slave trade? How did Britain benefit from the enslavement of African people? What actions and events led to the abolition of the slave trade?</p>	
<p>Language:</p> 	<p>cause, consequence, primary source, artefact, evidence, reliability, bias, reliability, interpretations, perspective motive, effect, change, impact, legacy, conclusion,</p> <p>slave, triangular slave trade, Elizabeth I, John Hawkins, Benin, oba, kingdom, empire, Americas, enslavement, plantation,</p>	
<p>Historical Strands (from National Curriculum):</p>	<p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300.</p>	
<p>Prior Learning: Yr 4&5 Changes Over Time: Concept of civilisations (Ancient Egypt and Ancient Greece) Yr 5 Causes and Consequences: That development in technologies led to the industrial revolution. Yr 5 Evidence and Interpretation: understanding limitations of using secondary sources of evidence.</p> <p>Future Learning: KS3 History: ideas, political power, industry and empire: Britain, 1745-1901 (non-statutory: Britain's transatlantic slave trade: its effects and its eventual abolition)</p>	<p>Endpoints: Knowledge:</p> <ul style="list-style-type: none"> • Great civilisations developed in Africa including the Kingdom of the Benin (AD 900—1897) which was located in West Africa in what is now Nigeria. • By the early 1800's Britain was transporting 120 000 African slaves across the Atlantic Ocean each year to work on the plantations in America. • Slaves transported on ships in appalling conditions where many died of disease. They were then sold at auction. • Slavery Abolition Act was passed in 1883 which made slavery illegal. <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Use sources to find out information at the past • Interpret sources and consider audience and bias. • Draw interpretations and conclusions from historical evidence • Understand cause and consequence <p>Understanding Historical Concepts: Children will understand:</p> <ul style="list-style-type: none"> • The significance of Britain's involvement in the slave trade on life in Britain and on the lives of Africans • The causes of Britain's involvement in slave trade and the resulting consequences • How to ask perceptive questions to evaluate an artefact or historical source. 	<p>Opportunities for Spirituality:</p> <p>Were the slave traders 'right' in their actions?</p> <p>What choices did the slaves have and what were the consequences?</p>






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Year 6 - Britain at War (WW2)

<p>Opportunity:</p> 	<p>Know about the causes, events and consequences of the Second World War, the impact on British civilians, the significance of the Battle of Britain and about the life of Anne Frank</p> <p>Visit the National Holocaust Museum and/or Bletchley Park</p>	
<p>Enquiry:</p> 	<p>Why was the Battle of Britain a turning point in the Second World War? What was the impact of the Second World War on British civilians?</p>	
<p>Language:</p> 	<p>Significance, cause, consequence, historical source, evidence, interpretation</p> <p>Treaty of Versailles, Adolf Hitler, Nazi, Fascist, Expansionism, League of Nations, conscription, blackouts, evacuation, gas masks, air raid shelters, Dig for Victory, Battle of Britain, Anne Frank, Holocaust, persecution, D-Day, Battle of the Bulge.</p>	
<p>Historical Strands (from National Curriculum):</p>	<p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
<p>Prior Learning: Yr 4 Causes and Consequences: understanding causes and consequences of wars – the Anglo Saxon and Viking Invasions Yr4&5 Evidence and Interpretation: Understanding bias in historical sources</p> <p>Future Learning: KS3 History: challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include: the Second World War and the wartime leadership of Winston Churchill</p>	<p>Endpoints:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> World War Two started on 1st September 1939 when Germany invaded Poland. The Battle of Britain was fought in the air; British planes were superior to German Luftwaffe and Britain won. This was significant because it stopped the German land invasion. During the war the Germans persecuted the Jews. Anne Frank ,who was Jewish, hid in an annexe with her family and wrote a diary of her life there during the War. World War Two ended on 2nd September 1945. <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> Evaluate the human impact of War Identify different types of bias in historical sources and explain the impact of that bias. <p>Understanding Historical Concepts: Children will understand:</p> <ul style="list-style-type: none"> The causes and consequences of World War Two The significance of the Battle of Britain, Anne Frank and D-Day The different types of bias that can be in historical sources. 	<p>Opportunities for Spirituality:</p> <p>How would you have managed if you were a soldier?</p> <p>What was it like for British civilians during war time?</p> <p>How do these wars compare to wars happening today?</p>