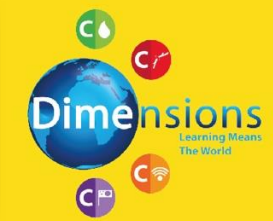




History

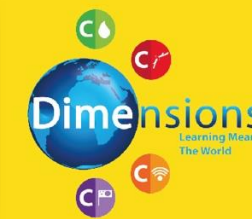


At Queen Margaret, we value History. WE ARE HISTORIANS! We believe that our pupils should have a high-quality history education that will help them gain knowledge of Britain's past and that of the wider world. It will ignite curiosity to know more about the past. Teaching will allow pupils to ask perceptive questions, think critically, compare evidence and develop perspective. Our History curriculum will help pupils to understand the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity. History at QMPS is a tool to inspire pupils by allowing opportunity for them to learn about inspirational individuals from the past and their achievements.

Knowledge Building
Perspectives and Interpretation
Historical interpretation is the process by which an explanation of past events is constructed. Interpretation is based on primary and secondary historical sources. Evidence , contexts and points of view all form the basis of historical interpretation. Looking at historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.
Cause and Consequence
In historical terms, every event has a cause , and is itself the cause of subsequent events, which may therefore be considered its effect(s), or consequences . Recognising the relationship between the two is vital to deeper historical understanding and causal explanation should be a primary feature in history teaching and learning at all stages within the school curriculum.
Continuity and Change
Historical change is an all-encompassing term used to describe the changing of events over the course of time. Historical change happens constantly and includes both major events and seemingly insignificant events. Historical change takes place through the process of cause and consequence . There are sometimes several causes that continuity refers to things that stay the same, relatively unchanged, over time.
Historical Vocabulary
Historical vocabulary can be placed into various categories:- language related to the passing of time e.g. yesterday; language related to the measuring of time e.g. decade; historical roles e.g. monarch; concepts and more abstract terms e.g. democracy. Some of the more abstract terms benefit from being taught through concrete and practical examples to help children to fully understand them. They should then be able to interpret historical language within contexts e.g. questions, concepts.
Similarities and Differences
Comparison is a tool used by historians to analyse historical events, societal features, and values and beliefs within and across different time periods in order to discover things of historical importance or interest e.g. common causes, stages of development or to demonstrate a larger historical pattern. By looking for similarities and differences , children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.
Chronology
Understanding chronology is vital in helping children position their learning within a linear narrative. It involves sequencing, placing and connecting periods of history as part of a framework which should reinforce and increase their depth of knowledge and understanding.
* Evidence is a thread that runs throughout the history curriculum. Evidence can take various forms, including printed sources e.g. documents; physical evidence e.g. artefacts; oral accounts and testimony. Primary sources relate to original, first-hand evidence while secondary sources provide second-hand information that comes from the description, analysis, interpretation and evaluation of primary evidence.

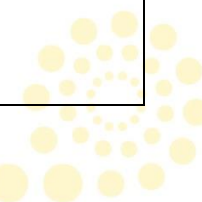


History



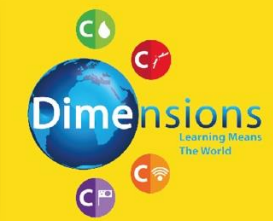
EXPLORERS - EYFS

Knowledge Building					
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Order and sequence familiar events	State examples of change	Know what causes everyday things to happen	Understand and use language related to the passing of time	Identify how things can be done differently	Know and identify similarities and differences between themselves and others
Order and sequence known stories as well as events in their own lives.			Know and understand the meaning of 'past', 'present' and 'future'		
Learning Progression					
			Reception		
<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 • Comment on images of familiar situations in the past • Compare and contrast characters from stories including figures from the past • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways 					





History



Knowledge Progression

Reception

Come Fly With Me! Asia

- To look at photographs of old-fashioned forms of transport and notice what is different on modern day equivalents
- To identify 'odd ones out' when exploring aspects of Chinese culture
- To identify similarities and differences between their own family and one from India
- To know about a range of cultural and religious festivals, including Christmas, and compare them with how they celebrate special times

Key Vocabulary

culture, Christmas, Russia, Onam Festival, family, transport, same, different, compare, home

Let's Play

- To identify similarities and differences between old and new toys through observation
- To know that Teddy Bears were created a long time ago but we still play with them today.
- To identify some similarities and differences between old and new Teddy Bears
- To know that toys still had moving parts before batteries were invented
- To know some games that their grandparents played when they were small
- To know that most people have or had a favourite toy and be able to talk about theirs

Key Vocabulary

toy, Teddy Bear, old, new, old-fashioned, toy, play, game, moving toys, batteries, special, favourite

Happy To Be Me

- To know how to use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of time
- To identify ways their family celebrates special events such as weddings, christenings, birthdays etc.
- To identify features about themselves that make them individuals
- To identify how we are similar and different
- To know who is in their family and how families can differ
- To know what a community is and identify the communities and groups they belong to

Key Vocabulary

self-portrait, individual, family, community, appearance, diversity, belonging, today, tomorrow, yesterday, past, time, events, festivals

No Place Like Home

- To know that there are many different types of houses and be able to identify some similarities and differences
- To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle
- To identify some old and new houses in their local area

Key Vocabulary

home, house, same, different, similar, old, new, feature, castle,

Tell Us a Story

- To know some stories from different cultures and compare with stories that they have been told and know well
- To identify the changes that happened to Cinderella and then identify changes in their own lives

Key Vocabulary

change, different, same, stories, tales, fairy tales, nursery rhymes

What on Earth...?

- To identify old things and recognise what can be done to look after them
- To identify past events and experiences and discuss what happens/happened at them
- To know who the older people are in their lives and identify similarities and differences between their childhood and their own

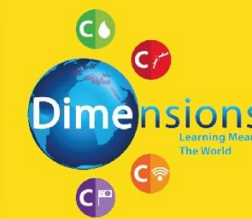
Key Vocabulary

old, new, things, recycle, events, experiences, artefacts, preserve, look after, grandparents, grandma, grandpa, neighbours





History



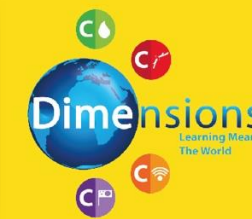
PATHFINDERS – Year 1 and 2

Knowledge and Skills Building					
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
<p>Year 1</p> <ul style="list-style-type: none"> Place the times studied on a timeline in relation to previous learning 	<ul style="list-style-type: none"> Know and understand that things have changed over time (for example medicine) 	<ul style="list-style-type: none"> Know and understand why some animals are endangered 	<ul style="list-style-type: none"> Know and understand the meaning of the words 'years', 'decades' and 'centuries'. 	<ul style="list-style-type: none"> Know that we can use different sources to find out about the past: photographs, letters, diaries, papers, artefacts and books 	<ul style="list-style-type: none"> Know and understand that there are different societies
<p>Year 2</p> <ul style="list-style-type: none"> Know how to place key events in chronological order using specific dates and a timeline 	<ul style="list-style-type: none"> Know and understand why things have changed over time; (communication) 	<ul style="list-style-type: none"> Know and understand that events have consequences that bring about change (e.g. communication/media over time) 	<ul style="list-style-type: none"> Know that a millennium is a thousand years 		<ul style="list-style-type: none"> Know and understand that people in different societies live in a different way
Skills Progression					
History Skills Y1			History Skills Y2		
<p>Hi1 Use different sources of information to find out about the past</p> <p>Hi2 Find out about the lives of significant people and events from the past and present</p> <p>Hi3 Using episodes from stories about the past, identify the difference between past and present</p> <p>Hi4 Place events in chronological order</p> <p>Hi5 Use common words and phrases related to the passing of time</p> <p>Hi6 Make a personal link to the past by exploring artefacts and images</p>			<p>Hi7 Ask and answer questions about the past</p> <p>Hi8 Explore places and investigate artefacts</p> <p>Hi9 Recognise why people did things and why events happened</p> <p>Hi10 Identify differences between past and present and show how ways of life at different times were different to their own</p> <p>Hi11 Identify different ways in which the past is represented</p> <p>Hi12 Observe and handle a range of sources of information to find out about the past</p> <p>Hi13 Place events and objects in chronological order</p> <p>Hi14 Use a wide vocabulary of everyday historical terms</p>		





History



Knowledge Progression

Pathfinders 1 / Year 1

Zero to Hero

C In this unit, pupils will learn about a range of influential people from both modern times and the recent past. They will explore chronology by recognising that these people were born, lived and, for some, died in different time periods. Pupils will learn about each individual's achievement and reflect on how they have changed the lives of many people across the world. Pupils will start to analyse their work through evidence, for example, animations Walt Disney has left us. Historical language relating to the passing of time; decade, century etc. is introduced.

Concepts

NC - Pupils should be taught about events beyond living memory that are significant nationally or globally

- A. To realise that setbacks do not have to be a barrier to achievement - Michael Jordan
- B. To learn that perseverance is vital to achievement - Thomas Edison
- C. To understand that circumstances do not have to be a barrier to achievement - Malala Yousufzai
- D. To learn to overcome rejection in order to go on to succeed - Walt Disney
- E. To understand how showing respect for individuals leads to gaining respect - Mother Teresa

C Going Wild

With a focus on the Elephant Bird, pupils will explore the chronology of extinction, learning that extinction means the eradication of a whole species, as opposed to the death of one individual animal. Pupils will learn about the human influence in the extinction of the Elephant Bird by looking at evidence to support this, whilst recognising that some may think that other factors are more influential.

Concepts

- G. To know that some animals are endangered, the reasons why and what is being done to preserve these species

Pathfinders 2 / Year 2

Inter-Nation Media Station

C Pupils will explore the changes that have occurred over the years in how news is shared. They will use methods of semaphore and coded messages to explore this concept. Pupils will then consider some of the similarities and differences between how news was shared in the past and in modern times, such as through newspapers and radio. Vocabulary such as 'media' and 'broadcasting' are introduced. Pupils will look at perspectives in the recent use of radio in World War II.

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

NC - Pupils should be taught about events beyond living memory that are significant nationally or globally

- A. To learn about how news was shared in the past
- B. To know about the ways in which news is shared today, compared with in the past
- C. To learn about the development of the television
- D. To learn about the development of radio broadcasting and how radios were used in World War II

C Come Fly With Me! Arctic Circle

Pupils will explore the traditions and customs of the Inuit people. They will find out that the Inuits are an ancient tribal group that have lived in North America for several thousand years and that many of their ways of life have not changed much over that period of time. Pupils will explore what has changed over time and what has remained the same. They will discuss reasons why some traditions have had to change and how historical vocabulary surrounding the Inuits has also changed, with terms such as 'Eskimo' now considered to be offensive.

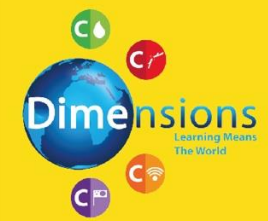
Concepts

- D. To know about the Inuit people group and their traditions and customs





History



Knowledge Progression

Year 1

Unity in the Community



Through this theme, pupils will focus on history in their locality. They will explore a range of sources to help them find out more about the past in their local area and make some comparisons with the present. They will order chronologically the dates of significant events and people and look at reasons why places may have changed in their local area, with a particular focus on their school.

Concepts

NC - Pupils should be taught about changes within living memory

F - To know about significant historical events, people and places in their own locality (NC)

Children's Champion

Pupils will investigate the life of Thomas Barnardo by looking at a range of sources relating to his life and the era in which he lived. Pupils will compare similarities and differences between the lives of children then and now, as well as those who were rich and those who were poor in Victorian times. Pupils will learn about cause and consequence - it was the conditions that poor children were living in that encouraged Barnardo to help them - and that his work still has an impact today with the legacy of Barnardo's charity.

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

- To know and be able to retell the life story of Thomas Barnardo
- To know what the main achievements of Thomas Barnardo were
- To understand the contribution Thomas Barnardo made to the care of children
- To understand the way in which the past impacts on the present

Year 2

Royal Patrons

Using photographs, pupils will embed their understanding of historical vocabulary relating to the passing of time and how people change over time. Pupils will look at the similarities and differences between aspects of Victorian and modern life through playing with toys and then using comparison skills to look at the lives of the two queens, using a range of sources to compare them, particularly their commitment to community and their courage during challenging times.

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

NC - Pupils should be taught about events beyond living memory that are significant nationally or globally

NC - Pupils should be taught about changes within living memory

- To know about changes in their own lives, their families lives and others around them
- To know some differences between how people used to live at different times
- To know who Queen Victoria was and who Queen Elizabeth II is
- To understand the contribution both Queens have made to British society
- To understand the way in which the past impacts on the present

Record Breaker

Pupils will continue to develop their understanding of chronology through plotting key events and dates in Ranulph Fiennes' early life. They will then look at his record-breaking expeditions and the impact these have had on the discovery and understanding of some of the most remote places on our planet through a range of source materials. Finally, pupils will have the opportunity to plan their own courageous challenge using Ranulph's charity work as an inspiration.

Concepts

NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

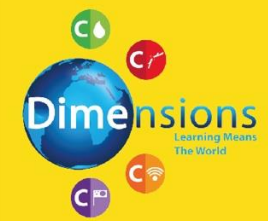
NC - Pupils should be taught about events beyond living memory that are significant nationally or globally

- To know and be able to retell the life story of Ranulph Fiennes
- To know what Ranulph Fiennes was famous for
- To understand what make Ranulph Fiennes an inspirational historical figure
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History

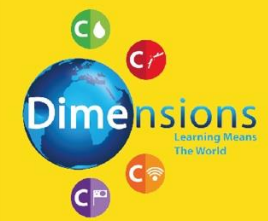


Knowledge Progression						
Year 1				Year 2		
<p align="center">Medicine Woman</p> <p>Pupils will learn about Elizabeth Blackwell and her contribution to equal opportunities for women at a time when things were very imbalanced. Through drama, debate and source materials, pupils will discuss Elizabeth's courage in becoming a doctor in a period when women could only be nurses. They will explore the impact her work on personal hygiene has had on today's medical progression.</p> <p>Concepts</p> <p>NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>NC - Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>NC - Pupils should be taught about changes within living memory</p> <ul style="list-style-type: none"> To know and be able to retell the life story of Elizabeth Blackwell To know what the main achievements of Elizabeth Blackwell were To understand the contribution Elizabeth Blackwell made to equal rights for women <p>To understand the way in which the past impacts on the present</p>						
Key Vocabulary						
Year 1				Year 2		
Zero to Hero				Inter-Nation Media Station		
brave	experience	nun	slums	beacon	decade	newspaper
Calcutta	failure	perseverance	years	broadcast	digital	semaphore
century	hardship	rejection		century	invention	smoke signals
decade	inventor			communication	media	years
				development	news	

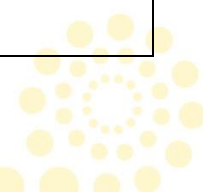




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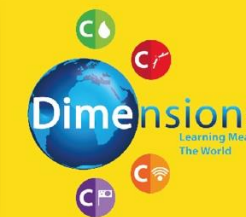


Key Vocabulary					
Year 1			Year 2		
Come Fly With Me! Arctic Circle			Going Wild		
conservation dinosaurs	extinction survival	past endangered	century customs Eskimo globe	Inuit settler survive igloo	modern long ago millennium years
Key Vocabulary					
Year 1			Year 2		
Unity in the Community			Royal Patrons		
boundary city countryside era local	landmark century duty era	invention living memory monarch patron	portrait Queen Elizabeth II Queen Victoria	reign Victorian World War 2	
Key Vocabulary					
Year 1			Year 2		
Children's Champion			Record Breaker		
child evacuee epidemic era legacy	missionary orphan pandemic poverty	Thomas Barnardo Victorian wealthy society lifespan	chronology expedition	pioneer Ranulph Fiennes	World War 2 explorer
Key Vocabulary					
Year 1			Year 2		
Medicine Woman					
century decade discrimination Elizabeth Blackwell	Emigrate past present	pioneer year			







History

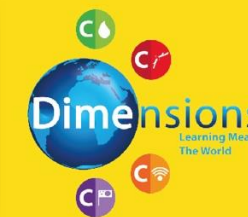


ADVENTURERS – Year 3 and 4

Knowledge Building					
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Year 3/Year 4 • Know and understand that ancient civilisations had a beginning and end and place some events on a timeline	• Make links between events and changes across and within different ancient civilisations	• Know and understand the legacies of the ancient civilisations	• Know and understand the meaning of 'eras', 'epochs', 'AD/CE' and 'BC/BCE', 'ancient', 'civilisation' and 'legacy'	• Know and understand the difference between primary and secondary sources	• Know and understand the similarities and differences between the ancient civilisations
	Year 4 • Make links within periods of history (slave trade)	• Know and understand the legacies and the impact of these in relation to the middle ages (Anglo-Saxons and Vikings)	• Know and understand the meaning of 'invasion', 'conquest', 'saga'	• Know and understand the difference between primary and secondary sources and how to use them	• Know and understand the similarities and differences between Viking and Anglo-Saxon soldiers
Skills Progression					
History Skills Y3			History Skills Y4		
Hi15 Develop their understanding that the past can be divided into different periods of time Hi16 Explore the different ways we can find out about the past and how to understand evidence Hi17 Identify different ways in which the past can be represented Hi18 Recognise similarities and differences between people's lives during different periods of time Hi19 Use dates and vocabulary relating to the passing of time and sequence events Hi20 sequence several events or artefacts Hi21 Begin to give reasons for and results of the main events and changes Hi22 Use sources of information including ICT to find out about events, people and changes			Hi23 Ask and answer a variety of preceptive historical questions Hi24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK Hi25 Identify the impact of the movement and settlement of people in different periods of British history Hi26 Identify how significant events, developments or individuals and groups have influences their locality, the UK and beyond in the recent and distant past Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved. Hi28 Place events, people and changes into correct periods of time on a timeline Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted Hi31 Communicate knowledge and understanding in a variety of ways		
Knowledge Progression					
Year 3			Year 4		
Athens v Sparta  Pupils will begin this unit by using inter-disciplinary skills, employing geographical knowledge in locating Greece on a present-day map and noting some its key features, and historical knowledge in comparing it with a map of Ancient Greece. A key focus of this unit is comparing the city states of Athens and Sparta and recognise that their differences meant that they did not live peacefully together. Pupils will explore cause and consequence when learning about key events in Ancient Greek times, such as the Persian Wars. They will also learn about continuity through some Ancient Greek legacies that are still influential today, like democracy and the alphabet. Concepts NC - Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world A. To know the location of Greece B. To learn about the Greek Empire C. To understand the importance of Athens and Sparta D. To know about some of the important battles e.g. The Persian Wars E. To learn about Greek mythology F. To discover the legacy of the Ancient Greeks e.g. democracy and buildings			 Cry Freedom Pupils will be introduced to the concept of slavery in a sensitive manner, initially discussing some of the historical vocabulary surrounding slavery. Pupils will also learn that slavery has been a feature of societies across the globe for several centuries and they will compare, contrast, and discuss changes to how slavery occurred. Pupils will develop their chronology skills by comparing key events in Sojourner Truth and William Wilberforce's lives and how both these people worked to abolish slavery. Finally, pupils will research, assess, and draw conclusions on the issue of modern-day slavery. Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A. To know and understand what slavery is and recognise its different forms B. To learn about the history of slavery around the world - Europe, Asia, Africa, America C. To learn about key figures involved in the abolition of slavery D. To learn about modern-day slavery		



History

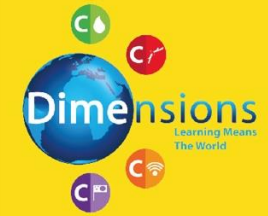


<p>Come Fly With Me! Africa</p> <p> Pupils will explore the links between the disciplines of history and geography through this African theme, with a historical focus on the Benin from West Africa. Pupils will learn that the kingdom of Benin was incredibly powerful and influential at the time by studying artefacts that have been left behind.</p> <p>Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history B To learn about the Benin Early Period</p>	<p>Additional Knowledge</p> <p>Law and Order</p> <p> Pupils will identify the importance of having their voices heard through debate and discussion inspired by the debates of Ancient Greeks. They will learn more about the place that founded early democracy and hold elections of their own.</p> <p>NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p>Under the Canopy</p> <p> Using the historical period of the Mayans, pupils will link history and geography together through exploring the roots of two fictional children. They will research the original Mayan meaning of the children's names and then compare these to the origins of their own. Pupils will then collect evidence of how the Mayan people lived in the rainforest in the past, through research, and then share what they find, noting any influences on present day.</p> <p>Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history Question 1. To understand where names come from and what they mean Question 2. To understand the relationship between where we originate from and what our names mean Question 4. To learn what it would have been like for the Mayans, living in the rainforest</p>	
Knowledge Progression	
Year 3	Year 4
<p style="text-align: center;">Lindow Man</p> <p>In this unit, pupils will explore the changes and developments that took place over several millennia in Ancient Britain. They will use vocabulary relating to specific eras (Stone, Bronze and Iron Age) to categorise development and societal change during these eras. They will recognise that we can make claims about the lives people led in ancient times because of evidence left behind. Pupils will also learn about key people from history and how their actions still impact our present day.</p> <p>Concepts NC - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> To know when the Stone Age, Bronze Age and Iron Age took place To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.) To know who the Celts were, in particular, Boudicca To know how the people living during these three periods of time influenced the locality To understand how evidence from the past is used to make historical claims To understand the way in which the past impacts on the present 	<p style="text-align: center;">Saxon King</p> <p>In this unit, pupils will learn about some aspects of early medieval life in England through the life of a key historical figure, Harold Godwinson. Pupils will have the opportunity to investigate timelines and family trees to understand the chronology of Harold's life and debate his claim to the throne through available evidence. Pupils will use the Bayeux tapestry to note the events of the Battle of Hastings and will start to explore the use of bias in source materials recognising we should always question what we are looking at when working historically.</p> <p>Concepts NC - Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots NC - Pupils should be taught about 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 and be able to retell the life story of Harold Godwinson To know what Harold Godwinson was famous for To understand what makes Harold Godwinson an inspirational historical figure





History



"That's All, Folks!"

Pupils will learn that animation is a process that has developed and changed greatly over time. They will explore the concept of the moving image through making flipbook animations and Zoetropes. They will learn about famous animated characters such as Mickey Mouse and Wallace and Gromit before using computer animation software to create their own modern animations.

Viking Warrior

Pupils will explore some of the oral history of the Viking period through the tales told about Ragnar Lothbrok. Pupils will discover that stories of events of this time were often not written down until much later and therefore may not be accurate. As historians, pupils will have to explore further evidence to be sure that certain events took place; Ragnar may not have existed! Pupils will use chronology to plot Viking invasions and relating their time in Britain with that of the Romans and Anglo-Saxons. Pupils will also begin to use questioning and research to find out why the Vikings chose to invade Britain. Finally, pupils will assess evidence of what the Vikings left behind and how they still influence our lives today.

Concepts

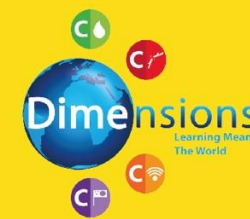
NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- To know and be able to retell the life story of Ragnar Lothbrok
- To know the chronology of invaders and settlers in Britain
- To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore may contain more fiction than fact
- To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions
- To understand why the Vikings invaded Britain
- To understand the way in which the past impacts on the present

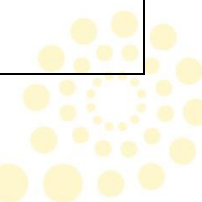




History

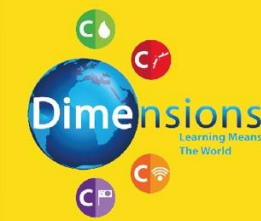


Key Vocabulary									
Year 3				Year 4					
Athens v Sparta				Under the Canopy					
amphitheatre ancient architecture artefacts Athens BC / BCE	civilisation colonies Colosseum conflict democracy empire	leadership legacy marathon Mount Olympus mythology (gods)	Olympic games Persian Wars Sparta temple Zeus	AD / CE ancestor BC / BCE civilisation empire	era evidence gods heritage hierarchy	hieroglyphs Mayan millennia plaque plaza	pyramid sacrifice temple ulama		
Key Vocabulary									
Year 3				Year 4					
Come Fly With Me! Africa				Cry Freedom					
AD / CE trading artefacts BC / BCE Benin civilisation	coral elected epoch era exiled	gods ivory merchants misruling	plaque restore security	Abolition/abolitionist captive colonialists economy	Harriet Tubman human trafficking master merchants	middle passage modern-day plantation poverty	slave Sojourner Truth William Wilberforce		
Key Vocabulary									
Year 3				Year 4					
Lindow Man				Saxon King					
Boudicca Bronze Age Celts Iron Age	henge hunter-gatherer Mesolithic Period Neolithic Period	nomadic Palaeolithic Period prehistoric revolt	Roman Skara Brae Stone Age	battle Bayeux Tapestry bias claim	conquest dynasty exile heir	invasion monarch Norman	patronyms reign Witan Council		
Key Vocabulary									
Year 3				Year 4					
Law and Order		"That's All, Folks!"				Viking Warrior			
AD / CE BC / BCE ancient civilisation democracy elected government	non-democratic United Nations (UN) Universal Declaration of Human Rights society World War 2	animation cartoon CGI (computer-generated imagery)	development discovery flip book	stop-motion technology Walt Disney	zoetrope	Anglo-Saxon coward invasion Jorvik	legacy legend longship Norman	pitch raid Roman	saga settlement Viking





History

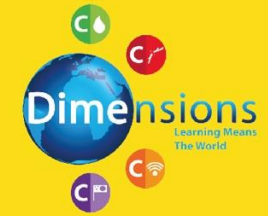


NAVIGATORS – Year 5 and 6

Knowledge Building					
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Year 5 / Year 6 Make connections between periods of history	<p>Year 5</p> <ul style="list-style-type: none"> Know and understand that people have emigrated to and invaded different places over time <p>Year 6</p> <ul style="list-style-type: none"> Understand and explain how some things have changed over time (inventions, how wars were fought) 	<ul style="list-style-type: none"> Know and explain the causes and consequences of invasion and immigration <ul style="list-style-type: none"> Understand and explain the consequences of significant events in history and the impact of significant individuals (World Wars, Martin Luther King, Nelson Mandela, Rosa Parks) 	<ul style="list-style-type: none"> Know and understand the meaning of primary and secondary sources of evidence, 'immigrant', 'global', 'emigrate' and 'settler' <ul style="list-style-type: none"> Know and understand the meaning of 'anti-Semitism', 'apartheid' and some of the words that were used in the past are now considered to be racist 	<ul style="list-style-type: none"> Know, understand and explain how different events and individuals are sometimes viewed differently by different societies (e.g. Christopher Columbus hero or villain?) <ul style="list-style-type: none"> Know and understand that there are different opinions and arguments about significant events. 	<ul style="list-style-type: none"> Know and understand the impact that immigration and invasion have on societies <ul style="list-style-type: none"> Recognise and describe the similarities and differences in the way that different societies were treated throughout history
Skills Progression					
History Skills Y5			History Skills Y6		
Hi32 Investigate the characteristic features of, and changes, within, periods of history Hi33 Devise historically valid questions about change, similarity and difference and investigate for find possible answers Hi34 Investigate events in the past using primary and secondary sources Hi35 Identify and describe reasons for and results of historical events, situations and changes hi36 Recognise primary and secondary sources Hi37 Identify and describe the effect of some economic, technological and scientific developments Hi38 Place events, people and changes into correct periods of time Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade Hi40 Interpret historical evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms			Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers Hi43 Recognise social, cultural, religious and ethnic diversity of societies Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this Hi45 Recognise and understand the broader chronology of major events in the UK, and some key events in the world, from ancient civilisations to the present day, and locate within this the periods, events and changes they already studied Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways		
Knowledge Progression					
Year 5			Year 6		
<p>You're Not Invited</p> <p>CR In this unit, pupils will take a deeper look at cause and consequence with a focus on Roman invasion and the expansion of the Roman Empire across Europe. Pupils will be expected to think more analytically, giving reasons for invasion and discuss some of the outcomes, recognising that not all outcomes of invasion are negative. Pupils will use timelines to record important battles from the Roman era, noting key people involved. They will also be encouraged to start drawing their own conclusions about historical events, with evidence to support their thinking.</p> <p>Concepts NC - Pupils should be taught about the Roman Empire and its impact on Britain</p> <p>A. To learn the meaning of the word 'invasion' and understand the possible reasons for and consequences of an invasion</p> <p>B. To know the location of Italy and the Roman Empire</p> <p>C. To understand why the Roman Army was so successful in their invasions</p> <p>D. To learn about some of the famous battles that took place during the Roman era</p> <p>E. To understand the positive impact of the Roman invasions on the inhabitants of those countries invaded</p>			<p>Wars of the World</p> <p>CR This unit studies war in a much wider context. Pupils will explore the causes of war, including analysing the reasons for the conflict in Gaza. Pupils will develop their research skills by finding out more about either WWI or WWII and presenting their findings to their peers, with opportunity to question each other's findings. They will learn the term 'civil war', recognising that conflict does not just occur between two or more countries. As well as the causes, pupils will discuss the consequences of war and the concept of pacifism in preventing conflict and resolving problems in other ways. Pupils will also recognise that war is not just a historic concept but that there are conflicts still occurring across the globe today.</p> <p>Concepts NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Legacy</p> <p>A. To know and understand why wars occur</p> <p>B. To learn about the two world wars and understand their impact</p> <p>C. To understand what a civil war is and have some knowledge of famous civil wars</p> <p>D. To know where current wars are taking</p> <p>E. To learn about pacifism and the concept of peace</p>		



History



Come Fly With Me! America



Using a podcast, pupils will listen to the story of how America was discovered and re-tell it in their own words. They will then explore in more depth the impact that European discovery and settlement had on Native American tribes. Pupils will be expected to carry out their own research on a chosen tribe, and then produce a short drama piece on daily life.

Concepts

NC - Pupils should be taught about a non-European society that provides contrasts with British history

- B. To learn about the discovery of America
- C. To know about the Native Americans

"I Have a Dream..."



Throughout the pathways, pupils have been made aware of the injustice and segregation imposed on black communities across the globe and throughout history. This unit allows pupils to look in more depth at key discriminatory events in global history. Pupils will analyse the similarities and differences between life under the Jim Crow Laws in the USA and Apartheid in South Africa. They will also learn about the work of Martin Luther King and Nelson Mandela, drawing parallels and discussing the changes made to improve rights for black people in the two countries. Finally, pupils will question and research other forms of discrimination including those that are occurring in the present day.

Concepts

NC - Pupils should be taught about a non-European society that provides contrasts with British history

- A. To learn the definition of apartheid
- B. To know about the Jim Crow Laws and how they affected black people
- C. To learn about Martin Luther King and the impact he had on society
- D. To become familiar with Nelson Mandela's role in the anti-apartheid movement in South Africa
- E. To know about and understand other forms of discrimination e.g. anti-Semitism

Knowledge Progression

Year 5

Pharaoh Queen

Initially, pupils will engage some of their geographical map reading skills by locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. Pupils will then compare a map of modern-day Egypt with that of Ancient Egypt. Pupils will turn their focus to some of the important people and places in Ancient Egypt, particularly focusing on Queen Hatshepsut. They will analyse evidence to find reasons why she became queen when women could not traditionally rule, why the people of Egypt were loyal to her and then, strangely, why almost all evidence of her existence as pharaoh were destroyed. Pupils will write a written account of her life, using all the evidence gathered and conclusions drawn.

Concepts

NC - Pupils should be taught about an Early Civilization e.g. Egypt

- To know the location of Egypt
- To know about the significant Ancient Egyptian places and individuals
- To know about Ancient Egyptian beliefs and practices
- To understand how evidence is used to make historical claims
- To understand the importance of the River Nile in Ancient Egyptian times

To learn about the third female pharaoh, Hatshepsut

Year 6

Time Team

This is a multi-disciplinary study of the local area. The geographical aspect includes a disciplinary focus on processes and changes, linking with a historical disciplinary focus on continuity and change, helping pupils understand how the events of history shape a locality. They also further develop their mapping skills as part of this project.

Concepts

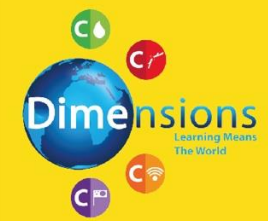
NC - Pupils should be taught a local history study



- A. To identify and research a famous historical figure who lived in your local area
- B. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time
- C. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time
- D. To know how to apply their knowledge when giving a guided tour of the local area





History

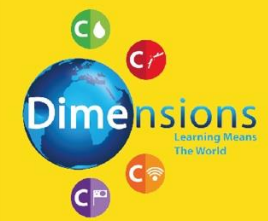


Knowledge Progression	
Year 5	Year 6
<p>Mission Control</p> <p> Pupils will develop their ability to analyse source material by first recognising the differences between primary and secondary sources, and then understanding how both are useful in developing a broader field of evidence around a key historical event – the moon landing. They will use source material to answer historical questions. They will also analyse the developments and changes made to space travel and satellite communication over the decades. Chronological knowledge will be embedded further by researching famous astronomers and placing their dates, significant events and achievements on a timeline.</p> <p>Concepts</p> <p>A. To learn about space exploration and discovery</p> <p>B. To develop knowledge and understanding of famous astronomers, as well as significant worldwide astronauts</p> <p>C. To learn about the development and role of satellite communication</p>	<p>A World of Bright Ideas</p> <p> By using their understanding of chronology, pupils will build a timeline around either the development of transportation or technology. They will be required to compile a set of questions around their chosen subject to guide their research. They will then need to analyse and pare down their findings to build a clear, succinct timeline.</p> <p>Concepts</p> <p>NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A. To learn about important inventions from the past</p>
Knowledge Progression	
Year 5	Year 6
	<p>British Bulldog</p> <p>In this competency unit, pupils will begin by finding out why Winston Churchill is regarded as the UK's most well-known Prime Minister and why his image is still used in popular cultural today. They will listen to and study some of his famous speeches during World War 2 and discuss how and why these speeches were so important to the morale of the British people both at home and away fighting. Pupils will investigate the reasons why Winston Churchill is now seen as a controversial figure in British cultures due to some of the views that he held. Additionally, pupils will learn that Churchill was an accomplished painter and will study some of his works in order to produce some artwork of their own in a similar style.</p> <p>Concepts</p> <ul style="list-style-type: none"> To know who Winston Churchill was and why he is an important figure To know and be able to retell the life story of Winston Churchill To know what the main achievements of Winston Churchill were, both as a very capable politician and military leader To understand how speech and oratory can have both positive and negative effects To know that as well as a politician, Winston Churchill was an accomplished painter To know that his views can now be seen as controversial To understand that, when exploring controversial views, we must look at a wide range of sources before drawing conclusion





History

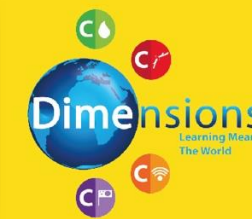


Key Vocabulary						
Year 5				Year 6		
You're Not Invited				Wars of the World		
armour	borders	consequences	leadership	alliance	evacuation	nationalism
army	Boudicca	emperor	legacy	allies	Hitler	pacifism
aqueduct	Caesar	empire	Nero	anti-Semitism	Holocaust	solidarity terrorism
Augustus	census	Hadrian	Roman	Axis powers	imperialism	Tripartite Pact
battle	conquer	invasion	ruler settlement	conflict	invasion	World War 1
				consequences	militarism	World War 2
				civil war	mutiny	
				consequence		





History

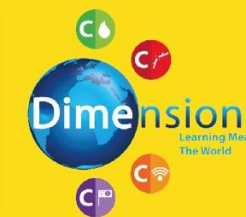


Key Vocabulary							
Year 5				Year 6			
Come Fly With Me! America				"I Have a Dream..."			
Columbus colonisation conquest emigrate	immigrant indigenous persecution pilgrim	puritan republic Stars and Stripes	State Thanksgiving Day tolerance	anti-Semitism apartheid discrimination diversity injustice	Jim Crow Laws Martin Luther-King Nelson Mandela oppression	prejudice race primary source secondary source	segregation stereotype supremacy tolerance
Key Vocabulary							
Year 5				Year 6			
Mission Control				A World of Bright Ideas			
astronaut astronomer causation conspiracy theory	evidence exploration injustice interpretation	inquisition Neil Armstrong primary source satellite communication	secondary source technology viewpoint	brand Calculus commercial copyright	development discovery economic innovation	invention inventor modify printing press	scientific significant technological vaccine
Key Vocabulary							
Year 5				Year 6			
				Time Team			
afterlife Ancient Egypt archaeology architecture era	Hatshepsut hieroglyphics historian legacy	mummification Nile Pharaoh regent	sarcophagus Sphinx Stone Age temple	anachronism catalyst change connections	continuity historical figure historical narrative	historical viewpoint interpretation locality	national history regeneration





History



End Goals

Explorers / EYFS

Our aim in teaching history in Explorers is to make pupils aware of the world around them and how places and people change over time. By the end of the phase, pupils should have a basic understanding of the passing of time and be able to use vocabulary relating to things that have happened in the recent past. Pupils should be aware that, over time, people change by ageing, and they should be able to identify older people in their lives. As well as people, pupils should know that things also change. They will have had opportunity to observe old and new forms of transport, homes and toys and they should be able to identify those that are from the past and those that are from present day, noting a range of similarities and differences. Pupils should also be able to talk about the roles people have had in society in the past and compare those to present-day occupations.

Pathfinders / KS1

Our aim in teaching history in Pathfinders is to encourage pupils to think about historical change in the wider world. In this phase, pupils will begin to start thinking more chronologically and will have been introduced to simple timelines and dated information. This not only embeds the knowledge of the passing of time but extends it beyond the most recent history of yesterday, last week etc. Pupils will also be expected to know vocabulary such as century and millennium. Pupils should know that changes occur over time across the globe and are effected by many different people. They should be starting to ask questions about how and why changes have happened, such as 'Why did the Elephant Bird become extinct?' or 'How have methods of communication changed?'. In terms of recognising similarities and differences, pupils should not only be able to talk about objects and artefacts that are the same or different but also be aware that beliefs and societies can be compared, for example, the Inuit tribe with their own culture. The Competency Units in this phase have allowed pupils to study a diverse range of individuals, the places and eras they lived in and how they have influenced our lives today. Pupils should know that it is often the decisions and actions of individuals in the past that change our lives in the future.

Adventurers / LKS2

Our aim in teaching history in Adventurers is to broaden pupils' historical horizons so they are learning not only about the more recent past but also about ancient civilisations. Pupils should be exploring source materials and begin to look for bias and accuracy. In this phase, pupils should recognise that some aspects of the past can be interpreted in different ways, and it is up to them as present-day historians to be aware that people in the past can tell their stories differently. History in this phase also encourages pupils to, not only explore similarities and differences, but inclusivity across diverse societies. In the unit 'Cry Freedom', pupils will compare how slavery has been imposed on a range of societies and how people from very different backgrounds can work towards a common goal (Sojourner Truth and William Wilberforce). Pupils should also now recognise that they should not only question why changes happen over time, but they should review the consequences of those changes, such as the legacies left by the Ancient Greeks or the development of the United Nations after the Second World War.

Navigators / UKS2

Our aim in teaching history in Navigators is to deepen pupils' skills in thinking historically and historical comprehension. Pupils should now be confident in using and constructing timelines to organise their findings chronologically and make connections across wider periods of time. They should also be aware that they can not only study objects or artefacts to provide evidence of historical events but that these sources can be split into primary and secondary sources. Pupils should be starting to be more confident in analysing these to provide evidence to support their own thoughts and conclusions about how and why historical events happened. It is important, in this phase, that pupils begin to consider that the way things were done in the past cannot always be viewed through the lens of the present. The same beliefs, values and ideals of the present day are often anachronistic with the past (presentism). In this phase, pupils will also have had the opportunity to link their historical knowledge with other subjects such as geography and they should see how these two areas of learning are closely linked. For example, in Pharaoh Queen, pupils should know that the River Nile is a key geographical feature of Egypt, and was key to the survival of Ancient Egyptians, as well as its importance to those living in Egypt today.