



History



Collingbourne CE Primary School
Progression of Knowledge and Skills in
History – Cycle B



Whole School History Curriculum



Year	Knowledge	Skills																				
Reception Autumn Spring Summer	<p><u>Focus: Peak Into The Past</u></p> <p><u>Early Years Outcomes (Development Matters)</u></p> <p>ELG: Understanding the World – Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>Contributing towards: Changes over time: Toys (Year 1)</u></p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”) Recounting activities that happened in their past using photos as a prompt. <p>Disciplinary Concepts</p> <ul style="list-style-type: none"> Being aware of changes that happen throughout the year (e.g. seasons, nature). Experiencing cause and effect in play - achieve through continuous provision. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day Recalling special people in their own lives. Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past. Recognising that different members of the class may notice different things in photographs from the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts. 																				
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Whole School History Curriculum



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Reception Autumn Spring Summer	<p><u>Focus: Adventures through time.</u></p> <p><u>Early Years Outcomes (Development Matters)</u></p> <p>ELG: Understanding the World – Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>Contributing towards: Changes over time: What is a Monarch? (Year 2)</u></p>			<p>Chronological Understanding</p> <ul style="list-style-type: none"> - Beginning to sequence events when describing them (e.g. daily routines, events in a story) - Recognising that some stories are set a long time ago. - Recognising significant dates for them (birthday). - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”) - Recounting activities that happened in their past using photos as a prompt.
	<p><u>Objective</u></p> <p>To begin to understand the concept of generations.</p>	<p><u>Sticky Knowledge</u></p> <p>We all come from a family with different generations</p>	<p><u>Key Vocabulary and Definitions</u></p> <p>Family- a group of two or more persons related by birth, marriage, or adoption Generations- a group of people born and living during the same time</p>	<p>Disciplinary Concepts</p> <ul style="list-style-type: none"> - Being aware of changes that happen throughout the year (e.g. seasons, nature). - Experiencing cause and effect in play - achieve through continuous provision. - Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day - Recalling special people in their own lives. - Using photographs and stories to compare the past with the present day. - Using stories and non-fiction books to find out about life in the past. - Recognising that different members of the class may notice different things in photographs from the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. - Deciding whether photographs or images (e.g. from stories) depict the past. - Communicating findings by pointing to images and using simple language to explain their thoughts.
	<p>To recognise special achievements</p>	<p>We can courageous and have achievements ie swimming badges, karate belts.</p>	<p>Achievement- Working to the best of your ability and being rewarded for the effort you put into it Courageous- making good choices in the face of fear or obstacles. It's another term for bravery.</p>	
	<p>To recognise some special items associated with kings and queens.</p>	<p>King Charles is our current king and Queen Elizabeth was his mother.</p>	<p>King- a male ruler of a country who usually inherits his position and rules for life Queen- a female sovereign who is the official ruler or head of state Royalty- a group of royals, or kings and their extended families</p>	
	<p>To understand that the environment around us changes as time passes.</p>	<p>Pictures and photos show us what it was like in the past.</p>	<p>Cart – a piece of equipment with wheels that a horse pulls along. Fan – a flat object that is waved to move air around. Hoop – a circular toy that can be rolled.</p>	
	<p>To compare modes of transport of the past with the present.</p>	<p>Transport has changed over time ie steam trains to electric trains.</p>	<p>Transport- all the methods people use to move themselves and their goods from one place to another Steam train- a train pulled by an engine powered by steam</p>	
	<p><u>Assessment Tasks</u></p>	<p>Assessing Sticky Knowledge Children to be observed during matching activities throughout the terms</p>	<p>Assessing Key Vocabulary and Definition Observation of children during adult led activities.</p>	



Whole School History Curriculum



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<p style="text-align: center;">Year 1/2 Autumn Cycle B</p>	<p>Focus: How am I making history?</p> <p>National Curriculum Knowledge</p> <ul style="list-style-type: none"> Changes in living memory. Significant historical events, people and places in their own locality. <p>Prior Learning: In the Early years foundation stage – Reception, children talked about the past and present events in their own lives and the lives of their family members. They started to compare things from the past to now. Children used timelines to order daily routines.</p>	<p>Chronological Awareness</p> <ul style="list-style-type: none"> -Sequencing three or four events of their own life. -Placing events on a simple timeline. -Using common words and phrases for the passing of time e.g. now, long, ago, then, before, after. <p>Disciplinary Concepts</p> <ul style="list-style-type: none"> -Being aware that some things have changed and how some things have changed the same in their own lives. -Understanding that some things change while other items remain the same and some are new. -Recalling special events in their own lives. -Beginning to identify different ways to represent the past (e.g. photos, stories). <p>Historical Enquiry</p> <ul style="list-style-type: none"> -Making simple observations about the past from a source. - Interpreting evidence by making simple deductions. - Using vocabulary such as – old, new, long time ago. 																					
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<p>Year 1/2 Spring Cycle B</p>	<p><u>Focus:</u> How was school different in the past?</p> <p><u>National Curriculum Knowledge</u></p> <ul style="list-style-type: none"> ✓ Changes in living memory ✓ Significant historical events, people and places in their own locality <p><u>Prior Learning:</u> How have Toys Changed? (Year 1)</p> <p><u>Contributing towards:</u> How have children's lives changed? (Year 4)</p>	<p><u>Chronological Awareness</u></p> <ul style="list-style-type: none"> - Sequencing up to six photographs, focusing on the intervals between events. <p><u>Disciplinary concepts</u></p> <ul style="list-style-type: none"> - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. - Identifying similarities and difference between ways of life at different times - Making comparisons with their own lives. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Using sources to show an understanding of historical concepts. - Asking a range of questions about stories, events and people. - Understanding how we use books and sources to find out about the past. - Making links and connections across a unit of study. - Making simple conclusions about a question using evidence to support. - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. <p>Describing past events and people by drawing or writing.</p>																												
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Whole School History Curriculum



Year	Knowledge			
Year 1/2 Summer Cycle B	<p><u>Focus:</u> What is a Monarch?</p> <p><u>National Curriculum Knowledge</u></p> <ul style="list-style-type: none"> ✓ Events beyond living memory that are significant nationally or globally ✓ Significant historical events, people and places in their own locality <p><u>Prior Learning: How did we learn to fly (Beyond Living Memory) (Year 2)</u></p> <p><u>Contributing towards: Anglo-Saxons (Year 3)</u></p>			<p><u>Chronological Awareness</u></p> <ul style="list-style-type: none"> - Knowing where people/events studied fit into a chronological framework. <p><u>Disciplinary concepts</u></p> <ul style="list-style-type: none"> - Recognising why people did things, why events happened and what happened as a result. - Asking questions about why people did things, why events happened and what happened as a result. - Finding out about people, events and beliefs in society. - Discussing who was important in a historical event. - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefacts. - Using sources to show an understanding of historical concepts. - Comparing pictures or photographs of people or events in the past. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. - Understanding how we use books and sources to find out about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Making links and connections across a unit of study. - Making simple conclusions about a question using evidence to support. - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) - Using relevant vocabulary in answers. <p>Describing past events and people by drawing or writing.</p>
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	
	1: What is a monarch? To describe what a monarch is.	A monarch is a king or queen	Head of state: the official leader of a country	
	2: Who is our monarch today? To explain why coronations take place.	 Our monarch is King Charles III	Constitutional monarchy: a monarchy where the parliament make the important decisions	
	3: How did William the Conqueror become King of England? To explain how William the Conqueror became King of England.	William 1st won the Battle of Hastings	Normans: Vikings or Norsemen who settled in Northern France	
	4: How did William the Conqueror rule? To identify how William the Conqueror built castles while ruling England.	Normans built castles to keep their armies safe. There were two types of castles.	Motte – a hill that the castle sits on. Bailey – the area at the bottom of the motte where the army and workers lived. Keep – a stone tower on a hill with a lookout. Fence or wall – to keep out attackers. Battlements: stone walls with gaps to shoot arrows through	
	5: How did castles change? To identify features of a castle that would be effective when defending against attacks.	Castles changed to become stronger and more protected.	Battlements: Stone walls with gaps to shoot arrows through.	
	<u>Assessment Tasks:</u> What is a Monarch?	Assessing Sticky Knowledge: Complete Kapow Unit Quiz Create an 'interview' for William the Conqueror. Hot seating questions - anticipate their answers.	Bayeux Tapestry: An embroidery (decorated fabric using threads) that tells the story of the Norman Conquest of England in 1066.	
<p><u>See also: Knowledge organiser.</u></p>				



Whole School History Curriculum



Year	Knowledge	Skills																								
Year 3/4 Autumn Cycle B	<p><u>Focus:</u> How have children’s lives changed?</p> <p><u>National Curriculum Knowledge</u> ✓ A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p><u>Prior Learning:</u> British History 3 – How hard was it to invade and settle in Britain?</p> <p><u>Contributing towards:</u> What was life like in Tudor England (Y5/6, cycle A), What can the census tell us about the local area (Y5/6 cycle B)</p>	<p><u>Chronological Awareness</u></p> <ul style="list-style-type: none"> - Sequencing events on a timeline. - Using dates to work out the interval between periods of time & the duration of historical events or periods. - Using BC/AD/Century. - Placing the time studied on a timeline. - Using dates & terms related to the unit & passing of time e.g. millennium, continuity - Noticing connections over a period of time. 																								
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To investigate why Tudor children worked and what working conditions were like.</p> </td> <td data-bbox="828 856 1359 1066"> <p>The Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. Tudor children worked to bring money home for their families and working days were long.</p> </td> <td data-bbox="1359 856 1834 1066"> <p>Apprentice: A young person who learns a trade or occupation in return for accommodation, clothing and food.</p> </td> </tr> <tr> <td data-bbox="276 1066 828 1249"> <p>3: What were children’s jobs like in Victorian England? To research and record the working conditions of Victorian children using reports and images.</p> </td> <td data-bbox="828 1066 1359 1249"> <p>Jobs children had included, working in a coal mine, in a textile mill or being a domestic servant. Working conditions were tough and dangerous.</p> </td> <td data-bbox="1359 1066 1834 1249"> <p>Working conditions: The conditions under which an employee has to work.</p> </td> </tr> <tr> <td data-bbox="276 1249 828 1411"> <p>4: How did Lord Shaftesbury help to changed the lives of children? To evaluate Lord Shaftesbury’s significance in children’s lives.</p> </td> <td data-bbox="828 1249 1359 1411"> <p>Lord Shaftesbury improved children’s working conditions bringing in the Tenth Hour Act 1833 which aimed to reduce the work hours of children.</p> </td> <td data-bbox="1359 1249 1834 1411"> <p>Factory Acts: A series of laws passed by Victorian governments to improve the working conditions of children.</p> </td> </tr> <tr> <td data-bbox="276 1411 828 1572"> <p>5: How and why has children’s leisure time changed? To explore changes in children’s leisure time using a range of sources.</p> </td> <td data-bbox="828 1411 1359 1572"> <p>Leisure activities have changed due to the advances in technology and time spent on leisure activities.</p> </td> <td data-bbox="1359 1411 1834 1572"> <p>Compare: To identify similarities and differences between things. Leisure activities: What people do in their free time for enjoyment.</p> </td> </tr> <tr> <td data-bbox="276 1572 828 1755"> <p>6. What were the diseases children caught and how were they treated? To investigate diseases children caught and their treatments in the Tudor and Victorian periods.</p> </td> <td data-bbox="828 1572 1359 1755"> <p>Treatments for diseases were mostly ineffective until the 20th Century.</p> </td> <td data-bbox="1359 1572 1834 1755"> <p>Treatment - Medical care given to a person suffering from an illness or disease. Century – A period – 100 years.</p> </td> </tr> <tr> <td data-bbox="276 1755 828 1827"> <p><u>Assessment Tasks</u> How have children’s lives changed?</p> </td> <td data-bbox="828 1755 1359 1827"> <p>Assessing Sticky Knowledge: 10 question quiz on Kapow</p> </td> <td data-bbox="1359 1755 1834 1827"> <p>Assessing Key Vocabulary: Match definition with the key words</p> </td> </tr> </tbody> </table>	Lesson	Sticky Knowledge	Key Vocabulary	<p>1: What do sources tell us about how children’s lives have changed? To identify the continuities and changes to children’s lives using a range of sources.</p>	<p>Some things have continued over time such as playing with friends and going to school. Some things have changed such as the clothes people wear, the toys they play with the buildings they learn in.</p>	<p>Continuity: Something that continues and stays the same over time Change: Something that becomes different over time.</p>	<p>2: Why did Tudor children work and what was it like? 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Whole School History Curriculum



Year	Knowledge	Skills																				
Year 3/4 Spring Cycle B	<p><u>Focus:</u> What did the ancient Egyptians believe?</p> <p><u>National Curriculum Knowledge</u></p> <p>✓ The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p><u>Prior Learning:</u> Would you prefer to live in the Stone Age, Bronze Age or Iron Age? (Year 3/4 Cycle A))</p> <p><u>Contributing towards:</u> What did the Greeks ever do for us? (Year 5/6 Cycle B)</p>	<p><u>Chronological Awareness</u></p> <ul style="list-style-type: none"> - Sequencing events on a timeline, referring to the times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time & the duration of historical events or periods. - Using BC/AD/Century. - Placing the time studied on a timeline. - Using dates & terms related to the unit & passing of time e.g. millennium, continuity - Noticing connections over a period of time. <p><u>Disciplinary concepts</u></p> <ul style="list-style-type: none"> - Identify and compare different periods of history & identifying changes & continuity. - Identifying the links between different societies. - Identifying the consequences of events and the actions of people. - Identifying reasons for historical events, situations & changes. - Identifying similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Using a range of sources to find out about a period. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> - Understand how historical enquiry questions are structured. - Asking questions about the main features of everyday life in periods studied e.g. how did people live. - Asking questions about the bias of historical evidence. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary & secondary sources. - Asking the question "How do we know?". - Reaching conclusions that are substantiated by historical evidence. • Describing past events orally or in writing, recognising similarities & differences with today. • Creating a structured response or narrative to answer historical enquiry. 																				
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Whole School History Curriculum



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<p style="text-align: center;">Year 3/4 Summer Cycle B</p>	<p>Focus: How did the achievements of the Ancient Maya impact achievements and beyond?</p> <p><u>National Curriculum Knowledge</u></p> <p>✓ A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><u>Prior Learning: Ancient Egyptians (Y3/4 Cycle B)</u></p> <p><u>Contributing towards: Ancient Greeks (Y5/6 Cycle B)</u></p>	<p><u>Chronological awareness</u></p> <ul style="list-style-type: none"> Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline. Identifying what the situation was like before the change occurred. <p><u>Disciplinary Concepts</u></p> <ul style="list-style-type: none"> Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies. Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. Identifying similarities and differences between periods of history. Explaining similarities and differences between people's daily lives in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Recognising similarities and differences between past events and today. Communicating knowledge and understanding through discussion, debates, drama, art and writing. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Identifying and giving reasons for different ways in which the past is represented. Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books. Creating historically valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied (e.g. how did people live?). Using a range of sources to construct knowledge of the past. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Comparing and contrasting different historical sources. Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways Understanding and making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question, 'How do we know?' Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple, imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today. To compare the beliefs of different cultures, times and groups. 																			
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To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.</p> </td> <td data-bbox="694 888 1181 1094"> <p>Mesoamerica did not have grazing animals, so the diet of the ancient Maya was different to Europeans living at the same time (mainly vegetarian)</p> </td> <td data-bbox="1190 888 1733 1094"> <p>Cacao A tropical tree whose seeds are used to make chocolate Glyph A symbol that represents a word or idea. Currency: The type of money that a country uses for buying and selling goods and services.</p> </td> </tr> <tr> <td data-bbox="255 1094 685 1266"> <p>3. What did the Ancient Maya believe? To describe the role of the Ancient Maya god and goddesses by studying images and scenarios.</p> </td> <td data-bbox="694 1094 1181 1266"> <p>I can retell the Ancient Maya creation story. 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Whole School History Curriculum



Year	Knowledge			Skills
Year 5/6 Autumn Cycle B	Focus: Victorians: What does the census tell us about our local area?			<u>Chronological Awareness</u>
	<u>National Curriculum Knowledge</u> ✓ A local history study			<ul style="list-style-type: none"> - Sequencing events on a timeline. - Understanding the term “century” & how dating by centuries works. - Putting dates in the correct century. - Using the terms AD & BC in their work. - Using relevant dates & relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, & Victorians - Developing a chronologically secure understanding of British, local & world history across the periods studied.
	<u>Prior Learning: How Have Children’s Lives Changed? (Year 4)</u>			<u>Disciplinary concepts</u>
	<u>Contributing towards: Local history study (KEY STAGE THREE)</u>			<ul style="list-style-type: none"> - Describing the links between main events, similarities & changes within & across different periods/studied. - Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well. - Describing similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Identifying significant people & events across different time periods. - Recognising primary & secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources.
	Lesson	Sticky Knowledge	Key Vocab. & Definitions	<u>Historical Enquiry</u>
	1: What is the census? To explore the purpose and creation of a census.	A census is carried out every ten years and is an official survey which records every person living in a household on a specific date.	Census: An official survey of the population that is carried out every ten years. Head of the household: The main person in the household who would complete the census. Enumerator: A person employed to collect census forms and enter the data into the enumeration book	<ul style="list-style-type: none"> - Asking historical questions of increasing difficulty e.g. who governed, how & with what results? - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact & opinion. - Recognising ‘gaps’ in evidence. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts & analysing within a period & across time. • Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts.
	2: What can we learn about Victorian children from the census? To create questions about Victorian children using a range of sources.	The Victorian period lasted through Queen Victoria’s reign from 1837 to 1901. Victorian children often worked long hours in dangerous conditions such as textile mills.	Flax mill spinner: A person employed to work in a flax mill to make cloth or woven fabric.	
	3: What does the census suggest about the jobs available in the 1800s? To explore the jobs available in the past using the census.	Middle-class people had more options and could choose jobs that required more education or training; working-class people might have been limited to labour or domestic jobs as they did not have the same opportunities.	Scholar: A child attending school or an educator in the Victorian period. Working class: A label used to describe people who do jobs that involve physical work and usually earn less money.	
4: Why did some women refuse to fill out the census in 1911? To make inferences about women’s lives in the 1900s using the census.	Emmeline Pankhurst led the suffrage movement to campaign for the rights of women to vote.	Suffrage: The right to vote in political elections. Boycott: To stop buying or using something from a company or country to show disagreement with their views or actions and encourage change.		
5: What changed in the 1921 census? To investigate how the census changed by following the life of Evelyn Dove.	The census became more detailed in 1921 but was still only a snapshot in time and does not cover all the details of a person’s life.	Biography: A detailed study of a person’s life written by someone else. Verify: To check if something is true or accurate.		
<u>Assessment Tasks:</u> Who lived in our local area in the past? To conduct an enquiry about our local area using the census.	I can show an understanding of Collingbourne in the past through use of the census data.	Assessing Key Vocabulary		
<u>See also: Knowledge organiser.</u>				



Whole School History Curriculum



Year	Knowledge	Skills																				
<p>Year 5/6 Spring Cycle B</p>	<p><u>Focus:</u> What is the legacy of the Ancient Greek civilisation?</p> <p><u>National Curriculum Knowledge</u> ✓ Ancient Greece- a study of Greek life and achievements and their influence on the western world</p> <p><u>Prior Learning:</u> What did the ancient Egyptians believe? (Year ¼ Cycle B)</p> <p><u>Contributing towards:</u> at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China’s Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century]: (KEY STAGE 3)</p>	<p><u>Chronological Awareness</u></p> <ul style="list-style-type: none"> - Sequencing events on a timeline. - Understanding the term “century” & how dating by centuries works. - Putting dates in the correct century. - Using the terms AD & BC in their work. - Using relevant dates & relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, & Victorians - Developing a chronologically secure understanding of British, local & world history across the periods studied. <p><u>Disciplinary concepts</u></p> <ul style="list-style-type: none"> - Describing the links between main events, similarities & changes within & across different periods/studied. - Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well. - Describing similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Identifying significant people & events across different time periods. - Recognising primary & secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> - Asking historical questions of increasing difficulty e.g. who governed, how & with what results? - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact & opinion. - Recognising ‘gaps’ in evidence. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts & analysing within a period & across time. • Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts. 																				
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Whole School History Curriculum



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Year 5/6 Summer Cyce B	<p><u>Focus:</u> Unheard histories: Who should feature on the £10 note?</p> <p><u>National Curriculum Knowledge</u> ✓ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Prior Learning:</u> How have children's lives changed? (Year ¾ Cycle B))</p> <p><u>Contributing towards:</u> at least one study of a significant society or issue in world history and its interconnections with other world developments (KEY STAGE 3)</p>	<p><u>Chronological Awareness</u></p> <ul style="list-style-type: none"> - Sequencing events on a timeline. - Understanding the term "century" & how dating by centuries works. - Putting dates in the correct century. - Using the terms AD & BC in their work. - Using relevant dates & relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, & Victorians - Developing a chronologically secure understanding of British, local & world history across the periods studied. <p><u>Disciplinary concepts</u></p> <ul style="list-style-type: none"> - Describing the links between main events, similarities & changes within & across different periods/studied. - Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well. - Describing sims & diffs between social, cultural, religious & ethnic diversity in Britain & the wider world. - Identifying significant people & events across different time periods. - Recognising primary & secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> - Asking historical questions of increasing difficulty e.g. who governed, how & with what results? - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact & opinion. - Recognising 'gaps' in evidence. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts & analysing within a period & across time. • Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts. 																				
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	4: Why was Mary Seacole significant? To explain the significance of Mary Seacole	Mary Seacole nursed injured soldiers on the front line.	Racial prejudice: Unfair or harmful opinions, attitudes or treatment based on a person's ethnicity.																			
	5: Who was more significant? Lily Parr or Betty Snowball? To evaluate the significance of sporting people.	Lily Parr inspired girls and women to play football and Betty Snowball helped popularise cricket.	Inspiration: Something or someone that motivates or encourages others.																			
<u>Assessment</u> Who should feature on the £10 note?	<u>Assessing Sticky Knowledge</u> Unit quiz from Kapow Answer big question: Who will be the face of the new £10 note- in long-hand. Give reasons for your choice.	<u>Assessing Key Vocabulary</u> Describe the picture using at least 4 of the 7 vocabulary words.																				
<p>See also: Knowledge organiser.</p>																						