



# Ridgmont Lower School History Curriculum

## Intent:

Ridgmont Lower School aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. The coverage of more recent history in KS1 such as 'War & Remembrance' and 'Seaside Holidays' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. For KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time. The intent in lower KS2 is that children can work in chronological order from prehistory, 'Romans' and then progress onto more modern history 'The Windrush Generation'.

## Implementation:

- Structure of the lessons allows for prior learning to be considered and opportunities for revision of facts and historical understanding
- Revision is encouraged to embed as good practice in order to build a depth to children's historical understanding
- Through revisiting and consolidating skills, lessons and resources help children build on prior knowledge alongside introducing new skills and challenge.
- The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.
- Through our teaching, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in

## Impact:

Ridgmont Lower School will have historians who:

- enjoy history and historical enquiry
- understand themselves
- learn from the past
- are able to weigh up evidence and form an opinion about events
- are able to gain insight into the chronology of events that have taken place in Britain and the wider world

## National Curriculum Coverage

| Early Years   | Key Stage 1   | Lower Key Stage 2   |
|---|---|---|
| <b>Understanding the world</b> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people familiar to them</li> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Understand the effect of changing seasons on the natural world around them</li> <li>• Sequence events from a story</li> </ul> | <b>Changes Within Living Memory</b> <ul style="list-style-type: none"> <li>• Seaside Holidays</li> <li>• Houses</li> </ul> <b>Events Beyond Living Memory</b> <ul style="list-style-type: none"> <li>• How did we learn to fly?</li> </ul> <b>The Lives of Significant Individuals</b> <ul style="list-style-type: none"> <li>• Florence Nightingale and Mary Seacole</li> </ul> <b>Significant historical events, people and places in their own locality</b> <ul style="list-style-type: none"> <li>• The History of Woburn Abbey</li> <li>• World War I &amp; Why We Have Remembrance Day</li> </ul> | <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> <ul style="list-style-type: none"> <li>• Children in WWII</li> <li>• Windrush</li> <li>• British History Heroes</li> </ul> <b>The Roman Empire and its impact on Britain/Britain's settlement by Anglo-Saxons and Scots</b> <ul style="list-style-type: none"> <li>• Romans</li> </ul> <b>A non-European society that provides contrasts with British history</b> <ul style="list-style-type: none"> <li>• The Egyptians</li> </ul> <b>Changes in Britain from the Stone Age to the Iron Age</b> <ul style="list-style-type: none"> <li>• Pre-historic Britain</li> </ul> <p>NB – All other statutory Key Stage 2 components are covered by the middle schools' curricula.</p> |

## Skills Progression

|   | EYFS   | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|---|--|---|---|---|--|---|--|
| <b>Chronological Understanding</b>                                    | To sequence a familiar story or lifecycle<br><br>To comment on things that happened before me<br><br>To comment on things that have happened to me | Sequence some events or 2 related objects in order<br><br>Uses words and phrases: old, new, young, days, months<br><br>Remembers parts of stories and memories about the past | Recount changes in own life over time<br><br>Puts 3 people, events or objects in order using a given scale<br><br>Uses words and phrases such as recently, before, after, now, later<br><br>Uses past and present when telling others about an event    | Uses timelines to place events in order<br><br>Understands timeline can be divided into BCE and AD<br><br>Uses words and phrases: century, decade   | Uses words and phrases: century, decade, BCE, AD, after, before, during<br><br>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries<br><br>Names and places dates of significant events from past on a timeline   | Uses timelines to place words and phrases local, national and international events<br><br>Sequences historical periods<br><br>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period<br><br>Identifies changes within and across historical periods | Uses timelines to place events, periods and cultural movements from around the world<br><br>Uses timelines to demonstrate changes and developments in culture, technology, religion and society<br><br>Uses these key periods as reference points: BCE, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today<br><br>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural<br><br>Names date of any significant event studied from past and place it correctly on a timeline   |
| <b>Knowledge and understanding of past events, people and changes</b> | To know that things happened before I was born<br><br>To recount stories from other people about things that have happened                         | Tell the difference between past and present in own and other people's lives  | Uses information to describe the past<br><br>Uses information to describe differences between then and now<br><br>Recounts main events from a significant event in history<br><br>Uses evidence to explain reasons why people in past acted as they did | Uses evidence to describe past:<br><br>Houses and settlements<br><br>Culture and leisure activities<br><br>Clothes, way of life and actions of people<br><br>Buildings and their uses<br><br>People's beliefs and attitudes<br><br>Things of importance to people<br><br>Differences between lives of rich and poor<br><br>Uses evidence to find out how any of these may have changed during a time period. Describes similarities | Shows knowledge and understanding by describing features of past societies and periods<br><br>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past<br><br>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period | Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world<br><br>Gives some causes and consequences of the main events, situations and changes in the periods studied<br><br>Identifies changes and links within and across the time periods studied                           | Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor<br><br>Identifies how any of above may have changed during a time period<br><br>Gives own reasons why changes may have occurred, backed up with evidence<br><br>Shows identified changes on a timeline<br><br>Describes similarities and differences between some people, events and objects studied<br><br>Describes how some changes affect life today<br><br>Makes links between some features of past societies |

|                                       |  |   |  |   |  |   |   |
|---------------------------------------|--|---|--|---|--|---|---|
|                                       |  |   |  | and differences between people, events and objects<br><br>Shows changes on a timeline   | Describes how some of the past events/people affect life today.  |   |   |
| <b>Historical Interpretation</b>      | To talk about simple similarities between the past and now                                     | Begins to identify and recount some details from the past from sources (eg. pictures, stories)                | Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet)<br><br>Understands why some people in the past did things   | Looks at 2 versions of same event and identifies differences in the accounts  | Gives reasons why there may be different accounts of history   | Looks at different versions of the same event and identifies differences in the accounts<br><br>Gives clear reasons why there may be different accounts of history<br><br>Knows that people (now and in past) can represent events or ideas in ways that persuade others  | Understands that the past has been represented in different ways<br><br>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways<br><br>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history |
| <b>Historical Enquiry</b>             | To begin to ask simple question in the context of 'before', 'now' and 'next/after'             | Finds answers to simple questions about the past from sources of information (eg. pictures, stories)          | Looks carefully at pictures or objects to find information about the past<br><br>Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'<br><br>Estimates the ages of people by studying and describing their features | Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past<br><br>Asks questions such as 'how did people ....? What did people do for ....?'<br><br>Suggests sources of evidence to use to help answer questions | Understands the difference between primary and secondary sources of evidence<br><br>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past<br><br>Asks questions such as 'what was it like for a ..... during .....?'<br><br>Suggests sources of evidence from a selection provided to use to help answer questions | Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past<br><br>Asks a range of questions about the past<br><br>Chooses reliable sources of evidence to answer questions<br><br>Realises that there is often not a single answer to historical questions | Identifies and uses different sources of information and artefacts<br><br>Evaluates the usefulness and accurateness of different sources of evidence<br><br>Selects the most appropriate source of evidence for particular tasks<br><br>Forms own opinions about historical events from a range of sources  |
| <b>Organisation and communication</b> | Demonstrates an understanding of the past in different ways (e.g. role play, drawing, talking) | Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking) | Describes objects, people and/or events<br><br>Writes simple stories and recounts about the past<br><br>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past  | Presents findings about past using speaking, writing, ICT and drawing skills<br><br>Uses dates and terms with increasing accuracy<br><br>Discusses different ways of presenting information for different purposes  | Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills<br><br>Uses dates and terms correctly<br><br>Discusses most appropriate way to present information, realising that it is for an audience<br><br>Uses subject specific words such as monarch, settlement, invader  | Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills<br><br>Uses dates and terms accurately<br><br>Chooses most appropriate way to present information to an audience  | Presents information in an organised and clearly structured way<br><br>Makes use of different ways of presenting information<br><br>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram)<br><br>Makes accurate use of specific dates and terms  |

|  |   | Autumn  | Spring  | Summer  |   |   |
|--|---|---|---|---|---|---|
| <b>National Curriculum</b>                                     |   | <b>Changes within living memory</b>   | <b>Lives of significant individuals</b>   | <b>Changes within living memory</b>   |   |   |
| <b>Stimulus</b>  |   | <b>Holidays</b>   | <b>Florence Nightingale &amp; Mary Seacole</b>  | <b>World War I and Why We Have Remembrance Day</b>  |   |   |
| <b>YEAR 1</b>  | <b>Chronological understanding</b>  | To understand what we mean by 'sequencing' in relation to events or related objects<br><br>To begin to use words and phrases relating to the past and the present with support<br><br>To begin to remember parts of stories and memories about the past with support  | To sequence some events or 2 related objects in order<br><br>To use words and phrases relating to the past and the present with support<br><br>To begin to remember parts of stories and memories about the past  | To confidently sequence some events or 3 related objects in order<br><br>To explain what 'sequencing' means<br><br>To independently use words and phrases relating to the past and the present<br><br>To remember parts of stories and memories about the past and recount these confidently  |   |   |
|  | <b>Historical Knowledge</b>   | To begin to understand the difference between past and present in own and other people's lives  | To understand the difference between past and present in own and other people's lives   | To understand the difference between past and present in own and other people's lives and cite examples   |   |   |
|  | <b>Historical Interpretation</b><br><i>Compare, link, evaluate</i>  | To begin to identify and recount some details from the past from sources (eg. pictures, stories)  | To identify, with support, and recount some details from the past from sources (eg. pictures, stories)  | To identify and recount some details from the past from sources (eg. pictures, stories)   |   |   |
|  | <b>Historical Enquiry</b><br><i>Ask, discuss, explain</i>   | With support, find answers to simple questions about the past from sources of information (eg. pictures, stories)   | To find answers to simple questions about the past from sources of information (eg. pictures, stories)  | To find answers to simple questions about the past from wider sources of information (eg. pictures, stories, the internet, non-fiction texts)   |   |   |
|  | <b>Organisation and Communication</b>   | To begin to demonstrate a basic knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)   | To show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)   | To confidently show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)   |   |   |
| <b>YEAR 2</b>  | <b>Chronological understanding</b>  | Puts 3 people, events or objects in order using a given scale<br><br>To begin to use words and phrases such as recently, before, after, now, later<br><br>To use past and present tenses when telling others about an event   | With support, use words and phrases such as recently, before, after, now, later<br><br>To use past and present tenses correctly when telling others about an event  | To confidently and consistently use words and phrases such as recently, before, after, now, later<br><br>To use past and present tenses correctly when telling others about an event and add further information or description to give context   |   |   |
|  | <b>Historical Knowledge</b>   | To begin to use information to describe the past<br><br>To begin to use to describe differences between then and now<br><br>To begin to source evidence to explain reasons why people in past acted as they did   | To use information to describe the past with support<br><br>To use information to describe differences between then and now<br><br>To source evidence to explain reasons why people in past acted as they did   | To independently use information to describe the past<br><br>To source a wide range of evidence to explain reasons why people in past acted as they did   |   |   |
|  | <b>Historical Interpretation</b><br><i>Compare, link, evaluate</i>  | To look at books and pictures and to understand why some people in the past did things  | To look at books and pictures, eyewitness accounts, photos and artefacts to understand why some people in the past did things   | To look at books and pictures, eyewitness accounts, photos and artefacts, buildings and visits and the internet to understand why some people in the past did things  |   |   |
|  | <b>Historical Enquiry</b><br><i>Ask, discuss, explain</i>   | With a partner look carefully at pictures or objects to find information about the past<br><br>To begin to ask and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'<br><br>Estimates the ages of people by studying and describing their features   | Looks carefully at pictures or objects to find information about the past<br><br>To ask and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'  | Looks carefully at pictures or objects to find information about the past and uses gleaned information in their writing/class discussion<br><br>To ask and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?' and ask further questions depending on the answer                     |   |   |
|  | <b>Organisation and Communication</b>   | With support, write simple stories and recounts about the past  | Describes objects, people and/or events<br>Writes simple stories and recounts about the past<br>Draws labelled diagrams   | Describes objects, people and/or events using learnt vocabulary<br>Writes stories and recounts about the past<br>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past  |   |   |
| <b>Vocabulary</b><br><i>Technical</i><br><b>Topic specific</b> | Georgian era<br>photographs<br>evidence<br>chronological<br>19 <sup>th</sup> century<br>era<br>sources<br>discussion<br>evidence<br>compare<br>contrast<br>modern<br>now<br>the past<br>Queen Victoria<br>King George III<br>century<br>historian   | steam train<br>bank holiday<br>coast<br>annual leave<br>coach<br>beach<br>seaside<br>Punch & Judy<br>candy floss<br>ice-cream<br>promenade<br>bathing machine<br>fish & chips<br>summer holidays<br>beach hut<br>horse and carriage<br>stage coach<br>steam engine<br>carriage<br>amusement arcade<br>parasol<br>caravan<br>B&B<br>stick of rock<br>jellied eels<br>cockles<br>whelks<br>funfair<br>pier<br>railway | past<br>present<br>long ago<br>today<br>timeline<br>time period<br>Victorian period<br>Queen Victoria<br>Victorians<br>modern<br>century<br>chronological order<br>earliest<br>latest<br>most recent<br>stories<br>sources<br>book<br>newspaper<br>artefacts<br>interpret<br>analyse<br>then<br>now<br>similar different                                | Florence Nightingale<br>medicine<br>medical care<br>nurse<br>hospital<br>Crimea<br>Crimean War<br>Russia<br>Scutari<br>soldiers<br>disease<br>Cholera<br>Typhus<br>hygiene<br>Nightingale Training School for Nurses<br>Notes on Nursing<br>The Royal red cross<br>The Order of Merit<br>Commemorate<br>racism<br>harassment<br>discrimination<br>society | photograph<br>compare<br>past<br>present<br>graph | Home Front<br>munitions factory<br>Women's Land Army<br>nurse<br>textiles factory<br>window cleaner<br>Remembrance Day<br>Armistice<br>Walter Tull<br>children's home<br>Europe<br>1914-1918<br>First World War<br>family<br>playground<br>London<br>Football<br>soldier<br>officer<br>war<br>battle<br>1918<br>memorial<br>trophy<br>Battle of the Somme<br>Battle of Waterloo<br>Battle of Issus<br>Battle of Bosworth<br>no man's land<br>ambulance horse<br>Sergeant Stubby<br>Allied Powers<br>Central Powers<br>western front<br>trenches<br>front line<br>medal<br>Cher Ami<br>carrier pigeon<br>casualty dog<br>feelings<br>fact file<br>ammunition |
| <b>What children will have learnt by the end of the topic</b>  | In which parts of the year key holidays take place<br>Features associated with seaside holidays<br>Activities that people might do at the seaside<br>That they can find out information about the past from photographs<br>How to order photographs chronologically<br>That seaside holidays have not always been popular | When Florence Nightingale lived<br>The expectations on a rich woman in Victorian times<br>Why Florence Nightingale travelled to the Scutari hospital<br>What the journey to Scutari would have been like and why<br>The conditions Florence Nightingale and the other nurses were met with when they reached Scutari  | Why Walter Tull is a significant person in history<br>Some key facts about Walter Tull's life<br>How to use photographs to find out about the past and compare it to the present day<br>Some of the differences between Walter Tull's childhood experiences compared to their own<br>How Walter might have been feeling at different points in his life |   |   |   |

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|---|---|--|---|
|   | <p>When seaside holidays started to become popular</p> <p>Why seaside holidays became popular in the 19th century</p> <p>How to use photos to find out facts about the past</p> <p>Some of the features of seaside holidays 100 years ago</p> <p>Some features of seaside holidays from three different eras</p> <p>Holidays in the past and holidays today share similarities</p> <p>Holidays in the past and holidays today share differences</p> | <p>Some of the changes Florence Nightingale made at the Scutari hospital</p> <p>How these changes helped the patients at the hospital</p> <p>Why Florence Nightingale became famous</p> <p>Some of the things Florence Nightingale contributed to nursing in her later life</p> <p>Who Mary Seacole was and why she is remembered</p> <p>Some key facts about Mary Seacole's life</p> <p>About the life of Mary Seacole from different sources</p> <p>What chronological order means</p> <p>How Mary Seacole's early experiences may have influenced the choices she made in her later life</p> <p>What racism is</p> <p>About Mary Seacole's experience of racism, using information from sources to support their ideas</p> <p>How the racism Mary Seacole experienced made her feel</p> | <p>How to complete a feelings graph relating to events in Walter's life</p> <p>Some of the ways people have chosen to remember Walter</p> <p>When the First World War happened and which countries were involved</p> <p>Parts of a typical day experienced by a British soldier in the trenches</p> <p>How different animals helped the Allied forces in the First World War</p> <p>Some facts about Sergeant Stubby</p> <p>How women's lives changed when the First World War started</p> <p>Some facts about the jobs the women carried out on the home front</p> <p>About women's experiences during the First World War</p> <p>When the events that are remembered took place</p> <p>What usually happens on Remembrance Day</p> <p>Why Remembrance Day is important to many people</p> |
| <b>Cross Curricular Links</b>   | <ul style="list-style-type: none"> <li>❖ DT - Food Technology</li> <li>❖ Geography</li> <li>❖ Science</li> </ul>  | <ul style="list-style-type: none"> <li>❖ English</li> <li>❖ RE</li> <li>❖ PSHE</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Assembly</li> <li>❖ Maths</li> <li>❖ Geography</li> </ul>  |
| <b>Building on from...</b><br> | Understanding key events and the order they happen in, sequencing stories, comparing historical events to their own lives, find and answer simple questions.  |  |   |

## KS1

## SECOND YEAR

|  |   | Autumn   | Spring  | Summer   |   |
|--|---|--|---|--|---|
| <b>National Curriculum</b>                                     |   | <b>Events beyond living memory</b>   | <b>Changes within living memory</b>   | <b>Significant historical places in our locality</b>   |   |
| <b>Stimulus</b>  |   | <b>How Did We Learn to Fly?</b>  | <b>Houses</b>   | <b>The History of Woburn Abbey</b>   |   |
| <b>YEAR 1</b>  | <b>Chronological understanding</b>  | <p>To understand what we mean by 'sequencing' in relation to events or related objects</p> <p>To begin to use words and phrases relating to the past and the present with support</p> <p>To begin to remember parts of stories and memories about the past with support</p>  | <p>To sequence some events or 2 related objects in order</p> <p>To use words and phrases relating to the past and the present with support</p> <p>To begin to remember parts of stories and memories about the past</p>     | <p>To confidently sequence some events or 3 related objects in order</p> <p>To explain what 'sequencing' means</p> <p>To independently use words and phrases relating to the past and the present</p> <p>To remember parts of stories and memories about the past and recount these confidently</p>  |   |
|  | <b>Historical Knowledge</b>   | To begin to understand the difference between past and present in own and other people's lives   | To understand the difference between past and present in own and other people's lives   | To understand the difference between past and present in own and other people's lives and cite examples  |   |
|  | <b>Historical Interpretation</b><br><i>Compare, link, evaluate</i>  | To begin to identify and recount some details from the past from sources (eg. pictures, stories)   | To identify, with support, and recount some details from the past from sources (eg. pictures, stories)  | To identify and recount some details from the past from sources (eg. pictures, stories)  |   |
|  | <b>Historical Enquiry</b><br><i>Ask, discuss, Explain</i>   | With support, find answers to simple questions about the past from sources of information (eg. pictures, stories)  | To find answers to simple questions about the past from sources of information (eg. pictures, stories)  | To find answers to simple questions about the past from wider sources of information (eg. pictures, stories, the internet, non-fiction texts)  |   |
|  | <b>Organisation and communication</b>   | To begin to demonstrate a basic knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)  | To show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)   | To confidently show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)  |   |
| <b>YEAR 2</b>  | <b>Chronological understanding</b>  | <p>Puts 3 people, events or objects in order using a given scale</p> <p>To begin to use words and phrases such as recently, before, after, now, later</p> <p>To use past and present tenses when telling others about an event</p>   | <p>With support, use words and phrases such as recently, before, after, now, later</p> <p>To use past and present tenses correctly when telling others about an event</p>   | <p>To confidently and consistently use words and phrases such as recently, before, after, now, later</p> <p>To use past and present tenses correctly when telling others about an event and add further information or description to give context</p>   |   |
|  | <b>Historical Knowledge</b>   | <p>To begin to use information to describe the past</p> <p>To begin to use to describe differences between then and now</p> <p>To begin to source evidence to explain reasons why people in past acted as they did</p>   | <p>To use information to describe the past with support</p> <p>To use information to describe differences between then and now</p> <p>To source evidence to explain reasons why people in past acted as they did</p>        | <p>To independently use information to describe the past</p> <p>To source a wide range of evidence to explain reasons why people in past acted as they did</p>   |   |
|  | <b>Historical Interpretation</b><br><i>Compare, link, evaluate</i>  | To look at books and to understand why some people in the past did things  | To look at books and pictures, eyewitness accounts, photos and artefacts to understand why some people in the past did things   | To look at books and pictures, eyewitness accounts, photos and artefacts, buildings and visits and the internet to understand why some people in the past did things   |   |
|  | <b>Historical Enquiry</b><br><i>Ask, discuss, Explain</i>   | <p>With a partner look carefully at pictures or objects to find information about the past</p> <p>To begin to ask and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p> <p>Estimates the ages of people by studying and describing their features</p> | <p>Looks carefully at pictures or objects to find information about the past</p> <p>To ask and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p> | <p>Looks carefully at pictures or objects to find information about the past and uses gleaned information in their writing/class discussion</p> <p>To ask and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?' and ask further questions depending on the answer</p> |   |
|  | <b>Organisation and communication</b>   | With support, write simple stories and recounts about the past   | <p>Describes objects, people and/or events</p> <p>Writes simple stories and recounts about the past</p> <p>Draws labelled diagrams</p>  | <p>Describes objects, people and/or events using learnt vocabulary</p> <p>Writes stories and recounts about the past</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past</p>  |   |
| <b>Vocabulary</b><br><b>Technical</b><br><b>Topic specific</b> | <p>lifetime</p> <p>past</p> <p>present</p> <p>inventor</p> <p>evidence</p> <p>achievement</p> <p>eyewitness</p> <p>timeline</p> <p>historic</p> | <p>Buzz Aldrin</p> <p>Bessie Coleman</p> <p>Apollo 11</p> <p>Amelia Earhart</p> <p>The Wright Brothers</p> <p>Neil Armstrong</p> <p>primary source</p>   | <p>investigate</p> <p>identify</p> <p>features</p> <p>describe</p> <p>similarities</p> <p>differences</p> <p>explore</p> <p>objects</p> <p>consolidate</p> <p>summarise</p> <p>observations</p> <p>recognise</p>            | <p>bellows</p> <p>semi-detached</p> <p>detached</p> <p>terraced</p> <p>mobile home</p> <p>drawing room</p> <p>bungalow</p> <p>window pane</p> <p>uPVC</p> <p>washboard</p> <p>Medieval 1215</p> <p>Tudor 1524</p>  | PLANNING/VOCABULARY IN PREPARATION FOR TEACHING SUMMER TEM 2026 |

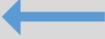
|   |   |  |        |   |  |
|---|---|--|--------|---|--|
|   |   |  | modern | Georgian 1785<br>Victorian 1887<br>nursery<br>mantle clock<br>bay windows<br>Queen Victoria 1837-1901<br>chamber pot<br>scullery<br>mangle<br>washing dolly<br>stove/range<br>larder/pantry |  |
| <b>What children will have learnt by the end of the topic</b> | <p>The first hot air balloon flight carrying two men took place in France in 1783</p> <p>The Montgolfier brothers made the hot air balloon out of paper and silk</p> <p>In the past aeroplanes were made of wood</p> <p>The first flight took place in 1903</p> <p>The Wright Brothers were American and born in Ohio</p> <p>Wilbur Wright was born in April 1867</p> <p>Orville Wright was born in August 1871</p> <p>The Wright Brothers owned a cycle repair shop</p> <p>In 1899 they began designing and building planes</p> <p>The first aeroplane had wooden propellers and was powered by a petrol engine</p> <p>The first aeroplane was called the Wright Flyer</p> <p>The first flight was unsuccessful</p> <p>On 17 December 1903 Orville piloted the first flight that lasted 12 seconds</p> | <p>How to recognise and the names of different kinds of homes</p> <p>The features common to all modern homes</p> <p>About homes using appropriate vocabulary</p> <p>The key external features of homes</p> <p>Different features of a home</p> <p>The features of homes built a long time ago</p> <p>Terms relating to the passing of time accurately (e.g. modern, old, a long time ago, etc.)</p> <p>Some similarities and differences between modern houses and houses built a long time ago</p> <p>What is meant by 'Victorian' and that it was a long time ago</p> <p>Some of the features of Victorian houses</p> <p>Some differences between modern homes and Victorian homes</p> <p>That most homes in Victorian times did not have electricity</p> <p>To recognise some objects found in Victorian homes</p> <p>To identify some differences between objects found in modern homes and Victorian homes and how this affected daily life for people in the past</p> <p>To use appropriate vocabulary when talking about Victorian homes</p> <p>How to communicate their knowledge and understanding in a variety of ways</p> |        |   |  |
| <b>Cross Curricular Links</b>                                 | <ul style="list-style-type: none"> <li>❖ Art &amp; Design</li> <li>❖ Science</li> </ul>   | <ul style="list-style-type: none"> <li>❖ DT</li> <li>❖ Science</li> </ul>  |        |   |  |
| <b>What comes next...</b>                                     | <p>Sequence several events or artefacts, find out about everyday lives of people in the time in history they are studying, distinguish between different sources by comparing different versions of the same story.</p>   |  |        |   |  |

## LKS2

### FIRST YEAR

|   |  | Autumn 1  | Spring 1   | Summer1   |
|---|--|---|--|---|
| <b>National Curriculum</b> (not all aspects are covered as remaining statutory programmes of study are taught at Middle School) |  | <b>The Roman Empire and its Impact on Britain</b>   | <b>A Study of an Aspect of British History that Extends Pupils' Knowledge Beyond 1066</b>  | <b>Study of a non-European Society</b>  |
| <b>Stimulus</b>   |  | <b>The Romans</b>   | <b>Children in World War II</b>  | <b>Egyptians</b>  |
| <b>YEAR 3</b>   | <b>Chronological understanding</b>                                 | <p>Begin to use timelines to place events in order</p> <p>Begin to understand timeline can be divided into BCE and AD</p>   | <p>Use timelines to place events in order, with support</p> <p>To know words and phrases: century, decade</p>  | <p>Uses timelines to place events in order, independently</p> <p>Understand and explain that timeline can be divided into BCE and AD</p> <p>To use words and phrases: century, decade</p>   |
|   | <b>Historical Knowledge</b>  | <p>To begin to use evidence to describe past:</p> <p>With support, use evidence to find out things may have changed during a time period.</p> <p>To begin to describe similarities and differences between people, events and objects</p>   | <p>To use evidence to describe past:</p> <p>To independently use evidence to find out how things may have changed during a time period.</p> <p>To describe similarities and differences between people, events and objects</p>   | <p>To confidently use evidence to describe past:</p> <p>To independently use evidence to find out how things may have changed during a time period and offer possible explanations</p> <p>To describe in detail similarities and differences between people, events and objects</p>   |
|   | <b>Historical Interpretation</b><br><i>Compare, link, evaluate</i> | <p>To look at 2 versions of the same event and identify differences in the accounts</p>   | <p>To look at 3 versions of the same event and identify differences in the accounts</p>  | <p>To look at 3 versions of the same event and identify differences in the accounts and offer possible explanations of the differing viewpoints</p>   |
|   | <b>Historical Enquiry</b><br><i>Ask, discuss, Explain</i>          | <p>With support, to use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Begin to ask questions such as 'how did people ....? What did people do for ....?'</p> <p>To begin to suggest sources of evidence to use to help answer questions</p> | <p>To independently use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Frequently ask questions such as 'how did people ....? What did people do for ....?'</p> <p>To suggest sources of evidence to use to help answer questions</p> | <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past and explain a preference</p> <p>Regularly and systematically ask questions such as 'how did people ....? What did people do for ....?'</p> <p>To suggest sources of evidence to use to help answer questions and check whether the source is valid</p> |
|   | <b>Organisation and communication</b>                              | <p>To presents findings about past using drawing and speaking skills</p> <p>To begin to use dates and terms with some accuracy</p> <p>To be able to discuss different ways of presenting information for different purposes</p>   | <p>To presents findings about past using speaking, writing and drawing skills</p> <p>To use dates and terms with increasing accuracy</p> <p>To be begin to able to discuss different ways of presenting information for different purposes for a chosen audience</p>   | <p>To presents findings about past using speaking, writing, ICT and drawing skills</p> <p>To use dates and terms with accurately</p> <p>To be able to discuss different ways of presenting information for different purposes for a chosen audience</p>   |

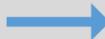
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|--|--|---|--|--|--|---|--|--|--|
| <b>YEAR 4</b>  | <b>Chronological understanding</b>   | To begin to use words and phrases such as, century, decade, BCE, AD, after, before, during<br><br>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries   | With support, use words and phrases: century, decade, BCE, AD, after, before, during<br><br>With support, place names, places and dates of significant events from the past on a timeline  | To consistently use words and phrases: century, decade, BCE, AD, after, before, during<br><br>To place names, places and dates of significant events from the past on a timeline   |  |   |  |  |  |
|  | <b>Historical Knowledge</b>  | To begin to show knowledge and understanding by describing features of past societies and periods<br><br>To begin to identify some ideas, beliefs, attitudes and experiences of men, women and children from the past<br><br>With support, begin to give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period<br><br>To describe how some of the past events/people affect life today   | To identify some ideas, beliefs, attitudes and experiences of men, women and children from the past<br><br>To begin to give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period<br><br>To describe and explain how some of the past events/people affect life today   | To show knowledge and understanding by describing features of past societies and periods<br><br>To give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period<br><br>To describe and explain and give examples of how some of the past events/people affect life today  |  |   |  |  |  |
|  | <b>Historical Interpretation</b><br><i>Compare, link, evaluate</i>   | With support, to give reasons why there may be different accounts of history  | To give reasons why there may be different accounts of history   | To give reasons why there may be different accounts of history and name some different sources   |  |   |  |  |  |
|  | <b>Historical Enquiry</b><br><i>Ask, discuss, Explain</i>  | To begin to understand the difference between primary and secondary sources of evidence<br><br>To use up to 4 of the following to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits<br><br>Begin to ask questions such as ‘what was it like for a ..... during .....?’<br><br>To begin to suggest sources of evidence from a selection provided to use to help answer questions   | To understand the difference between primary and secondary sources of evidence<br><br>To use up to 7 of the following to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits<br><br>Asks questions such as ‘what was it like for a ..... during .....?’<br><br>To suggest sources of evidence from a selection provided to use to help answer questions  | To understand the difference between primary and secondary sources of evidence and give examples<br><br>To use as many of the following as possible to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits<br><br>Asks questions such as ‘what was it like for a ..... during .....and what impact did this have?’<br><br>Suggests sources of evidence to use to help answer questions |  |   |  |  |  |
|  | <b>Organisation and communication</b>  | To present findings about past using speaking and drawing skills<br><br>With support, to begin to use dates and terms correctly<br><br>With support, discuss the most appropriate way to present information<br><br>Uses subject specific words such as settlement, invader   | To present findings about past using speaking, writing, maths (data handling) and drawing skills<br><br>To use dates and terms mostly correctly<br><br>To discuss the most appropriate way to present information<br><br>Uses subject specific words such as Allied Forces, Blitz  | Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills<br><br>To use dates and terms correctly<br><br>To discuss the most appropriate way to present information, realising that it is for an audience<br><br>Uses subject specific words such as Ancient Egypt, Howard Carter   |  |   |  |  |  |
| <b>Vocabulary</b><br>Technical<br>Topic specific   | <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>timeline</li> <li>information</li> <li>select</li> <li>record</li> <li>sources</li> <li>represented</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Invade</li> <li>settle</li> <li>settlement</li> <li>Romans</li> <li>conquer</li> <li>army</li> <li>soldier</li> <li>Celts</li> <li>Boudicca</li> <li>revolt</li> <li>descend</li> <li>impact</li> <li>invader</li> </ul> </td> </tr> </table>   | <ul style="list-style-type: none"> <li>timeline</li> <li>information</li> <li>select</li> <li>record</li> <li>sources</li> <li>represented</li> </ul>   | <ul style="list-style-type: none"> <li>Invade</li> <li>settle</li> <li>settlement</li> <li>Romans</li> <li>conquer</li> <li>army</li> <li>soldier</li> <li>Celts</li> <li>Boudicca</li> <li>revolt</li> <li>descend</li> <li>impact</li> <li>invader</li> </ul>  | <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>timeline</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Allied Forces</li> <li>Axis</li> <li>Blitz</li> <li>WWII (WW2)</li> <li>evacuation</li> <li>rationing</li> <li>Dig for Victory</li> <li>bomb</li> <li>evacuees</li> <li>evacuation</li> <li>Jewish</li> <li>Hitler</li> <li>Anne Frank</li> <li>Nazis</li> </ul> </td> </tr> </table>  | <ul style="list-style-type: none"> <li>timeline</li> </ul> | <ul style="list-style-type: none"> <li>Allied Forces</li> <li>Axis</li> <li>Blitz</li> <li>WWII (WW2)</li> <li>evacuation</li> <li>rationing</li> <li>Dig for Victory</li> <li>bomb</li> <li>evacuees</li> <li>evacuation</li> <li>Jewish</li> <li>Hitler</li> <li>Anne Frank</li> <li>Nazis</li> </ul> | <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>ancient</li> <li>modern</li> <li>features</li> <li>landscape</li> <li>settlements</li> <li>farming</li> <li>fishing</li> <li>trading</li> <li>funerals</li> <li>artefacts</li> <li>significant</li> <li>generations</li> <li>society</li> <li>research</li> <li>civilisation</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Egypt</li> <li>Nile</li> <li>Tutankhamen</li> <li>Howard Carter</li> <li>1922</li> <li>tomb</li> <li>sarcophagus</li> <li>death mask</li> <li>archaeologist</li> <li>Rosetta stone</li> <li>hieroglyphics</li> <li>pyramids</li> <li>burial sites</li> <li>gods</li> <li>goddesses</li> <li>mummification</li> <li>temples</li> </ul> </td> </tr> </table> | <ul style="list-style-type: none"> <li>ancient</li> <li>modern</li> <li>features</li> <li>landscape</li> <li>settlements</li> <li>farming</li> <li>fishing</li> <li>trading</li> <li>funerals</li> <li>artefacts</li> <li>significant</li> <li>generations</li> <li>society</li> <li>research</li> <li>civilisation</li> </ul> | <ul style="list-style-type: none"> <li>Egypt</li> <li>Nile</li> <li>Tutankhamen</li> <li>Howard Carter</li> <li>1922</li> <li>tomb</li> <li>sarcophagus</li> <li>death mask</li> <li>archaeologist</li> <li>Rosetta stone</li> <li>hieroglyphics</li> <li>pyramids</li> <li>burial sites</li> <li>gods</li> <li>goddesses</li> <li>mummification</li> <li>temples</li> </ul> |
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| <ul style="list-style-type: none"> <li>timeline</li> </ul>   | <ul style="list-style-type: none"> <li>Allied Forces</li> <li>Axis</li> <li>Blitz</li> <li>WWII (WW2)</li> <li>evacuation</li> <li>rationing</li> <li>Dig for Victory</li> <li>bomb</li> <li>evacuees</li> <li>evacuation</li> <li>Jewish</li> <li>Hitler</li> <li>Anne Frank</li> <li>Nazis</li> </ul>  |   |  |  |  |   |  |  |  |
| <ul style="list-style-type: none"> <li>ancient</li> <li>modern</li> <li>features</li> <li>landscape</li> <li>settlements</li> <li>farming</li> <li>fishing</li> <li>trading</li> <li>funerals</li> <li>artefacts</li> <li>significant</li> <li>generations</li> <li>society</li> <li>research</li> <li>civilisation</li> </ul> | <ul style="list-style-type: none"> <li>Egypt</li> <li>Nile</li> <li>Tutankhamen</li> <li>Howard Carter</li> <li>1922</li> <li>tomb</li> <li>sarcophagus</li> <li>death mask</li> <li>archaeologist</li> <li>Rosetta stone</li> <li>hieroglyphics</li> <li>pyramids</li> <li>burial sites</li> <li>gods</li> <li>goddesses</li> <li>mummification</li> <li>temples</li> </ul>   |   |  |  |  |   |  |  |  |
| <b>What children will have learnt by the end of the topic</b>  | The terms ‘invade’ and ‘settle’?<br>Why people have invaded and settled in Britain in the past<br>Where the Romans are on a timeline<br>Some reasons why the Romans invaded Britain<br>What the Roman army was like<br>What life was like for Roman soldiers<br>When the Celts lived in Britain?<br>How to use sources to find out about Celtic life<br>What Celtic daily life was like<br>Who Boudicca was and what she did<br>The events of Boudicca’s revolt<br>Why Boudicca’s revolt failed<br>Some aspects of Roman life<br>Some of the things the Romans invented or introduced to Britain<br>Aspects of our lives that are affected by the Roman rule in Britain<br>What life would have been like in Britain if the Romans had never arrived | Why it is called a World War<br>Where WW2 is on a timeline<br>Some of the main leaders, events and dates relating to WW2<br>What the Blitz was<br>Why some places were more likely to be bombed than others?<br>How the bombing could be stopped<br>Some of the ways in which people were protected during the war<br>Why evacuation was used as one strategy to protect children<br>The effects of bomb damage<br>What evacuation was and why it was done<br>Some likely feelings and experiences of evacuees<br>Words associated with evacuation<br>Some of the causes of rationing<br>Which foods were available during WW2 and how much was allowed, on average, per person<br>How to compare foods available in WW2 with foods available today<br>That different groups of people had different experiences during the war<br>Why Jewish people were targeted by the Nazis<br>Who Anne Frank was and why she is remembered<br>What life was like for children in WW2 | The difference between ancient and modern<br>Egypt’s location on the map and describe its landscape<br>What the landscape of ancient Egypt was like<br>Why the Nile was so important to the Egyptian way of life<br>How the Egyptian landscape impacted on people’s everyday lives<br>How Tutankhamen’s tomb was discovered<br>Why it was such a significant historical discovery<br>How artefacts can tell us about life in the past<br>What an artefact was used for and who used it<br>Why artefacts are so important in helping us learn about the past<br>Why the Rosetta stone was such an important discovery<br>How to use a variety of sources to find out information<br>About some ancient Egyptian beliefs about life and death<br>The process of mummification<br>Some facts and details about the ancient Egyptian civilisation<br>Why studying past civilisations is so important |  |  |   |  |  |  |
| <b>Cross Curricular Links</b>  | <ul style="list-style-type: none"> <li>❖ Art</li> <li>❖ DT</li> <li>❖ PE</li> </ul>  | <ul style="list-style-type: none"> <li>❖ RE</li> </ul>  | <ul style="list-style-type: none"> <li>❖ Geography</li> </ul>  |  |  |   |  |  |  |

|   |  |
|---|--|
| <b>Building on from...</b><br> | Sequence several events or artefacts, find out about everyday lives of people in the time in history they are studying, distinguish between different sources by comparing different versions of the same story. |
|---|--|

## LKS2

### SECOND YEAR

|   |  | Autumn 1  | Spring 1  | Summer1  |
|---|--|---|---|--|
| <b>National Curriculum</b> (not all aspects are covered as remaining statutory programmes of study are taught at Middle School) |  | <b>Changes in Britain from the Stone Age to the Iron Age</b>  | <b>A Study of an Aspect of British History that Extends Pupils' Knowledge Beyond 1066</b>   | <b>A Study of an Aspect of British History that Extends Pupils' Knowledge Beyond 1066</b>  |
| <b>Stimulus</b>   |  | <b>Pre-historic Britain</b>   | <b>Windrush</b>   | <b>British History Heroes</b>  |
| <b>YEAR 3</b>   | <b>Chronological understanding</b>                                 | Begin to use timelines to place events in order<br><br>Begin to understand timeline can be divided into BCE and AD  | Use timelines to place events in order, with support<br><br>To know words and phrases: century, decade  | Uses timelines to place events in order, independently<br><br>Understand and explain that timeline can be divided into BCE and AD<br><br>To use words and phrases: century, decade   |
|   | <b>Historical Knowledge</b>  | To begin to use evidence to describe past:<br><br>With support, use evidence to find out things may have changed during a time period.<br><br>To begin to describe similarities and differences between people, events and objects  | To use evidence to describe past:<br><br>To independently use evidence to find out how things may have changed during a time period.<br><br>To describe similarities and differences between people, events and objects   | To confidently use evidence to describe past:<br><br>To independently use evidence to find out how things may have changed during a time period and offer possible explanations<br><br>To describe in detail similarities and differences between people, events and objects   |
|   | <b>Historical Interpretation</b><br><i>Compare, link, evaluate</i> | To look at 2 versions of the same event and identify differences in the accounts  | To look at 3 versions of the same event and identify differences in the accounts  | To look at 3 versions of the same event and identify differences in the accounts and offer possible explanations of the differing viewpoints   |
|   | <b>Historical Enquiry</b><br><i>Ask, discuss, Explain</i>          | With support, to use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past<br><br>Begin to ask questions such as 'how did people ....? What did people do for ....?'<br><br>To begin to suggest sources of evidence to use to help answer questions  | To independently use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past<br><br>Frequently ask questions such as 'how did people ....? What did people do for ....?'<br><br>To suggest sources of evidence to use to help answer questions   | Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past and explain a preference<br><br>Regularly and systematically ask questions such as 'how did people ....? What did people do for ....?'<br><br>To suggest sources of evidence to use to help answer questions and check whether the source is valid   |
|   | <b>Organisation and communication</b>                              | To presents findings about past using drawing and speaking skills<br><br>To begin to use dates and terms with some accuracy<br><br>To be able to discuss different ways of presenting information for different purposes  | To presents findings about past using speaking, writing and drawing skills<br><br>To use dates and terms with increasing accuracy<br><br>To be begin to able to discuss different ways of presenting information for different purposes for a chosen audience   | To presents findings about past using speaking, writing, ICT and drawing skills<br><br>To use dates and terms with accurately<br><br>To be able to discuss different ways of presenting information for different purposes for a chosen audience   |
| <b>YEAR 4</b>   | <b>Chronological understanding</b>                                 | To begin to use words and phrases such as, century, decade, BCE, AD, after, before, during<br><br>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries   | With support, use words and phrases: century, decade, BCE, AD, after, before, during<br><br>With support, place names, places and dates of significant events from the past on a timeline   | To consistently use words and phrases: century, decade, BCE, AD, after, before, during<br><br>To place names, places and dates of significant events from the past on a timeline   |
|   | <b>Historical Knowledge</b>  | To begin to show knowledge and understanding by describing features of past societies and periods<br><br>To begin to identify some ideas, beliefs, attitudes and experiences of men, women and children from the past<br><br>With support, begin to give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period<br><br>To describe how some of the past events/people affect life today | To identify some ideas, beliefs, attitudes and experiences of men, women and children from the past<br><br>To begin to give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period<br><br>To describe and explain how some of the past events/people affect life today  | To show knowledge and understanding by describing features of past societies and periods<br><br>To give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period<br><br>To describe and explain and give examples of how some of the past events/people affect life today  |
|   | <b>Historical Interpretation</b><br><i>Compare, link, evaluate</i> | With support, to give reasons why there may be different accounts of history  | To give reasons why there may be different accounts of history  | To give reasons why there may be different accounts of history and name some different sources   |
|   | <b>Historical Enquiry</b><br><i>Ask, discuss, Explain</i>          | To begin to understand the difference between primary and secondary sources of evidence<br><br>To use up to 4 of the following to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits<br><br>Begin to ask questions such as 'what was it like for a ..... during .....?'<br><br>To begin to suggest sources of evidence from a selection provided to use to help answer questions                                       | To understand the difference between primary and secondary sources of evidence<br><br>To use up to 7 of the following to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits<br><br>Asks questions such as 'what was it like for a ..... during .....?'<br><br>To suggest sources of evidence from a selection provided to use to help answer questions | To understand the difference between primary and secondary sources of evidence and give examples<br><br>To use as many of the following as possible to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits<br><br>Asks questions such as 'what was it like for a ..... during .....and what impact did this have?'<br><br>Suggests sources of evidence to use to help answer questions |
|   | <b>Organisation and communication</b>                              | To present findings about past using speaking and drawing skills<br><br>With support, to begin to use dates and terms correctly<br><br>With support, discuss the most appropriate way to present information<br><br>Uses subject specific words such as settlement, invader   | To present findings about past using speaking, writing, maths (data handling) and drawing skills<br><br>To uses dates and terms mostly correctly<br><br>To discuss the most appropriate way to present information<br><br>Uses subject specific words such as Allied Forces, Blitz  | Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills<br><br>To use dates and terms correctly<br><br>To discuss the most appropriate way to present information, realising that it is for an audience<br><br>Uses subject specific words such as Ancient Egypt, Howard Carter   |

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| <p><b>Vocabulary</b><br/> <b>Technical</b><br/> <b>Topic specific</b></p>   | <p>archaeologist<br/> infer<br/> consolidate<br/> technology</p>  | <p>Prehistory<br/> Stone Age<br/> Bronze Age<br/> Iron Age<br/> Palaeolithic<br/> Homo sapiens<br/> coastline<br/> Mesolithic<br/> Star Carr<br/> Ice Age<br/> Doggerland<br/> Neolithic<br/> Stonehenge<br/> agriculture<br/> farming<br/> landscape<br/> permanent settlement<br/> climate<br/> mined<br/> Roman<br/> Greek</p> | <p>Impact<br/> culture<br/> celebrated</p>   | <p>Commonwealth<br/> 1971<br/> 1948<br/> migrate<br/> immigrated<br/> HMT Empire Windrush<br/> mayor<br/> scandal<br/> expectation<br/> Windrush generation</p> | <p>explore<br/> consider<br/> 19<sup>th</sup> century<br/> Victorian era<br/> explore<br/> evidence packs<br/> challenge<br/> opinion<br/> viewpoint<br/> influence<br/> select<br/> record<br/> information<br/> impact<br/> significance</p>   | <p>Transatlantic Slave Trade<br/> William Wilberforce<br/> slave trade<br/> influential<br/> abolition<br/> hero<br/> campaign<br/> Elizabeth Fry<br/> prisoners<br/> Industrial revolution<br/> crime<br/> prisons<br/> charity work<br/> Newgate Prison<br/> reformation<br/> Lord Shaftesbury<br/> working conditions<br/> employed<br/> coal mines<br/> factories<br/> chimney sweep<br/> laws<br/> ragged schools<br/> Mary Seacole<br/> British-Jamaican<br/> British Army<br/> Crimean<br/> natural remedies<br/> Turkey<br/> British War Office<br/> Emmeline Pankhurst<br/> right to vote<br/> inequality<br/> WSPU<br/> women's suffrage<br/> First World War<br/> William Churchill<br/> Great Britain<br/> Prime Minister<br/> Second World War<br/> 1945</p> |
| <p><b>What children will have learnt by the end of the topic</b></p>  | <p>What the term 'prehistory' means<br/> The names of the three periods of prehistory<br/> How we can find out about the prehistoric past<br/> How and when people first came to Britain<br/> What kind of animals early humans encountered<br/> Where early humans lived<br/> What happened to Britain's coastline when the ice sheets of the last Ice Age retreated<br/> Where Doggerland is<br/> What Mesolithic life was like<br/> Where and when agriculture was developed<br/> When people in Britain started farming<br/> What Stonehenge is and how the landscape developed<br/> How bronze is made<br/> How people were buried in the Bronze Age<br/> What happened to the climate at the end of the Bronze Age<br/> How iron is made<br/> What Iron Age houses were like<br/> What happened at the end of the Iron Age<br/> How long British prehistory is<br/> How life changed in Britain during prehistory</p> |   | <p>What Windrush is<br/> The date that HMT Empire Windrush arrived in the UK<br/> Reasons why someone may have immigrated to the UK during Windrush<br/> What we mean by the 'Windrush generation'<br/> Why people came to Britain between 1948-1971<br/> The names of some people from the Windrush generation<br/> What happened during the Windrush scandal<br/> Some of the achievements of a member of the Windrush generation<br/> What an expectation is<br/> A way in which the Windrush generation impacted Britain<br/> Reasons why the Windrush generation should be celebrated<br/> Ways the Windrush generation could be celebrated</p> |   | <p>What a hero is<br/> What the Transatlantic Slave Trade was<br/> Why William Wilberforce is considered a hero by many people<br/> What prisons were like in the early 19th century<br/> Some of the causes that led Elizabeth Fry to campaign for this reformation<br/> Some of the effects Elizabeth's campaign had on the conditions of prisons and the treatment of prisoners<br/> What working life was like for children in the Victorian era<br/> Some of the laws that Lord Shaftesbury campaigned for<br/> Who Mary Seacole was<br/> Mary Seacole's achievements during the Crimean War<br/> The role of women in the 19th century<br/> Why women wanted to vote<br/> About the events that led to women getting the vote<br/> About the life of Winston Churchill<br/> His role in leading the country to victory in World War II<br/> How Churchill might have been feeling at various points in his life<br/> What life might have been like today if any of these British history heroes had not existed</p> |   |
| <p><b>Cross Curricular Links</b></p>  | <p>❖ Science</p>  |   | <p>❖ PSHE</p>  |   | <p>❖ Computing<br/> ❖ Geography<br/> ❖ PSHE</p>  |   |
| <p><b>What comes next...</b></p> <p></p> | <p>Greater use and understanding of timelines, articulates causes and concerns in greater depth, use a range of documents to generate questions</p>   |   |  |   |  |   |