St. Joseph's Catholic Primary School
History Planning and Progression Document Rec- Y6

History - The study of the past - learning about people, places, events and changes.

This guidance is supported by Ofsted document and research papers, including:
https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/

CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied. CUSP History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks.

This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places. A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past.

Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words **(Tier 2) are taught alongside and help make sense of subject specific words (Tier 3).** Each learning module in history has a vocabulary module with teacher guidance, tasks and resources. CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles

Substantive knowledge

This is the subject knowledge and explicit vocabulary used about the past.

We have defined substantive concepts (Vertical Links) that are the suggested vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea.

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS (VERTICAL LINKS)					
Community	**Knowledge**	**Invasion**	**Civilisation**	**Power**	**Democracy**
This gives us a focus on a large group of people living in a place. | This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation. It can also the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times. | Community can also be the people affected in World Wars.	This gives a focus on the difference knowledge makes to people. | The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives. Knowledge brings about change. | This can be seen through the emergence of great civilisations, such as the Ancient Egyptians. | It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.	Taking over another country or region with an armed force. | Hitler's iniquitous beliefs led him to invade Poland and France. Invasion is a substantive concept throughout history. | It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.	A large group of people who follow similar laws, religion and rules. | Larger than a community. | Great civilisations have cities, architecture, laws, culture and art. | Ancient Egyptians, Greeks and Maya were great civilisations. | They advanced their society through knowledge and power.	The power to advance technology, architecture and the arts. or the power over people and places. | Power to build The Parthenon, great theatres and the Lighthouse at Alexandria. | Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings. | Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire. | Alexander the Great unified power in Ancient Greece. | War with the Persians.	A form of government voted for by the people. | Democracy has many forms through time. | In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy. | Democracy hasn't always been equal. | Democracy today is typically represented by a government who are voted for by the majority of people in that country. | The opposite to democracy is dictatorship or tyrannical leadership.

Substantive Knowledge Progression

SUBSTANTIVE CONCEPTS PROGRESSION - VERTICAL LINKS						
Community	**Knowledge**	**Invasion**		**Civilisation**	**Power**	**Democracy**
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understanding the world Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and – when appropriate – maps.	Changes within living memory | **COMMUNITY** **KNOWLEDGE** Nationality, Rights, Society	Events beyond living memory **COMMUNITY** **POWER** **KNOWLEDGE** **DEMOCRACY** City, Monarchy, King, Merchant, Parliament, Society, Religion	Stone Age Bronze Age Iron Age |**KNOWLEDGE** **COMMUNITY** **POWER** Settlement, Belief, Conflict, Trade, Trade routes	Britain's settlement by Anglo-Saxons and Scots **INVASION POWER COMMUNITY** Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King	Ancient Greece | **POWER DEMOCRACY** **KNOWLEDGE** **CIVILISATION** Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	Battle of Britain | **POWER | INVASION | COMMUNITY** Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War
	Lives of significant people | **KNOWLEDGE** **COMMUNITY** Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer	Significant historical events, people and places in our locality | **COMMUNITY** **KNOWLEDGE** **POWER** Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement	Rome and its impact on Britain | **INVASION** **POWER** **CIVILISATION** Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **INVASION POWER COMMUNITY** Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion	Compare non-European society with Anglo-Saxons (Maya or Benin) | **CIVILISATION** **KNOWLEDGE** **POWER** City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War	Windrush Generation | **COMMUNITY** **DEMOCRACY POWER** Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality
	More lives of significant people | **KNOWLEDGE** **COMMUNITY** Explore, Rights, Freedom, Society, Frontier, Pioneer	Revisit events beyond living memory | **COMMUNITY** **POWER** **KNOWLEDGE** **DEMOCRACY** City, Monarchy, King, Merchant, Parliament, Society, Religion		Achievements of an ancient civilisation Egypt **CIVILISATION** **KNOWLEDGE** **POWER INVASION** Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave	Five Significant Monarchs | **POWER** **INVASION** **DEMOCRACY** Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law	or How did conflict change our local area in WW2 | Local history study **POWER** **INVASION** **DEMOCRACY** **COMMUNITY** | Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley

SUBSTANTIVE KNOWLEDGE LANDING POINTS – End of Year 1

	VERTICAL LINKS			
	Community	Knowledge	Power	Democracy
Changes within living memory The lives of significant people (Mary Anning and David Attenborough) More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)	Pupils develop an understanding of the concept of COMMUNITY through: | • knowing how shops and the high street have changed over time • knowing and explaining the lives of significant people and how they lived • knowing and explaining how their local area changed	Pupils develop an understanding of the concept of KNOWLEDGE through: | • knowing and explaining how knowledge and technology has changed our community and local area through a study of shops • understanding that knowledge shaped the way significant people thought and influenced what we know and do today | Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake	Pupils develop an understanding of the concept of POWER through: | • knowing and explaining how, over time, technology had the power to change the way people lived their lives through shopping • knowing and explaining how significant people had the power and determination to change the way people thought and behaved. For example, Mae Jemison experienced racism, but became the first African America woman to become an astronaut • knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better	Pupils develop an understanding of the concept of DEMOCRACY through: • knowing and explaining that in the past, people in power were not always chosen by the people • knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning • knowing and explaining that sometimes people are not treated fairly

SUBSTANTIVE KNOWLEDGE LANDING POINTS – End of Year 2

	Community	Knowledge	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	Pupils develop an understanding of the concept of KNOWLEDGE through:	Pupils develop an understanding of the concept of POWER through:	Pupils develop an understanding of the concept of DEMOCRACY through:
Events beyond living memory (Great Fire of London)	• knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys, Christopher Wren, Simon of Sudbury	• knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built • understanding how the local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways	• knowing how significant people used what they knew to change the way we understand science or history. For example, Samuel Pepys helped us know more about the Great Fire of London through his diary • knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire	• knowing and explaining how certain people in the past had power to make decisions, such as kings, queens and mayors, for example • knowing that in the past, people in power were not always chosen by the people • knowing that the way people ruled has changed over time • explaining that democracy is a fair way of deciding who should be in charge
Significant historical events, people, places in our locality	• knowing and explaining how their local area was shaped by events and people • knowing and explaining what life was like in the community of London over 300 years ago • knowing and explaining how the community and place they live has been shaped by significant past events and people			
Significant historical events, people, places in our locality				

SUBSTANTIVE KNOWLEDGE LANDING POINTS – End of Year 3

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	Pupils develop an understanding of the concept of KNOWLEDGE through:	Pupils develop an understanding of the concept of INVASION through:	Pupils develop an understanding of the concept of CIVILISATION through:	Pupils develop an understanding of the concept of POWER through:	Pupils develop an understanding of the concept of DEMOCRACY through:
Changes in Britain from the Stone Age – Iron Age The Roman Empire and its impact on Britain	• knowing and explaining how communities change through studying the Stone Age – Iron Age • knowing and explaining how technology and knowledge changed the way prehistoric people lived • knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans • knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey • knowing and explaining that buildings and places create communities, such as the Roman Forum, plaza or temple • knowing and explaining the importance of burials within a community	• knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons • knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Rome • knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britain • knowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items • knowing and explaining how the knowledge of rules and laws helped shape and control communities and civilisations	• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain • knowing and explaining what caused leaders to invade other places, such as wanting to get better resources • knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation • knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe	• knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain • knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome • knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome	• knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romans • Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence • knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain	• knowing and explaining how leaders ruled communities, kingdoms and civilisations • knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations • knowing and explaining about hierarchies within communities, kingdoms and civilisations

SUBSTANTIVE KNOWLEDGE LANDING POINTS – End of Year 4

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	Pupils develop an understanding of the concept of KNOWLEDGE through:	Pupils develop an understanding of the concept of INVASION through:	Pupils develop an understanding of the concept of CIVILISATION through:	Pupils develop an understanding of the concept of POWER through:	Pupils develop an understanding of the concept of DEMOCRACY through:
Britain's settlement by Anglo-Saxons and Scots	• knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement • knowing and explaining that buildings and places create communities, such as the temples, pyramids and cities • knowing and explaining the importance of burials within a community	• knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons • knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations, such as the Shang Dynasty or Egypt • knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Angles, Saxons and Jutes invaded and settled in Britain • knowing and explaining how knowledge of metalwork also inspired jewellery and personal items • knowing and explaining how the knowledge of warfare helped the Anglo-Saxons repel the Picts and Scots to northern Britain • knowing and explaining how the knowledge of warfare helped the Viking raids and invasions be successful	• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain • knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for example, iron ore or tin • knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation • knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe	• knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as ancient Egyptians or Shang Dynasty • knowing and understanding how the decisions and actions of leaders, along with environmental conditions can create both powerful or unstable and poor civilisations, such the three declines during the ancient Egyptian civilisation • knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and falling when weak and divided pharaohs led the civilisation	• knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as irrigation from the River Nile • Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence • knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England	• knowing and explaining how leaders ruled communities, kingdoms and civilisations • knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations • knowing and explaining about hierarchies within communities, kingdoms and civilisations
Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor						
Ancient civilisation - Egypt						

SUBSTANTIVE KNOWLEDGE LANDING POINTS – End of Year 5

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	Pupils develop an understanding of the concept of KNOWLEDGE through:	Pupils develop an understanding of the concept of INVASION through:	Pupils develop an understanding of the concept of CIVILISATION through:	Pupils develop an understanding of the concept of POWER through:	Pupils develop an understanding of the concept of DEMOCRACY through:
Ancient Greece Maya comparison with Anglo-Saxon Britain	• knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement • knowing and explaining that beliefs, buildings and places create communities, such as the temples, pyramids and cities of the Maya or Benin • knowing and explaining the importance of beliefs, rituals and burials within a community, such as the Maya's polytheism or Anglo-Saxon's Christianity	• knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons – Ancient Greece, Maya, Benin • knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Maya, Benin or Ancient Greece • knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations – Ancient Greece, Maya, Benin	• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the expansion of the Greek Empire • knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as the Ancient Greek conflicts with the Persians • knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as Battle of Marathon or Salamis	• knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as the Ancient Greek Empire • knowing and understanding how the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms, such as Maya or Benin • knowing and explaining the causes and effects that led to civilisations, kingdoms rising and falling, such as the Maya or Ancient Greece	• knowing and explaining how power is connected to knowledge, belief, technology and trade - it was used to make city-states or civilisations stable and better places to live, such as writing and number systems invented by the Maya • knowing and explaining that the power to build great buildings, such as the Parthenon in Athens or Maya pyramids, brought people together through a shared belief • Knowing and understanding why inventions, such as metalwork, writing, astronomy or irrigation gave leaders the power to control and influence	• knowing and explaining how leaders ruled civilisations through early democracy in Athens • knowing how laws and rules shaped and influenced how leaders, kings and queens controlled city-states, kingdoms or civilisations, such as the Sparta • knowing and explaining how leaders, kings and queens ruled using beliefs, knowledge and power to control people, such as in Maya city-states • knowing and explaining about hierarchies within communities, kingdoms and civilisations

SUBSTANTIVE KNOWLEDGE LANDING POINTS – End of Year 6

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	Pupils develop an understanding of the concept of KNOWLEDGE through:	Pupils develop an understanding of the concept of INVASION through:	Pupils develop an understanding of the concept of CIVILISATION through:	Pupils develop an understanding of the concept of POWER through:	Pupils develop an understanding of the concept of DEMOCRACY through:
How did conflict change the locality in WW2? The Windrush generation Battle of Britain or Five Significant Monarchs	• knowing and explaining how communities and localities change through studying the 'friendly invasion' when USAF bases were built across Britain and the Windrush generation • knowing how religion, culture and beliefs shaped the community, such as in London when the Windrush pioneers arrived • knowing and explaining how communities experienced segregation, racism and unfair treatment through studying the Windrush / WW2 • knowing and explaining that communities can be made up from different people from a wide range of places through refugees needing protection, migration and immigration	• knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Windrush people migrated from the Caribbean to Britain • knowing and explaining how the knowledge of rules and laws helped shape and control communities, for example rationing in the Second World War / Battle of Britain • knowing and explaining how knowledge and skills were in demand from Windrush settlers in post war Britain	• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the invasion of Poland by Hitler's Nazi Germany • knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as Queen Elizabeth I's war with Spain. • knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as the Battle of Britain (Y5/6)	• knowing and explaining how leaders and beliefs shaped how people lived their lives with shared or multiple beliefs, language, laws and ways of doing things, such as William the Conqueror or Henry VIII • knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations or kingdoms, such as in Tudor times • knowing and explaining the causes and effects that led to civilisations, kingdoms or dictatorships rising and falling, such as the rise and fall of Nazi Germany	• knowing and explaining how power is connected to knowledge, technology and trade – it can be used positively or negatively • knowing and explaining how the power to build and change communities positively, such as the Notting Hill carnival, happened • knowing and explaining that the power to change things doesn't guarantee success – Hitler's decision to start the Second World War • knowing and explaining the reasons why people exerted force and power over others, such as Henry VIII's decision to create the Church of England and dissolve the monasteries	• knowing and explaining how different kings and queens ruled and controlled power • knowing how laws and rules shaped and influenced how leaders, kings and queens controlled kingdoms, such as William the Conqueror in 1066 • knowing and explaining about hierarchies within communities and kingdoms • knowing and explaining how the Windrush generation fought for their democratic rights to live in the UK

Disciplinary knowledge

This is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it 'Working Historically.' The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective and contextual interpretation.

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance

Disciplinary Knowledge Progression

DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry | Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.					
VERTICAL LINKS					
Chronology	**Cause & consequence**	**Change & continuity**	**Similarity & difference**	**Evidence**	**Significance**
The science of time | How events and significant people are placed in time. | Chronological order means to place people or events in a sequence which represents the passing of time. | Use time related words, such as before, during and after. | BC = Before the birth of Christ. Also known as BCE = before the common era. | AD = Anno Domini (the number of years after the death of Christ). | Also known as CE = common era. | There is no year 0, only 1 BC and AD 1.	The reason and result of the things that happened in history | Causation is about why events occurred and situations happened. | How ideas connect and interrelate. | Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts. | Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time. Consequence is the result of the cause.	How key people, places and events changed or stayed the same over time | How much really changed over and across time? | What kind of change was occurring? Was it social, military, economic? | Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive. Continuity | Latin: continuitatem = a connected series. What remained the same? | What factors were the same? Trade? Ideas of race?	Similarity | Compare similarities at the same time - what stayed the same and why? For example, you could compare Athens and Sparta at the same time. Difference | Compare difference at the same time – what was different between people and places – why was that? For example, you could examine the beliefs of Nazi Germany and the allies.	How we know about the past | A source presents a viewpoint, position angle or bias from the time it was created. | Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time. Relics can be used and are sources | objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017). Primary sources | original documents, images or artefacts that provide a first-hand testimony to help inform the related study. Secondary sources | books and articles about a study that may not have been created at the time.	Why people, events and ideas are important in our studies | The choice to study certain people and events because of their importance over time. Latin: significare | to make signs or point out. Significant people and events are chosen by others to tell a historical narrative. | Why have they been chosen? What is significantly good or bad about these people and events? Also consider 'silences' | (the not told history) as an opposite and equal to significance. (Trouillot and HA 181,2020) | What stories were not told or are now emerging, such as the Windrush generation.

Disciplinary Knowledge Landing Points

Disciplinary Knowledge – LANDING POINTS

knowledge of historical enquiry. Children should know how to….

VERTICAL LINKS Themes or concepts woven within fabric of subject. They define subject and are revisited across the Year Groups	**Rec**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Cause & Consequence	To talk about the lives of the people around them and their roles in society.	To recognise why a historical event happened. To identify how a historical event can change people's lives.	To understand that there are reasons why people in the past acted as they did. To identify causes and consequences to events from the past.	To find out about the cause of an event. To identify key consequences over a period of time and be able to give reasons for those changes.	To explain how people and events in the past have influenced life today. To describe connections and contrasts between aspects of history, people, events and artefacts studied.	To identify and note connections, contrasts and trends over time in the everyday lives of people. To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	To examine causes and results of great events and the impact these had on people. To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Change and Continuity	To compare and contrast characters from stories, including figures from the past.	To recognise some similarities and differences between the past and the present.	To identify similarities and differences between ways of life in different periods.	To find out about the everyday lives of people compared with our life today.	To explain how people and events in the past have influenced life today.	To describe connections and contrasts between aspects of history, people, events and artefacts studied.	To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.
Similarity and difference	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	To recognise some similarities and differences between individuals	To identify similarities and differences between societies e.g. **Royalty and peasantry**	To find similarities and differences between places e.g. Britain and the rest of the Roman Empire (Culture, religion, military).	To explain similarities and differences between an aspect of society e.g. the housing settlements of Anglo-Saxons and the native Britons.	To describe connections and contrasts between aspects of history, people, events and artefacts e.g. **within** Ancient Greece	To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. **within** the period of the Industrial Revolution.

Historical significance	To understand the past through settings, characters and events encountered in books read in class and storytelling.	To recognise why certain individuals e.g. Florence Nightingale are significant in history (achievements and impact)	To identify and describe why certain people/events are significant in the wider context of history e.g. Captain Scott and his journey to the North Pole.	To find out and describe why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. To identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.	To explain advancements in technology e.g. in the Mayan civilisation.	To describe and discuss the achievements of the Ancient Greeks and their significance to human development.	To evaluate the achievements of a period of time in the last 1000 years as a turning point in British history in the context of then and now. To evaluate the achievements of certain individuals over the last 1000 years and their significance to human development i.e. The Tudors and the changes within the Church.
Sources and Evidence	To comment on images of familiar situations in the past.	To look at simple artefacts and pictures to ask questions about the past.	To look at a source to find answers to questions about the past. To choose and select evidence and say how it can be used to find out about the past.	To gather more detail from sources such as maps to build up a clearer picture of the past. To suggest sources of evidence to help answer questions to present findings.	To devise own questions to find answers about the past. To begin to undertake own research. To compare different accounts of an event and explain why they may differ.	To recognise when using primary and secondary sources of information to investigate questions about the past. To select relevant sections of information to address historically valid questions and construct informed responses.	To use a wide range of different evidence to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historical statues, figures, sculptures and historical sites. To investigate my own lines of enquiry by posing historically valid questions to answer.
Historical Interpretations		To use pictures, photographs or artefacts to find out about the past. To use stories or accounts to find out about the past.	To explain that there are different types of sources that can be used to help represent the past.	To look at two versions of the same event or story in history and identify differences.	To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	To start to understand the difference between primary and secondary evidence and the impact of this on reliability. To evaluate the usefulness of different sources.	To know that people in the past represent events or ideas in a way that may be to persuade others. To show an awareness of the concept of propaganda.

Long Term Plan

EYFS

	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1

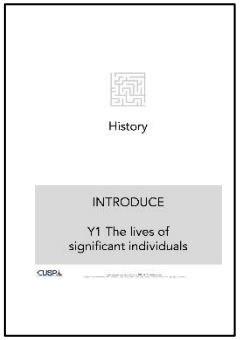
Specific Area of Learning
Understanding the World
	• Talk about the lives of people around them and their roles in society.
	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
	• Understand the past through settings, characters and events encountered in books read in class and storytelling.
		• History
		• Historian
		• After
		• Before
		• New
		• Old
		• Now
		• Past
		• Present
		• Time
		
		Linked to communication and language pupils will:
		
		Ask questions to find out more and to check they understand what has been said to them.
			• Know about personal history – birthdays, celebrations.
			• Celebrating cultural diversity of children in the class.
			• Traditional festivals and celebrations.
			• Routines - Learning Feedback times – talking about learning from the previous day / week etc...
			• Through interactions talking about what they did yesterday, last week, last year.
			• Life cycles and growing plants to introduce change over time.
				• Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year.
				• Learning about the family traditions of children in class from different cultural backgrounds.
				• Remembrance Day.
				• Black History week – Rosa Parks.
				• Bonfire Night – Guy Fawkes.
				• R.E themes taught through Discovery RE.
				• Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers.
				• London past and present – Link 'The Naughty Bus,' story.
				  • Learning Feedback times – talking about learning from the previous day / week etc...
				  • Through interactions talking about what they did yesterday, last week, last year.
				  • Child-led learning inspired from books – Tim Peake / Astronauts.
					• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
					• Events beyond living memory that are significant nationally or globally.

	People, Culture and Communities				
	• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.	Describe events in some detail. Use new vocabulary in different contexts.			
	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			

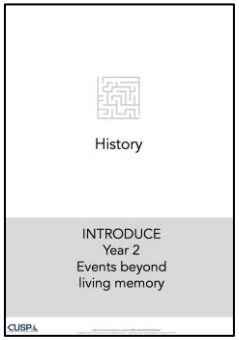
Class 1 EYFS	**People, Culture and Communities** •Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. •Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. **Past and Present** •Talk about the lives of people around them and their roles in society. •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. •Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Class 1 Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Class 2 Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Class 2 Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Class 3 Year 5	Ancient Greece – a study of Greek life and achievements and their influence on the western world KN 1, 2, 5, 6, 8 (Myths, Legends, Culture)	Comparison study Maya and Anglo-Saxons	Study Five Monarchs
Class 3 Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation – Egypt	Ancient civilisation - Egypt
Class 4 Year 6	Battle of Britain	The Windrush	Local History Study - how did conflict change our locality in World War 2?

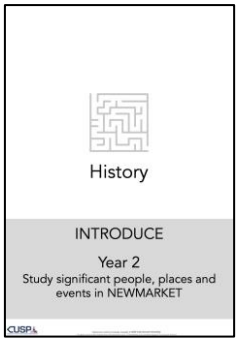
CUSP History Progression Tables

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1 | Changes within living memory |  	COMMUNITY Nationality, Rights, Society	Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Stages How have I grown and changed in my life? Changes What is it like around here? What are the shops in my community? What were shops like in the past? How have shops changed? Explain it How are shops different today than a long time ago?	toddler timeline present compare memory	community tills supermarket customer bakery

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1 | The lives of significant people |  Mary Anning David Attenborough	KNOWLEDGE COMMUNITY Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer	Science Animals, including humans . Plants. Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Mary Anning Who was Mary Anning? What did she do? What did Mary Anning discover? David Attenborough Who is David Attenborough? What does he do? What has David Attenborough achieved? Compare Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?	legacy inspire revealed explore similar	fossil documentary significant naturalist expedition

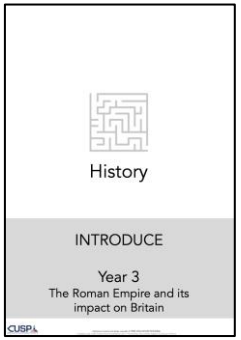
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y1 | More lives of significant people |  Neil Armstrong Mae Jemison Bernard Harris Jr Tim Peake	KNOWLEDGE COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer	EYFS Past and Present People, Culture and Communities History Lives of significant people Science Animals, including humans Plants	Pioneer Who was Neil Armstrong? What did he achieve? Explorers Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve? Remember Compare the achievements of two significant individuals. What was similar and what was different? Study a third significant individual from the above.	legacy inspire pioneer explore similar	orbit racism significant astronaut expedition

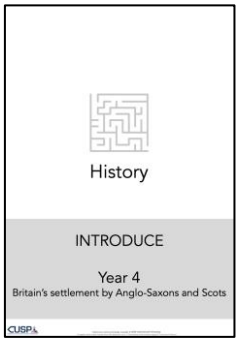
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 | Events beyond living memory |  	COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	EYFS Past and Present People, Culture and Communities History Lives of significant people More lives of significant people Science Everyday materials	When and where? Where is London? When was the Great Fire of London? What? How did the fire start? Why did the fire spread so quickly? Study Sunday 2nd September 1666 - Where did the fire spread to? Study Monday 3rd and Tuesday 4th September 1666 - Where did the fire spread to? Study Wednesday 5th and Thursday 6th September 1666 Evidence and change How do we know about the Great Fire of London? Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. What effect did the fire have on London? As a consequence of the fire, what changes were made to London?	bustling raged extinguished merchant engulfed	flammable devoured possessions ineffective doused

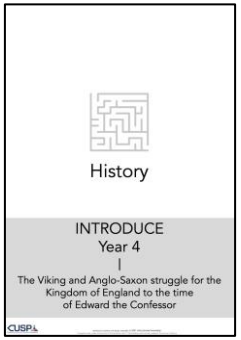
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 | Significant historical events, people and places in their own locality | NEWMARKET EXAMPLE  	COMMUNITY KNOWLEDGE POWER Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement	EYFS Past and Present People, Culture and Communities History Lives of significant people More lives of significant people Events beyond living memory	Schools add local history - Chorley Newmarket today Remember - what is Chorley like today? Newmarket in the past King James I: what things happened in Newmarket's past? King Charles II: what things happened in Newmarket's past? The Great Fire: what things happened in Newmarket's past? World War II: what things happened in Newmarket's past? What I know about Chorley what do you remember about the past?	jockey chronology memorial devastated converted founded	monarch common code coat of arms racecourse airfield

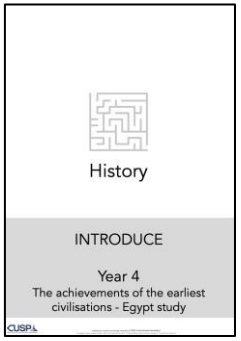
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y2 | Revisit events beyond living memory |  	COMMUNITY POWER DEMOCRACY KNOWLEDGE City, Monarchy, King, Merchant, Parliament, Society, Religion	EYFS Past and Present People, Culture and Communities History Lives of significant people More lives of significant people Events beyond living memory	What do you remember about the Great Fire of London? What happened during the Great Fire of London? What was the effect of the Great Fire of London and how do we know?	bustling raged extinguished merchant engulfed	flammable devoured possessions ineffective doused

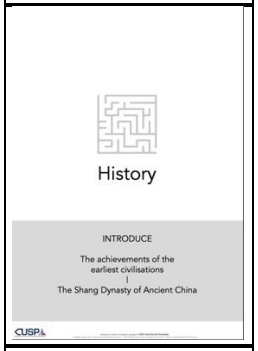
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 | Changes in Britain from the Stone Age to the Iron Age |  	KNOWLEDGE COMMUNITY POWER Settlement, Belief, Conflict, Trade, Trade routes, Migration	EYFS Past and Present People, Culture and Communities History Lives of significant people More lives of significant people Events beyond living memory Revisit events beyond living memory Science Rocks	Stone Age Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know? What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know? Bronze Age When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age? Iron Age When was the Iron Age? What was the Iron Age like? How do we know? What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?	ancient community dense extinct roaming prehistory	domesticated arid gatherer nomad reared submerged

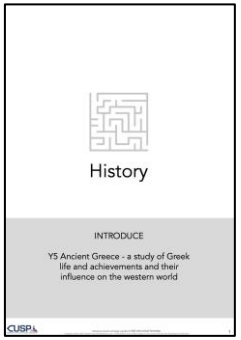
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 | The Roman Empire and its impact on Britain |  	INVASION POWER CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	Lives of significant people More lives of significant people Events beyond living memory Revisit events beyond living memory Changes in Britain from the Stone Age to the Iron Age Science Rocks	People and belief Who were the Romans? What was it like to live in Rome? The invasion of ancient Britain Remember the Celtic people: what was it like to live during the Iron Age? When did the Romans invade Britain? Resistance and change Who resisted the Roman invasion? Technology: how did Britain change under Roman rule? Review session - can be used to elaborate or catch-up study. Belief: how did Britain change under Roman rule? SUMMARISE IT: what was the impact of the Roman Empire on Britain?	previously conquered rebellion luxurious culture settlement	amphitheatre emperor aqueducts invasion barbarian forum

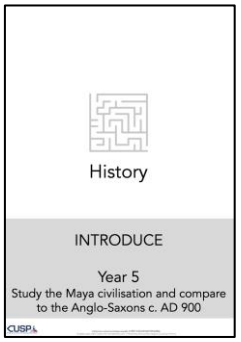
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y4 | Britain's settlement by Anglo-Saxons and Scots |  	INVASION POWER COMMUNITY Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain	Cause Why did the Anglo-Saxons come to Britain? Where did the Anglo-Saxons come from? Anglo-Saxon life in Britain What was life like for Anglo-Saxons in Britain? What kingdoms were formed by the Anglo-Saxons? Evidence How do we know about the Anglo-Saxons? Religion How did religion influence the Anglo-Saxons? How do we know this?	abandoned defenceless dominant missionary pagan reliant	heptarchy laden sporadic vanquish viewpoint migration

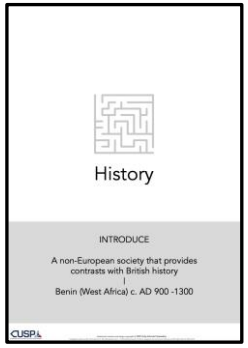
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y4 | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  	INVASION POWER COMMUNITY DEMOCRACY Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots	Origins What was life like for Vikings? When did the Vikings attack Britain? Settlement Where did the Vikings invade and settle? Why were the Vikings so feared and successful? Struggle for power When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings? Consequence What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England?	contested exile descendant heir plunder truce	decimated incursion ransack severed martyr marauding

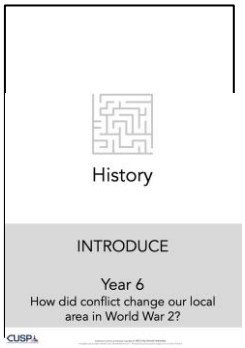
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y4 | The achievements of the earliest civilizations | Ancient Egypt |  	CIVILISATION KNOWLEDGE POWER INVASION Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	People and place Who were a few of the earliest civilisations and what did they achieve? Who were the ancient Egyptians and where did they live? Ancient Egyptian kingdoms The Old Kingdom: who was significant and what did they achieve? The Middle Kingdom: who was significant and what did they achieve? The New Kingdom: who was significant and what did they achieve? Achievements and beliefs Achievements: how and what did the ancient Egyptians write? Achievements: How did the ancient Egyptians use the river Nile? Gods: what did the ancient Egyptians believe in? Evidence: what do we know about Tutankhamun?	colossal stability society civilisation irrigation mysteriously	funerary hieroglyphs artefact pillaged obelisk pharaoh

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y4 | The achievements of the earliest civilizations | Shang Dynasty |  	CIVILISATION KNOWLEDGE POWER INVASION Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Early Civilisations Where and when did the first civilisations appear? People and places What was the Shang Dynasty and how was it organised? Bronze Age: where was the Shang Dynasty and when did they rule? Where is the Yellow River and why was it important to the Shang Dynasty? Beliefs and technology Oracle bones: what did the Shang people believe in? Shang Technology: what great things did craftspeople make? Warfare War: how did the Shang Dynasty fight battles? Evidence Significant individual: who was Fu Hao and how do we know about her? Explain: what do you know about the Shang Dynasty and their achievements?	cast chariot divine elaborate fertile silt	dynasty hereditary monarchy oracle polytheism sacrifice

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 | Ancient Greece – a study of Greek life and achievements and their influence on the western world |  	**CIVILISATION** **POWER** **DEMOCRACY** **KNOWLEDGE** Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations A non-European society that provides contrasts with British history	People and belief Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold? Powerful city-states City-states: what was the difference between Athens and Sparta? What was democracy like in Athens? Ancient Greek way of life (culture) Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create? Pivotal battles What happened at the Battles of Marathon and Salamis? Why were they important? Legacy Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?	democracy honour phenomenal deteriorated armoured oppressive	city-state tyrant sanctuary tactical valiantly unified

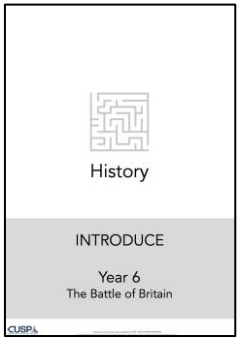
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 | A non-European society that provides contrasts with British history | Maya c.AD 900 |  	CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations	People and place Where did the Maya live? What were the significant events in the Maya's history? City-states What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza Inventions What did the Maya invent? Consequences What happened to the Maya city-states? Comparisons Remember Britain and the Anglo-Saxons Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900	population famine descendant declining citizen native	deforestation codex sacrifice astronomy warrior polytheistic

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y5 | A non-European society that provides contrasts with British history | Benin (West Africa) c. AD 900 - 1300 |  	CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations	Locality and early rulers Where was ancient the kingdom of Benin located? Who were the first rulers of the Edo people? Beliefs and way of life Who were the Oba and what did they do? What features did the kingdom of Benin's capital city have? What was life like in ancient Benin City? What was the significance of trade in the city? Comparison Remember: What do you know about Anglo-Saxons and William the Conqueror? What was similar and different between Benin and Anglo-Saxon Britain? Evidence What happened to the mighty Benin City? Remember Explain: what do you know about Benin, their achievements and demise?	demise destruction flourish overthrow radiate sophisticated	ancestral animism fortification guild infrastructure ritual

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 Local history study | How did conflict change our local area in WW2? |  	POWER INVASION DEMOCRACY COMMUNITY	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations A non-European society that provides contrasts with British history Ancient Greece – a study of Greek life and achievements and their influence on the western world Windrush generation Monarchs through time Battle of Britain	The Second World War Remember: The Battle of Britain and World War Two. The Friendly Invasion Why was East Anglia described as mini America? Places and People Where were the airbases in our locality? Why were these airbases important to the war effort? What effect did these airbases have on our local area? Memorials How do we remember the brave men and women who defended our country?	altitude boisterous cemetery penetrate strategic supremacy	airbase Axis Bombardment Incendiary Memorial segregation

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | Windrush generation |  	**COMMUNITY** **DEMOCRACY** **POWER** Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations A non-European society that provides contrasts with British history Ancient Greece – a study of Greek life and achievements and their influence on the western world	People and place Where are the Caribbean islands? What's their history? Migration and settlement How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? Why did people migrate from the Caribbean to England in 1948? What was life in London like for the Windrush pioneers? Who was Sam King and what did he do? Who was Norma Best and what did she do? Application How did the Windrush migration change Britain for the better?	intolerance immigrate prejudice colony emigrate discrimination	racism segregation diversity disembarked demobilised iniquitous

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 OPTION A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | Monarchs through time |  	**POWER** **INVASION** **DEMOCRACY** Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law, War	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations A non-European society that provides contrasts with British history Ancient Greece – a study of Greek life and achievements and their influence on the western world Windrush generation	William the Conqueror How is William I remembered? What legacy did he leave? Henry VIII How is Henry VIII remembered? What legacy did he leave? Elizabeth I How is Elizabeth I remembered? What legacy did she leave? Charles II How is Charles II remembered? What legacy did he leave? Queen Victoria How is Queen Victoria remembered? What legacy did she leave? Summary In your opinion, who was the greatest past monarch? Why is that?	lucrative prosperity republic plundered arrogant duplicitous	aristocracy monastery dissolution privateers industrialisation annulment

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
Y6 OPTION | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | Battle of Britain |  	**POWER** **INVASION** **COMMUNITY** Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations A non-European society that provides contrasts with British history Ancient Greece – a study of Greek life and achievements and their influence on the western world Windrush generation Monarchs through time	Cause Why did Britain declare war on Germany in 1939? Food shortage Why was rationing introduced? Threat Why were people evacuated from cities? Battle of Britain What happened in the Battle of Britain? Bombing cities The Blitz: how did Hitler continue to attack Britain? Consequence How did conflict change society in the Second World War?	ferocious infantry civilians intercept radar occupation	anti-Semitic Luftwaffe blitzkrieg evacuated rationing blackout