



“Through an investigative approach, I envisage the history curriculum encouraging the children to be independent and critical thinkers with the ability to discuss the diverse lives of our world and its rich civilisations.”

Miss C. Harper

History Subject Lead

History Curriculum Aims

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand **historical concepts** such as **continuity and change**, **cause and consequence**, **similarity, difference and significance**, and use them to make connections, draw contrasts, **analyse trends**, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of **historical enquiry**, including how evidence is used rigorously to make historical claims, and discern how and why **contrasting arguments** and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS and History

Understanding of the world educational programme (taken from the EYFS Framework 2020)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of

our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early learning goals that link to history are:

EYFS Understanding the world

ELG Past and present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference 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.



What does History look like at Littleton Green Community School?

- * Each topic begins with sharing a 'Big Question'. This enables the pupils to see the bigger picture and gives purpose to what they are learning.

ENDPOINT ASSESSMENT



- * This is a product to showcase the learning which has taken place and the knowledge learnt. It can involve a prior session to create success criteria based on the concepts and a critical evaluation lesson.

BIG QUESTION



ENDPOINT EXPLORATION

- * At the beginning of the topic, teachers share a WAGOLL (What a Good One Looks Like). Here the learning process is explored and the children have the opportunity to input to their journey to the endpoint.

THE LEARNING JOURNEY



- * A series of learning opportunities where concepts are built on. Here the meaning is made and connections are formed.



ACTIVATING PRIOR KNOWLEDGE

- * Throughout the topic, there are built in opportunities for children to access their prior knowledge to help them make connections and make the learning stick. This may be through key vocabulary, knowledge organisers, carefully thought out questioning and more.

KNOWLEDGE ORGANISERS



- * A resource which is available to children for them to learn the 'sticky knowledge' to master the learning. These are working documents that the children refer to and add their new learning to.

KEY VOCABULARY

- * At the start and throughout the learning journey, children will be taught key vocabulary need to access the learning and secure the key knowledge .



HISTORY



START



EYFS

Early Years

UNDERSTANDING THE WORLD:
Past and Present

- Know the similarities and differences between things in the past and now
- Understand the past through books and storytelling
- Talk about the lives of people in society



Year 1

- What would life be like for you if you were a child miner?
- What do Florence Nightingale, Mary Seacole and Edith Cavell all have in common?
- Was it easy to be a child in Victorian Britain?

1

Year 2

- Which monarch would you like to be?
- Which mining artefact is the most useful?
- Would you rather be an explorer in space or on Earth?

2



3

Year 3

- How did daily life change from the Stone Age to the Iron Age?
- How did the invention of steam trains impact our country?
- Which civilisation would you rather live in?



Year 4

- Athens or Sparta?
- Can you discuss the day in the life of a miner?
- How does the legacy of the Roman Empire affect us today?

4



5

Year 5

- Which Kingdom of England would you choose?
- Why was it unsafe to be a miner?
- How smart were the Mayans?



6

Year 6

- Were the Vikings vicious or victorious?
- Were the miners right to strike?
- Will Hitler be remembered as a good leader?



WHOLE SCHOOL OVERVIEW OF CONCEPTS

EYFS

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.

Key Stage 1

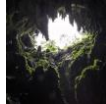


Within living memory	Beyond living memory	Lives of significant people	Local history
<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> • significant historical events, people and places in their own locality

Key Stage 2

Chronology (Stone age to 1066)	Beyond 1066	Local study
To include: <ul style="list-style-type: none"> • Stone age to Iron age • Romans • Anglo-Saxons • Vikings 	<ul style="list-style-type: none"> • An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> • A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066
Civilisations from 1000 years ago	Ancient Greece	Ancient ancients
Choose one of: <ul style="list-style-type: none"> • Mayans • Islamic Civilizations • Benin Civilization 	<ul style="list-style-type: none"> • Greek life and influence on the Western world 	Cover each of and then choose one to look at in depth: <ul style="list-style-type: none"> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty

Year group Coverage and Progression of Knowledge




EYFS				
Key Concepts	Within living memory	Beyond living memory	Lives of significant people	Local history
Past and present		<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

	Block 1		Block 2		Block 3		
Preschool/ Nursery	 Kings and Queens		 The Moon		 Dinosaur Calendar	 World Explorers	
PRODUCT	<i>Events from the past; artefacts; questioning</i>		<i>Be aware of people and events from the past by sharing books and looking at photographs.</i>		<i>Talk about things that happened in the past. Relive past experiences through role-play activities and retell events in order.</i>		<i>Comment and ask questions about significant people that they have seen in books and photographs.</i>
Reception	 Explorers	 Transport through the ages	 Long Ago	 Remembering experiences	 Holidays in the past		
PRODUCT	<i>Share stories and talk about significant people who lived in the past</i>	<i>Describe some similarities and differences between things in the past and the present.</i>	<i>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</i>		<i>Put familiar events in chronological order, using pictures and discussion</i>		<i>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures</i>

Transition to KS1	<p><i>Through our bespoke curriculum, Reception children are introduced to History by exploring the differences between the past and present. They investigate how toys, homes, clothes, household items, and transport have changed over time, helping them understand the concept of change. To make the past more relatable, grandparents are invited to a tea party to share stories about their childhood, providing a personal connection to history. Children also begin to understand the concept of time by creating their own life timeline, marking important milestones in their lives. They have opportunities to experience the past through artefacts and secondary sources, such as old photographs or objects, which help them make connections to history. The children also learn about the significance of Huntington, exploring its coal mining history and its importance to the local community. A walk through the village enables them to make real-life connections to the history they are learning about. Additionally, they explore the role of the King and the actions of royal figures through stories, helping them understand the influence of these figures on history. These activities prepare children for more formal history learning in Key Stage 1 by fostering curiosity and an understanding of historical concepts.</i></p>
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YEAR 1

Substantive Knowledge




Key Concepts	Within Living Memory	Beyond Living Memory	Lives of Significant People	Local History
 <p>Heigh ho, heigh ho, it's off to dig we go What would life be like for you if you were a child miner?</p>	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days and that of their grandparents 	<ul style="list-style-type: none"> Know that children's lives today are different to those of children a long time ago. <p><i>British Value: Respect and Tolerance</i></p>		<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live.
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Recognise why children were used in the mines.</i>	<i>Cannock Chase Museum, Local miner talk, a drive of local mining monuments. Significant Person: Local miner visit</i>	<i>Mine, colliery, hard hat, pick, coal, many years ago, compare, after that, History, time, past, childhood, long ago, pit ponies, Sir Humphrey Davy, industry, electricity.</i>	
 <p>Medicine in the past What do Florence Nightingale, Mary Seacole and Edith Cavell have in common?</p>			<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous. 	
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Identify the roles of these women.</i>	<i>A nurse visit, a nursing role-play. Significant person: Mary Seacole</i>	<i>Nursing, care, now, then, impact, event, story, memory.</i>	
 <p>Young Victorians Was it easy to be a child in Victorian Britain?</p>		<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago. <p><i>British Value: Rule of Law</i></p>	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous. 	
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Understand how an individual's life in Victorian Britain is different today.</i>	<i>Victorian classroom role-play, Blist Hill visit, Black Country Museum Victorian Classroom Experience Significant person: Queen Victoria</i>	<i>Victorian, Victorian era, monarch, Victoria, Prince Albert, King, Queen, Buckingham Palace/House, Royal, Royalty, family, rule, reign, Industrial Revolution, Europe.</i>	

Disciplinary Knowledge

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<ul style="list-style-type: none"> recount changes within my lifetime. Be able to label a timeline using words such as past, present, older and newer. 	<ul style="list-style-type: none"> observe evidence and begin to ask appropriate questions and consider possible answers. 	<ul style="list-style-type: none"> discuss some causes as to why things had to change. 	<ul style="list-style-type: none"> discuss why some things have changed and some have stayed the same. 	<ul style="list-style-type: none"> compare artefacts using pictures from the past and present. 	<ul style="list-style-type: none"> begin to talk about events of a significant person.

YEAR 2

Substantive Knowledge




Key Concepts	Within Living Memory	Beyond Living Memory	Lives of Significant People	Local History
 <p>Magnificent Monarchs Which era would you rather live in?</p>		<ul style="list-style-type: none"> Know that children's lives today are different to those of children a long time ago. Know about an event or events that happened long ago, even before their grandparents were born. <p><i>British Value: Rule of law</i></p>		
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Defend which era you would rather live in.</i>	Monarch takeover day, Palace trip, Tudor house visit, Boscobel House, Bosworth Battlefield <i>Significant Person: Elizabeth I</i>	Queen, King, Royalty, Ruler, Reign, Empire, leaders, kingdom, Bayeux tapestry, Anne Boleyn, Henry VIII, wives, Tudor, Hampton Court Palace, London, city, CE, BCE, Battle of Hastings, battle, baron, heir, conquer, William the Conqueror, decade, century.	
 <p>Fire, Damp and Davy Lamps Which mining artefact is the most useful?</p>		<ul style="list-style-type: none"> Know what we use today instead of a number of older given artefacts 		<ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. Begin to show understanding of social class differences. <p><i>British Value: Respect and Tolerance</i></p>
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Identify the uses of mining artefacts.</i>	<i>Miners visit, local walk to monuments, Chase water centre.</i> <i>Significant Person: Humphry Davy</i>	Colliery, fossil fuel, Industrial Revolution, natural gas, non-renewable energy, renewable energy, sediment, Davy Lamp, canary, shaft, pickaxe, helmet, lantern, mining lift, mining cart, pit, battery pack, kneepads, boots.	
 <p>To Infinity and Beyond Would you rather be an explorer in space or on Earth?</p>		<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born. 	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous. 	
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	<i>Associate key events in history with the people involved.</i>	<i>Cosford trip, Space Museum, moon landing role-play.</i> <i>Significant Person: Neil Armstrong</i>	<i>CE, BCE, Christopher Columbus, Native Americans, compass, Captain James Cook, Amelia Earhart, Neil Armstrong, Apollo 11, launch, Space race, navigate, explore, Emmeline Pankhurst, Sir Francis Drake, New World, Spanish Armada, ancestor, modern, long ago, decade, century, discovery, impact, decade, century.</i>	

Disciplinary Knowledge

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<ul style="list-style-type: none"> place events, artefacts and historical figures on a timeline using dates where appropriate. 	<ul style="list-style-type: none"> observe or handle evidence to ask questions and find answers to questions about the past. begin to explain why evidence can be trusted. 	<ul style="list-style-type: none"> explain the cause and consequence of some big events in history. 	<ul style="list-style-type: none"> describe what changed after an event in history and how these changes have continued through to today. 	<ul style="list-style-type: none"> use artefacts and diary entries to compare similarities and differences. identify some ways the past has been represented. 	<ul style="list-style-type: none"> describe significant people from the past and explain why they are important.

YEAR 3

Substantive Knowledge




Key Concepts	Chronology (Stone age to 1066)	Beyond 1066	Local study	Ancient ancients	Ancient Greece	Civilisations from 1000 years ago
 <p>Through the ages How did daily life change from the Stone Age to the Iron Age?</p>	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' 					
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Summarise the changes from the Stone Age to the Iron Age.</i>	Create a stone age hut outside, create cave paintings outside, stone age bowl sculpting, Sareholl Mill, Castle Ring. <i>Significant person: Cheddar Man</i>		CE, BCE, Amesbury Archer, power, achievement, archaeologist, analyse, architecture, authority, benefit, Boudicca, boundary, Bronze Age, Stone Age, Iron Age, kingdom, community, Cheddar Man, circa, citizen, construction, consequence, defence, discovery, excavation, exhibit, fort, frontier, ceremony, invasion, merchant, Neolithic, decade, century, millennium, compare, contrast.		
 <p>Steaming through history How did the invention of steam trains impact our country?</p>			<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time. <p><i>British Value: Respect and Tolerance.</i></p>			
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Understand the uses of coal.</i>	<i>Severn Valley Railway, Chasewater centre, local miners visit</i> <i>Significant Person: Robert Stephenson</i>		<i>Industrial Revolution, coal, mining, steam, power, fossil fuel, production, produce, transport, invention, innovation, change, impact, industry, factory, mass production, technology, workers, machinery, network.</i>		
 <p>Ancient Civilisations Which civilisation would you rather live in?</p>				<ul style="list-style-type: none"> Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty <p><i>British Value: Rule of Law</i></p>		
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Compare the following: Ancient Egypt, Ancient Sumer, Indus Valley and the Shang Dynasty.</i>	Egyptian sarcophagus craft, archaeological excavation hunt outside, tomb robber mystery hunt, History Squad <i>Significant Person: Nefetriti</i>		CE, BCE, civilisation, Mesopotamia, bitumen, ziggurat, free classes, Sumerians, society, culture, way of life, period, worship, temple, Sanga, ruler, priests, merchants, farmers, City State, Pharaoh, plough, sphinx, ancient, coffin, pyramid, mummy, desert, conditions, environment, slavery, Cleopatra, Tutankhamun, Nile, Valley of the Kings, Howard Carter, soapstone, seal, goods, loincloth, citadel, bitumen tar, Charles Masson, tomb, Shang Dynasty, Xia Dynasty, influential, leader		

Disciplinary Knowledge

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<ul style="list-style-type: none"> place events, artefacts and historical figures on a timeline using dates. With support, use BCE and CE. 	<ul style="list-style-type: none"> suggest suitable sources of evidence. use more than one source of evidence for historical enquiry in order to gain more understanding of history. 	<ul style="list-style-type: none"> suggest causes and consequences of some of the main events in a civilisation's history. 	<ul style="list-style-type: none"> begin to explore the concept of change over a long period of history. 	<ul style="list-style-type: none"> compare the similarities and differences between newer and older periods in history. 	<ul style="list-style-type: none"> discuss the importance of people and events in time and the significant impact they had on society.

YEAR 4

Substantive Knowledge




Key Concepts	Chronology (Stone age to 1066)	Beyond 1066	Local study	Ancient ancients	Ancient Greece	Civilisations from 1000 years ago
 <p>Emperors and Empires How does the legacy of the Roman Empire affect us today?</p>	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor 					
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Demonstrate what the Romans left behind.</i>	<i>Empresses of Ancient Rome, African Romans, Wall Roman Site/National Trust site Lichfield. Bath Heritage walk</i> <i>Significant person: Julius Caesar</i>	<i>Colosseum, amphitheatre, architecture, aqueduct, bath house, mosaic, temple, soldier, centurion, shield, standard, chariot, barbarian, gladiator, Boudicca, toga, slave, Julius Caesar, emperor, Roman numerals, rebellion, Hadrian's Wall, empire, collapse, Emperor Claudius, rule, ruler, control, seize, conflict, defence, decade, millennium, century, chronological</i>			
 <p>Dig, dig, dig Can you discuss the day in the life of a miner?</p>			<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time. <p><i>British Value: Respect and Tolerance</i></p>			
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Design a daily schedule for a miner.</i>	<i>Walk around local area on a history walk of what once was, walk up the Mound, Cannock Chase Museum, Significant Person: Local miner visit</i>	<i>Structure, schedule, union, soot, pick axe, contraband, clock in, metal cage, ascend, descend, labour, deputy, tunnels, lamp, cart, compare, contrast, working class.</i>			
 <p>Groundbreaking Greeks Athens or Sparta?</p>					<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics <p><i>British Value: Rule of Law</i></p>	
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Justify which city-state you would rather be a part of.</i>	<i>Greek food taste testing, Athens vs Sparta debate, Toga day, design a Greek god based on your values. Significant person: Queen Gorgo of Sparta</i>	<i>Acropolis, Athens, city-states, columns, demigod, labyrinth, lyre, Mount Olympus, Minotaur, myth, Olympics, Parthenon, Sparta, temple, Titan, Greek Gods, legend, Trojan War, tunic, warrior, empire, alphabet, soldier, helmet, nobleman, Plato, Pythagoras, Homer, Hippocrates, Hellenistic, Alexander the Great, columns, structure, civilisation, decade, century, millennium, compare, contrast.</i>			

Disciplinary Knowledge

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<ul style="list-style-type: none"> place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). 	<ul style="list-style-type: none"> suggest more than one suitable source for historical enquiry. begin to discuss the reliability of sources. 	<ul style="list-style-type: none"> suggest and evaluate the cause and consequences of some of the main events in a civilisation's history and begin to suggest evidence to support my answers. 	<ul style="list-style-type: none"> explain the concept of change over time and represent this with evidence. 	<ul style="list-style-type: none"> consider the social, ethnic, cultural and religious diversity of the past. describe different accounts of a historical event and explain why some accounts may differ. 	<ul style="list-style-type: none"> discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion.

YEAR 5

Substantive Knowledge




Key Concepts	Chronology (Stone age to 1066)	Beyond 1066	Local study	Ancient ancients	Ancient Greece	Civilisations from 1000 years ago
 <p>Invasion Which Kingdom of England would you choose?</p>	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country <i>British Value: Rule of Law</i> Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a timeline to show when the Anglo-Saxons were in England 					
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Explain why England was divided into kingdoms.</i>	<i>Tamworth Castle workshop, Offa's Dyke, Saxon Cross-Shaft, historywm website for resources. Significant Person: Athelstan</i>		<i>CE, BCE, century, decade, millennium, significant, important, civilisation, period, Anglo-Saxon, Bayeux Tapestry, bronze helmet, cremation pot, East Anglia, Kent, lyre, Mercia, Northumbria, Offa's Dyke, runes, St. Bede, Sutton Hoo, thatched, Wessex, Sussex, Essex, Soldiers, defeat, invade</i>		
 <p>Hardhats and hammers Why was it unsafe to be a miner?</p>			<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time <i>British Value: Respect and Tolerance</i> 			
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Evaluate the dangers of working in a mine.</i>	<i>Mining visit, Chatterley Whitfield Mining Museum, Black Country Museum, Chasewater Centre. Significant Person: Margaret Thatcher</i>		<i>danger, consequences, working class, upper class, labour, resources, poisonous, inhale, poverty, cave in, collapse, industry, dependent, injury.</i>		
 <p>Mindblowing Mayans How smart were the Mayans?</p>						<ul style="list-style-type: none"> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin Know why they were considered an advanced society in relation to that period of time in Europe
	PRODUCT	CULTURAL CAPITAL		KEY VOCABULARY		
	<i>Summarise why the Mayans were considered an advanced society.</i>	<i>Mayan food tasting, Mayan Hierarchy Day. Significant Person: Pakal the Great</i>		<i>CE, BCE, century, decade, millennium, significant, important, civilisation, period, temple, monument, codices, pyramid, astronomy, priest, stelae, calendar, king, maize god, hieroglyphs, warrior, Chichen Itza, scribes, maize, drought, advanced, cacao beans, glyphs, syllabograms, pottery, Middle world, Upperworld, Underworld, priests, priestess, gods, goddesses.</i>		

Disciplinary Knowledge

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<ul style="list-style-type: none"> use dates accurately in describing events and people. 	<ul style="list-style-type: none"> use sources of evidence to deduce information about the past. use sources of information to form testable hypotheses about the past. 	<ul style="list-style-type: none"> describe the causes of events and their consequences, considering the consequences of similar actions to today's society and laws. 	<ul style="list-style-type: none"> identify periods of rapid change in history. explain the concepts of continuity and change over time. 	<ul style="list-style-type: none"> compare similarities and differences between civilisations and cultures. 	<ul style="list-style-type: none"> describe the social and cultural significance of a past society. describe the characteristic features of the past, including ideas and beliefs.

YEAR 6

Substantive Knowledge

Key Concepts	Chronology (Stone age to 1066)	Beyond 1066	Local study	Ancient ancients	Ancient Greece	Civilisations from 1000 years ago
 Vicious Vikings Were the Vikings vicious or victorious?	<ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons <i>British Value: Rule of Law</i>					
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY			
	<i>Justify why you believe the Vikings were vicious or victorious.</i>	<i>Battle re-enactment, The History Squad, Repton Abbey, Viking Workshop West Midlands</i> <i>Significant Person: Sigrid the Haughty</i>	<i>Anglo-Saxons, archer, axe, Dane, Danegeld, Viking, invade, invader, Danelaw, exile, pillage, conquer, battle, war, Freyja, helmet, Norse, Norse Gods, horn cup, invade, jarl, king, kingdom, longhouse, longship, monastery, Odin, outlaw, pagan, raid, runes, saga, shield, spear, sword, Thor, trade, Valhalla, afterlife, honour, noble, punishment.</i>			
 We refuse! Were miners right to strike?			<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time <i>British Value: Respect and Tolerance</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY			
	<i>Debate the arguments for and against the miners' strike.</i>	<i>Strike Day, mining talk, Cannock Museum Work</i> <i>Significant Person: Arthur Scargill</i>	<i>responsibilities, law, strike, refuse, disasters, Aberfan, Six Bells Colliery, Creswell Colliery, pros, cons, advantages, disadvantages, working class, upper class, rights, criticism, media.</i>			
 Propaganda, Patriotism and Peace Will Hitler be remembered as a good leader?		<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from past societies and periods in a chronological framework know how Britain has had a major influence on the world 				
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY			
	<i>Persuade the audience that Hitler was a good leader.</i>	<i>Churchill War Rooms, Bletchley Park, Re-enact the Allies vs Axis movement across Europe on a large scale, visit a care home and talk to elderly veterans.</i> <i>Significant Person: Alan Turing</i>	<i>Dictator, dictatorship, Fuhrer, Central powers, Allies, Axis, Soviet Union, Holocaust, concentration camps, Auschwitz, labour, Anne Frank, Adolph Hitler, Winston Churchill, King George VI, Monarch, Jewish, rations, The Blitz, SS, The Third Reich, Europe, control, liberate, escape, anti-Semitism, Enigma, Alan Turing.</i>			

Disciplinary Knowledge

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<ul style="list-style-type: none"> use dates and terms accurately in describing events. describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	<ul style="list-style-type: none"> analyse a wide range of evidence to justify claims about the past. explain that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> describe the causes of events and their consequences, considering the consequences of similar actions to today's society and laws. describe the social causes and consequences of crime. 	<ul style="list-style-type: none"> identify periods of rapid change in history and contrast them with times of relatively little change. use appropriate historical vocabulary to communicate change and continuity. 	<ul style="list-style-type: none"> compare the similarities and differences in crime over time. compare the main changes in a period of history with the present day. 	<ul style="list-style-type: none"> describe characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. describe the social, ethnic, cultural or religious diversity of past society.