

**Marriott Primary School
History Curriculum**

At Marriott we provide a history curriculum that leads to confident, independent learners who have a passion for learning and are able to adapt to the changing needs of the world. We want the children to work in ways which allows them to work collaboratively as well as independently and build their resilience. We want children to have the ability to pose questions about the past but also to question current news stories. We provide opportunities to compare historical evidence and question its reliability and the importance of this in our modern day world. The curriculum allows children to revisit key skills and knowledge to allow them to make comparisons across different periods of time and understand what we can learn from this.

Attainment on entry to the EYFS is low but one of our strengths is that our EAL children make good progress and have a wider understanding of the world. On entry to the EYFS in History, the main barriers for the children are a lack of life experiences and understanding of major time periods. Many of the children will never have visited a library, museum or an historical site. During discussions with the children, it is evident that there are a lack of books at home and conversations which refer to world events. In all subjects, children demonstrate a limited vocabulary compared to other children in more affluent communities. When encouraging children to ask key questions, they lack the ability to relate new experiences to previous learning. The majority of our parents do not have higher education qualifications and themselves are nervous of supporting their children with academic work. By the end of year 6, the school strives to instil within the children a sense of wonder, enthusiasm for learning and to question the world around them and the role they can play within it. We want children to understand how they can learn lessons from history and have a chronology of history in order to understand how our history impacts our world today.

Research- This would include Mary Myatt, EEF, Rosenshine etc.

‘Substantive knowledge, disciplinary knowledge and methods of enquiry. A good lesson is where all three of these elements combine.’
‘A good history lesson should be framed around a key question for the children to investigate and they should have the opportunities to ask questions and draw conclusions from the evidence.’ **What does a Good History Lesson Look Like? Susie Townsend (History Association) (2020)**

Principles of a History Curriculum- Jon Nichol (History Association) (2011)

EEF- Metacognition and Self-Regulated Learning.

EEF What does a ‘knowledge-rich curriculum’ mean in practice? Alex Quigley

Mary Myatt *The Curriculum: Gallimaufry to Coherence* (2018)

Barak Rosenshine's *Principles of instruction: Research-based strategies That All Teachers Should Know* (2012).

Our 5 key themes for History are:

Conflict

Inequality

Significance

Playing My Part

Success

History progression of Skills EYFS

Foundation 1

Autumn 1- All About Me – Settling In	C&L: <i>Listens with interest to stories.</i> <i>Understand simple questions about 'who', 'what' and 'where'</i>
	Literacy: <i>Have favourite books and seek them out, to share with an adult with another child, or to look at alone.</i> <i>Repeat words and phrases from familiar stories.</i>
Autumn 2- The Magic of 3, Celebrations	UTW: <i>Make connections between the features of their family and other families.</i> <i>Notice differences between people.</i>
Spring 1-All Creatures Great and Small	C&L: <i>Use a wider range of vocabulary.</i>

Key Vocabulary	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>UTW: Begin to make sense of their own life-story and family's history.</p>
Spring 2- All Creatures Great and Small	
Key Vocabulary	
Summer 1-Where does my food come from?	<p>PSED: Talk with others to solve conflicts.</p>
Key Vocabulary	<p>C&L: Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>
Summer 2-Transport and Journeys	<p>Literacy: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
Key Vocabulary	<p>UTW: Talk about what they see, using a wide vocabulary.</p>

Foundation Stage 2

Autumn 1- All About Me/Superheroes

C&L:
*Engages in story time.
Begin to ask questions.
Learn new vocabulary*

Key Vocabulary
Uncle, auntie, cousin, family

Literacy:
Looking at books

UTW:
*Talk about members of their immediate family and community.
Name and describe people who are familiar to them.*

EAD:
Develop storylines in their pretend play.

Autumn 2- People who help us

C&L:
Listens to a range of topic stories and learn and use new vocabulary.

Key Vocabulary

Literacy:
Begin to anticipate and predict what might happen next in a story.

UTW:
Recognise that people have different beliefs and celebrate special times in different ways.

Spring 1 – Traditional Tales: Gingerbread Man and Jack and the Beanstalk	C&L: <i>Begins to retell a story. Describes events in some detail. Asks questions to find out more.</i>
Key Vocabulary	UTW: <i>Recognise some environments that are different to the one in which they live.</i>
Spring 2- Dinosaurs	C&L: <i>Extends vocabulary and uses new vocabulary in different contexts.</i>
Key Vocabulary	<i>Explore non-fiction books</i> UTW: <i>Recognise some similarities and differences between life in this country and life in other countries.</i>
Summer 1- New Life	C&L: <i>Retell a story using exact repetition.</i>
Key Vocabulary	UTW: <i>Compare and contrast characters from stories, including figures from the past.</i>
Summer 2- Ahoy There!	C&L: <i>Retell a story using my own words. Listen to and talk about non-fiction books.</i>

Key Vocabulary

Place, sort, question, ask

UTW:

Comment on images of familiar situations in the past.

History Progression of skills Year 1

Autumn 1- How are my toys different to my parent's and grandparent's?		The 4-6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Inequality- some people having more than others Significance- why change is important, there are lot of toys available now but many are wasted		
Key Areas	Learning Objectives	Vocabulary: Question, past, toy and change Key Facts: Toys in the past were sometimes made from different materials and many were different to those we have today. Toys in the past were often made from wood. Today, toys are often made from plastic. We can ask questions to find out about the past.
Chronological Understanding	To begin to place a few events and objects in the correct time order. To begin to recognise the differences between ways of life in the past present.	
Knowledge & Understanding of Events, People & Changes in the Past	To begin to use stories to talk about things that have happened in the past. To begin to use the right historical words to explain the passing of time.	
Historical Interpretation and Enquiry	To begin to understand some ways in which we find out about the past. To begin to find answers to simple questions about the past by using stories and other sources.	
Resources: Collins Changes Within Living Memory Pupil Book		
Spring 1- Local study- How have schools changed in history?		Vocabulary: History, different, photos and today
Focus Themes: Playing My Part – Understanding how important education is and how it can change their lives, following the school rules gives everyone the chance to learn.		

Significance- Why is education so important, what was it like for those children who were not educated.		Key Facts: In the past schools were very strict and you could be hit with a cane. We can look at photos to see how places have changed. Photos were black and white in the past. Children used slate and chalk to write
Key Areas	Learning Objectives	
Chronological Understanding Knowledge & Understanding of Events, People & Changes in the Past Historical Interpretation and Enquiry	To begin to recognise the differences between ways of life in the past present. To begin to use stories to talk about things that have happened in the past. To begin to use the right historical words to explain the passing of time. To begin to understand some ways in which we find out about the past, especially our own locality. To begin to find answers to simple questions about the past by using stories and other sources.	
Resources: Collins Changes Within Living Memory Pupil Book		
Summer 1- Which queen had the most influence? Queen Victoria or Elizabeth I?		Vocabulary: before, king, queen and reign Key Facts: Elizabeth I encouraged people to explore new land and find treasures. Queen Victoria was the longest reigning queen.
Focus Themes: Success- What is success?, How have the queens been successful? What makes you successful? Playing My Part- how everyone can help and support others, importance of working together.		
Key Areas	Learning Objectives	
Chronological Understanding	To begin to place a few people in the correct time order.	

<p>Knowledge & Understanding of Events, People & Changes in the Past</p> <p>Historical Interpretation and Enquiry</p>	<p>To begin to recognise the differences between ways of life in the past present.</p> <p>To begin to use stories to talk about things that have happened in the past.</p> <p>To begin to use the right historical words to explain the passing of time.</p> <p>To begin to understand how the achievements of famous people have influenced our lives.</p> <p>To begin to understand how significant events have influenced our lives.</p> <p>To begin to understand some ways in which we find out about the past.</p> <p>To begin to find answers to simple questions about the past by using stories and other sources.</p>	<p>Elizabeth 1 and Queen Victoria ruled England.</p> <p>Queen Victoria lived in Buckingham Palace.</p>
<p>Resources: History Association planning and resources</p>		

History Progression of skills Year 2

<p>Autumn 1 Who was the greatest explorer Neil Armstrong or Christopher Columbus?</p>	<p>The 4-6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>
<p>Focus Themes: Success- How have they been successful? What did it take for them to be successful? How do you think their success felt?</p>	

Inequality- Not everyone has the same opportunities in life, some people face challenges or can find something difficult		
Key Areas	Learning Objectives	Vocabulary: Explorer, later, earlier, research
Chronological Understanding	To identify differences between ways of life in the past and present.	Key Facts: Christopher Columbus 'discovered' America.
Knowledge & Understanding of Events, People & Changes in the Past	To recount parts of the stories to talk about things that have happened in the past. To use the right historical words to explain the passing of time. To begin to understand how the achievements of famous people and significant events from the past have influenced our lives.	Christopher Columbus encouraged more people to explore the world.
Historical Interpretation and Enquiry	To understand ways in which we can find out about the past. To find answers to simple questions about the past by using stories and other sources.	Neil Armstrong was an astronaut. Neil Armstrong was the first person to walk on the moon.
Resources: Collins Significant Individuals Pupil Book History Association planning and resources		
Spring 1 Did The Great Fire of London have any benefits to society?		Vocabulary: London, changes, benefit, year.
Focus Themes: Significance- Why was this significant? How did it bring change? Inequality-unfair living conditions/Is this happening today?		Key Facts: The Great Fire of London happened in 1666.
Key Areas	Learning Objectives	
Chronological Understanding	To place events and people in the correct time order. To identify differences between ways of life in the past and present.	We know about the fire of London from Samuel Pepys.

<p>Knowledge & Understanding of Events, People & Changes in the Past</p> <p>Historical Interpretation and Enquiry</p>	<p>To recount parts of the stories to talk about things that have happened in the past. To use the right historical words to explain the passing of time. To begin to understand how the achievements of famous people and significant events from the past have influenced our lives.</p> <p>To understand ways in which we can find out about the past. To find answers to simple questions about the past by using stories and other sources. To ask questions to find out things from the past.</p>	<p>After the fire, cities were rebuilt in a safer way.</p> <p>New rules were brought in to fight fires.</p>
<p>Resources: Collins Events Beyond Living Memory Pupil Book History Association planning and resources</p>		
<p>Summer 1 What impact did Thomas Cook have on our lives today?</p>		<p>Vocabulary: Present, different, achievement, transport.</p> <p>Key Facts: Thomas Cook lived in Leicester.</p> <p>He created modern tourism.</p> <p>At the time, he encouraged people to use trains to travel to different destinations.</p>
<p>Focus Themes: Success- How was he successful? How did this help others? If we are successful, how do we feel? Playing My Part-How can we help others? What can we do to improve our own lives and the lives of those in the community?</p>		
<p>Key Areas</p>	<p>Learning Objectives</p>	
<p>Chronological Understanding</p> <p>Knowledge & Understanding of</p>	<p>To place events and people in the correct time order. To identify differences between ways of life in the past and present.</p> <p>To use the right historical words to explain the passing of time.</p>	

<p>Events, People & Changes in the Past</p> <p>Historical Interpretation and Enquiry</p>	<p>To begin to understand how the achievements of famous people and significant events from the past have influenced our lives.</p> <p>To understand ways in which we can find out about the past, especially our own locality</p> <p>To find answers to simple questions about the past by using stories and other sources.</p> <p>To ask questions to find out things from the past.</p>	<p>We can use the internet and books to find out information from the past.</p>
<p>Resources:</p>		

<p>Historical Interpretation and Enquiry</p> <p>Organisation and Communication</p>	<p>To use: information books, pictures or photographs, DVDs or videos, the internet, artefacts and visits to sites and places of interest as evidence about the past.</p> <p>To ask questions and use given sources to find answers about the past.</p> <p>To communicate ideas about the past using different genres of writing, drawing and story-telling.</p>	
<p>Resources: Collins Stone Age to Iron Age Pupil Book History Association planning and resources</p>		
<p>Spring 1 Was the Roman invasion a good thing for Britain?</p>		<p>Vocabulary: Archaeologist, impact, empire, victory, defeat, rebel</p> <p>Key Facts:</p> <ul style="list-style-type: none"> - The Romans invaded Britain looking for riches- land, slaves and metals. - The romans brought new towns, a new religion and ways of reading and counting to British life. - Boudicca chose to rebel against the Romans and created an army. - The Romans fought back with their well led army and won.
<p>Focus Themes: Conflict- often seen as bad but can there be any positives to conflict?</p> <p>Why did Boudicca rebel? What made the Roman army to successful?</p> <p>Significance- How did the Romans change Britain? Why is it important to learn about the past and learn from the past?</p>		
<p>Key Areas</p>	<p>Learning Objectives</p>	
<p>Chronological Understanding</p> <p>Knowledge & Understanding of</p>	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>To use a timeline to place historical events in chronological order.</p> <p>To describe dates of importance and order significant events from the period studied.</p> <p>To use evidence to describe the culture and leisure activities from the past. (Roman baths)</p>	

<p>Events, People & Changes in the Past</p> <p>Historical Interpretation and Enquiry</p> <p>Organisation and Communication</p>	<p>To use evidence to describe the clothes, way of life and actions of people in the past. (Boudicca, Hadrian, Invasions)</p> <p>To explore the idea that there are different accounts of history.</p> <p>To look at two versions of the same event in history and identify similarities and differences.</p> <p>To use: documents, information books, pictures or photographs, documents and diaries, DVDs or videos, the internet and as evidence about the past.</p> <p>To ask questions and use given sources to find answers about the past.</p> <p>To communicate ideas about the past using different genres of writing, drawing and story-telling.</p>	<ul style="list-style-type: none"> - Roman soldiers spent a lot of their time training for battle. They were well trained and could march 20miles a day wearing all of their armour and equipment. - Archaeologists use remains to understand how people lived in the past.
<p>Resources:</p>		
<p>Summer 1 How were the Egyptians different to the Romans?</p>		<p>Vocabulary: Predict, significant, hieroglyphs, afterlife, mummified, preserve</p> <p>Key Facts:</p> <ul style="list-style-type: none"> - The River Nile was significant to Egyptian power as the floods ensured reliable soil to grow crops. - Many Egyptians were farmers and some would be craftsmen - Ordinary people's houses were made from dried mud and painted white. The rich had grand homes often built around a pool of water.
<p>Focus Themes: Inequality- The difference between the rich and poor. Is everyone treated equally today?</p> <p>Playing My Part- What would life be like for the rich if the poor did not do their jobs?</p> <p>Why are all roles important?</p>		
<p>Key Areas</p>	<p>Learning Objectives</p>	
<p>Chronological Understanding</p>	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>To use a timeline to place historical events in chronological order.</p> <p>To describe dates of importance and order significant events from the period studied.</p>	

<p>Knowledge & Understanding of Events, People & Changes in the Past</p> <p>Historical Interpretation and Enquiry</p> <p>Organisation and Communication</p>	<p>To use evidence to describe way of life and actions of people in the past. To use evidence to describe buildings and their uses by people from the past. To compare people and places to life in Britain today.</p> <p>To use: a) documents b) information books c) pictures or photographs d) documents and diaries e) DVDs or videos f) the internet g) artefacts h) novels as evidence about the past. To ask questions and use given sources to find answers about the past.</p> <p>To communicate ideas about the past using different genres of writing, drawing and story-telling. To plan and present a group project or research about the studied period as a whole class.</p>	<ul style="list-style-type: none"> - Hieroglyphs were pictures that represented a sound. - Egyptians believed that you needed your body after death so they mummified it. - Powerful Egyptians were buried in pyramids.
<p>Resources: Collins Ancient Egypt Pupil Book History Association planning and resources</p>		

History Progression of skills Year 4

Autumn 1- How successful were the Anglo-Saxons?		Around 8 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Conflict- What positives and negatives did conflict bring? Playing My Part- the roles of individuals and the importance of people all playing their part to be successful.		Vocabulary: Tribes, kingdom, conquer, ally, enemy, settle, prosper, invade Key Facts:
Key Areas	Learning Objectives	<ul style="list-style-type: none"> - The Anglo-Saxon age in Britain was from AD410 to 1066 - The Anglo-Saxons came from Germany, Denmark and the Netherlands. - The Anglo-Saxons settled in England in places near to rivers or the sea. - The Anglo-Saxons may have come to England because their land often flooded so it was difficult to grow crops. They were looking for new places to farm. - Children were seen as adults when they were 10. - The boys would chop down trees, plough fields and learn to use a spear in battle. Girls worked in the home. - Anglo-Saxon Britain wasn't ruled by one person. - They invaded many different tribes and each had their own leader.
Chronological Understanding	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and can tell you about the duration of a century.</p> <p>To order significant events and dates on a timeline.</p> <p>To describe the main changes in a period in history.</p>	
Knowledge & Understanding of Events, People & Changes in the Past	<p>To use given evidence to describe what was important to people from the past. (Anglo-Saxon Monarchy)</p> <p>To describe how some of the things studied from the past affect/influence life today using given examples.</p>	
Historical Interpretation and Enquiry	<p>To use: a) documents b) information books c) pictures or photographs d) documents and diaries e) DVDs or videos f) the internet g) artefacts as evidence about the past.</p> <p>To ask questions and use given sources to find answers about the past.</p>	

<p>Historical Interpretation and Enquiry</p> <p>Organisation and Communication</p>	<p>To look at several versions of the same event in history and identify similarities and differences.</p> <p>To know that people in the past may represent events or ideas in a way that persuades others.</p> <p>To use: a) documents b) information books c) pictures or photographs d) documents and diaries e) DVDs or videos f) the internet g) artefacts h) visits to sites as evidence about the past.</p> <p>To ask questions and use given sources to find answers about the past.</p> <p>To communicate ideas about the past using different genres of writing, drawing, drama role-play and storytelling.</p> <p>To plan and present a group project or research about the studied period with guidance.</p>	
<p>Resources: History Association planning and resources</p>		
<p>Summer 1- Were the Mayans ahead of their time?</p>		<p>Vocabulary: MesoAmerica, network, urban, rural, civilization, impact, structure, period</p> <p>Key Facts:</p> <ul style="list-style-type: none"> - The Maya made their home in an area called the Mesoamerica. - Mayan culture was established in 1000BCE - During this time, the Vikings came to Britain. - Maya cities were huge and centred around a huge plaza. - A king would rule each city.
<p>Focus Themes: Inequality- differences between the rich and poor. How does this still impact us today?</p> <p>Significance- What did we learn from the Mayans? Why is this important?</p>		
<p>Key Areas</p>	<p>Learning Objectives</p>	
<p>Chronological Understanding</p>	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and can tell you about the duration of a century.</p> <p>To order significant events and dates on a timeline.</p>	

<p>Knowledge & Understanding of Events, People & Changes in the Past</p> <p>Historical Interpretation and Enquiry</p> <p>Organisation and Communication</p>	<p>To use given evidence to describe what was important to people from the past. (Mayan Communication)</p> <p>To describe similarities and differences between people, events and artefacts studied in Y4. (Comparison to the Vikings)</p> <p>To use given evidence to show how the lives of rich and poor people from the past differed</p> <p>To describe how some of the things studied from the past affect/influence life today using given examples. (Mayan communication and food)</p> <p>To know that people in the past may represent events or ideas in a way that persuades others. (The Chichen Itza discovery)</p> <p>To use: a) documents b) information books c) pictures or photographs d) documents and diaries e) DVDs or videos f) the internet g) artefacts as evidence about the past.</p> <p>To ask questions and use given sources to find answers about the past.</p> <p>To begin to conduct my own research to answer given questions with support.</p> <p>To plan and present a group project or research about the studied period with guidance.</p>	<ul style="list-style-type: none"> - The Maya built a huge network of roads to connect the cities and countryside. - Cacao trees produced Cacao beans which were used as money. - The Maya were the first civilization to use the zero (0) and used hieroglyphs.
<p>Resources: Collins The Maya Pupil Book History Association planning and resources</p>		

History Progression of skills Year 5

Autumn 1- How bad was King Richard III?		Around 10 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
<p>Focus Themes: Inequality- the rumours that were spread and the impact of this/ King Richard's possible disability.</p> <p>Conflict- battles to become king, propaganda against King Richard</p>		
Key Areas	Learning Objectives	<p>Vocabulary: Propaganda, crucial, perspective, legacy, era, Plantagenet, excavated, bias, monarchy</p> <p>Key Facts:</p> <ul style="list-style-type: none"> -King Richard III remains were found in a car park in Leicester. -He died at the Battle of Bosworth. -Henry Tudor then became the king. -He reigned for two years in the 15th Century. -King Richard sent his 2 nephews to the Tower of London. -Many people believe he murdered his two nephews to become the king but there is no evidence to support this. -King Richard made changes to support the ordinary people. He standardised units of weight and measures to encourage trade. -He translated the laws to English so they everyone could understand them. -William Shakespeare wrote a play about him which depicts him as evil.
Chronological Understanding	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and understand the concept of an era.</p> <p>To order significant events, movements and dates on a timeline.</p> <p>To identify and compare changes within and across different periods studied in KS2.</p> <p>To describe the main changes in a period in history.</p>	
Knowledge & Understanding of Events, People & Changes in the Past	<p>To begin to choose reliable sources of information to find out about the past.</p> <p>To give reasons why changes may have occurred, backed up by some evidence.</p> <p>To describe how historical events studied affect/influence life today, giving an explanation.</p>	
Historical Interpretation and Enquiry	<p>To look at several versions of the same event in history and identify similarities and differences and reasons for these differences.</p> <p>To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p>	

<p>Organisation and Communication</p>	<p>To know that people both in the past have a point of view and that this can affect interpretation. To begin to evaluate evidence to choose the most reliable forms and can provide a simple justification. To use: a) information books b) pictures or photographs c) DVDs d) the internet e) artefacts as evidence about the past. To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. To investigate own lines of enquiry by posing questions to answer and use given sources as well as find own information.</p> <p>To communicate ideas about the past using different genres of writing, drawing, drama role-play, storytelling and using ICT.</p>	<p>-It was rumoured he was a hunchback with a shrivelled arm- some portraits show that this is not true.</p>
<p>Resources:</p>		
<p>Spring 1- Would you have liked to be a child during the Victorian era?</p>		<p>Vocabulary: century, pivotal, prior, employ, subsequent, legislation, poverty, philanthropist, adolescence, industrial revolution.</p> <p>Key Facts: -Queen Victoria became the queen in 1837 until 1901. -There was a clear divide for the rich and poor children.</p>
<p>Focus Themes: Significance- Lord Shaftesbury and his impact then and how this started the support that is there for children today. Inequality- rich and poor- lack of opportunities but how can we change this today?</p>		
<p>Key Areas</p>	<p>Learning Objectives</p>	
<p>Chronological Understanding</p>	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and understand the concept of an era. To order significant events, movements and dates on a timeline. To identify and compare changes within and across different periods studied in KS2.</p>	

<p>Knowledge & Understanding of Events, People & Changes in the Past</p> <p>Historical Interpretation and Enquiry</p> <p>Organisation and Communication</p>	<p>To describe the main changes in a period in history.</p> <p>To give reasons why changes may have occurred, backed up by some evidence.</p> <p>To describe similarities and differences between some people, events and artefacts studied in KS2.</p> <p>To describe how historical events studied affect/influence life today, giving an explanation.</p> <p>To make links between some of the features of past societies (e.g. religion, houses, society, technology) studied in KS2.</p> <p>To use: a) information books b) pictures or photographs c) DVDs d) the internet e) artefacts as evidence about the past.</p> <p>To investigate own lines of enquiry by posing questions to answer and use given sources as well as find own information.</p> <p>To communicate ideas about the past using different genres of writing, drawing, drama role-play, storytelling and using ICT.</p>	<p>-In Victorian schools they would learn reading, writing, maths and PE. The boys and girls would also learn separate subjects.</p> <p>-Many families were poor due to the invention of steam power. Less men were needed to work. It was also dangerous.</p> <p>-Poor families had very poor living conditions.</p> <p>-Many children were living on the streets.</p> <p>-Workhouses were created to support the poor. They were made to be horrible places to discourage people from using them.</p> <p>-Rich children would attend schools and be able to use the railways to go to the seaside.</p> <p>-Lord Shaftesbury introduced laws to protect children from the working environment.</p> <p>-In 1880 it was made compulsory for children aged 5-10 to attend school.</p>
<p>Resources:</p>		
<p>Summer 1- How different was Baghdad to London around 900AD?</p>		<p>Vocabulary: Caliph exceptional, perspective, dominate, simultaneous, plausible, contrast, irrigation, citizen, establish</p>
<p>Focus Themes: Success- the importance of education and knowledge Playing My Part- encouraging all to be educated and the importance of this today.</p>		

Key Areas	Learning Objectives	Key Facts:
<p data-bbox="206 260 405 331">Chronological Understanding</p> <p data-bbox="206 459 465 608">Knowledge & Understanding of Events, People & Changes in the Past</p> <p data-bbox="206 655 528 727">Historical Interpretation and Enquiry</p> <p data-bbox="206 1007 434 1078">Organisation and Communication</p>	<p data-bbox="560 260 1290 331">To order significant events, movements and dates on a timeline.</p> <p data-bbox="560 339 1368 411">To identify and compare changes within and across different periods studied in KS2.</p> <p data-bbox="560 459 1379 531">To begin to choose reliable sources of information to find out about the past.</p> <p data-bbox="560 539 1357 611">To give reasons why changes may have occurred, backed up by some evidence.</p> <p data-bbox="560 659 1368 842">To use: a) information books b) pictures or photographs c) DVDs d) the internet e) artefacts as evidence about the past. To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p data-bbox="560 850 1335 962">To investigate own lines of enquiry by posing questions to answer and use given sources as well as find own information.</p> <p data-bbox="560 1010 1368 1082">To plan and present a self-directed project or research about the studied period with guidance.</p>	<p data-bbox="1408 260 2007 308">-900 AD was during the Anglo Saxon times in Britain.</p> <p data-bbox="1408 316 1973 347">-The Empire stretched from Spain to India.</p> <p data-bbox="1408 355 1939 427">-Baghdad was the world's largest city in 900AD</p> <p data-bbox="1408 435 1962 507">-It was situated close to a river, it was the centre of the world's great trade routes.</p> <p data-bbox="1408 515 1944 587">-The city was completely round with the important things in the middle.</p> <p data-bbox="1408 595 2011 699">-The house of Wisdom was full of books from around the world they were hardly any readers or books in Britain.</p> <p data-bbox="1408 707 2000 818">-Built the first hospitals, universities, observatories and mechanical devices to tell you about the sunrise.</p> <p data-bbox="1408 826 2029 938">-A famous mathematician created algebra and Arabic numbers were where our numbers came from today.</p> <p data-bbox="1408 946 2022 1018">-It was a city of peace unlike the many wars in Britain.</p> <p data-bbox="1408 1026 2000 1098">-Around 1 million people lived in Baghdad in comparison to around 20 000 in London.</p>
<p data-bbox="206 1126 349 1158">Resources:</p> <p data-bbox="206 1166 775 1198">History Association planning and resources</p>		

History Progression of skills Year 6

Autumn 1-Did WW2 change Britain for the better?		Around 12 key pieces of knowledge or concepts/vocabulary children must know by the end of this topic
<p>Focus Themes: Conflict- The war and what we gained from this</p> <p>Success- What made us successful? What happened in the country after the war to make our country a success?</p>		
Key Areas	Learning Objectives	
<p>Chronological Understanding</p> <p>Knowledge & Understanding of Events, People & Changes in the Past</p> <p>Historical Interpretation and Enquiry</p>	<p>To display knowledge of chronology such as AD/BC, centuries and eras.</p> <p>To order significant events, movements and dates on a timeline.</p> <p>To describe in detail how some of the things studied from the past affect/influence life today.</p> <p>To evaluate evidence to choose the most reliable forms, justifying why.</p> <p>To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>To give reasons why there may be different accounts of history.</p> <p>To give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>To use: a) novels and play scripts b) information books c) pictures or photograph d) documents and diaries e) DVDs or videos f) the internet g) artefacts h) museum displays to collect evidence about the past.</p>	<p>Vocabulary: treaty, blitz, welfare state, employed, rationing, evacuated, negotiation ,evacuee, gas mask, justify, consequence</p> <p>Key Facts:</p> <ul style="list-style-type: none"> -Germany lost the first world war and the Treaty of Versailles was agreed. -The British Prime Minister was keen to avoid another war so he often gave in to Hitler's territorial demands. -In 1938 Britain started to prepare for war by building warships and educating people about rationing and gas masks. -The war began because Hitler spread hatred and killed many people. -The second world war began in 1939. -Children were evacuated to the countryside where it was safer. -After the war, Britain was in a lot of debt. -After the war, a third of houses had been destroyed, many people had died and there was still rationing.

<p>Organisation and Communication</p>	<p>To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. To investigate my own lines of enquiry by posing questions to answer and finding reliable sources to support me.</p> <p>To communicate ideas about from the past using different genres of writing, drawing, diagrams, datahandling, drama role-play, storytelling and using ICT.</p>	<p>-Most adults were employed. -Key changes: education was free up to the age of 25 -Benefits were introduced to support those in need. -Immigration began as there was not enough people to do the jobs required.</p>
<p>Resources:</p>		
<p>Spring 1- Has Ancient Greece had an influence on modern Britain?</p>		<p>Vocabulary: Democracy, city-state, dominate, legacy, attributes, architecture, sophisticated, influence, archaic period, Athens</p> <p>Key Facts:</p> <p>-800BCE Greek civilisation slowly emerged again. -The people of Athens created the idea of democracy- only males who were not slaves could vote. -They created: -The jury system -A number system and the idea of geometry Sophisticated sculpture and architecture -There are many famous scientists from Greece and they were famous for their medical knowledge. -In Britain it was the Bronze Age and the Iron Age. -They created the Olympic games.</p>
<p>Focus Themes: Success- Why were the successful? What have we learnt from them today? Inequality- Difference between males and females. Are males and females given equal rights today?</p>		
<p>Key Areas</p>	<p>Learning Objectives</p>	
<p>Chronological Understanding</p> <p>Knowledge & Understanding of Events, People & Changes in the Past</p>	<p>To display knowledge of chronology such as AD/BC, centuries and eras. To order significant events, movements and dates on a timeline. To identify and compare changes within and across different periods. (FS, KS1 and KS2)</p> <p>To describe in detail how some of the things studied from the past affect/influence life today. To make links between some of the features of past societies. (e.g. religion, houses, society, technology.) studied over the course of KS1 and KS2.</p>	

<p>Historical Interpretation and Enquiry</p> <p>Organisation and Communication</p>	<p>To use: a) novels and play scripts b) information books c) pictures or photograph d) documents and diaries e) DVDs or videos f) the internet g) artefacts h) museum displays to collect evidence about the past.</p> <p>To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>To communicate ideas about from the past using different genres of writing, drawing, diagrams, datahandling, drama role-play, storytelling and using ICT.</p>	<p>-Women were not allowed to take part at first or be spectators.</p>
<p>Resources: Collins Ancient Greece Pupil Book History Association planning and resources</p>		
<p>Summer 1- Local Study - How have key aspects of Leicester changed over time?</p> <p>Focus Themes: Significance –The importance of work and support for people in need Playing My Part- the recognition of the importance of these roles. How will our city look in the future?</p>		<p>Vocabulary: Hosiery, engineering, council houses, employment, slum, complex, capacity, prior, subsequent, significant, economy, reliable source</p>
<p>Key Areas</p>	<p>Learning Objectives</p>	
<p>Chronological Understanding</p> <p>Knowledge & Understanding of Events,</p>	<p>To display knowledge of chronology such as AD/BC, centuries and eras.</p> <p>To order significant events, movements and dates on a timeline.</p> <p>To identify and compare changes within and across different periods. (FS, KS1 and KS2)</p> <p>To give reasons why changes may have occurred, backed up by reliable evidence and using clear explanations</p>	<p>Key Facts:</p> <ul style="list-style-type: none"> -Leicester is one of England’s largest and oldest towns. -Leicester was transformed in the 18th century by the industrial revolution. -The Canal provided a way to transport coal and iron. -The 19th-20th century Leicester’s main industries were: -hosiery

<p>People & Changes in the Past</p> <p>Historical Interpretation and Enquiry</p> <p>Organisation and Communication</p>	<p>To describe in detail how some of the things studied from the past affect/influence life today.</p> <p>To use: a) novels and play scripts b) information books c) pictures or photograph d) documents and diaries e) DVDs or videos f) the internet g) artefacts h) museum displays to collect evidence about the past.</p> <p>To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>To investigate my own lines of enquiry by posing questions to answer and finding reliable sources to support me.</p> <p>To plan and present a self-directed project or research about the studied period independently.</p>	<p>-footwear</p> <p>-engineering.</p> <p>-After the second world war, more people were working in engineering especially electrical engineering.</p> <p>-Now there are less factories and workshops in the centre of Leicester.</p> <p>-After the second world war, many houses were urgently needed and were built in areas of Leicester including Eyres Monsell.</p> <p>-Between the wars council houses had been built on Saffron Lane.</p> <p>-The slum clearance programme demolished old houses and moved residents into new houses.</p> <p>-Shops, doctors, cinema etc were often far away and took a long time to be built locally.</p>
<p>Resources:</p>		