



Wincheap Foundation Primary School

History Curriculum, Progression of Knowledge and Skills, EYFS, KS1 and KS2

The National Curriculum for history aims to ensure that all pupils:

- 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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the table below.

KS1	KS2
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) • Significant historical events, people and places in their own locality. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Early Years Curriculum

This Early Years Foundation Stage (EYFS) framework is mandatory for school-based early years providers. There are seven areas of learning and development within the framework that set out what providers must teach the children. All areas of learning and development are important and inter-connected. Within this framework, 'geography' falls within Understanding the World, an area which involves guiding children to make sense of their physical world and their community. The level of development children should be expected to have reached by the end of the EYFS in each area is defined by the early learning goals (ELGs). Information about the framework can be found here: [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/426272/early-years-foundation-stage-framework-2021.pdf)

The ELG relating to history is as follows:

Past and Present

Children at the expected level of development will:

- 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.

Additional non-statutory guidance in Development Matters - Non-statutory curriculum guidance for the early years foundation stage supports delivery of the statutory EYFS framework. This guidance sets out the pathways of children's development in broad ages and stages and helps practitioners make informed decisions about what a child needs to learn and be able to do next. Children's learning related to history within Understanding the World is broken down within it as follows:

Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.
<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>

At Wincheap, we have created a curriculum for our children in reception to enable them to meet the requirements of the EYFS framework for Understanding the World as above. Our curriculum also draws on the guidance within *Development Matters*. It is tailored to meet the needs and interests of our children while ensuring they are ready for the next stage of their learning in KS1, with firm foundations in place for future learning in history.



Our History curriculum is designed around three key principles which work together to form the foundation for all the children learn in History at Wincheap. These three key principles are: Core Knowledge (Knowing about), Procedural Knowledge (Knowing how) and Conceptual Knowledge (thinking about).

Core knowledge (Knowing about...)

What do we know about the past?

From knowing information about the chronological timeline to using historical vocabulary; 'Core Knowledge' is concerned with the knowing of facts about History.

Procedural Knowledge (Knowing how...)

Knowing how historians investigate the past

From questioning to interpreting history and using sources, 'Procedural knowledge' is concerned with the skills a historian uses to discover information about the past.

Conceptual Knowledge (Thinking about...)

Knowing about abstract ideas

When we look at how and why the world has changed, historical events, the causes and consequences and the similarities and differences; this is 'Conceptual knowledge'. These 'Thinking About' concepts are fundamental to having a depth of historical knowledge and understanding how past events have shaped our world today.

Topic Knowledge:

Rich knowledge of time periods, societies or events

Chronological Awareness:

Language related to chronology; timelines; key dates

Concepts

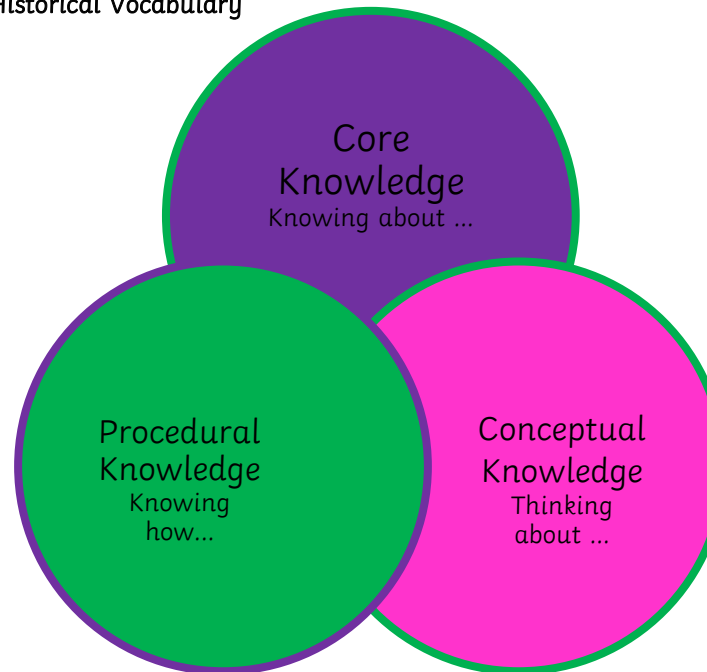
Power (monarchy, government and empire); invasion, settlement and migration; civilisation; beliefs; trade; achievements and follies of mankind

Historical Vocabulary



Historical Enquiry

Questioning and using sources



Concepts and Ideas

Change and continuity
Cause and consequence
Similarity and difference
Historical significance





Understanding the Past

Familiar Objects and Places

School through Time

Toys over Time

Family Photos

Local History

Canterbury through Time

Roman Canterbury

Tudor Canterbury

Local Castles

World History

Ancient History

Ancient Greece

Ancient Egypt

Dinosaurs

Contrasting Civilisations

Ancient Maya

British History

To 1066

Stone, Bronze and Iron Ages

Romans

Anglo-Saxons

Vikings

Beyond 1066

Tudors

Victorians

WW1 WW2

Significant People and Events

Rulers: kings, queens, emperors

Key figures: aviators, explorers, inventors, leaders

Curriculum Intent

At Wincheap, we aim to inspire our pupils' curiosity about the past and progressively develop their knowledge of local, national and world history as well as their cultural literacy. We encourage pupils to understand the complexity of people's lives in the past and the similarities and differences between different societies and periods studied. We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. Our history curriculum supports pupils in building their understanding of chronology in each year group as they move through the school. We give them opportunities to make connections over time and develop secure chronological understanding of history. We want our pupils to be creative thinkers who are confident to ask questions, think critically, understand, use and reflect on primary and secondary evidence and develop an appreciation of where their lives fit in into the past as well as the future. We aim to build pupils' understanding of how historians approach study of the past and develop their skills to carry out their own historical enquiries. Our curriculum is designed to introduce our pupils to key substantive or core concepts such as civilisation, power, trade, religion and belief, culture, invasion, settlement and migration. This will ensure that they are well prepared for their future learning in history.

Our history curriculum will enable pupils to meet the end of Key stage attainment targets of the National curriculum. In the EYFS, it will allow children to work towards the Understanding the World Early Learning Goals and Development Matters statements while also giving them a solid basis of knowledge to support them in their further history learning in Key Stage 1.

Curriculum Implementation

Our approach emphasises the importance of historical understanding being shaped by disciplinary knowledge, as shown above. These strands are woven through the whole of our curriculum to create engaging and enriching learning experiences which allow pupils to think like historians as they learn about periods, societies and people in the past. History is taught weekly in terms 2, 3 and 5 and throughout the year through planned activities in the EYFS. In reception, children explore the concept of history and the way individual lives form part of broader historical perspectives through reflecting on key experiences and achievements in their lives so far, how they change as they grow up, and characters from stories, including historical figures. In KS1, pupils' history learning starts with the familiar and then gradually builds outwards, from the history of toys and school to famous explorers, the history of flight, castles and monarchs. As pupils progress into KS2, the focus is largely on world history in term 2, through the study of past civilisations or significant periods in world history. In terms 3 and 5, pupils study British history, taught in chronological order for the most part to enable pupils to develop secure understanding of how periods and events studied fit sequentially in British and world history and make comparisons and contrasts. We draw heavily on the rich opportunities afforded by our local area to bring learning to life, to explore the history of Canterbury and the impact of different periods of history on our city. We make links with local history wherever possible, and these form a particular focus in the summer term through opportunities for local visits. Concepts such as monarchy, power and significant achievements are introduced in KS1, then extended and built on progressively across KS2.

In order for pupils to know more and remember more in each area of history studied, our curriculum has a spiral approach so that pupils revisit knowledge and skills with increasing complexity, allowing them to build on previous learning. Our suggested series of lessons for each key stage

Celebrating individuality, enabling every child to flourish and reach their full potential

provide structure and narrative, but are by no means used exclusively. Additional leaning and enrichment opportunities, including cross-curricular learning, are included in each topic according to the interests of the children and to maximise opportunities to bring learning to life. Our history 'topics' enable pupils to make links with their learning in geography to develop their knowledge of the way places have changed over time. For example, pupils in Year 3 learn about Ancient Greece, the Roman Empire and the geography of modern-day Greece, Italy and Europe, and in Year 5, study of the Ancient Maya complements pupils' geographical learning about mountains and world food production. Each 'topic' starts with a 'Wow moment' to engage pupils' interest and many involve workshops, trips or visits either locally or further afield. 'Showcase' opportunities enable parents, carers and families to share and support their children's learning.

We adapt our lessons carefully for all of our pupils and for those with SEND to ensure that all pupils can access the learning and record their learning in a variety of ways. Additional challenges within lessons provide an opportunity to deepen understanding. Key vocabulary is taught and developed steadily as pupils progress through the school. The impact of our history curriculum is continually monitored through both formative and summative assessment within each unit. This includes opportunities for pupils to develop and answer historical enquiry questions and present their findings using procedural skills. Retrieval quizzes and key questions in lessons ensure that prior knowledge is used and revisited regularly so that pupils remember what they have learnt and are building their knowledge over time.

History Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn (Significant Periods in World History)	<p>Autumn 1: All About Me</p> <p>Autumn 2: Winter</p> <p>My Memories (UTW history focus)</p>	<p>The 'Roarsome Age'</p> <p>How do we know about dinosaurs?</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Let's Explore</p> <p>How have explorers changed the world?</p> <p>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</p>	<p>It's All Greek to Me!</p> <p>What did the Greeks do for us?</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Tomb Raiders</p> <p>What was life like in Ancient Egypt?</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>Masterful Maya</p> <p>Who were the Ancient Maya?</p> <p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p>	<p>Terrifically Tickety-Boo</p> <p>What was life like in Victorian times?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Spring (British History)	<p>Spring 1: Once Upon a Time</p> <p>Spring 2: Space</p> <p>Time Travellers (UTW history focus)</p>	<p>Toys! Toys! Toys!</p> <p>How have toys and games changed?</p> <p>Changes within living memory</p>	<p>Up, Up and Away!</p> <p>How did we learn to fly?</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Ages Ago</p> <p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Saxons and Scots</p> <p>How did life in Britain change in Anglo-Saxon times?</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Off With Her Head!</p> <p>What was life like in Tudor times?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Britain Wants You!</p> <p>What was the impact of the First World War on the people of Britain?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Summer (British History and Canterbury)	<p>Summer 1: Canterbury</p> <p>Time Travellers (UTW history focus)</p> <p>Summer 1: Animals Across the World</p>	<p>School Days</p> <p>How was school different in the past?</p> <p>Changes within living memory</p>	<p>Majestic Monarchs</p> <p>What is a monarch? What was life like in a castle?</p> <p>Significant historical events, people and places in their own locality</p>	<p>What Did the Romans Do For Us?</p> <p>Who were the Romans and why did they settle in Britain?</p> <p>The Roman Empire and its impact on Britain</p>	<p>Invaders and Traders</p> <p>Were the Vikings traders, raiders or settlers?</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Canterbury Tales</p> <p>How has Canterbury changed through the ages?</p> <p>A local history study</p>	<p>Britain Wants You!</p> <p>What was the impact of WW2 on the people of Britain?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

Progression of Knowledge and Skills in History

EYFS - Progression of Knowledge and Skills		
Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Know that someone's age is the time since they were born and that some people are older than others Know they started as a baby but have grown and changed Parents are older than children and grandparents are older than parents <p>Skills:</p> <ul style="list-style-type: none"> Begin to sequence events (e.g. daily routines/events in a story) Use some language to talk about the past (e.g. yesterday, last week/year, before) Recognise significant dates/events for them (e.g. birthday, starting school) and talk about them using photos Recognise that some stories are set long ago Recount activities that happened in their past using photos as a prompt 	<p>Power (monarchy, government and empire) Knowledge:</p> <ul style="list-style-type: none"> Kings and queens in fairy tales, are usually important and powerful people who rule over others <p>Achievements, follies and significant individuals Knowledge:</p> <ul style="list-style-type: none"> There are achievements in their own and their families' lives 	<p>Historical Enquiry: Questioning Knowledge:</p> <ul style="list-style-type: none"> Know how to answer questions about their lifetime: birth, starting school, siblings, pets, significant events <p>Skills:</p> <ul style="list-style-type: none"> Ask and answer questions about photos or images in stories that represent the past <p>Historical Enquiry: Using Sources Knowledge:</p> <ul style="list-style-type: none"> Stories, books and photos can tell us about the past <p>Skills:</p> <ul style="list-style-type: none"> Use photos and stories to compare the past with the present day Use stories and non-fiction books to find out about life in the past <p>Interpreting History Knowledge:</p> <ul style="list-style-type: none"> The past can be represented in photos and drawings <p>Skills:</p> <ul style="list-style-type: none"> Recognise that different children may notice different things in photos from the past <p>Organising, Evaluating and Communicating Skills:</p> <ul style="list-style-type: none"> Make simple observations about the past from photos and images Decide whether photos or images in stories depict the past Communicate findings using simple language to explain their thoughts
		<p>Continuity and Change Knowledge:</p> <ul style="list-style-type: none"> The environment round us changes as time passes (e.g. seasons, nature) <p>Skills:</p> <ul style="list-style-type: none"> To talk about changes that happen in their life as time passes <p>Cause and Consequence Knowledge:</p> <ul style="list-style-type: none"> Know why they can do the things they can do Know that certain events happen at certain times e.g. when I am 4 I start school <p>Skills:</p> <ul style="list-style-type: none"> Experience cause and effect in play – achieve through continuous provision <p>Similarity and Difference Knowledge:</p> <ul style="list-style-type: none"> Photos, pictures and stories can show similarities and differences between the past and the present <p>Skills:</p> <ul style="list-style-type: none"> Begin to use photos and stories to compare the past and the present Begin to recognise similarities and differences between the past and today <p>Historical Significance Knowledge:</p> <ul style="list-style-type: none"> Know the names of people that are significant to their own lives <p>Skills:</p> <ul style="list-style-type: none"> Talk about special people in their lives

Year 1 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> • 'The past' is events that have already happened and 'the present' is happening now • A timeline shows the order events happened in the past • Within living memory is 100 years and beyond living memory is more than 100 years ago <p>Skills:</p> <ul style="list-style-type: none"> • Use common vocabulary for the passing of time (e.g. now, long ago, before, after) • Sequence 3 or 4 artefacts/photos from different time periods • Place toys on a physical timeline • Place photos and pictures of school in different periods on a simple timeline 	<p>Achievements, follies and significant individuals Knowledge:</p> <ul style="list-style-type: none"> • Some inventions still influence their lives today (e.g. toys, electronic games) • Some achievements and discoveries of significant individuals: Mary Anning 	<p>Historical Enquiry: Questioning</p> <ul style="list-style-type: none"> • How to ask and answer questions about events e.g. When? What happened? What was it like? Why? <p>Skills:</p> <ul style="list-style-type: none"> • Ask and answer simple questions about events, people and sources e.g. photos and artefacts <p>Historical Enquiry: Using Sources</p> <ul style="list-style-type: none"> • Photos and artefacts can tell us about the past • We can find out about the past by asking people who were there <p>Skills:</p> <ul style="list-style-type: none"> • Use artefacts, photos and museum visits to answer simple questions • Sort artefacts from past and present <p>Interpreting History</p> <ul style="list-style-type: none"> • The past can be represented in different ways e.g. fictional accounts, illustrations, films, museum displays <p>Skills:</p> <ul style="list-style-type: none"> • Begin to identify ways to represent the past • Begin to develop their own interpretations from artefacts <p>Organising, Evaluating and Communicating Skills:</p> <ul style="list-style-type: none"> • Use sources to answer questions and make simple observations e.g. what school was like in the past • Begin to make simple connections e.g. how schools and toys have changed over time • Draw simple conclusions to answer a question e.g. what was school like 100 years ago? • Communicate findings through writing, drawing, discussion • Use appropriate vocabulary e.g. old, new, long time ago
		<p>Continuity and Change Knowledge:</p> <ul style="list-style-type: none"> • Some things change over time while others stay the same or are new • Everyday objects change over time <p>Skills:</p> <ul style="list-style-type: none"> • Describe simple changes and things that remain the same <p>Cause and Consequence Knowledge:</p> <ul style="list-style-type: none"> • Everyday items have changed as new things have been invented e.g. technology • Know some ideas about why dinosaurs died out <p>Skills:</p> <ul style="list-style-type: none"> • Begin to explain why things have happened <p>Similarity and Difference Knowledge:</p> <ul style="list-style-type: none"> • Know some similarities and differences between their lives and those of parents and grandparents • Everyday objects and things are similar or different to those in the past: (e.g. toys and games, chalkboards and whiteboards) <p>Skills:</p> <ul style="list-style-type: none"> • Begin to look for differences and similarities between their lives today and lives of people in the past <p>Historical Significance Knowledge:</p> <ul style="list-style-type: none"> • To know why Mary Anning was important <p>Skills:</p> <ul style="list-style-type: none"> • Begin to discuss why some people were important in history e.g. because they made important discoveries

Year 2 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Events in history last different amounts of time A decade is ten years Where people and events fit into a chronological timeframe <p>Skills:</p> <ul style="list-style-type: none"> Sequence up to 6 photos/events on a timeline beginning to look at intervals between events Begin to recognise how long events lasted 	<p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> A monarch is a king or queen Power can be exercised in different ways in different times <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Some achievements and inventions have changed and influenced people's lives today (e.g. travel, transport) Know about the achievements of significant individual: explorers, figures from the history of flight 	<p>Historical Enquiry: Questioning</p> <ul style="list-style-type: none"> Know how to ask and answer questions about events: When? What happened? What was it like? Why? Who? <p>Skills:</p> <ul style="list-style-type: none"> Ask and answer a range of questions about sources (e.g. photos, artefacts fiction and non-fiction), events and people <p>Historical Enquiry: Using Sources</p> <ul style="list-style-type: none"> Historians use sources to find out about the past, e.g. photos, artefacts, buildings, books <p>Skills:</p> <ul style="list-style-type: none"> Use sources to make simple observations and answer simple questions about the past <p>Interpreting History</p> <ul style="list-style-type: none"> The past can be represented in different ways e.g. fiction, non-fiction, films, museum displays <p>Skills:</p> <ul style="list-style-type: none"> Compare photos and pictures of people and events in the past and start to develop their own interpretations <p>Organising, Evaluating and Communicating</p> <p>Skills:</p> <ul style="list-style-type: none"> Understand how we can use books and sources to find out about the past Select information to answer a question Make links and connections within a history topic studied Draw simple conclusions to answer a question using evidence to support Communicate answers or describe events in a variety of ways e.g. discussion, writing, drama, drawing Use relevant vocabulary
		<p>Continuity and Change</p> <ul style="list-style-type: none"> How certain aspects of life have changed and where there is continuity: travel, monarchy <p>Skills:</p> <ul style="list-style-type: none"> Describe how some aspects of life have continued or changed Identify simple reasons for change <p>Cause and Consequence</p> <ul style="list-style-type: none"> Changes may happen because of developments in technology <p>Skills:</p> <ul style="list-style-type: none"> Ask and answer questions about why people did things, events happened and what happened as a result <p>Similarity and Difference</p> <ul style="list-style-type: none"> There are reasons for similarities and differences between ways of life at different times, e.g. transport <p>Skills:</p> <ul style="list-style-type: none"> Identify differences and similarities between ways of life at different times Identify differences brought about by advances in knowledge or technology (e.g. flight) <p>Historical Significance</p> <ul style="list-style-type: none"> Some people and events are considered more 'special' or significant than others Know about Dawson's model for historical significance Know about the achievements of some famous explorers and key people in the history of flight Know the impact on society of historical events studied <p>Skills:</p> <ul style="list-style-type: none"> Discuss who was important in historical events Discuss why events were important

Year 3 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)		Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> History is divided into periods of history (e.g. Stone Age, Bronze Age) Dates can be used work out the interval between events Know the meaning of BC/BCE and AD/CE and the year 0 Prehistory is the time before written methods until the Roman invasion and is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age The Stone, Bronze and Iron Ages are named after the materials often used to make tools <p>Skills:</p> <ul style="list-style-type: none"> Sequence periods of history on a timeline and refer back to times studied in KS1 to see where they fit in Make a simple individual timeline Begin to use dates to work out intervals between time periods Use dates and terms related to periods studied e.g. BC/BCE, AD/CE, century Sequence up to 8 events, pictures or artefacts on a timeline Begin to note connections between time periods 	<p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know how power changed in periods studied Hierarchies and power structures existed in society <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know about some achievements of the Ancient Greeks Know some achievements of the Stone, Bronze and Iron Ages Achievements from Roman times still influence our lives <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> Know about the earliest settlements in Britain People from other countries migrated to Britain in different periods Know the reasons for Roman invasion of Britain <p>Civilisation</p> <ul style="list-style-type: none"> Know how invaders and settlers influenced the culture of the existing population in the periods studied Education existed in some time periods and cultures <p>Trade</p> <ul style="list-style-type: none"> Communities and countries traded with each other in the prehistoric period and traders were richer people in society Trade routes to Britain increased in Roman times <p>Beliefs</p> <ul style="list-style-type: none"> Know about some of the beliefs of the Ancient Greeks and the Romans The Romans brought Christianity to Britain 	<p>Historical Enquiry: Questioning</p> <ul style="list-style-type: none"> Know how to ask and answer questions about the past considering aspects of change, cause, similarity and difference <p>Skills:</p> <ul style="list-style-type: none"> Ask and answer questions about the time periods, cultures and peoples studied <p>Historical Enquiry: Using Sources</p> <ul style="list-style-type: none"> Archaeological evidence can be used to find out about the past <p>Skills:</p> <ul style="list-style-type: none"> Begin to use a range of sources to find out about a period Begin to use evidence to build up a picture of a period or society <p>Interpreting History</p> <ul style="list-style-type: none"> Archaeological evidence has limitations and cannot tell us all the answers about the past <p>Skills:</p> <ul style="list-style-type: none"> Explore different representations of periods studied, e.g. books, archaeological evidence, museum evidence Identify the difference between different sources and give reasons for the ways the past is represented <p>Organising, Evaluating and Communicating</p> <p>Skills:</p> <ul style="list-style-type: none"> Use a range of sources to find information about the past Identify primary and secondary sources Select the appropriate information from a source to answer a question Make links across periods studied Understand there may be more than one conclusion to a historical question Communicate knowledge and understanding in different ways, e.g. discussion, art, writing recognising similarities and differences with today 	<p>Continuity and Change Knowledge:</p> <ul style="list-style-type: none"> Change can happen due to advances in materials or travel <p>Skills:</p> <ul style="list-style-type: none"> Identify reasons for change and continuity Begin to compare different periods of history studied and identify changes and continuity <p>Cause and Consequence</p> <ul style="list-style-type: none"> Advances in knowledge, technology or materials or actions of people can cause change <p>Skills:</p> <ul style="list-style-type: none"> Begin to identify the reasons and consequences of events and the actions of people <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know what changes the Romans made to life in Britain Know some similarities and differences between life, culture and beliefs in the periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to compare periods of history studied and similarities and differences between them, including in daily life Make observations about different ways of life, events and beliefs within a society <p>Historical Significance</p> <ul style="list-style-type: none"> Know about significant archaeological findings for periods studied and how they influence the way we think about the past Historically significant events are those which changed the lives of many people and had lasting impact <p>Skills:</p> <ul style="list-style-type: none"> Identify significant figures and events in the periods studied and why they were important

Year 4 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)		Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Dates can be used work out the duration and interval between events The ancient Egyptian civilisation started around 5,000 years ago and lasted for around 3,000 years. Know what the periods studied are known as and where they fit on a timeline with BC/BCE, AD/CE, and the year 0 <p>Skills:</p> <ul style="list-style-type: none"> Sequence events on a timeline and refer back to periods studied previously to see where they fit in; Note connections between time periods studied Use dates to work out intervals between time periods and the duration of events Use dates and terms related to periods studied e.g. BC, AD, century, ancient, millennium Sequence up to 10 events, pictures or artefacts and place periods studied on a timeline 	<p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know about hierarchies and social structures and how power changed in periods studied <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Significant achievements of the Ancient Egyptians The legacy of the Anglo-Saxons and Vikings on life in Britain today How significant figures contributed to national and international achievements or change <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> How settlements developed in the periods studied The reasons the Vikings came to Britain Know how invasion and settlement impacted on existing populations <p>Civilisation</p> <ul style="list-style-type: none"> Know how invaders and settlers influenced the culture of the existing population in periods studied Know how society was organised in periods studied Education existed in some periods and cultures <p>Trade</p> <ul style="list-style-type: none"> Trade was a reason for the Vikings raiding Britain <p>Beliefs</p> <ul style="list-style-type: none"> Know some beliefs of the Ancient Egyptians and Vikings 	<p>Historical Enquiry: Questioning</p> <ul style="list-style-type: none"> Know how to ask and answer historical questions considering aspects of change, cause, similarity and difference and significance <p>Skills:</p> <ul style="list-style-type: none"> Ask questions about the main features of life and society in periods studied Ask questions for different types of historical study <p>Historical Enquiry: Using Sources</p> <ul style="list-style-type: none"> Know what archaeological evidence tells us about the periods studied <p>Skills:</p> <ul style="list-style-type: none"> Use a range of sources to find out about and build up a picture of a period Observe small details when using artefacts and pictures <p>Interpreting History</p> <ul style="list-style-type: none"> Assumptions made by historians can change if new evidence is found <p>Skills:</p> <ul style="list-style-type: none"> Evaluate the usefulness of sources <p>Organising, Evaluating and Communicating</p> <p>Skills:</p> <ul style="list-style-type: none"> Use a range of sources to find information about the past including online research Compare different historical sources Construct answers using evidence to substantiate findings Make links across periods studied so far Understand evidence can be interpreted in different ways Communicate knowledge and understanding in different ways, e.g. discussion, debate, art, writing, using IT 	<p>Continuity and Change</p> <ul style="list-style-type: none"> Change can happen as due to advances in transport, travel and trade Know some of the main changes in Britain resulting from events (e.g. invasion, war) <p>Skills:</p> <ul style="list-style-type: none"> Identify and compare reasons for change and the effects, e.g. war, transport, trade Compare different periods studied and identify changes and continuity <p>Cause and Consequence</p> <ul style="list-style-type: none"> Events can have various causes <p>Skills:</p> <ul style="list-style-type: none"> Identify the reasons and consequences for the actions of people and events <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know some similarities and differences between life, culture and beliefs in periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Compare periods of history studied and similarities and differences between them <p>Historical Significance</p> <ul style="list-style-type: none"> Significant archaeological findings influence how we think about the past Know the impact of historically significant events in the periods studied <p>Skills:</p> <ul style="list-style-type: none"> Recall important people and events and identify why they were important

Year 5 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)		Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> The term 'century' and how dating by century works (e.g. the 1500s are referred to as the 16th century) Relevant dates of the periods studied and period labels e.g. Normans, Tudors <p>Skills:</p> <ul style="list-style-type: none"> Put dates into the correct century Use relevant dates, terms and period labels Sequence 8 - 10 events on a timeline Place periods and events of history on a timeline, compare and make connections with periods studied previously 	<p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> The power of the monarchy varied in different periods and some monarchs exercised absolute power Know about hierarchies in society in the periods studied Know about democracy and parliament in Britain <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know about significant achievements the ancient Maya Know the impact of significant individuals on life in Britain in periods studied <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> Know the reasons for and the impact of the Norman Conquest <p>Civilisation</p> <ul style="list-style-type: none"> Know what society and culture was like in the Maya civilisation How society and culture changed in Britain in the periods studied and the reasons for change <p>Trade</p> <ul style="list-style-type: none"> The race to discover new countries in Tudor times led to trade in new things (e.g. spices and silk) Expansion of trade routes increased the variety of goods available <p>Beliefs</p> <ul style="list-style-type: none"> Know about some beliefs of the Maya Know how the church in Britain changed in Tudor times 	<p>Historical Enquiry: Questioning</p> <ul style="list-style-type: none"> Know how to ask and answer more complex questions about the past <p>Skills:</p> <ul style="list-style-type: none"> Ask historical questions of increasing difficulty e.g. who governed and with what results <p>Historical Enquiry: Using Sources</p> <ul style="list-style-type: none"> Know what primary and secondary sources are Some sources can be influenced by the personal beliefs <p>Skills:</p> <ul style="list-style-type: none"> Use a range of sources to find out about a particular aspect of events and periods <p>Interpreting History</p> <ul style="list-style-type: none"> The reliability of a source may be influenced by the audience, purpose and creator <p>Skills:</p> <ul style="list-style-type: none"> Compare and evaluate accounts of events from different sources <p>Organising, Evaluating and Communicating</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop awareness of the variety of historical evidence in different periods Distinguish between fact and opinion Use more than one source to interpret events Use evidence to support answers Make connections and draw contrasts within a period and across periods Communicate knowledge and understanding in increasingly diverse ways, e.g. discussion, debate, art, writing, using IT 	<p>Continuity and Change</p> <ul style="list-style-type: none"> Change can happen due to conflict and power struggles <p>Skills:</p> <ul style="list-style-type: none"> Make links between events and changes within and across time periods/societies <p>Cause and Consequence</p> <ul style="list-style-type: none"> The actions of people can cause change Advances in knowledge or transport caused change <p>Skills:</p> <ul style="list-style-type: none"> Begin to explain reasons for and results of historical events <p>Similarity and Difference</p> <ul style="list-style-type: none"> Key similarities and differences between ways of life, culture and beliefs in the periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to develop historical perspective through comparing similarities and differences between periods studied <p>Historical Significance</p> <ul style="list-style-type: none"> Know how significant individuals and events influenced aspects of life in the periods studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to compare and explain the significance of events, people and developments

Year 6 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)		Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Know some key dates of periods and events studied Know how periods and events studied fit into the chronology of those studied in KS2 Know relevant dates, terms and periods labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Normans, Tudors, Greeks, Mayans and Victorians <p>Skills:</p> <ul style="list-style-type: none"> Sequence current study on a timeline in relation to periods and events studied previously Sequence 8 - 10 events on a timeline Use the term century and date events by century in their work Express secure chronological understanding of world, British and local history using relevant dates and period labels Use relevant dates, terms and labels for periods e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Normans, Tudors, Greeks, Mayans and Victorians 	<p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know the impact of significant monarchs Know about power structures in the periods studied <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know the impact of significant leaders in the periods studied <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> Many Jewish people migrated in the lead up to and during WW2 <p>Civilisation</p> <ul style="list-style-type: none"> Know how society and culture changed and the reasons for change in the periods studied Know how the role of women changed in Britain during WW2 <p>Trade</p> <ul style="list-style-type: none"> Know how WW2 affected trade and availability of goods in Britain <p>Beliefs</p> <ul style="list-style-type: none"> Know how beliefs impacted on society in the periods studied 	<p>Historical Enquiry: Questioning</p> <ul style="list-style-type: none"> Know how to devise, ask and answer more complex questions about the past, considering key concepts in history <p>Skills:</p> <ul style="list-style-type: none"> Ask questions about interpretations and viewpoints held by others <p>Historical Enquiry: Using Sources</p> <ul style="list-style-type: none"> Know what primary and secondary sources tell us about periods studied <p>Skills:</p> <ul style="list-style-type: none"> Use a range of sources to find out about events and periods studied <p>Interpreting History</p> <ul style="list-style-type: none"> Know that there are different interpretations of events <p>Skills:</p> <ul style="list-style-type: none"> Compare and evaluate accounts of events from different sources <p>Organising, Evaluating and Communicating</p> <p>Skills:</p> <ul style="list-style-type: none"> Consider the reliability of sources Communicate knowledge and understanding in increasingly diverse ways, e.g. discussion, debate, art, writing, using IT, podcasts Construct explanations for past events using cause and effect Construct structured and organised accounts using historical terms and information from a variety of sources 	<p>Continuity and Change</p> <ul style="list-style-type: none"> Change can happen due to conflict and war <p>Skills:</p> <ul style="list-style-type: none"> Make links between events and changes within and across time periods/societies Explain reasons for change and continuity using appropriate vocabulary and terms <p>Cause and Consequence</p> <ul style="list-style-type: none"> Advances in knowledge, technology or materials have caused change in the periods studied The actions of people can cause change <p>Skills:</p> <ul style="list-style-type: none"> Begin to analyse the reasons for historical events and the results of events <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know key similarities and differences between periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Further develop historical perspective through comparing similarities and differences between periods studied <p>Historical Significance</p> <ul style="list-style-type: none"> To know how significant individuals and movements have influenced the UK or wider world <p>Skills:</p> <ul style="list-style-type: none"> Explain the significance of events, people and developments

Year Group Termly Overview

Key – Colour Coding	Geographical Skills and Fieldwork	Spiral Curriculum - Knowledge and Skills introduced and built on over the year	Spiral Curriculum - Building on prior learning of knowledge and skills taught in previous years
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EYFS - Termly Overview					
Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Winter	Space	Once Upon A Time	Canterbury	Animals
Exploring Outdoors (UTW geography focus)	My Memories (UTW history focus)	Map Explorers (UTW geography focus)	Time Travellers (UTW history focus)	Time Travellers (UTW history focus)	World Explorers (UTW geography focus)
Naming and describing people who are familiar to them. Beginning to make sense of their own life story and family's history. Looking at photos of themselves and their peers as babies and toddlers. Using words related to the passing of time. Exploring how the environment changes as the seasons change.	Sorting photos into past and present. Creating a simple timeline for their own lives and from baby to grandparents. Exploring baby and toddler toys to compare the toys they played with when they were younger with the toys they play with now. Ordering toys chronologically. Looking at everyday objects from the past to compare to present day. Identifying similarities and differences, how things have changed or stayed the same.	Finding out about some significant individuals in the past e.g. astronauts. Exploring how the environment changes as the seasons change.	Creating a family tree showing their parents and grandparents. Finding out about some significant individuals in the past who have achieved great things. Exploring their own achievements and those of family members. Reading stories about kings, queens and castles. Discussing that kings and queens were important, powerful people. Exploring everyday items and photos from the past making comparisons between past and present.	Finding out about vehicles and how people travelled in the past e.g. horse and cart, steam trains, the first cars. Looking at old buildings in Canterbury and comparing them with modern buildings.	Finding out about how people in the past explored the world and how they travelled.
Knowledge	Skills		Historical Enquiry: Questioning		
<p>Chronology:</p> <ul style="list-style-type: none"> Know that someone's age is the time since they were born and that some people are older than others Know they started as a baby but have grown and changed Parents are older than children and grandparents are older than parents <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Kings and queens in fairy tales, are usually important and powerful people who rule over others <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> There are achievements in their own and their families' lives <p>Continuity and Change</p> <ul style="list-style-type: none"> The environment round us changes as time passes (e.g. seasons, nature) 	<p>Chronology:</p> <ul style="list-style-type: none"> Begin to sequence events (e.g. daily routines/events in a story) Use some language to talk about the past (e.g. yesterday, last week/year, before) Recognise significant dates/events for them (e.g. birthday, starting school) and talk about them using photos Recognise that some stories are set long ago Recount activities that happened in their past using photos as a prompt <p>Continuity and Change</p> <ul style="list-style-type: none"> Talk about changes that happen in their life as time passes <p>Cause and Consequence</p> <ul style="list-style-type: none"> Experience cause and effect in play – achieve through continuous provision 		<p>Knowledge: Know how to answer questions about their lifetime: birth, starting school, siblings, pets, significant events</p> <p>Skills: Ask and answer questions about photos or images in stories that represent the past</p> <p>Historical Enquiry: Using Sources Knowledge: Stories, books and photos can tell us about the past</p> <p>Skills: Use photos and stories to compare the past with the present day; Use stories and non-fiction books to find out about life in the past</p> <p>Interpreting History Knowledge: The past can be represented in photos and drawings</p> <p>Skills: Recognise that different children may notice different things in photos from the past</p> <p>Organising, Evaluating and Communicating Skills: Make simple observations about the past from photos and images. Decide whether</p>		

<p>Cause and Consequence</p> <ul style="list-style-type: none"> • Know why they can do the things they can do • Know that certain events happen at certain times e.g. when I am 4 I start school <p>Similarity and Difference</p> <ul style="list-style-type: none"> • Photos, pictures and stories can show similarities and differences between the past and the present <p>Historical Significance</p> <ul style="list-style-type: none"> • Know the names of people that are significant to their own lives 	<p>Similarity and Difference</p> <ul style="list-style-type: none"> • Begin to use photos and stories to compare the past and the present • Begin to recognise similarities and differences between the past and today <p>Historical Significance</p> <ul style="list-style-type: none"> • Talk about special people in their lives 	<p>photos or images in stories depict the past. Communicate findings using simple language to explain their thoughts</p>
<p style="text-align: center;">Vocabulary</p> <p>a long time ago, adult, baby, toddler, child, teenager, grown, parents, grandparents, young, change, same, different, history, historian, past, present, new, old, now, then, order, photograph, photo, similar, different, memory, remember, birthday, celebration, achievement, typewriter, vacuum cleaner, courageous, brave, knight, king, queen, power, rule, steam train, fairytale</p>	<p style="text-align: center;">Continuous and Enhanced Provision</p> <p>Role play area: baby dolls, bath, sponges, nappies etc. Dressing up clothes to suggest clothes from the past; baby toys. Old household items. Castle area with dressing up clothes and props.</p> <p>Old toys for children to look at and compare with modern toys.</p> <p>Photos from the past and recent photos for children to compare and sort.</p> <p>Collections of interesting old items to explore and talk about the past.</p> <p>Reading area: Modern and old fiction and non-fiction books. Stories about or set in the past or about kings, queens and castles e.g. 'Old Bear' by Jane Hissey; 'The Queen's Knickers' by Nicholas Allan; 'British Kings and Queens' by Olivia Waller; 'Paddington at the Palace' by Michael Bond and R. W. Alley; 'Look Inside a Castle' by Conrad Mason & Barry Ablett; 'Katie's Picture Show' by James Mayhew; 'Steam Train, Dream Team' by Sherri Duskey River; 'Mr Grumpy's Motorcar' by John Burningham.</p> <p>Puppet theatre to explore fairy tales or retell stories set in the past or about kings and queens.</p> <p>Resources for building castles, railways, driving old-fashioned cars etc. in the small world area, water, sand and outdoor areas</p> <p>Encouraging vocabulary to describe objects and photos from the past and the passing of time as part of play</p> <p>Blocks and construction materials along with pictures of castles, old cars and trains to recreate these structures</p>	<p style="text-align: center;">Teacher Led</p> <p>Visitor: Parents, carers or members of the community to talk about their childhoods and share photographs.</p> <p>Sharing photo albums together or photographs from past experiences or memories</p> <p>Read stories about or set in the past and traditional tales.</p> <p>Read books about significant individuals in the past who have achieved great things, e.g. 'Courageous People Who Changed the World' by Heidi Poelman, the 'Little People, BIG DREAMS' series by Maria Isabel Sánchez Vegara</p> <p style="text-align: center;">Visits:</p> <p>Canterbury Library and Beaney Museum galleries (Rupert Bear, old artefacts and toys)</p>
<p style="text-align: center;">End Points – Early Learning Goal</p> <p style="text-align: center;">Past and Present</p> <p style="text-align: center;">Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 		

Year 1 - Termly Overview

Autumn (Significant Periods in World History)	Spring (British History)	Summer (British History and Canterbury)
<p>The 'Roarsome Age' How do we know about dinosaurs?</p> <p>Knowledge and Skills</p> <p>Chronology Knowledge:</p> <ul style="list-style-type: none"> 'The past' is events that have already happened and 'the present' is happening now <p>Skills:</p> <ul style="list-style-type: none"> Use common vocabulary for the passing of time (e.g. now, long ago, before, after) <p>Achievements, follies and significant individuals Knowledge:</p> <ul style="list-style-type: none"> Some achievements and discoveries of significant individuals: Mary Anning <p>Continuity and Change Knowledge:</p> <ul style="list-style-type: none"> Some things change over time while others stay the same or are new <p>Skills:</p> <ul style="list-style-type: none"> Describe simple changes and things that remain the same <p>Cause and Consequence Knowledge:</p> <ul style="list-style-type: none"> Know some ideas about why dinosaurs died out <p>Skills:</p> <ul style="list-style-type: none"> Begin to explain why things have happened <p>Historical Significance Knowledge:</p> <ul style="list-style-type: none"> To know why Mary Anning was important <p>Skills:</p> <ul style="list-style-type: none"> Begin to discuss why some people were important in history e.g. because they made important discoveries 	<p>Toys! Toys! Toys! How have toys and games changed?</p> <p>Knowledge and Skills</p> <p>Chronology Knowledge:</p> <ul style="list-style-type: none"> 'The past' is events that have already happened and 'the present' is happening now A timeline shows the order events happened in the past Within living memory is 100 years and beyond living memory is more than 100 years ago <p>Skills:</p> <ul style="list-style-type: none"> Use common vocabulary for the passing of time (e.g. now, long ago, before, after) Sequence 3 or 4 artefacts/photos from different time periods Place toys on a physical timeline <p>Achievements, follies and significant individuals Knowledge:</p> <ul style="list-style-type: none"> Some inventions still influence their lives today (e.g. toys, electronic games) <p>Continuity and Change Knowledge:</p> <ul style="list-style-type: none"> Some things change over time while others stay the same or are new Everyday objects change over time <p>Skills:</p> <ul style="list-style-type: none"> Describe simple changes and things that remain the same <p>Cause and Consequence Knowledge:</p> <ul style="list-style-type: none"> Everyday items have changed as new things have been invented <p>Skills:</p> <ul style="list-style-type: none"> Begin to explain why things have happened <p>Similarity and Difference Knowledge:</p> <ul style="list-style-type: none"> Know some similarities and differences between their lives and those of parents and grandparents Everyday objects and things are similar or different to those in the past: (e.g. toys and games) <p>Skills:</p> <ul style="list-style-type: none"> Begin to look for differences and similarities between their lives today and lives of people in the past 	<p>School Days How was school different in the past?</p> <p>Knowledge and Skills</p> <p>Chronology Knowledge:</p> <ul style="list-style-type: none"> A timeline shows the order events happened in the past Within living memory is 100 years and beyond living memory is more than 100 years ago <p>Skills:</p> <ul style="list-style-type: none"> Sequence 3 or 4 artefacts/photos from different time periods Place photos and pictures of school in different periods on a simple timeline <p>Continuity and Change Knowledge:</p> <ul style="list-style-type: none"> Some things change over time while others stay the same or are new <p>Skills:</p> <ul style="list-style-type: none"> Describe simple changes and things that remain the same <p>Cause and Consequence Knowledge:</p> <ul style="list-style-type: none"> Everyday items have changed as new things have been invented, e.g. technology <p>Skills:</p> <ul style="list-style-type: none"> Begin to explain why things have happened <p>Similarity and Difference Knowledge:</p> <ul style="list-style-type: none"> Know some similarities and differences between their lives and those of parents and grandparents Everyday objects and things are similar or different to those in the past: (e.g. chalkboards and whiteboards) <p>Skills:</p> <ul style="list-style-type: none"> Begin to look for differences and similarities between their lives today and lives of people in the past

<p>Sequence of Learning - Key Questions How do we know that dinosaurs existed? What is a fossil and what can find out from them? When did dinosaurs live? What was Pangaea and where did dinosaurs live? Who was Mary Anning and why was she important? Why did dinosaurs die out?</p> <p>Significant People Mary Anning</p>	<p>Sequence of Learning - Key Questions Key Questions for Lessons What toys and games do we have now? What were toys and games like in the past? Did your parents and grandparents play with the same toys as you? What is similar and different about toys now and in the past? How has technology changed them? Can we order toys on a timeline? How have teddy bears changed over time? Who was Mary Tourtel?</p> <p>Significant People Mary Tourtel</p>	<p>Sequence of Learning - Key Questions What was Wincheap School like in the past compared with today? What do people remember about Wincheap school? Were Victorian schools happy places to be? How have schools changed? What is similar and different about schools now and in different periods of time? Would you rather have gone to school in the past?</p>
<p>Enrichment Museum visit, e.g. Natural History Museum; Beane Museum: fossil activities workshop; exploring fossils</p>	<p>Enrichment Beane Museum: Victorian toys and games workshop; Rupert Bear workshop</p>	<p>Enrichment Inviting former pupils to share memories of Wincheap School; school in the past immersion day</p>
<p>Vocabulary Long ago, before, now, ancient, beyond living memory, 100 years, million fossil, remains, extinct, extinction, die out, Ice Age, disease, earthquake, source, evidence, palaeontologist, Pangaea, museum</p>	<p>Vocabulary Timeline, long ago, before, now, past, present, within living memory, grandparents, artefact, exist, technology, computer, similar, same, different, change, stay the same</p>	<p>Vocabulary . Timeline, long ago, before, now, past, present, within living memory, beyond living memory, Victorian times, Queen Victoria, grandparents, artefact</p>
<p>End Points Pupils who are secure will be able to: Understand that fossils can tell us about dinosaurs. Explain that dinosaurs lived many millions of years ago, long before living memory. Recall that Pangaea was a super continent that no longer exists. Talk about where dinosaurs lived. Explain who Mary Anning was and what her work tells about dinosaurs. Discuss some possible reasons why dinosaurs died out.</p>	<p>End Points . Discuss what kinds of toys and games we have now. Recall some toys and games from the past. Explain some toys and games have changed while others remain the same. Sequence toys on a physical timeline. Identify how advances in technology have changed toys. Identify how teddies have changed. Explain who Mary Tourtel was. Understand we can find out about the past from different sources e.g. fiction, non-fiction, photos, artefacts, asking people who were there.</p>	<p>End Points Discuss what Wincheap was like in the past compared to today. Explain what school was like in Victorian times. Discuss how schools have changed over time. Ask questions to find out what people remember about Wincheap in the past.; Identify what school was like in different time periods. Use photos and interviews to answer simple questions. Use different sources e.g. fiction, non-fiction, photos, artefacts, asking people who were there to find out about the past.</p>
Development of procedural knowledge and skills across the year as detailed below		
<p>Historical Enquiry: Questioning How to ask and answer questions about events e.g. When? What happened? What was it like? Why? Skills: Ask and answer simple questions about events, people and sources e.g. photos and artefacts</p> <p>Historical Enquiry: Using Sources Photos and artefacts can tell us about the past; We can find out about the past by asking people who were there Skills: Use artefacts, photos and museum visits to answer simple questions; Sort artefacts from past and present</p> <p>Interpreting History The past can be represented in different ways e.g. fictional accounts, illustrations, films, museum displays Skills: Begin to identify ways to represent the past; Begin to develop their own interpretations from artefacts</p> <p>Organising, Evaluating and Communicating Skills: Use sources to answer questions and make simple observations e.g. what school was like in the past; Begin to make simple connections e.g. how schools and toys have changed over time; Draw simple conclusions to answer a question e.g. what was school like 100 years ago?; Communicate findings through writing, drawing, discussion; Use appropriate vocabulary e.g. old, new, long time ago</p>		

Year 2 - Termly Overview

Autumn (Significant Periods in World History)	Spring (British History)	Summer (British History and Canterbury)
<p>Let's Explore How have explorers changed the world?</p> <p>Knowledge and Skills</p> <p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Events in history last different amounts of time Where people and events fit into a chronological timeframe <p>Skills:</p> <ul style="list-style-type: none"> Sequence up to 6 photos/events on a timeline beginning to look at intervals between; Begin to recognise how long events lasted <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Some achievements and inventions have changed and influenced people's lives today (e.g. travel, transport) Know about the achievements of significant explorers <p>Continuity and Change</p> <ul style="list-style-type: none"> How certain aspects of life have changed and where there is continuity: travel <p>Skills:</p> <ul style="list-style-type: none"> Describe how some aspects of life have continued or changed Identify simple reasons for change <p>Cause and Consequence</p> <ul style="list-style-type: none"> Changes may happen because of developments in technology <p>Skills:</p> <ul style="list-style-type: none"> Ask and answer questions about why people did things, events happened and what happened as a result <p>Similarity and Difference</p> <ul style="list-style-type: none"> There are reasons for similarities and differences between ways of life at different times, e.g. transport <p>Skills:</p> <ul style="list-style-type: none"> Identify differences and similarities between ways of life at different times Identify differences brought about by advances in knowledge or technology (e.g. transport) <p>Historical Significance</p> <ul style="list-style-type: none"> Some people and events are considered more 'special' or significant than others Know about Dawson's model for historical significance Know the impact on society of historical events studied <p>Skills:</p> <ul style="list-style-type: none"> Discuss who was important in historical events Discuss why events were important 	<p>Up, Up and Away! How did we learn to fly?</p> <p>Knowledge and Skills</p> <p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Events in history last different amounts of time A decade is ten years Where people and events fit into a chronological timeframe <p>Skills:</p> <ul style="list-style-type: none"> Sequence up to 6 photos/events on a timeline beginning to look at intervals between; Begin to recognise how long events lasted <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Some achievements and inventions have changed and influenced people's lives today (e.g. travel, transport) The achievements of significant figures from the history of flight <p>Continuity and Change</p> <ul style="list-style-type: none"> How certain aspects of life have changed and where there is continuity: travel <p>Skills:</p> <ul style="list-style-type: none"> Describe how some aspects of life have continued or changed Identify simple reasons for change <p>Cause and Consequence</p> <ul style="list-style-type: none"> Changes may happen because of developments in technology <p>Skills:</p> <ul style="list-style-type: none"> Ask and answer questions about why people did things, events happened and what happened as a result <p>Similarity and Difference</p> <ul style="list-style-type: none"> There are reasons for similarities and differences between ways of life at different times. transport <p>Skills:</p> <ul style="list-style-type: none"> Identify differences and similarities between ways of life at different times Identify differences brought about by advances in knowledge or technology: flight <p>Historical Significance</p> <ul style="list-style-type: none"> Some people and events are considered more 'special' or significant than others Know about the achievements of key people in the history of flight Know the impact on society of historical events studied <p>Skills:</p> <ul style="list-style-type: none"> Discuss who was important in historical events Discuss why events were important 	<p>Majestic Monarchs What is a monarch? What was life like in a castle?</p> <p>Knowledge and Skills</p> <p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Events in history last different amounts of time Where people and events fit into a chronological timeframe <p>Skills:</p> <ul style="list-style-type: none"> Sequence up to 6 events on a timeline beginning to look at intervals between events; Begin to recognise how long events lasted <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> A monarch is a king or queen Power can be exercised in different ways in different times <p>Continuity and Change</p> <ul style="list-style-type: none"> How certain aspects of life have changed and where there is continuity: monarchy <p>Skills:</p> <ul style="list-style-type: none"> Describe how some aspects of life have continued or changed Identify simple reasons for change <p>Similarity and Difference</p> <ul style="list-style-type: none"> There are reasons for similarities and differences between ways of life at different times <p>Skills:</p> <ul style="list-style-type: none"> Identify differences and similarities between ways of life at different times <p>Historical Significance</p> <ul style="list-style-type: none"> Some people and events are considered more 'special' or significant than others Know the impact on society of historical events studied <p>Skills:</p> <ul style="list-style-type: none"> Discuss who was important in historical events Discuss why events were important

<p>Sequence of Learning - Key Questions Who were some important explorers from the past? What were some famous explorations in the past? Who are some more modern explorers? How has exploration changed? What sources can we use to find out about explorers? Which explorers do we think were the most significant? (How does Dawson's model of significance work? How can we remember significant explorers?)</p> <p>Significant People Famous explorers e.g. Ibn Battuta, Captain Cook, Captain Scott, Neil Armstrong, David Livingstone, Sir Edmund Hillary, Charles Darwin, Amy Johnson, Ellen McArthur, David de Rothschild</p>	<p>Sequence of Learning - Key Questions How did the history of flight start? Who were the Wright brothers and when was the first aeroplane flight? Who were some of the first aviators and why were they significant? Why is Amelia Earhart significant? Why is Neil Armstrong significant? How has flight changed?</p> <p>Significant People The Montgolfier brothers, the Wright brothers, Bessie Coleman, Charles Lindberg, Amelia Earhart, Neil Armstrong</p>	<p>Sequence of Learning - Key Questions What is a monarch? Who is our monarch today? How did William the Conqueror become king of England and why did he build castles? What was life like in a castle? Who are some famous monarchs in British history? What kind of power did they have? Why did monarchs build castles and palaces? How have they changed?</p> <p>Significant People King Charles III, Queen Elizabeth II, Queen Victoria, Queen Elizabeth I, King Henry VIII, William the Conqueror</p>
<p>Enrichment Quex Park: Percy Cotton Powell (local explorer) Workshop and interactive storytelling session</p>	<p>Enrichment</p>	<p>Enrichment Local visits: Canterbury Castle, Dane John Trip: Leeds castle, Deal or Walmer</p>
<p>Vocabulary Timeline, chronological order, significant, individual, event, explorer, exploration, discovery, voyage, navigate, polar, expedition, achievement, technology</p>	<p>Vocabulary Timeline, 1940s, 1950s, 1960s, inventor, inventions, aviator, aviation, astronaut, historically significant, airship, achievement, transport, hot air balloon, flying machine, journey, voyage</p>	<p>Vocabulary . Monarch, king, queen, ruler, coronation, reign, castle, palace, power, kingdom, absolute monarch, constitutional monarch, conquer, conqueror, invade, the Normans, the Tudors, motte and bailey castle</p>
<p>End Points Pupils who are secure will be able to: Explain what an explorer is. Name some significant explorers and where they travelled. Sequence events on a timeline and use this to retell the story. Sequence four photographs from different periods of time. Recall information about past and present exploration. Explain how certain aspects of exploration have changed because of developments in technology. Describe how an explorer is significant and how they impacted events or people's ideas. Discuss which explorers they consider are most important using Dawson's model of significance.</p>	<p>End Points Pupils who are secure will be able to: Identify important events and figures surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use sources to find out about people and events in the past. Correctly order five events on a timeline. Identify how flight has changed and developed.</p>	<p>End Points Identify that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main elements in the coronation ceremony. Explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions. Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans and their features. Explain how castles and palaces have changed over time. Sequence events on a timeline. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy.</p>
Development of procedural knowledge and skills across the year as detailed below		
<p>Historical Enquiry: Questioning Know how to ask and answer questions about events: When? What happened? What was it like? Why? Who? Skills: Ask and answer a range of questions about sources (e.g. photos, artefacts fiction and non-fiction), events and people</p> <p>Historical Enquiry: Using Sources Historians use sources to find out about the past, e.g. photos, artefacts, buildings, books Skills: Use sources to make simple observations and answer simple questions about the past</p> <p>Interpreting History The past can be represented in different ways e.g. fiction, non-fiction, films, museum displays Skills: Compare photos and pictures of people and events in the past and start to develop their own interpretations</p> <p>Organising, Evaluating and Communicating Skills: Understand how we can use books and sources to find out about the past; Select information to answer a question; Make links and connections within a history topic studied; Draw simple conclusions to answer a question using evidence to support; Communicate answers or describe events in a variety of ways e.g. discussion, writing, drama, drawing; Use relevant vocabulary</p>		

Year 3 - Termly Overview

Autumn (Significant Periods in World History)	Spring (British History)	Summer (British History and Canterbury)
<p>It's All Greek To Me! What did the Greeks Do For Us?</p>	<p>Ages Ago Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p>	<p>What Did the Romans Do for Us? Who were the Romans and why did they settle in Britain?</p>
<p>Knowledge and Skills</p>	<p>Knowledge and Skills</p>	<p>Knowledge and Skills</p>
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> History is divided into periods of history Know the meaning of BC/BCE and AD/CE and the year 0 <p>Skills:</p> <ul style="list-style-type: none"> Sequence periods of history on a timeline and refer back to times studied in KS1 to see where they fit in Use dates and terms related to periods studied e.g. BC/BCE, AD/CE, century <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Hierarchies and power structures existed in society <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know about some achievements of the Ancient Greeks <p>Civilisation</p> <ul style="list-style-type: none"> Education existed in some time periods and cultures <p>Beliefs</p> <ul style="list-style-type: none"> Know about some of the beliefs of the Ancient Greeks <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know some similarities and differences between life, culture and beliefs in the periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to compare periods of history studied and similarities and differences between them, including in daily life Make observations about different ways of life, events and beliefs within a society <p>Historical Significance</p> <ul style="list-style-type: none"> Know about significant archaeological findings for periods studied and how they influence the way we think about the past <p>Skills:</p> <ul style="list-style-type: none"> Identify significant figures and events in the periods studied and why they were important 	<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> History is divided into periods of history (e.g. Stone Age, Bronze Age); Dates can be used work out the interval between events Know the meaning of BC/BCE and AD/CE and the year 0 Prehistory is the time before written methods until the Roman invasion and is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age The Stone, Bronze and Iron Ages are named after the materials often used to make tools <p>Skills:</p> <ul style="list-style-type: none"> Sequence periods of history on a timeline and refer back to times studied in KS1 to see where they fit in Make a simple individual timeline Begin to use dates to work out intervals between time periods Use dates and terms related to periods studied e.g. BC/BCE, AD/CE, century Sequence up to 8 events, pictures or artefacts on a timeline Begin to note connections between time periods <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Hierarchies and power structures existed in society <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know some achievements of the Stone, Bronze and Iron Ages <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> Know about the earliest settlements in Britain; People from other countries migrated to Britain in different periods <p>Civilisation</p> <ul style="list-style-type: none"> Know how invaders and settlers influenced the culture of the existing population in the periods studied <p>Trade</p> <ul style="list-style-type: none"> Communities and countries traded with each other in the prehistoric period and traders were richer people in society <p>Continuity and Change</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Change can happen due to advances in materials or travel <p>Skills:</p> <ul style="list-style-type: none"> Identify reasons for change and continuity Begin to compare different periods of history studied and identify changes and continuity <p>Similarity and Difference</p>	<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> History is divided into periods of history; Dates can be used work out the interval between events <p>Skills:</p> <ul style="list-style-type: none"> Sequence periods of history on a timeline and refer back to times studied in KS1 to see where they fit in; Begin to use dates to work out intervals between time periods Sequence up to 8 events, pictures or artefacts on a timeline Begin to note connections between time periods <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know how power changed in periods studied Hierarchies and power structures existed in society <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Achievements from Roman times still influence our lives <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> Know the reasons for Roman invasion of Britain <p>Civilisation</p> <ul style="list-style-type: none"> Know how invaders influenced the culture of the existing population in the periods studied Education existed in some time periods and cultures <p>Trade</p> <ul style="list-style-type: none"> Trade routes to Britain increased in Roman times <p>Beliefs</p> <ul style="list-style-type: none"> Know about some of the beliefs of the Romans The Romans brought Christianity to Britain <p>Cause and Consequence</p> <ul style="list-style-type: none"> Advances in knowledge, technology or materials or actions of people can cause change <p>Skills:</p> <ul style="list-style-type: none"> Begin to identify the reasons and consequences of events and the actions of people <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know what changes the Romans made to life in Britain Know some similarities and differences between life, culture and beliefs in the periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to compare periods of history studied and similarities and differences between them, including in daily life Make observations about different ways of life, events and beliefs within a society

	<ul style="list-style-type: none"> Know some similarities and differences between life , culture and beliefs in the periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to compare periods of history studied and similarities and differences between them, including in daily life <p>Historical Significance</p> <ul style="list-style-type: none"> Know about significant archaeological findings for periods studied and how they influence the way we think about the past 	<p>Historical Significance</p> <ul style="list-style-type: none"> Know about significant archaeological findings for periods studied and how they influence the way we think about the past Historically significant events are those which changed the lives of many people and had lasting impact <p>Skills:</p> <ul style="list-style-type: none"> Identify significant figures and events in the periods studied and why they were important
<p>Sequence of Learning - Key Questions</p> <p>Who were the ancient Greeks? What was everyday life like in ancient Greece? Who were the ancient Greek gods and heroes? How was Ancient Greece governed? What were the differences between Athens and Sparta? How did the Olympic Games begin? How did the ancient Greeks change the world?</p>	<p>Sequence of Learning - Key Questions</p> <p>What do we know about prehistoric Britain? What were the different periods of the Stone Age like? What does Skara Brae tell us about life in the Stone Age? What is Stone Henge? What was life like in the Bronze Age? How did Iron Age people live and trade? What changed from the Stone Age to the Iron Age?</p>	<p>Sequence of Learning - Key Questions</p> <p>Who were the Ancient Romans? What was life like in Ancient Rome? What did the Ancient Romans believe in? How powerful was the Roman army? Why did the Romans invade Britain and how did Britons respond? How did the Romans change Britain and Canterbury? What can we learn about the Romans from artefacts?</p> <p>Significant People Boudicca</p>
<p>Enrichment</p> <p>British Museum: Virtual Visit: Touring Greek temples; Beane Museum: Ancient Greece object handling; Greek day; Ancient Olympics event</p>	<p>Enrichment</p> <p>British Museum: Peek Into Prehistory virtual visit; Beane Museum: Prehistoric People workshop; Bronze Age Bling</p>	<p>Enrichment</p> <p>Canterbury Roman Museum; Roman battle re-enactment; Beane Museum: loan box -What the Romans did for Britain</p>
<p>Vocabulary</p> <p>BC/BCE, AD/CE, Year 0, ancient civilisation, god, goddess, myth, Athens, Sparta, Athenians, Spartans, Olympic games, Marathon, government, democracy, city state, truce, temple, heroes, pottery</p>	<p>Vocabulary</p> <p>Prehistory, prehistoric, Early Britain, Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, periods, settlement, trade, traders, hierarchy, hunter-gatherer, Stone Henge, hill fort, burial site, invasion, archaeologist</p>	<p>Vocabulary</p> <p>. Empire, emperor, enslaved people, citizens, the Forum, republic, senator, consul, generals, legion, legionary, Christianity, gladiators, chariot racing, revolt, legacy, Roman numerals, Durovernum Cantiacorum</p>
<p>End Points</p> <p>Pupils who are secure will be able to: Describe the features of ancient Greece. Identify key periods in ancient Greek civilisation. Recall some of the Ancient Greek gods and goddesses and some of the stories told about them. Compare Athens and Sparta and the ways they were ruled. Explain how democracy in Athens worked. Identify how the Olympic Games began and recall some events at the games. Recognise some achievements of the ancient Greeks and their impact.</p>	<p>End Points</p> <p>Pupils who are secure will be able to: Understand that prehistory was a long time ago. Place BC/BCE and AD/CE and the year 0 on a timeline. Recall the key periods of Prehistoric Britain and life in each period. Explain the hierarchies in communities in different periods. Identify conclusions based on archaeological evidence. Explain the limitations of archaeological evidence. Identify how bronze was better than stone and how it changed farming.; Explain how trade increased during the Iron Age and why coins were needed. Identify changes, continuities between the Neolithic, and Iron Age periods. Explain which period they would prefer to have lived in, providing reasons for their choice.</p>	<p>End Points</p> <p>Pupils who are secure will be able to: Explain the meaning of empire and invasion. Identify what life was like in Ancient Rome and how society was structured. Recall some beliefs of the Romans. Understand the chronology of the Roman invasion of Britain and identify the consequences. Explain why the Romans needed a powerful army. Explain how the Roman army was organised and performed manoeuvres and drills. Explain how the Britons responded to invasion and the role of Boudicca. Identify the legacy of the Romans in Canterbury. Discuss how achievements from Roman times still influence our lives.</p>
<p>Development of procedural knowledge and skills across the year as detailed below</p>		
<p>Historical Enquiry: Questioning Know how to ask and answer questions about the past considering aspects of change, cause, similarity and difference Skills: Ask and answer questions about the time periods, cultures and peoples studied</p> <p>Historical Enquiry: Using Sources Archaeological evidence can be used to find out about the past Skills: Begin to use a range of sources to find out about a period; Begin to use evidence to build up a picture of a period/society</p> <p>Interpreting History Archaeological evidence has limitations and cannot tell us all the answers about the past Skills: Explore different representations of periods studied, e.g. books, archaeological evidence, museum evidence; Identify the difference between different sources and give reasons for the ways the past is represented</p> <p>Organising, Evaluating and Communicating Skills: Use a range of sources to find information about the past; Identify primary and secondary sources; Select appropriate information from a source to answer a question; Make links across periods studied; Understand there may be more than one conclusion to a question; Communicate knowledge and understanding in different ways, e.g. discussion, art, writing recognising similarities and differences with today</p>		

Year 4 - Termly Overview

Autumn (Significant Periods in World History)	Spring (British History)	Summer (British History and Canterbury)
Tomb Raiders What was life like Ancient Egypt? Knowledge and Skills	Saxons and Scots How did life in Britain change in Anglo-Saxon times? Knowledge and Skills	Invaders and Traders Were the Vikings traders, raiders or settlers? Knowledge and Skills
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Dates can be used work out the duration and interval between events The ancient Egyptian civilisation started around 5,000 years ago and lasted for around 3,000 years. Know what the periods studied are known as and where they fit on a timeline with BC/BCE, AD/CE, and the year 0 <p>Skills:</p> <ul style="list-style-type: none"> Sequence events on a timeline and refer back to periods studied previously to see where they fit in; Note connections between time periods studied Use dates to work out intervals between time periods and the duration of events Use dates and terms related to periods studied e.g. BC, AD, century, ancient, millennium Sequence up to 10 events, pictures or artefacts and place periods studied on a timeline <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know about hierarchies and social structures and how power changed in periods studied <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Significant achievements of the Ancient Egyptians <p>Civilisation</p> <ul style="list-style-type: none"> Know how society was organised in periods studied Education existed in some periods and cultures <p>Beliefs</p> <ul style="list-style-type: none"> Know some beliefs of the Ancient Egyptians <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know some similarities and differences between life, culture and beliefs in periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Compare periods of history studied and similarities and differences between them <p>Historical Significance</p> <ul style="list-style-type: none"> Significant archaeological findings influence how we think about the past Know the impact of historically significant events in the periods studied <p>Skills:</p> <ul style="list-style-type: none"> Recall important people and events and identify why they were important 	<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Know what the periods studied are known as and where they fit on a timeline with BC/BCE, AD/CE, and the year 0 <p>Skills:</p> <ul style="list-style-type: none"> Sequence events on a timeline and refer back to periods studied previously to see where they fit in; Note connections between time periods studied Use dates and terms related to periods studied e.g. BC, AD, century, ancient, millennium <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know about hierarchies and social structures and how power changed in periods studied <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> The legacy of the Anglo-Saxons on life in Britain today How significant figures contributed to national and international achievements or change <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> How settlements developed in the periods studied Know how invasion and settlement impacted on existing populations <p>Civilisation</p> <ul style="list-style-type: none"> Know how invaders and settlers influenced the culture of the existing population in periods studied Know how society was organised in periods studied <p>Continuity and Change</p> <ul style="list-style-type: none"> Know some of the main changes in Britain resulting from events (e.g. invasion, war) <p>Skills:</p> <ul style="list-style-type: none"> Identify and compare reasons for change and the effects Compare different periods studied and identify changes and continuity <p>Cause and Consequence</p> <ul style="list-style-type: none"> Events can have various causes <p>Skills:</p> <ul style="list-style-type: none"> Identify the reasons and consequences for the actions of people and events <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know some similarities and differences between life, culture and beliefs in periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Compare periods of history studied and similarities and differences between them 	<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Know what the periods studied are known as and where they fit on a timeline with BC/BCE, AD/CE, and the year 0 <p>Skills:</p> <ul style="list-style-type: none"> Sequence events on a timeline and refer back to periods studied previously to see where they fit in; Note connections between time periods studied Sequence up to 10 events, pictures or artefacts and place periods studied on a timeline <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know about hierarchies and social structures and how power changed in periods studied <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> How significant figures contributed to national and international achievements or change <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> How settlements developed in the periods studied The reasons the Vikings came to Britain Know how invasion and settlement impacted on existing populations <p>Civilisation</p> <ul style="list-style-type: none"> Know how invaders and settlers influenced the culture of the existing population in periods studied Know how society was organised in periods studied <p>Trade</p> <ul style="list-style-type: none"> Trade was a reason for the Vikings raiding Britain <p>Beliefs</p> <ul style="list-style-type: none"> Know some beliefs of the Vikings <p>Continuity and Change</p> <ul style="list-style-type: none"> Change can happen as due to advances in transport, travel and trade Know some of the main changes in Britain resulting from events (e.g. invasion, war) <p>Skills:</p> <ul style="list-style-type: none"> Identify and compare reasons for change and the effects, e.g. war, transport, trade Compare different periods studied and identify changes and continuity <p>Historical Significance</p> <ul style="list-style-type: none"> Know the impact of historically significant events in the periods studied <p>Skills:</p>

	<p>Historical Significance</p> <ul style="list-style-type: none"> Significant archaeological findings influence how we think about the past <p>Skills:</p> <ul style="list-style-type: none"> Recall important people and events and identify why they were important 	<ul style="list-style-type: none"> Recall important people and events and identify why they were important
<p>Sequence of Learning - Key Questions</p> <p>Who were the Egyptians and when did they live? What was life like for the ancient Egyptians? What did the Ancient Egyptians believe in? How do we know so much about Ancient Egypt? Why and how did the Egyptians build the pyramids? .How and why did the Egyptians mummify people?</p> <p>Significant People Tutankhamun Howard Carter Cleopatra</p>	<p>Sequence of Learning - Key Questions</p> <p>Who were the Anglo-Saxons and the Scots? Why did the Anglo-Saxons come to Britain? What was life like in Anglo-Saxon Britain? What legacy of this can we see in Britain today? How was Anglo-Saxon Britain ruled? What did the Anglo-Saxons believe? What the artefacts found at Sutton Hoo tell us about Anglo-Saxon beliefs? Who was King Alfred the Great? How did Anglo-Saxon rule end?</p> <p>Significant People King Alfred the Great</p>	<p>Sequence of Learning - Key Questions</p> <p>Who were the Vikings and why did they come to Britain? What do we know about the Vikings and what did they believe? How did the Vikings travel? Were the Vikings raiders or traders? How did the Anglo-Saxons and Vikings get on together? What happened to the Anglo-Saxons and Vikings? What was life in Viking Britain like? Did the Vikings come to Canterbury?</p> <p>Significant People King Alfred the Great King Athelstan King Cnut Edward the Confessor</p>
<p>Enrichment</p> <p>British Museum: visit or Myth-busting Ancient Egypt virtual tour; mummification challenge; Beane Museum: Ancient Egypt workshop</p>	<p>Enrichment</p> <p>Anglo-Saxon boat building challenge; British Museum visit: Sutton Hoo collection; treasure making challenge</p>	<p>Enrichment</p> <p>Beane Museum: Anglo-Saxons and Vikings object handling session</p>
<p>Vocabulary</p> <p>River Nile, Pyramids, pharaoh, mummification, Rosetta Stone, hieroglyphs, papyrus scrolls; afterlife; treasures, excavate, embalm, Canopic jars, Valley of the Kings, farmer, noble, scribe</p>	<p>Vocabulary</p> <p>Anglo-Saxons, Picts, Celts, Scots, invade, settle, settlement, convert, Christianity, pagan, cremation, kingdoms, rule, craft workers, Vikings</p>	<p>Vocabulary</p> <p>Traders, raiders, settlers, longboat, struggle, Danes, Norse, beserkers, Valhalla, hoard, Lindisfarne, monastery, warrior, pagan, heathen, runes, saga, mythology, Odin, Thor, besiege. Danelaw</p>
<p>End Points</p> <p>Pupils who are secure will be able to: Identify the ancient civilisations and key periods in ancient Egypt. Describe features of everyday life in Ancient Egypt. Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. Identify what artefacts, archaeological remains and significant archaeological discoveries tell us about Ancient Egypt. Explain links between ancient Egyptian beliefs and mummification.</p>	<p>End Points</p> <p>. Pupils who are secure will be able to: Explain who the Anglo-Saxons, Picts and Scots were. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of life in Anglo-Saxon settlements and identify changes and continuities in settlements from prehistoric Britain. Identify the legacy of the Anglo-Saxons on life in Britain today. Explain how Anglo-Saxon Britain was ruled. Describe what artefacts tell us about Anglo-Saxon beliefs. Explain the threat the Vikings posed to the Anglo-Saxons. Identify why Alfred the Great was significant.</p>	<p>End Points</p> <p>Pupils who are secure will be able to: Identify the different reasons for migration to Britain. Explain where the Vikings came from and why they came to Britain. .Identify some beliefs of the Vikings. Describe the features of a longboat. Identify Viking trade and trading routes. Explain whether the Vikings were traders or raiders providing supporting evidence; Explain what life was like in Viking Britain and that the Vikings besieged Canterbury as Kent was a target because it was so close to Europe. Identify important events in the Anglo-Saxon and Viking struggle for Britain. Suggest the cause and consequences of events.</p>
<p>Development of procedural knowledge and skills across the year as detailed below</p>		
<p>Historical Enquiry: Questioning Know how to ask and answer historical questions considering aspects of change, cause, similarity and difference and significance Skills: Ask questions about the main features of life and society in periods studied; Ask questions for different types of historical study</p> <p>Historical Enquiry: Using Sources Know what archaeological evidence tells us about the periods studied Skills: Use a range of sources to find out about and build up a picture of a period; Observe small details when using artefacts and pictures</p> <p>Interpreting History Assumptions made by historians can change if new evidence is found Skills: Evaluate the usefulness of sources</p> <p>Organising, Evaluating and Communicating Skills: Use a range of sources to find information about the past including online research; Compare different historical sources; Construct answers using evidence to substantiate findings; Make links across periods studied so far; Understand evidence can be interpreted in different ways; Communicate knowledge and understanding in different ways, e.g. discussion, debate, art, writing, using IT</p>		

Year 5 - Termly Overview

Autumn (Significant Periods in World History)	Spring (British History)	Summer (British History and Canterbury)
Masterful Maya Who were the Ancient Maya? Knowledge and Skills	Off With Her Head! What was life like in Tudor times? Knowledge and Skills	Canterbury Tales How has Canterbury changed through the ages? Knowledge and Skills
<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Relevant dates of the periods studied and period labels <p>Skills:</p> <ul style="list-style-type: none"> Use relevant dates, terms and period labels Place periods and events of history on a timeline, compare and make connections with periods studied previously <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know about hierarchies in society in the periods studied <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know about significant achievements the ancient Maya <p>Civilisation</p> <ul style="list-style-type: none"> Know what society and culture was like in the Maya civilisation <p>Beliefs</p> <ul style="list-style-type: none"> Know about some beliefs of the Maya <p>Cause and Consequence</p> <ul style="list-style-type: none"> Advances in knowledge caused change <p>Skills:</p> <ul style="list-style-type: none"> Begin to explain reasons for and results of historical events <p>Similarity and Difference</p> <ul style="list-style-type: none"> Key similarities and differences between ways of life, culture and beliefs in the periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to develop historical perspective through comparing similarities and differences between periods studied <p>Historical Significance</p> <ul style="list-style-type: none"> Know how significant individuals and events influenced aspects of life in the periods studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to compare and explain the significance of events, people and developments 	<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> The term 'century' and how dating by century works (e.g. the 1500s are referred to as the 16th century) Relevant dates of the periods studied and period labels e.g. Normans, Tudors <p>Skills:</p> <ul style="list-style-type: none"> Put dates into the correct century Use relevant dates, terms and period labels Sequence 8 - 10 events on a timeline Place periods and events of history on a timeline, compare and make connections with periods studied previously <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> The power of the monarchy varied in different periods and some monarchs exercised absolute power Know about hierarchies in society in the periods studied Know about democracy and parliament in Britain <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know the impact of significant individuals on life in Britain in periods studied <p>Trade</p> <ul style="list-style-type: none"> The race to discover new countries in Tudor times led to trade in new things (e.g. spices and silk) Expansion of trade routes increased the variety of goods available <p>Beliefs</p> <ul style="list-style-type: none"> Know how the church in Britain changed in Tudor times <p>Continuity and Change</p> <ul style="list-style-type: none"> Change can happen due to conflict and power struggles <p>Skills:</p> <ul style="list-style-type: none"> Make links between events and changes within and across time periods <p>Cause and Consequence</p> <ul style="list-style-type: none"> The actions of people can cause change Advances in knowledge or transport caused change <p>Skills:</p> <ul style="list-style-type: none"> Begin to explain reasons for and results of historical events <p>Historical Significance</p> <ul style="list-style-type: none"> Know how significant individuals and events influenced aspects of life in the periods studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to compare and explain the significance of events, people and developments 	<p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> The term 'century' and how dating by century works (e.g. the 1500s are referred to as the 16th century) Relevant dates of the periods studied and period labels e.g. Normans, Tudors <p>Skills:</p> <ul style="list-style-type: none"> Put dates into the correct century Use relevant dates, terms and period labels Sequence 8 - 10 events on a timeline Place periods and events of history on a timeline, compare and make connections with periods studied previously <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know about hierarchies in society in the periods studied <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know the impact of significant individuals on life in Britain in periods studied <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> Know the reasons for and the impact of the Norman Conquest <p>Civilisation</p> <ul style="list-style-type: none"> How society and culture changed in Britain in the periods studied and the reasons for change <p>Beliefs</p> <ul style="list-style-type: none"> Know how the church in Britain changed in Tudor times <p>Continuity and Change</p> <ul style="list-style-type: none"> Change can happen due to conflict and power struggles <p>Skills:</p> <ul style="list-style-type: none"> Make links between events and changes within and across time periods/societies <p>Cause and Consequence</p> <ul style="list-style-type: none"> The actions of people can cause change <p>Skills:</p> <ul style="list-style-type: none"> Begin to explain reasons for and results of historical events <p>Similarity and Difference</p> <ul style="list-style-type: none"> Key similarities and differences between ways of life, culture and beliefs in the periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to develop historical perspective through comparing similarities and differences between periods studied <p>Historical Significance</p> <ul style="list-style-type: none"> Know how significant individuals and events influenced aspects of life in the periods studied <p>Skills:</p>

		<ul style="list-style-type: none"> Begin to compare and explain the significance of events, people and developments
<p>Sequence of Learning - Key Questions Who were the Maya and when did they live? Why was chocolate important in the ancient Maya civilisation? What did the Maya believe? What did the Maya invent? What do we know about the Maya from archaeological remains and artefacts? What happened to the Maya?</p>	<p>Sequence of Learning - Key Questions Who was Henry VIII and why did he marry six times? How was the church change in Britain during the reign of Henry VIII? How severe was Tudor punishment? How did the Tudors cure the sick? Why were Tudor explorers important? How did the monarchy change during the reigns of Henry VII and Elizabeth I? Significant People Henry VIII, Mary I, Queen Elizabeth I Anne Boleyn Sir Walter Raleigh, Sir Francis Drake</p>	<p>Sequence of Learning - Key Questions Key Questions for Lessons How did Christianity come to Canterbury in Anglo-Saxon times? How did Canterbury change in medieval times and who was Thomas Becket? Why did pilgrims come to Canterbury? How did Canterbury change in Tudor times? How has modern Canterbury changed since WW2? Significant People St Augustine Thomas Becket Geoffrey Chaucer</p>
<p>Enrichment Pitz tournament; Ancient Maya day</p>	<p>Enrichment Tudor Immersion Day Beane Museum: loan boxes - Tudors and Stuarts and Medicine</p>	<p>Enrichment Beane Museum: Medieval Canterbury, object handling workshop; Canterbury Cathedral Virtual Pilgrimage Experience; St Augustine's Abbey visit</p>
<p>Vocabulary Civilisation, Mesoamerica, rainforest, Great Plaza, ceremonies, trade, market, tomb, calendar, jade, invaders, commoners, middle class, nobles, traditions, legends, causeway, adobe, wattle and daub, pulley, pitz, sacrifice, ancestors</p>	<p>Vocabulary Catholic, Church of Rome, Church of England, absolute power, divorce, monasteries, dissolution, Pope, protestant, crime and punishment, deterrent, ducking stool, stake, colonies, circumnavigation of the globe, Royal Navy, fleet, Spanish Armada</p>	<p>Vocabulary Abbey, medieval, pilgrimage, pilgrim, Archbishop, saint, crypt, leprosy, healing, miracle, shrine, Anglican Church</p>
<p>End Points Pupils who are secure will be able to: Recall when and where the ancient Maya lived and sequence key periods in the Maya civilisation. Explain the importance of chocolate in the Maya Civilisation. Describe features of everyday life and society in the Maya civilisation. Identify similarities and differences between the Maya civilisation and previous societies studied (Ancient Greece, the Roman Empire). Explain some of the beliefs of the Maya and their creation story. Identify some inventions and innovations of the Maya, e.g. roads, calendars and tools. Discuss what archaeological finds tell us about the Maya. Consider some possible causes for the decline of the Maya cities.</p>	<p>End Points Pupils who are secure will be able to: Extract information about Henry VIII from sources and explain their findings. Sequence 8 – 10 events on a timeline using the correct terminology. Put dates into the correct century. Identify how the church in Britain changed in Tudor times. Explain some aspects of Tudor life including crime and punishment. Describe what Tudors believed about illness and some medical treatments. Explain how the race to discover new countries in Tudor times led to trade in new things. Explain the significance of key Tudor figures. Compare the power of the monarchy in different periods.</p>	<p>End Points Pupils who are secure will be able to: Describe what Canterbury was like in Anglo-Saxon times. Explain who St Augustine was and how he brought Christianity to Canterbury. Identify how the Viking invasion of Canterbury and Norman resistance changed the city. Explain who Thomas Beckett was and the reasons and circumstances of his murder. Explain why pilgrims came to Canterbury. Identify how the cathedral and St Augustine's Abbey changed in Tudor times. Describe how Canterbury has modernised since the WW2 bombings of the city. Sequence periods and events in the history of Canterbury on a timeline. Communicate findings in various way using evidence from a range of primary and secondary sources. Draw comparisons within and across periods studied. Compare and explain the significance of events, people and developments.</p>
Development of procedural knowledge and skills across the year as detailed below		
<p>Historical Enquiry: Questioning Know how to ask and answer more complex questions about the past Skills: Ask historical questions of increasing difficulty e.g. who governed and with what results Historical Enquiry: Using Sources Know what primary and secondary sources are; Some sources can be influenced by the personal beliefs Skills: Use a range of sources to find out about a particular aspect of events and periods Interpreting History The reliability of a source may be influenced by the audience, purpose and creator Skills: Compare and evaluate accounts of events from different sources Organising, Evaluating and Communicating Skills: Develop awareness of the variety of historical evidence in different periods; Distinguish between fact and opinion; Use more than one source to interpret events; Use evidence to support answers; Make connections and draw contrasts within a period and across periods; Communicate knowledge and understanding in increasingly diverse ways, e.g. discussion, debate, art, writing, using IT</p>		

Year 6 - Termly Overview

Autumn (Significant Periods in World History)	Spring (British History)	Summer (British History and Canterbury)
Terrifically Tickety-Boo What was life like in Victorian times?	Britain Wants You! What was the impact of the First World War on the people of Britain?	Britain Wants You! What was the impact of WW2 on the people of Britain?
<p style="text-align: center;">Knowledge and Skills</p> <p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Know some key dates of periods and events studied Know how periods and events studied fit into the chronology of those studied in KS2 Know relevant dates, terms and periods labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Normans, Tudors, Greeks, Mayans and Victorians <p>Skills:</p> <ul style="list-style-type: none"> Sequence current study on a timeline in relation to periods and events studied previously Sequence 8 - 10 events on a timeline Use the term century and date events by century in their work Express secure chronological understanding of world, British and local history using relevant dates and period labels Use relevant dates, terms and labels for periods e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Normans, Tudors, Greeks, Mayans and Victorians <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know the impact of significant monarchs <p>Civilisation</p> <ul style="list-style-type: none"> Know how society and culture changed and the reasons for change in the periods studied <p>Cause and Consequence</p> <ul style="list-style-type: none"> Advances in knowledge, technology or materials have caused change in the periods studied <p>Skills:</p> <ul style="list-style-type: none"> Begin to analyse the reasons for historical events and the results <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know key similarities and differences between periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Further develop historical perspective through comparing similarities and differences between periods studied <p>Historical Significance</p> <ul style="list-style-type: none"> To know how significant individuals have influenced the UK or wider world <p>Skills:</p> <ul style="list-style-type: none"> Explain the significance of events, people and developments 	<p style="text-align: center;">Knowledge and Skills</p> <p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Know some key dates of periods and events studied Know how periods and events studied fit into the chronology of those studied in KS2 <p>Skills:</p> <ul style="list-style-type: none"> Sequence current study on a timeline in relation to periods and events studied previously Sequence 8 - 10 events on a timeline Use the term century and date events by century in their work Express secure chronological understanding of world, British and local history using relevant dates and period labels <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know about power structures in the periods studied <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know the impact of significant leaders in the periods studied <p>Civilisation</p> <ul style="list-style-type: none"> Know how society and culture changed and the reasons for change in the periods studied <p>Continuity and Change</p> <ul style="list-style-type: none"> Change can happen due to conflict and war <p>Skills:</p> <ul style="list-style-type: none"> Make links between events and changes within and across time periods/societies Explain reasons for change and continuity using appropriate vocabulary and terms <p>Cause and Consequence</p> <ul style="list-style-type: none"> Advances in knowledge, technology or materials have caused change in the periods studied The actions of people can cause change <p>Skills:</p> <ul style="list-style-type: none"> Begin to analyse the reasons for historical events and the results of events <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know key similarities and differences between periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Further develop historical perspective through comparing similarities and differences between periods studied 	<p style="text-align: center;">Knowledge and Skills</p> <p>Chronology: Knowledge:</p> <ul style="list-style-type: none"> Know some key dates of periods and events studied Know how periods and events studied fit into the chronology of those studied in KS2 <p>Skills:</p> <ul style="list-style-type: none"> Sequence current study on a timeline in relation to periods and events studied previously Sequence 8 - 10 events on a timeline <p>Power (monarchy, government and empire)</p> <ul style="list-style-type: none"> Know about power structures in the periods studied <p>Achievements, follies and significant individuals</p> <ul style="list-style-type: none"> Know the impact of significant leaders in the periods studied <p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> Many Jewish people migrated in the lead up to and during WW2 <p>Civilisation</p> <ul style="list-style-type: none"> Know how society and culture changed and the reasons for change in the periods studied Know how the role of women changed in Britain during WW2 <p>Trade</p> <ul style="list-style-type: none"> Know how WW2 affected trade and availability of goods in Britain <p>Beliefs</p> <ul style="list-style-type: none"> Know how beliefs impacted on society in the periods studied <p>Continuity and Change</p> <ul style="list-style-type: none"> Change can happen due to conflict and war <p>Skills:</p> <ul style="list-style-type: none"> Make links between events and changes within and across time periods/societies <p>Cause and Consequence</p> <ul style="list-style-type: none"> The actions of people can cause change <p>Skills:</p> <ul style="list-style-type: none"> Begin to analyse the reasons for historical events and the results of events <p>Similarity and Difference</p> <ul style="list-style-type: none"> Know key similarities and differences between periods and societies studied <p>Skills:</p> <ul style="list-style-type: none"> Further develop historical perspective through comparing similarities and differences between periods studied <p>Historical Significance</p>

		<ul style="list-style-type: none"> To know how significant individuals and movements have influenced the UK or wider world Skills: <ul style="list-style-type: none"> Explain the significance of events, people and developments
<p>Sequence of Learning - Key Questions</p> <p>Who were the Victorians? Why was Queen Victoria a significant monarch?</p> <p>What was school like in Victorian times?</p> <p>What was life like for rich and poor children? What was life like in Victorian slums?</p> <p>How did the Victorians punish crime?</p> <p>What was the Industrial Revolution and how did it affect life in Victorian England?</p> <p>What significant inventions happened in Victorian times?</p> <p>How did the Victorian era come to an end? Who were Queen Victoria's successors?</p> <p>Significant People</p> <p>Queen Victoria</p> <p>Isambard Kingdom Brunel, Joseph Lister, Alexander Graham Bell, Thomas Edison, Karl Benz</p>	<p>Sequence of Learning - Key Questions</p> <p>What were the causes of the First World War?</p> <p>How were soldiers recruited in the First World War?</p> <p>What new weaponry was used in the First World War and what impact did new technology have?</p> <p>What was life like in the trenches?</p> <p>What were some key events in the First World War?</p> <p>What was the impact of WW1 on citizens of Britain?</p> <p>How did the First World War end?</p>	<p>Sequence of Learning - Key Questions</p> <p>What were the causes of WW2?</p> <p>How did Britain prepare for WW2?</p> <p>What were key turning points in the Second World War?</p> <p>What was the impact of rationing in WW2?</p> <p>What was evacuation like for children?</p> <p>What impact did WW2 have on women's lives?</p> <p>What does the Diary of Anne Frank tell us about the plight of Jewish people in WW2?</p> <p>How did people in Britain shelter from air raids?</p> <p>How was propaganda used in WW2?</p> <p>What do sources tell us about the effect of WW2 on Canterbury?</p> <p>How did WW2 end?</p> <p>Significant People</p> <p>Winston Churchill, Adolf Hitler</p> <p>Anne Frank</p>
<p>Enrichment</p> <p>Victorian school immersion day</p>	<p>Enrichment</p> <p>RAF Museum Manston</p>	<p>Enrichment</p> <p>Museum of Kent Life; VE day celebration; Evacuee experience</p>
<p>Vocabulary</p> <p>Workhouse, factory, slate, imprisonment, hard labour, transportation, pickpockets, slums, Industrial Revolution,</p>	<p>Vocabulary</p> <p>Weaponry, conscription, volunteers, recruitment drive, conscientious objector, Triple Alliance, Triple Entente, the Allies, army, navy, empire, alliance, the Western Front, the Eastern Front, trench warfare, ditches, the Battle of the Somme, Defence of the Realm Act, restrictions, frontline, home front, Flanders, armistice, imperialism</p>	<p>Vocabulary</p> <p>Declare war, rationing, air raids, Anderson shelter, Blitz, Blitzkrieg, Luftwaffe, Prime Minister, evacuation, evacuee, munitions, D-Day, Battle of Britain, VE day, peace, occupation, neutrality, phoney war, retreat, victory, Pearl Harbour, atomic bomb, propaganda, Dig for Victory, holocaust, refugee, migration</p>
<p>End Points</p> <p>Pupils who are secure will be able to:</p> <p>Use a range of source materials to gather information on the life and reign of Queen Victoria and share findings. Explain Queen Victoria's significance as a monarch. Place key dates on a timeline within a history chronology. Describe Victorian school. Use a variety of sources to investigate and compare the lives of rich and poor children during Victorian times. Discuss different types of crime and the severity of punishment. Explain the term 'Industrial Revolution' and the importance of steam power and coal. Sequence inventions on a timeline identifying why they were important. Make comparisons between Queen Victoria's reigns and those of her successors.</p>	<p>End Points</p> <p>Pupils who are secure will be able to:</p> <p>Identify the causes of the First World War. Explain how Britain recruited soldiers in WW1. Identify the impact of developments in technology on weaponry and warfare in WW1. Describe what life was like in the trenches. Explain how new jobs and responsibilities for men and women on the home front, food shortages and bombing raids affected the lives of British citizens. Explain how and why the war ended. Sequence key events of WW1 on a timeline and explain their significance.</p>	<p>End Points</p> <p>Pupils who are secure will be able to:</p> <p>Explain the causes of WW2. Explain how Britain prepared for war e.g. conscription, evacuation, air raid shelters, rationing. Sequence significant turning points of WW2 on a timeline and account for their significance. Explain the effects of WW2 on the role of women. Discuss how evacuation affected children. Discuss the significance of Anne Frank's diary and identify the impact of WW2 on Jewish people. Explain how food shortages led to rationing and the Dig for Victory campaign. Sequence up to 10 events on a timeline. Identify how propaganda was used in WW1 and discuss the reliability of sources. Make inferences and deductions about a photograph/image.</p>
Development of procedural knowledge and skills across the year as detailed below		
<p>Historical Enquiry: Questioning Know how to devise, ask and answer more complex questions about the past, considering key concepts in history Skills: Ask questions about interpretations and viewpoints held by others</p> <p>Historical Enquiry: Using Sources Know what primary and secondary sources tell us about periods studied Skills: Use a range of sources to find out about events and periods studied</p> <p>Interpreting History Know that there are different interpretations of events Skills: Compare and evaluate accounts of events from different sources</p> <p>Organising, Evaluating and Communicating Skills: Consider the reliability of sources; Communicate knowledge and understanding in increasingly diverse ways, e.g. discussion, debate, art, writing, using IT, podcasts; Construct explanations for past events using cause and effect; Construct structured and organised accounts using historical terms and information from a variety of sources</p>		