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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **History linked to celebrations and festivals.** | **Black History Month October** | **All Saints Day – 1st Nov**  **Bonfire Night – Guy Fawkes – 5th Nov**  **Remembrance Day – 11th Nov**  **Christmas** |  | **Women’s History Month – March** | **VE Day – 8th May** |  |

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|  | Autumn | | | Spring | | | Summer | |
| **Nursery** |  | | | | | | | |
| **Reception** |  | |  | | |  | | |
| **Year 1** |  | The Great Fire of London | |  | Toys  Nick Park | |  | Explorers |
| **Year 2** |  | Medical Marvels  We Will Remember | |  | Inventors | | Significant People LS Lowry & Sir Tom Finney |  |
| **Year 3** |  | Ancient Egypt | | The Stone Age to the Iron Age |  | |  | The Romans |
| **Year 4** | Invaders and Settlers:-  The Vikings |  | | The Plague |  | |  | The Ancient Maya  Aztec Civilisations |
| **Year 5** | Invaders and Settlers:-  The Anglo – Saxons and Scots |  | |  | Crime and Punishment | |  | The Olympics and the Legacy of Greek culture |
| **Year 6** |  | WW2 | |  | Victorians | | Local history study Chronology Study |  |

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| **Nur** | **EYFS Framework** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit:  **I am Unique** | Begin to make sense of their own life-story. | 1. I can understand who I am and how I have changed since I was a baby. 2. I can understand that I am different to others and unique in my own way. 3. I can understand that I am a member of my school family. 4. I can talk about places I have visited. |  |
| **Spring Term** | | | |
| Unit:  **I can Explore** | Begin to make sense of their own life-story and family’s history. | 1. I can talk about my family who they are and who my immediate family are. 2. I can share pictures about my family and ask questions about other families. 3. I can understand that there are many different families and understand fictional families. |  |
| **Summer Term** | | | |
| Unit:  **I am Kind** | Name and describe people who are familiar to them. | 1. I can talk about my own experiences with people who are familiar to me. 2. I can identify people who help me in my community such as police, doctors, teachers and the fire service. |  |

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| **Reception** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit:  **We are Special**  **‘All About Me’** | Begin to make sense of their own life-story and family’s history.  Talk about members of their immediate family and community | 1. To understand how I have changed since I was a baby. 2. To understand who my family are, how they have changed and things they have experienced. 3. To understand how I am different to others and make comparisons between myself and others. 4. To understand that there are many different families and understand fictional families. |  |
| **Spring Term** | | | |
| Unit:  **We are Caring** | Name and describe people who are familiar to them.  Talk about the lives of people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | 1. To understand people who help us. 2. To understand how the roles of people who help us have changed. 3. To identify and name important people from the past who have helped others, e.g Florence Nightingale |  |
| **Summer Term** | | | |
| Unit:  **We are Inquisitive** | Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past |  |  |

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| **Year 1** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit:  **Toys**  **Nick Park** | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Identify similarities and differences between ways of life in different periods.  Significant historical events, people and places in their own locality. | KQ1: To develop an understanding of the terms ‘same’ and ‘different’, distinguish between new and old and start to generate questions to enquire.  KQ2: To develop an understanding of time within a familiar setting.  KQ3: Through enquiry, identify why we think toys are old through signs of wear, materials and design.  KQ4: Use evidence to explore what our grandparents’ toys looked like and explain how we know.  KQ5: To identify past and present by matching toys to the right people.  KQ6: To use criteria to prove that toys are old and consolidate understanding of old and new. | Year, decade, century, changes, modern, long ago, timeline, date, order, similar, different, important, living, memory, remembers, toys, communication, travel, wood, plastic, simple, mechanical, inventions, homes, houses, time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, clay, models. |
| Assessment/ by the end of this unit, chn will:   1. Looking at concepts such as similarity and difference as well as old and new and change through time. 2. Explain: How do we know? to introduce the idea of evidence. 3. Pupils develop the vocabulary to talk about times past 4. higher achievers start discussing change over time. **It is NOT about pupils knowing esoteric details about when individual toys were manufactured.** | | | |
| **Spring Term** | | | |
| Unit:  **The Great Fire of London** | 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.  Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London] | KQ1: To generate questions relevant to the enquiry, extract information from sources and make deductions from maps.  KQ2: To sequence events in chronological order and describe changes over time.  KQ3: To identify factors that contributed to historical events.  KQ4: To evaluate events that happened in history to understand what could have been done to stop the fire.  KQ5: To use research to identify how people managed to live through the Great Fire or London.  KQ6: To consolidate understanding of the causes of the Great Fire of London. | Cathedral, diary, evidence, pitch, tar, plaque, squirts, thatch, warehouse, Duke of York, King Charles II, Samuel Pepys, Thomas Bludworth, Thomas Farriner, fire, London, City, enquiry, chronology |
| Assessment/ by the end of this unit, chn will:   1. Children understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital. 2. They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones. 3. They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time. 4. They can explain how the appearance of London changed after the Fire both the houses and the street layout and that the fire led to better fire service. | | | |
| **Summer Term** | | | |
| Unit:  **Explorers** | 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  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 [Christopher Columbus and Neil Armstrong] | KQ1: To make simple deductions from individual images to build an understanding of Christopher Columbus.  KQ2: To sequence at least 4 significant events in Columbus’ life.  KQ3: To understand the actions of Christopher Columbus.  KQ4: To show awareness of period through posing historical questions.  KQ5: To use evidence to identify opposing, historical opinions.  KQ6: To rank reasons why Christopher Columbus might be famous.  In addition, chn to disover the exploration of Neil Armstrong to compare and contrast with that of Christopher Columbus. This can be achieved by combining of the KQ’s together into one lesson. | Explorer, Indians, far east, navigator, new world, route, voyage, Ferdinand, Isabella, Santa Maria, Nina, Pinta, Neil Armstrong |
| Assessment/ by the end of this unit, chn will know:   1. Columbus is often thought to have discovered America in 1492 when, of course, there were already native people living there. 2. What he did do was to discover a land that people from Europe started to settle in as the basis of modern-day America - which is why they have a Columbus day still on 12 October each year. 3. This changed the world as he kick-started the move of people from Europe to the Americas, what became known as the New World. 4. His story of daring determination travelling into the unknown has inspired many adventurers since. 5. Although often seen as a hero, recently people have changed their minds about him because they think he treated the native Indians he came across very cruelly. | | | |

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| **Year 2** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit:  **Medical Marvels (Black History)** | 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.  Events beyond living memory that are significant nationally or globally [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 [Florence Nightingale/Mary Seacole | KQ1: Through enquiry, identify why Mary Seacole was famous.  KQ2: To order events chronologically and generate rankings of significance.  KQ3: Find evidence to support statements made about Mary Seacole and her role in the Crimean war.  KQ4: To identify how life changed for Mary Seacole after the Crimean war.  KQ5: Use reliable sources to discover what made Mary Seacole so special.  KQ6: **COMPARE TO FLORENCE NIGHTINGALE** To show an awareness of evidence and to understand that history of the past is constructed from what has remained. | Bankrupt, Mary Seacole, doctress, dressing, fund-raising, medicine, prejudice, rejected, Jamaica, Crimean War, soldiers, Florence Nightingale, battlefield, Britain, France |
| Assessment/ by the end of this unit, chn will know:   1. Mary always thought of others whether helping her mother nurse in Jamaica when she was young or paying her own way to help soldiers in the Crimea. 2. Unlike Florence, who worked mainly in the hospitals away from the fighting, Mary would often dash to the battlefield to tend to the soldiers. 3. She set up large huts to provide important medical supplies as well as food and drink and comfort. 4. After the Crimean war Mary was left bankrupt but she was so popular that fund raising events were held for her. 5. Mary was awarded medals by Britain and France for her work during the war. 6. For 100 years Mary’s work was almost completely forgotten but people today are keen to learn about her and overcome help overcome the prejudice. | | | |
| **Spring Term** | | | |
| Unit:  **Inventors**  **The Wright brothers** | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.  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 [the first aeroplane flight] | KQ1: Piece together visual clues to support enquiry and understand why the Wright brothers’ invention was so ground-breaking.  KQ2: To retell events in chronological order and identify turning points in the Wright brothers’ success.  KQ3: Through enquiry, offer valid reasons for the Wright’s success based on evidence.  KQ4: To identify and select strong evidence that enables us to know about their first flight that happened over 100 years ago.  KQ5: To sequence events and rank ideas in order of significance.  KQ6: To use prior knowledge to suggest appropriate ideas about how historical achievements should be remembered. | Atlantic ocean, glider, helicopter, inventor, jumbo jet, pilot, pioneer, solo. Wright Brothers, Leonardo Da Vinci, Wilbur Wright, Orville Wright, Neil Armstrong, Charles  Lindberg, Amelia Earhart, Amy Johnson |
| Assessment/ by the end of this unit, chn will know:   1. The Wright brothers solved a problem of how man could to fly which people had been trying to solve for 500 years 2. In 1903, they were the first to invent an aircraft with an engine that the pilot could control 3. Their invention changed the world and now everyone can travel on planes 4. The brothers dedicated their whole lives to this. Not only were they clever they never gave up 5. Since their invention we now have planes which can travel long distances very fast with lots of passengers using planes similar in design to the first Flyer. 6. So important was their invention that parts of their first plane Flyer were taken to the moon in 1969 | | | |
| **Summer Term** | | | |
| Unit:  **Significant Local People**  **LS Lowry** | 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  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, LS Lowry]  Significant historical events, people and places in their own locality. | NOT MATCHED TO KSH- **trip: Lowry museum Manchester**   1. To use sources of historical evidence to make inferences about the past. 2. To begin to understand about the background of a local famous artist, LS Lowry and what he painted (links to buildings, factories etc) 3. To recognise the difference between our times and the times of LS Lowry. 4. To explore and compare the local area using historical sources. 5. Demonstrate knowledge of significant individuals in our local area. (Sir Tom Finney) – key links between LS Lowry paintings and Deepdale Football Ground and local area. | Local, LS Lowry, art, pencil, paint, charcoal, brush, artist, drawing, work, painting, perspective, landscape, seascape, urban, factory, style, matchstick figures, collage, media |
| Assessment/ by the end of this unit children will:   1. Make comparisons between the past and present 2. Enquire about changing landscapes 3. Draw inferences about how society has changed using historical sources of evidence 4. Be able to identify and describe historical people from Preston/ Manchester | | | |

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| **Year 3** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit:  **Ancient Egypt** | the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one:  Ancient Egypt | KQ1: To locate Ancient Egypt in time and place and to identify features of Ancient Egyptian civilization.  KQ2: To understand the importance of the Nile and annual floods when discovering what Ancient Egypt was like over 5000 years ago.  KQ3: To identify what sources of evidence have survived and how they were discovered.  KQ4: To understand what the evidence tells us about everyday life for men, women and children.  KQ5: To develop knowledge of mummification and sequence the different stages of it.  KQ6: To know what Ancient Egypt had in common with other civilisations from that time. | Ancient, artefact, ankh, civilisation, embalming, excavate, flax, hieroglyphics, mummification, natron salt, papyrus, Pharaoh, pyramid, sarcophagus, scribe, Rosetta Stone, Sphinx, Tomb, Vizier |
| **Homework project idea**: Pupils create a 3 D model of a pyramid. Each face is a pull-up flap. On each face there is a question. As you open the flap an answer is revealed. As you go further into the pyramid a number of other questions are placed on the doors with answers behind. Finally, you might have a question written on the outside of a mummy with the answer wrapped inside. |
| Assessment/ by the end of this unit children will know:   1. That Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities and having their own form of communication- e.g. hieroglyphics or cuneiform. 2. Egypt was ruled by Pharaohs who were seen more like a god than just a person. Tutankhamun is the most famous whose tomb was only discovered 100 years ago Below the pharaoh there were other levels of society from viziers and scribes and priests down to slaves. 3. The Egyptians worshipped hundreds of gods, many represented by animals. 4. Much of daily life in Egypt was influenced by the Nile which flooded every year, essential for growing crops. 5. We know that the Egyptians thought that people who died went to a new world and we have lots of artefacts used in the mummification process.   6. Much of what we know for sure about Ancient Egypt comes from the Rosetta stone discovered only 200 years ago. There are still a lot of unanswered questions about this ancient civilization such as did slaves really build the pyramids? | | | |
| **Spring Term** | | | |
| Unit:  **Stone Age to Iron Age** | 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.  Changes in Britain from the Stone Age to the Iron Age  This could include:  Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture | KQ1: To make deductions about lifestyle of the Stone Age from different sources.  KQ2: To identify the move to farming using timelines.  KQ3: To understand life in the Stone Age from a study of Skara Brae.  KQ4: To make reasoned judgements using evidence.  KQ5: To draw inferences from archaeological finds.  KQ6: To use contextual knowledge to come to a conclusion as to the possible reasons for the bodies and prove judgements using at least one piece of evidence. | Archaeologists, artefact, barrow, BC, forge, henge, hunter-gatherers, Mesolithic, Neolithic, Palaeolithic, prehistoric, prey, ritual, tribe, tribal group, stone age |
| Assessment/ by the end of this unit children will be able to:   1. Sequence in the correct order the names used by historians to describe different periods during this time 2. Say what was distinctive about 3 different periods from this time e.g. Bronze Age 3. Explain what the two biggest changes that developed in Britain during the New Stone Age were and describe the impact on daily life 4. Explain the different theories as to why Stonehenge was built 5. Describe the ways in which life changed during the Iron Age 6. Explain how we can know so much about a time that happened thousands of year ago. | | | |
| **Summer Term** | | | |
| Unit:  **The Romans** | The Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar’s attempted invasion in 55-54 BC  the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | KQ1: To understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines.  KQ2: To understand personal motivation of Boudica and make links to actions taken by Romans.  KQ3: To develop knowledge of how the Romans were able to keep control over such a vast empire.  KQ4: To know how the Roman way of life contrasts with the Celtic lifestyle they found when they arrived and explain how do we know.  KQ5: To identify how we can solve the mystery of why this great empire came to an end.  KQ6: To develop an understanding of how our lives today have been influenced by the Romans who lived here 2000 years ago. | Conquer/conquest, empire, emperor, frontier, goul, govern, governor, government, hypocaust, invade, invasion, leglon, province, raid, rebellion, rule/ ruler, slave, tax, temple, tribe, tribal, trade, villa, worship |
| Assessment/ by the end of the unit children will be able to:   1. Explain why Claudius invaded Britain when Caesar didn’t stay 2. Describe how Boudica stood up to the Romans 3. Explain why we have different interpretations of Boudica today 4. Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure 5. Explain why the Romans were so powerful but then left Britain after nearly 400 years 6. Describe the main ways in which the Romans still impact on our lives today, 2000 years later | | | |

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| **Year 4** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit:  **Invaders and Settlers:-**  **The Vikings** | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include:  Viking raids and invasion  Resistance by Alfred the Great and Athelstan, first king of England  Further Viking invasions and Danegeld Anglo-Saxon laws and justice | KQ1: To know where the Vikings came from and why they attacked.  KQ2: To understand how the Vikings gained their reputation.  KQ3: To develop knowledge of the success and failures of the Vikings.  KQ4: To know how recent excavations changed our view of the Vikings.  KQ5: To enquire about Viking settlement from a study of place-name endings.  KQ6: To select appropriate evidence from given list to support judgement. | Vikings, Danegeld, Danelaw, Heathen, Hoard, Pagan, runes, saga, Alfred, Cnut, Guthrum, Sweyn Forkbeard |
| Assessment/ by the end of the unit children will know:   1. The word Viking means raider (and they certainly did a lot of that! ) but they were also traders and settlers, especially later in the period 2. They attacked England from Scandinavia carrying out raids on monasteries which is why the monks criticised them so much 3. For many years They fought hard against the Saxons for control of England but were stopped by Alfred. They then settled in the East with some becoming kings of England at the end of the Saxon period 4. They were highly skilled shipbuilders, taking them vast distances across dangerous seas 5. They did not worship a single god but made offerings to a large number such as Odin (Wednesday named after him) Thor ( Thursday )and Freya (Friday) | | | |
| **Spring Term** | | | |
| Unit:  **The Plague** | Changes in aspects of social history. | **NOT MATCHED TO KSH**   1. To use historical evidence and maps to find out what London was like before the Great Fire. 2. To ask and answer a variety of historical questions to find information about the plague. 3. To investigate what help was available to those who had the plague 4. To identify different ways in which the past is represented and interpreted and recognise how history is preserved. To use historical sources to find evidence about plague Pits. 5. To use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted. 6. To identify the consequences of the plague and the impact | Disease, infection, plague pits, population, plague doctors, fleas, rats, Great Fire of London, bird mask, mortality bill, quarantining, sacrifice, prevent, spread. |
| Assessment/ by the end of the unit children will be able know:   1. Name and locate counties and cities of the United Kingdom. 2. Know what London was like in the time before the Great Fire of London in 1666 and what sources we can use to imagine what London might have been like. 3. What was the plague and why was it a problem and why spread so quickly 4. How people coped with being incarcerated with dying relatives and friends? 5. What were the plague pits and why were they necessary. 6. How do we know about the London Great Plague victims and how many did it kill? 7. Did the plague spread outside of London? What happened at Eyam? | | | |
| **Summer Term** | | | |
| Unit:  **Aztec Civilisations**  **The Ancient Maya** | 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. | KQ1: To speculate and make deductions from a range of visual clues.  KQ2: To identify valid reasons for the growth of the Maya.  KQ3: To understand what life was like at the height of the Mayan Civilisation.  KQ4: To raise valid historical questions and to make inferences beyond the literal.  KQ5: To explain why human sacrifice was practised.  KQ6: To understand that Mayan civilization was in decline at time of Saxon control in Britain.  **Homework project idea:** Allow pupils to choose, probably more of the social history possibly the famous ball game, or possibly their myths, E.g Hero Twins; role of women. Make sure that all research leads to answering one key historical question. | Cenote, codex (plural is codices), glyph, hieroglyph, jade, obsidian, quetzal, ritual, slash and burn, stelae, maya, mayan, civilisation, jungle, sacrifice |
| Assessment/ by the end of the unit chn will know:  1.In the year 1000 settlements like Chichen Itza were among the largest settlements anywhere in the world and Chichen Itza is probably the best preserved of any city in the world from this time.  2. After about the year AD830 very little new construction took place at Chichen Itza. The last glyph with a date on comes from AD910.The reasons why the Mayan declined at that time (they weren’t entirely wiped out) was probably due to drought and overworking of the soil.  3. The Mayans farmed on land they terraced and made fertile. Their staple diet was maize and even worshiped maize as a god. They drank chocolate but not as we know it. It was unsweetened and spiced with chilli peppers. They even had a frother!  4. They built pyramids with temples on top and even had an amazing astronomical observatory  5. The Maya worshipped many gods and believed they needed offerings of blood.  6. We know about the Maya from their writings in hieroglyphics, their advanced number system and the buildings such as the ball court that are still there today | | | |

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| **Year 5** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit:  **Invaders and Settlers:-**  **The Anglo – Saxons** | Britain’s settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include:  Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire  Anglo-Saxon invasions, settlements and kingdoms: place names and village life  Anglo-Saxon artefacts  Christian conversion – Canterbury, Iona and Lindisfarne | KQ1: To understand why the Anglo-Saxons invaded.  KQ2: To realise the difficulty of being certain in history when using artefacts.  KQ3: To understand how people’s lives changed when Christianity came to Britain and to know how we can be sure.  KQ4: To understand how the Vikings tried to take over the country and how close they got.  KQ5: To explain the significance OF Alfred’s success at Edington.  KQ6: To understand that some historians can give too positive a view of a person in history if they use sources uncritically. | Cemetery, cenotaph, Christianity, Danelaw, hoard, hypothesis, monastery, pagan, picts, sceptre, settlement, Sutton hoo, treaty, turning point, urn, Viking, wergild, Alfred, Asser, Augustine, Bede, Burhs, Gildas, Guthrum, Cuthbert, Hengist and Horsa, Raedwald, Vortigern |
| Assessment/ by the end of the unit chn will understand:  1. the reasons why the Anglo-Saxons invaded  2. that it was during this time that England became united, with Wessex as the leading kingdom.  3. that it was at this time that England became a Christian country.  4. that King Alfred was the only English king to be given the name ‘Great’ and know why not everybody agrees that he deserves it  5. that the Saxons were frequently under attack from the Vikings until Alfred defeated them and they settled in the Danelaw area to the north and east | | | |
| **Spring Term** | | | |
| Unit:  **Crime and Punishment** | Crime and punishment and the changes within society over time. | KQ1: To know how criminals were punished 800 years ago, using evidence.  KQ2: To identify different types of crimes in the medieval time period.  KQ3: To understand the changes in natures of new crimes and how they were punished.  KQ4: To understand why punishments became so bloody in the 18th century.  KQ5:Use information about crime rate to raise enquiry and questions.  KQ6: To interpret data to support investigation. | Arson, burglary, capital punishment, corporal punishment, constable, execute, famine, ritual, felony, heresy, homicide, larceny, manslaughter, medieval, outlaw, pillory, poaching, smuggling, stocks, transportation, treason, trial by combat, vagrant, vagabond |
| Assessment/ by the end of the unit chn will:   1. How the nature of crimes and punishments changed over 1000 years and be able to place the main ones in chronological order 2. How some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation 3. That society’s attitude to crime has changed over time and has become less harsh 4. Some punishments that we think have been around for hundreds of years are actually relatively recent e.g. growth of prisons in Victorian times 5. Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century.   6. That new crimes are always appearing, such as cyber crime, causing the police to learn new methods of dealing with it. | | | |
| **Summer Term** | | | |
| Unit:  **The Olympics and the Legacy of Greek culture** | Ancient Greece – a study of Greek life and achievements and their influence on the western world | KQ1: To understand how we can know so much about the Ancient Greeks who lived over 2,500 years ago.  KQ2: To draw inferences from evidence on pots going beyond the literal.  KQ3: To understand why Athens was able to be so strong at this time.  KQ4: To understand the importance of the victory over Persia in opening up opportunities to focus on domestic issues.  KQ5: To identify information about the Ancient Greeks from their interest in the theatre and festivals like the Olympics.  KQ6: To investigate how the Ancient Greeks have influenced our lives today. | Acropolis, agora, city state, democracy, helot, hoplite, ostracon, parthenon, polis, archimedes, euclid, thales of miletus, pocrates, sappho, plato, pythagoras, pericles, aristotle, herodotus, socrates, homer |
| Assessment/ by the end of the unit chn will be able to:   1. Explain the main features of Ancient Greek society, especially the role of slaves and women 2. Explain the unique way that Ancient Athens was ruled at the time, democracy 3. Explain why there was a Golden Age for Athens in the 5th and 6th centuries BC 4. Give 3 important examples of Ancient Greek achievements 5. Make deductions about what mattered to the Ancient Greeks by studying pot evidence 6. Explain ways in which the Greeks have influenced our lives today | | | |

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| **Year 6** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit:  **WW2**  **Battle of Britain.** |  | KQ1: To understand why Britain had to go to war in 1939.  KQ2: To understand why it was necessary for children to be evacuated and discover what evacuation was really like.  KQ3: Through enquiry, understand how Britain was able to stand firm against the German threat.  KQ4: To draw inferences about how people were able to maintain a normal life. How do we know?  KQ5: To understand why it was so difficult to be sure what life on the Home Front was really like.  KQ6: To understand the origin of VE day and the significance of this commemorated day. | Britain, war, declare, evacuee, countryside, evacuation, children, German, threat, home front, trench, battle, battlefield, soldiers, VE day, nazis, Hitler, Churchill, bombing, spitfire |
| Assessment/ by the end of this unit chn will: | | | |
| **Spring Term** | | | |
| Unit:  **Victorians** | a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; Examples (non-statutory)  the changing power of monarchs using case studies such as John, Anne and Victoria  changes in an aspect of social history  a significant turning point in British history, for example, the first railways | KQ1: To identify the main changes that took place during the Victorian era.  KQ2: To reason why it is difficult to understand what factory conditions were really like.  KQ3: Draw comparisons between town life and life in the countryside.  KQ4: Identify the main changed in transport and consider how people may/ may not have benefitted.  KQ5: Research characteristic features of society: schools, workhouses and climbing boys.  KQ6: Understand that this period can be interpreted differently depending on what aspect is given the greatest emphasis. | British empire, class, factory, industrial revolution, mill, poverty, rural, reigned, sanitation, slums, urban, wealth, workhouse, victorian |
| Assessment/ by the end of this unit chn will know:   1. During Victoria’s 64 year reign, there were massive changes in industry and technology with Britain becoming the world leader in the production of goods 2. Britain was incredibly inventive at that time with a wide range of new products which we take for granted today : railways, bicycles , motor cars, telephones etc 3. Britain grew extremely wealthy and expanded her empire across the world 4. During this time the population more than doubled and there was a major shift of population from countryside to the industrial towns and cities many of which grew up in the north. 5. There was a dark side to Victorian society and there was an enormous gap between rich and poor 6. Some rich Victorians worked hard to improve the life of the poor, the conditions for children working in factories, and mines and reformed prisons and public health. | | | |
| **Summer Term** | | | |
| Unit:  **Local history study**  **Chronology Study** | a local history study Examples (non-statutory)  a depth study linked to one of the British areas of study listed above  a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | **Transportation (links to rivers, canals, trains, Preston Docklands)** |  |