

History-Nursery

Key Vocabulary	Definition
Today	The present day
Tomorrow	The day after today
Yesterday	The day before today
Next week (3-4 year olds only)	The week after this one
Next year (3-4 year olds only)	The year after this one
After (3-4 year olds only)	The time coming next
Before (3-4 year olds only)	An earlier time

What I need to know?

2-3 year olds

There are different key things in the day, eg. Lunch time and home time

3-4 year olds

That events happen in time order

That some things have already happened and some things will happen

Know that some things happened a short time ago and other things happened a VERY long time ago e.g. know that dinosaurs lived long ago

By the end of this unit, I will be able to:

Anticipate time based events e.g. lunch time, home time.

Use some words relating to time e.g. 'yesterday', 'tomorrow'

Begin to be able to order familiar events in a daily timeline e.g. lunch time, then play time, then home time

History-Reception

Key Vocabulary	Definition
Past	I time that has already been
Present	The current time
Technology	Devices and equipment to make everyday life easier.
Traditional tales	Stories that have been passed through time and lots of people know.
Pirates	Someone who attacks and robs ships at sea.
Transport	Something that takes people from place to place.

By the end of this unit, I will be able to:

Can talk about pictures of themselves eg. ‘ when I was a baby..’

Retell a simple event in chronological order

Use time based words and phrases e.g 'next week', 'next year' and name some days of the week and months of the year. May be able to say e.g. "I go to Year 1 in September" or "My birthday is in May"

Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.

What I need to know by the end of Cycle A?

That technology has changed some of the objects we have in our homes, such as telephones, televisions, microwaves, washing machines, carpet cleaners

Animals were sent into space before men. There were monkeys and Laika was the first space dog.

Yuri Gagarin was the first man in space and Neil Armstrong was the first man to set foot on the moon.

Traditional tales are stories that have been passed down generations and are well known to lots of people, such as ‘The Three Little Pigs’

That pirates were real. A famous British pirate was called ‘Blackbeard’.

The Spanish thought that Sir Francis Drake, who was born in Tavistock, was a pirate

What I need to know by the end of Cycle B?

That transport means a vehicle you can travel in/on and types of transport have changed over time, such as cars, bikes, aeroplanes

Children will understand that dinosaurs existed a long time ago, before humans.

Links to prior learning:
Links to concepts of time in Nursery

History-Year 1 – Local study: The story of our high street

Key Vocabulary	Definition
Butchers	A shop that prepares and sells meat
Fishmongers	A shop that prepares and sells fish
High street	The main street of a town that usually contains shops
Cash register	A machine used in shops that has a drawer for money and totals, displays, and records the amount of each sale.

What I need to know?

Understand when the 1950s was, eg. I know people who were alive then etc

The high street looked different in the 1950s to now

A range of shops exist/used to exist on the high street, eg. butchers, greengrocers, fishmongers, bakery etc.

Now we can use self-service in shops, but this wasn't always available

Items were packed and stored differently in the 1950s to today: eggs were loose and not in boxes like they are now

In 1950s, most items were bought with cash (or people were billed), whereas today, there are other to pay, eg. contactless (phone/card), cash

Links to prior learning:

Reception and Nursery - chronology

By the end of this unit, I will be able to:

Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).

Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new

Here the main concept is then and now. Children should spot significant differences, eg: what shops were like then and what shops are like now

Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.

Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.

Can draw simple conclusions about their own lives and others around them by reference to clues in evidence, e.g: 'I know this is a picture of me when I was three because there are three candles on the cake', '

Will write simple captions – some will write elementary sentences to describe, e.g. an old teddy.

Can label/annotate simple drawings of artefacts and items,, possibly using a key.

History-Year 1 - Flight

Key Vocabulary	Definition
Aeroplane	Powered flying machine with fixed wings
Travel	Moving from one place to another
Develop	For something to grow, mature or become more sophisticated
Invent	To create or design something that has not existed before
Pilot	The person controlling an aeroplane or aircraft
Passenger	Someone travelling on transport
Glider	A light aircraft that is designed to fly without an engine

By the end of this unit, I will be able to:

Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'.

Can give a simple reason why a real person acted as they did in a historical situation

Can give simple consequences of somebody's actions

Can see that there are different versions of real historical situations

Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.

Make increasing use of period specific vocabulary, e.g. bathing machine, pier.

Can write simple sentences describing an event

What I need to know?

The Wright brothers

The Wright brothers started by making gliders

The first aeroplane and flight were in 1903 by the Wright brothers

Their personalities and qualities helped them to be successful

Amy Johnson

Amy Johnson was the first woman to fly solo from Britain to Australia in 1930

A number of hazards, including the weather, made the solo flight difficult for Johnson

Johnson died mysteriously and the cause of her death is still unknown

Links to prior learning:

Links to Reception Cycle A and B

History-Year 2 – The Great Fire of London

Key Vocabulary	Definition
17 th Century London	1601-1700 in London
Pudding Lane	A street in London where the Great Fire broke out
St Paul's Cathedral	A cathedral (place of worship larger than a church and run by a bishop) that was destroyed by the Great Fire of London and then rebuilt
River Thames	A river that runs through Southern England for 215 miles
Capital city	A city that functions as the main city in a country where you will often find the government
monument	A structure to commemorate a notable person or event
Catastrophe	An event, usually sudden, causing great damage
Samuel Pepys	A person whose diary gave lots of information about London around the time of The Great Fire

What I need to know?

The Great Fire of London occurred on 2nd September, 1666 in a bakery on Pudding Lane, London

The bakery was owned by Thomas Farriner

Children recall how the fire started and how it spread

eyewitness accounts, diaries, paintings etc help to build up a reliable picture of what actually happened

Who Samuel Pepys is.

Children will be able to identify reasons that the fire spread, including house construction (wooden, overhang, proximity etc) and weather (hot summer)

Identify different fire fighting methods.

Many people began homeless and lived in make-shift accommodation outside of the city as there was little government help.

After the fire, houses were then to be built further apart and made from stone/brick to stop a similar catastrophe.

By the end of this unit, I will be able to:

Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London.

Can use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time).

Can offer reasons why simple changes occur, eg: why holidays today might be considered more enjoyable than those 100 years ago and vice versa.

Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly or why the unsinkable Titanic sank. The more-able pupils will look at more indirect reasons e.g. weak fire fighting as well as wooden buildings, close houses, and be able to explain why the causes combined in such a way as to cause the Fire.

Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly

Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly.

Children spot the differences between sources and come to a conclusion as to the most common view.

Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl

Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas

Links to prior learning:

Link to Y1 units in terms of chronology

History-Year 2 – Famous Faces

Key Vocabulary	Definition
16 th Century	The years between 1501 and 1600
Navigator	A person who explores by sea
Expedition	A journey taken with a particular purpose
Circumnavigation	Sailing or travelling all around the world
Privateer	Someone who is asked by the government to attack and steal from enemies
Influential	Makes people take notice
Prejudice	An opinion that is not based on experience or facts
Crimean War	A war fought between Great Britain, France, Turkey, and Sardinia on one side, and Russia on the other

What I need to know?

Sir Francis Drake was an explorer, sea captain, privateer and slave trader

He was born in Tavistock in 1540 and went on to live in Buckland Abbey

He circumnavigated the globe in 1577 to 1580 on the Golden Hind

In 1588, during an attack by the Spanish Armada, Sir Francis Drake attacked them and weakened them

Sir Francis Drake created wealth and brought back riches for Queen Elizabeth I from Spain

Robert Falcon Scott led two expeditions to the Antarctic regions

Antarctica was/is a dangerous place for Scott to explore

Children can identify similarities and differences between Sir Francis Drake and Robert Falcon Scott

By the end of this unit, I will be able to:

Famous Faces

Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.

The more able can describe relative lengths of time e.g. when Florence was at Crimea compared to after the war.

Can also see that not everyone in the past had the same experience

Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.

More-able pupils certainly should be able to give a few consequences of events/people's actions, e.g. giving a convincing explanation of 'why we remember Florence Nightingale'.

Understand that people can disagree about what happened in the past without one of them being wrong.

Able pupils make deductions from photographs, going beyond the literal and what can be seen

More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.

Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire.

Florence Nightingale was a nurse in the Crimean war

Can understand what Florence did and can give reasons for her doing this

Children know that not all people welcomed Nightingale and can identify why

Mary Seacole was Jamaican and lived around 200 years ago

She is now thought to be the greatest black Briton and is celebrated with a statue in London

Children can identify key episodes in Mary's life as turning points

Children can identify similarities and differences between Florence Nightingale and Mary Seacole

Links to prior learning:

Links to Reception Cycle A

History-Year 3 – Stone Age to Iron Age

Key Vocabulary	Definition
Neolithic	A period of time when people settled to farm in villages, rather than moving from place to place
Palaeolithic	A period of time when people were hunters and roamed from place to place to find food
Chronology	In time order, starting with the earliest time
Tribal hunter-gatherers	People hunted, fished, foraged and gathered from the land to feed themselves and travelled to find food
Stone Age	The earliest period of human culture where stone tools were used
Iron Age	The period when iron became the preferred metal for making tools
Skara Brae	A stone-built, Neolithic settlement in the Orkneys in Scotland.
Stonehenge	A prehistoric monument in Wiltshire
Bronze Age	A period of time between the Stone and Iron Ages, around 2100 BC to 650 BC.
Settlement	A place where people establish a community

What I need to know?

The Stone Age was split into three periods: Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age) and this was a large period of time
 The first settlers were hunter-gatherers and lived in caves
 People began farming and growing crops
 Children can explain the impact of farming esp. taming wild animals, growing wheat etc.
 Stone age man was not primitive and were interested in art and ceremonials

Skara Brae is an archaeological site in Scotland.
 It is a Stone Age village
 It was discovered quite recently
 It is famous because it has been well preserved and has taught us a lot about life in the Stone Age

Stonehenge is a famous monument located in Wiltshire, England, built about 5000 years ago
 Children can explain how it was built
 Nobody knows for certain why it exists or what it was used for.

Children can identify characteristics of life in an Iron Age hill fort
 Artists create what they think artefacts look like from parts (fragments) of finds
 Children will know where bronze comes from and how bronze tools are made

Children will know where iron comes from and how iron tools are made
 Bronze and iron tools changed life and how
 Children will learn what specific sources and artefacts tell us about Iron Age Britain

By the end of this unit, I will be able to:

Sees simple changes between beginning and end of a very long period
e.g. differences between Old Stone Age and Iron Age

Analysing actions of people in historical settings; focusing only on
what one person wanted

Children start cross-referencing information to see if other sources
agree, rather than taking everything on face value.

Children see that some sources are more useful than others and can
explain why.

Begins to sustain an answer, providing some supporting evidence;
Ideas are beginning to have some shape, though not yet structured in
paragraphs

Links to prior learning:
Chronological understanding from previous units

History-Year 3-The Roman Empire

Key Vocabulary	Definition
centurion	The commander in the ancient Roman army
emperor	The ruler of an empire
aqueduct	An artificial channel for the movement of water, often in the form of a bridge
gladiator	A man trained to fight with weapons against other men or animals in an arena
Londinium	The Latin name for London
Britannia	The ancient Roman name for Great Britain
Romanisation	The spread of Roman culture to other areas
senate	The state council of the ancient Roman republic
Roman baths	A building containing rooms designed for bathing and relaxing
amphitheatre	An open, circular building with an open central space and tiers for seating
Hadrian's Wall	A wall of defence for Britain

What I need to know?

Children will understand the meaning, size and timescale of the Roman empire

Julius Caesar first landed in Britain in 55 BCE, but the Romans actually conquered Britain in 43 CE.

This is when Claudius invaded Britain (43 CE) and took over 30 years for the Romans to gain full power
The Roman army was very powerful due to conditions, pay, organisation etc.

Britain contained raw materials which were a reason for the invasion

Boudica was a member of the Iceni tribe

Boudica was married to Prasutagus and after Prasutagus died, the Roman Army wanted to take over all of his land.

Boudica and her army attacked Roman settlements
Boudica's army was eventually defeated.

The Romans brought changes to the Celtic lifestyle, eg. emergence of towns

Roman society was diverse and the rich lived very differently to the poor

There is still much evidence of the Romans in Britain

Buildings - you can still see and use public baths, amphitheatres, bridges and temples.

Colosseum	A large amphitheatre in Rome
fortress	A military building or group of buildings that can be defended from an attack

By the end of this unit, I will be able to:

Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled

Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people;

Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.

Children make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict

Explanation of reasons for Claudius' actions/expansion of Roman Empire

Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations

Answers contain some simple period-specific references

Language – Latin forms the roots of many of the words we use today.
Calendar - We still use Roman names for months (January, July) and planets (Mars, Jupiter).
Religion – The Roman's introduced Christianity to Britain and many churches are still built using designs like a Roman Basilica.

Links to prior learning:

History-Year 4- Invaders-Anglo-Saxons, Scots and Vikings

Key Vocabulary	Definition
Sutton Hoo	The site of two early medieval cemeteries
kingdoms	A country or state rules by a King or Queen
Shire reeve	A sheriff in England before the Normal Conquest
thane	A man who held land given by the king
Wessex	One of the kingdoms of Anglo-Saxon England
churl	A peasant
Mercia	One of the most powerful kingdoms of Anglo-Saxon England

What I need to know?

The Romans left because their armies were needed in other parts of the Empire.

The Anglo-Saxons took control of most of Britain
They invaded as different tribes and took over different parts of Britain
There were five main Anglo-Saxon kingdoms and each had a King
Children know early Saxons worshipped Gods we name our days after
Children grasp that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms.
200 years later just one England. There were also separate Scotland, Wales and Ireland.

They can explain what is meant by the Danelaw.
Children know that around 955 the kingdom of England was formed but that it was still faced with opposition.
By 1016 Vikings back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.

Children can explain Alfred's main achievements, especially military prowess. Children are able to describe the 6 main methods of keeping law and order in Anglo-Saxon times

The contribution of key individuals such as King Arthur and Cnut

Children will be able to explain the key features of Saxon and Viking boats;
Children will know the achievements of the Saxons and Vikings at sea.

By the end of this unit, I will be able to:

Children know that not everyone in the past lived in the same way.
Grasps that change can happen quite quickly and can be reversed

e.g. struggle between the Saxons and Vikings

Where did the Saxons settle? / How can we work out where the Vikings settled?

Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action.

Children realise that history is continuously being rewritten; if we find more we have to rewrite the past

Where did the Saxons settle?

How can we work out where the Vikings settled?

Children start combining information from more than one source
e.g. CDROM, compared with video, oral evidence.

Writes in simple and accurate, sequenced, sentences when narrating what happened in the past;

Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas

Links to prior learning:

[Link to Y3 Romans topic](#)

History-Year 4-Ancient Egypt

Key Vocabulary	Definition
pharaoh	A ruler in ancient Egypt
tomb	A vault underground for burying the dead
pyramid	A monumental structure with a square or triangular base
hieroglyphs	A system of writing that uses pictures instead of words
scribe	People (usually men) who learned to read and write
sarcophagus	Used to bury leaders and wealthy residents in ancient Egypt
mummy	The dead body of a human, preserved by embalming
papyrus	A material that can be written on
scarab	An important symbol and a beetle

What I need to know?

Overview of Ancient Civilisations: Ancient Sumer, Indus Valley and Shang Dynasty

The four Ancient Civilisations all developed along a river
Children will be able to explain some achievements of each civilisation

Children can explain at least 3 or 4 iconic features of Ancient Egyptian civilization

Children will grasp importance of the Nile and significance of annual floods

Children can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport

Children know that water was stored in canals and ditches

Much of our understanding of the Ancient Egyptian civilization came within the last 200 years

They grasp that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society

Children can explain why pyramids were built

Society is very hierarchical

Most men were farmers

Women spent much time baking bread, collecting water etc Most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain.

By the end of this unit, I will be able to:

Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same.

Compare Britain with Egypt

Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.

Children see that some sources are more useful than others and can explain why.

Instructions Recount of process of mummification
Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs

Children can sequence the stages of mummification
The importance of the afterlife to Egyptian beliefs

Children understand that there were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife.

Pupils understand the importance of maat, creation myths and the role of gods and goddesses

Links to prior learning:

History-Year 5-Ancient Greece

Key Vocabulary	Definition
philosophy	A way of thinking and/or asking questions about the world and mankind
Athenians	People who lived in the capital of Greece, Athens
Spartans	People from the warrior society of Sparta
democracy	When a country is managed through chosen people
Olympics	A set of games, originating from Olympia
truce	A time when all conflict stops (Olympic Truce – 7 days prior to the Olympic games)
Zeus	The god of the sky
loincloth	A piece of cloth, typically worn by men, wrapped around the hips
Apollo	The god of the Sun, music, poetry, art and archery
Sacred	Connected with a god or religious purpose
temple	A building for the worship of god/s
Marathon	A town in ancient Greece
Acropolis	An ancient citadel (fortress high above the city or

What I need to know?

Children will know that Ancient Greece consisted of city states such as Athens and Sparta who were rivals

Children grasp that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots

They can draw inferences from evidence on pots going beyond the literal.

Children grasp the diversity of life style depending on position within society and know the influence of the large slave population.

Children will know the duration of the 'Golden Age' of Athens and its link to the Battle of Marathon.

Children can identify 3 reasons why Athens was so dominant.

Children can explain why the Battle of Marathon was fought and can give reasons for defeat of Persia

Children grasp how the battle affected both Athens and Persia Pupils understand that dominance of Athens was short-lived

Life in 5th century BC Athens - Children know that this was a time of massive growth in new ideas and ways of thinking.

Children understand that the Olympics were not just athletic and that religion and preparation for war were also critically important

Children understand that the plays reflected Athenian interest in politics as well as the central importance of the gods in daily life.

Children will understand the sheer scale and variety of the Greek achievement in so many areas

Many words we use today derive directly from Greek.

	town)in Athens
City state	A city that had its own government and rules the areas around it, eg. Sparta, Athens and Corinth.
mythology	A collection of myths

By the end of this unit, I will be able to:

Children know that not everyone in the past lived in the same way.

Children can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).

Understand their greatest achievements

Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe;

Realises that events usually happen for a combination of reasons, even though there is still some element of listing
Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.

Legacy to diff. societies Tudor/ Victorians

Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.
Can use appropriate ways of communicating their understanding; Answers are structured and provide supporting evidence for statements made;

Able to see two sides of a question and can offer arguments on both sides;

Link to prior learning:

Link to Y4 Ancient Egypt topic

History-Year 5 – Ancient Maya

Key Vocabulary	Definition
codice	Ancient handwritten texts
Chichen Itza	A Mayan city with sculptures and pyramids
cocoa	Beans used to make chocolate
pok-a-tok	A game where large rubber balls were aimed at stone hoops. Losers were sometimes sacrificed to the gods!
huipil	A blouse-type garment of clothing worn by women
glyphs	They used about 800 symbols to create writing, often on folded pages forming a book (codex).
calendar	These were circular and charted the movements of the sun, moon, stars and planets, with 365 days in a year
sacrifice	A slaughtering of an animal or human as an offering to please the gods
offering	A sacrifice or gift to the gods
dynasty	A series of rulers or leaders who are all from the same family, or a period when a country is ruled by them
maize	The staple food of the Mayans which was

What I need to know?

Children demonstrate understanding of the range of Mayan achievements
They must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses.

The Maya developed their own mathematics, using a base number of 20, and had a concept of zero.

They had their own system of writing.

The Maya built some of the largest cities in the world at the time. They were one of the most sophisticated societies of their age with a strong belief system.

Children understand reasons for the Maya's growth

Children understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) and can distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming.

Pupils grasp that Mayan cities had a dramatic stepped pyramid topped by a temple.

Pupils grasp that we learn from: Present day Maya peoples as well as

•Archaeological remains •Spanish Conquest sources •Artefacts and hieroglyphs •Oral tradition

Much of the Mayan's history was destroyed by the Spanish when they conquered this area in 16thC

We have only been able to decipher the glyphs since the 1960s

Over 1,000 years ago moral values were different in England too.

It is difficult to understand the real reason for the Maya's decline and understand it was probably due to a range of factors rather than one alone

	so important that they even had a maize god.
cenote	A natural, underground reservoir of water
bloodletting	Releasing blood from the body to allow communication with the gods

By the end of this unit, I will be able to:

Children can make links between different features of a society to make sense of the world lived in by people in the past

Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.

Sees that some changes lead to others e.g. inventions in power affect transport factories etc.

Children can explain reasons why particular aspects of a historical event, development, society or person were of particular significance

Why were they such a strong civilisation?

Explains an event using simple form of classification e.g. to do with money or religion;

Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to

Comparison of Mayan civilisation with Saxons

Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders

Widespread use of period specific detail to make the work more convincing and authentic

Links to prior learning:

[Link to Y5 Ancient Greece topic](#)

[Link to Y4 Ancient Egypt topic](#)

[Link to Y4 Invaders topic](#)

History-Year 6- WW2

Key Vocabulary	Definition
Axis	The alliance of Germany, Italy and Japan.
Allies	The alliance of GB, US, France China and the Soviet Union.
Nazi	German political party led by Adolf Hitler (Nationalist Socialist German Workers' Party)
Evacuation	Removal of children and vulnerable people from urban areas of high risk.
Evacuee	A person moved from a place of danger, linked to the War
Blitz	Attack with speed and surprise. Means 'lightning war'.
Holocaust	The mass killing of a group of people, in this case, Jews.
Luftwaffe	German Air Force
Refugee	Someone who has to leave where they live due to war
Propaganda	Information designed to match a particular purpose or aim.
Anderson shelter	A half-buried structure made from corrugated iron, deigned to protect people from falling bombs and debris

What do I need to know?

Children will understand how the actions of Hitler threatened European peace.

They understand what is meant by the term appeasement.

They can explain why Chamberlain ultimately took the decision to go to war.

Children will understand that this was a war of the air and there was vastly more civilian damage than WW1

Children are able to identify key features of resistance to German invasion

Children will know a range of roles adults played on the Home Front which were unique to that time

Children understand that not all evidence is reliable and how the government used censorship and propaganda

Children can describe how VE Day was typically celebrated.

How was the War significant in Horrabridge?

Consider the importance of RAF Harrowbeer in the local area

This airbase became operational in 1941

Plymouth and the Blitz – Plymouth was devastated

Many children and women were evacuated to Horrabridge and the surrounding area

Children will understand the cause and the significance of The Blitz

By the end of this unit, I will be able to:

Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.

Understands what is meant by a turning point e.g. Battle of Britain in context of World War Two

Key turning points in the War

Explain an event with reference to abstract ideas such as long and short-term or events building up;

Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration;

Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.

How WW2 manipulated images

Can consider the worthiness of a source by reference to what is known about the topic. e.g. this does not fit in with the picture of the subject I know therefore

... .

When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes

Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing

Links to prior learning:

History-Y6 – Crime and Punishment

Key Vocabulary	Definition
Jury	A group of people who listen to all the evidence and decide if someone is guilty.
Judge	A person who is in charge of a serious trial decides what punishment a criminal gets.
Lawyer	A person who tries to persuade the jury that a person did or didn't commit a crime.
Trial	Evidence is presented and decision is made about guilt
Magistrate	A person who is in charge of a trial that's not as serious.
Prosecute	To begin or carry out a court action

What I need to know?

Children will understand that justice in the Middle Ages depended almost entirely on the community.

Children can explain how the system of justice worked 800 years ago

Children can explain what went through the minds of medieval people when they dispensed justice: making criminals suffer, allowing society to get on with life, free of crime.

Fear was used to stop people committing crimes

1500-1750

Children understand changes in nature of new crimes e.g. more vagrancy witchcraft religious practices
There was a greater emphasis on humiliation

18th century, punishments were as harsh as possible to deter crimes

There was a growth in crimes during the 19th century

The 19th century was a great period of growth for prisons and the police force were established by Sir Robert Peel

Public hangings continued until 1868

By the end of this unit, I will be able to:

Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. T

Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times

Children can compare the significance of events, development and people across topics and time periods

Compare Crime and Punishment in differing periods

Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two.

Shows awareness of the need to think about why the source was produced without prompting.

Pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.

Links to prior learning:

Link to Y4 Invaders unit
Year 2 Famous Faces

