

"Giving children the keys to unlock their future"



History

When teaching History, we stimulate the children's curiosity to develop their skills, knowledge and understanding about the past in Britain and the wider world. We want the children to understand how the past influences the present through finding out about how and why the world and our country/community have developed over time. History will enable the children to develop a context for their lives and a chronological framework for their knowledge of significant events and people. Our History teaching has local context and is vocabulary rich, rooted in our vision to allow children to develop academically and personally.

Our History teaching follows the National Curriculum, supported by a clear knowledge and skills progression that makes connections between new learning and prior knowledge. This ensures that topics are built on year on year and sequenced appropriately to maximise learning.

In EYFS and Key Stage 1, children learn about significant events and people in history and build their awareness of chronology. In Key Stage 2, topics are more chronologically sequenced and include the study of ancient civilisations. Timelines in books and on display, along with vocabulary rich knowledge organisers and regular quizzes, help to build children's knowledge.

Our curriculum and skills progression is shown below:

	Topic Content and Skills
EYFS ELGs	<p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>

	<p><u>All about Me T1</u></p> <p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none">Settling into schoolSchool rules and routinesMy familyWho lives in my house?My likes and dislikesLooking after baby doll	<p><u>Let's Celebrate! T2</u></p> <p>Talk about members of their immediate family and community. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none">Bonfire Night – Guy FawkesRemembrance Day – WWIDiwali – Hindu festival of light, candles and colourAdvent – calendarsChristmas – Birth of JesusNativity production	<p><u>Rhyme Time T3</u></p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none">Jack be nimble – light sourcesBaa Baa Black sheep – master/ dame and little boyJack and Jill – pail of waterHickory Dickory Dock – time piecesGrand Old Duke of YorkRing a Ring a Roses – Black DeathJesus' parables	<p><u>Transport T5</u></p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none">Different types of travel road, rail, air, water, spaceFamous people – Richard Trevithick, Grace Darling, Neil ArmstrongCompare olden days/ modern day transportPirates – trip to Bristol harbour
Year 1	<p><u>Great Fire of London and the Gunpowder Plot</u></p> <p>What was life in London like in the 1600s? Which buildings studied before were there? What was housing like?</p> <p>Introduce Gunpowder Plot in line with fireworks night – who was involved? What did they want to do? Were they successful? How do we remember it?</p> <p>Look at the fire – why is started, why it spread, how it was stopped. Find out how we know about the great fire from sources of information.</p> <p>Children to look at modern day London. What survived the fire? What didn't?</p> <p>What was the legacy of the GFoL? Building regulations changes.</p>	<p><u>Castles</u></p> <p>What was England like in Norman times? Look at houses, food and transport.</p> <p>What is a castle? Children to draw a castle (interpretation). Look at how castles are depicted in cartoons, stories etc.</p> <p>Look at the 3 main types of castle identifying their similarities and differences.</p> <p>Exploring parts of castles.</p> <p>Identify castles on map of UK.</p> <p>Why were castles built? Explore the reasons for building them.</p> <p>Why were castles built on hills? Explore reasons for this.</p> <p>Who lived in castles?</p> <p>What did William the Conqueror do?</p>	<p><u>Brunel</u></p> <p>What was technology like in early Victorian times? (in particular transport)</p> <p>Who was Brunel?</p> <p>What did he achieve and develop?</p> <p>Brunel walking tour of Chippenham looking at where he lived and what he built.</p> <p>Legacy left by Brunel's work.</p>	
Skills	<p><u>Chronology</u></p> <p>Match images of London to then 1666 and now</p> <p>Sequence objects from distinctly different time periods (sorting pairs of image into which came first)</p> <p><u>Historical Enquiry</u></p> <p>Ask simple questions about the event. Know how to find out about the past from a range of sources (pictures, simple secondary source of information).</p> <p><u>Continuity and Change</u></p>	<p><u>Chronology</u></p> <p>Sequence artefacts from distinctly different periods of time. Children to sequence 3/4 objects of something that's use is familiar to them (use objects from GFOL time, current day and medieval). Begin to know where people, places and events fit within a chronological framework – place medieval times onto timeline with GFOL.</p> <p><u>Historical Enquiry</u></p>	<p><u>Significance</u></p> <p>Talk about who was important in a period/context - Why was Brunel important?</p> <p><u>Historical Enquiry</u></p> <p>Know how to find out about the past from a range of sources e.g. artefacts, pictures, people, sites, documents</p>	

	<p>Identify differences between life in the present (modern London) + life in the past: e.g City of London and cathedral look very different today compared to pre 1666 - ; wooden buildings in narrow streets in past but brick/stone buildings + some wider streets in present; modern London is much larger.</p> <p><u>Cause and Consequence</u></p> <p>Cause</p> <p>Identify why the fire started (spark from oven onto wood, wooden houses, no fire brigade)</p> <p>Consequence</p> <p>Third of London, including St Pauls cathedral, destroyed; some buildings survived; many people lost their homes + work places; took many years to rebuild, new houses had to be faced in brick and streets wider.</p> <p><u>Historical Terms</u></p> <p>Use terms concerned with the passing of time: then, now, old, new</p>	<p>Know how to find out about the past from a range of sources (use of pictures, small pieces of text)</p> <p><u>Significance</u></p> <p>Explain who was important in a period/context giving reasons (Who was William the Conqueror and why?)</p> <p><u>Continuity and Change</u></p> <p>Sorting images of medieval and modern day, describing the differences</p> <p><u>Interpretation</u></p> <p>Explore different representations of castles in media. Discuss this as interpretations.</p>	<p>Begin to ask and find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Continuity and Change</p> <p>Identify differences between life in the present and life in the past</p> <p>Chronology</p> <p>Sequence artefacts from distinctly different periods of time – comparing Victorian invention to modern day</p>
Year 2	<p><u>Adventurers and Explorers</u></p> <p>What is an adventurer or explorer? Identify the types of places people could explore or discover.</p> <p>What was life like in the 1910s? Explore technology and transport in 1910s.</p> <p>Explore who Scott and his team were and what they did. Use a range of sources to gather information.</p> <p>What was life like in the 1960s? Explore technology and transport in 1960s.</p> <p>Explore Neil Armstrong's moon landing using a range of primary and secondary sources.</p> <p>Children to reflect on why these 2 explorations were impressive at their times based around the knowledge of the world at that time. Look at how technology has changed and how this influenced the explorations.</p> <p>How has space travel changes since Neil Armstrong? Mae Jemison.</p>	<p><u>The Titanic</u></p> <p>Recap what life was like in the 1910s.</p> <p>What was the Titanic?</p> <p>Sequence its voyage.</p> <p>What happened to sink it?</p> <p>Stories of experiences of each different class.</p> <p>What happened as a result of the sinking? Explore safety measures now needed on boats.</p> <p>Compare life in the 1910s to life in the 2020s. Similarities and differences.</p>	<p><u>Oh I do like to be beside the seaside</u></p> <p>Why people go on holiday to the beach? What do people do at the seaside now?</p> <p>What did people do at the seaside in 1910s and 1960s? Compare to 2020s.</p> <p>Identifying similarity and difference between past seaside holidays and present seaside holidays using venn diagram. Look at the middle section of venn diagram to make predictions for future seaside holidays.</p> <p>Focus in on the piers within the middle section. What is the purpose of a pier? Look at examples of piers now and in the past (Weston-Super-Mare, Brighton?) Why do they look different?</p>
Skills	<p><u>Cause and Consequence</u></p> <p>Recognise and begin to give reasons for why people did things and why events happened and what happened as a</p>	<p><u>Interpretation</u></p> <p>Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories.</p>	<p><u>Continuity and Change</u></p> <p>Identify differences between life in the present and life in the past and give reasons for these</p>

	<p>result – discuss how technology changes from 1910 to 1960s to explore how someone got to the moon in 1960s but that the Antarctic was an impressive feat in 1912.</p> <p><u>Significance</u> Explain who was important in a period/context giving reasons – explain why the people studied were important in their era.</p> <p><u>Historical Enquiry</u> Choose and use parts of sources to show that they know and understand key features of events – use of newspaper reports and video footage of moon landing to find out about the past selecting relevant bits.</p> <p><u>Chronology</u> Know where people, places and events fit within a chronological framework – place events on book timeline. Be able to order key events/objects/people from <u>nineteenth</u> century to present day – sort objects into 1910s, 1960s, modern day</p> <p><u>Historical Terms</u> Use wide vocab of everyday historical terms Use terms concerned with the passing of time:, last century</p>	<p>Identify different ways the past is represented. Use of horrible histories look at the captains view on safety.</p> <p><u>Cause and Consequence</u> Recognise and begin to give reasons for why people did things and why events happened and what happened as a result.</p> <p><u>Chronology</u> Know where people, places and events fit within a chronological framework</p> <p><u>Historical Terms</u> Use wide vocab of everyday historical terms</p> <p><u>Historical Enquiry</u> Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events</p>	<p>differences – identify changes between beach holidays now and the past and why this is changed. Explore the introduction of foreign holidays due to invention of planes and how this has changed UK seaside holidays.</p> <p><u>Chronology</u> Sequence artefacts closer together in time – sequence artefacts from beach holidays from 1910s, 1960s and current day.</p> <p><u>Historical Enquiry</u> Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.</p> <p><u>Historical Terms</u> Use wide vocab of everyday historical terms Use terms concerned with the passing of time:, 100 years ago, last century</p>
Year 3	<p><u>Stone Age</u> Chronology - order events in the Stone Age.</p> <p>Stonehenge and Avebury – what are the stones? How did they get there?</p> <p>Life in Stone Age Britain – settlements (Skara Brae), houses and food.</p> <p>Cave paintings and communication</p> <p>Hunter gatherers – explore how the gender roles became a legacy. Compare to modern times.</p> <p>What came next – Iron Age...</p>	<p><u>Ancient Egypt</u> Where is Egypt?</p> <p>Chronology - When was the ancient Egyptian civilisation? What was also going on in the world at this time?</p> <p>Why was the Nile important to Ancient Egypt? Why are rivers important for civilisations? Do people still live by the Nile in Egypt?</p> <p>Who were the significant people in the Ancient Egyptian civilisation? Pharaohs</p> <p>What structures did the Egyptians build by the Nile? Why were pyramids important?</p> <p>How do pyramids help us to find out about the Egyptians?</p> <p>Howard Carter's discovery of Tutankhamun.</p>	<p><u>Mayans</u> Chronology - When/where was the Mayan empire/civilisation? What are the modern day countries?</p> <p>Explore the discovery of the Mayan civilisation. What have we found about how they lived?</p> <p>Explore Mayan beliefs and customs: gods and religion, writing and calendars. Why did the Mayan civilisation end? Link to events in the rest of the world – exploration by European countries.</p> <p>History of chocolate – Mayan food and links to local area, e.g. Fry's and Cadbury's. Compare Mayan use of cacao bean to modern day chocolate consumption. (Links to DT unit)</p>
Skills	<u>Historical Enquiry</u>	<u>Chronology</u>	<u>Chronology</u>

	<p>Find out about the past from a range of sources – what happened and when?</p> <p>Begin to select a range of sources to find out about a period</p> <p>Begin to ask and answer historically valid questions</p> <p><u>Interpretation</u></p> <p>Look at representations of the period – museum, cartoons, etc – Use of Flintstones</p> <p><u>Historical Terms</u></p> <p>Use dates and terms related to the study unit and passing of time – civilisation.</p> <p><u>Continuity and Change</u></p> <p>Describe and make links between different events, changes and situations within a period/society</p> <p><u>Significance</u></p> <p>Describe the contribution of people, events and developments</p> <p><u>Chronology</u></p> <p>Recognise that the past can be divided into different periods of time</p>	<p>Place the periods studied on a timeline – place the Egyptian period onto a timeline with prepopulated other knowledge.</p> <p>Recognise that the past can be divided into different periods of time – identify Ancient Egypt as a period of time. What other periods of time do they know? Place these onto timeline in context.</p> <p><u>Historical Enquiry</u></p> <p>Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions.</p> <p>Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u></p> <p>Use dates and terms related to the study unit and passing of time –years ago, civilisation, empire, monarch,</p> <p><u>Interpretation</u></p> <p>Look at representations of the period – museum, cartoons, etc. – look at documentary of Howard Carters discovery of Tutankahmen and compare this to original sources from the discovery.</p> <p>Cartoon clips of mummies compared with reality?</p> <p><u>Significance</u></p> <p>Describe the contribution of people, events and developments - pyramids</p>	<p>Place the periods studied on a timeline – place the Mayan period onto a timeline with prepopulated other knowledge.</p> <p>Recognise that the past can be divided into different periods of time – identify the Mayan civilisation as a period of time. What other periods of time do they know? Place these onto timeline in context.</p> <p><u>Historical Enquiry</u></p> <p>Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions.</p> <p>Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u></p> <p>Use dates and terms related to the study unit and passing of time –years ago, civilisation.</p> <p><u>Interpretation</u></p> <p>Look at representations of the period – museum, cartoons, European viewpoints.</p> <p><u>Significance</u></p> <p>Describe the contribution of people, events and developments – customs, exploration of European powers.</p>
Year 4	<p><u>Roman Britain</u></p> <p>What is an empire? Unpicking what an empire is and different empires that have existed over time.</p> <p>When did the Roman Empire begin? Set context in chronology. Where did the Roman empire begin? Who else was around? Where did the Roman empire cover? Look at position over Europe, Africa, Middle East (compare to modern day map to see which countries this would be today).</p> <p>Introduce the Celts – who were they? Where did they occupy before the Roman Invasion?</p> <p>Focus in on the invasion of Britain by the Romans. Who led the invasion? When did it happen? Roman army – why were they a successful army?</p> <p>Why did the Romans want to invade Britain?</p>	<p><u>Anglo-Saxon/Viking Britain</u></p> <p>Chronology: who were the Anglo-Saxons? Why did they want to settle here? Where did they come from? Link to end of Roman Empire.</p> <p>The Kingdoms of England. How did the Viking invasions change this? Struggle between Anglo-Saxons and Vikings over 250 years.</p> <p>Who were the Vikings and why did they come here?</p> <p>Alfred the Great – his story, achievements and legacy. Local links: Westbury White Horse – Battle of Edington, Chippenham Museum exhibition.</p> <p>The end of Anglo-Saxon/Viking era – story of 1066 and the arrival of the Normans. Link to modern Britain through Royal Family.</p>	<p><u>Ancient Greece</u></p> <p>Recap geography knowledge from the previous term around where Greece was. Understanding in chronology of previous learning when Ancient Greece was.</p> <p>What was life like around the world at the time of the Ancient Greeks.</p> <p>Ancient Greek architecture – how does this compare with other civilisations around similar times.</p> <p>What legacy have the Ancient Greeks left the world? What legacy did they leave in Greece?</p> <p>Focus on the legacies of the Greeks – look at the link to the Olympic games.</p>

	<p>Children will learn about the resistance of Boudicca to the invasion of the Romans. Within this, children will explore interpretations of Boudicca through the use of sources.</p> <p>What legacy did the Romans leave in our local area? Look at roads, Roman names of places. Bath and Cirencester</p> <p>Final lesson - children will then have a focus study on Pompeii, identifying what life was like in an Italian city under the control of the Romans and what happened to Pompeii.</p>		
Skills	<p><u>Chronology</u></p> <p>Place the periods studied on a timeline – place the Roman period onto a timeline with prepopulated other knowledge on theirs.</p> <p>Recognise that the past can be divided into different periods of time – identify Roman Britain as a period of time. What other periods of time do they know? Place these onto timeline in context (build on Year 3 work)</p> <p><u>Historical Enquiry</u></p> <p>Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions.</p> <p>Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u></p> <p>Use dates and terms related to the study unit and passing of time –years ago, empire.</p> <p><u>Interpretation</u></p> <p>Look at representations of the period – museum, cartoons, etc. – look at Roman accounts of Boudicca compared legends that exist.</p> <p><u>Significance</u></p> <p>Describe the contribution of people, events and developments – roads, customs, lasting impact.</p>	<p><u>Chronology</u></p> <p>Place the periods studied on a timeline – place the Viking and Anglo-Saxon periods onto a timeline with prepopulated other knowledge .</p> <p>Recognise that the past can be divided into different periods of time – identify Vikings and Anglo-Saxons as periods of time. What other periods of time do they know? Place these onto timeline in context (build on knowledge including Romans)</p> <p><u>Historical Enquiry</u></p> <p>Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions.</p> <p>Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u></p> <p>Use dates and terms related to the study unit and passing of time –years ago, monarchy, kingdom.</p> <p><u>Interpretation</u></p> <p>Look at representations of the period – museum, cartoons, etc. – Chippenham museum have material relating to Saxon Britain and Alfred the Great.</p> <p><u>Significance</u></p> <p>Describe the contribution of people, events and developments - place names, language.</p>	<p><u>Chronology</u></p> <p>Place the periods studied on a timeline – place the Greek period onto a timeline with prepopulated other knowledge.</p> <p>Recognise that the past can be divided into different periods of time – identify Ancient Greece as a period of time. What other periods of time do they now know and remember?</p> <p><u>Historical Enquiry</u></p> <p>Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions.</p> <p>Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u></p> <p>Use dates and terms related to the study unit and passing of time –years ago, civilisation, empire, democracy.</p> <p><u>Interpretation</u></p> <p>Look at representations of the period – museum, drawings etc</p> <p><u>Significance</u></p> <p>Describe the contribution of people, events and developments – architecture, democracy, Olympics.</p>
Year 5	<p><u>Victorian Britain</u></p> <p>When was the Victorian Era? Plot on a chronological framework. What was going on in the world at this time? Make links to prior learning (plot Brunel, first chocolate bar).</p>	<p><u>Slave Trade</u></p> <p>Explore reasons for moving – economic, refugee, slavery. Explain that the focus of this unit will be slavery.</p> <p>What was the slave trade? When did this happen within the chronology?</p>	<p><u>Benin Kingdom</u></p> <p>What is a Kingdom? What makes a kingdom? What kingdoms do we know?</p> <p>https://education.nationalgeographic.org/resource/kingdom</p>

	<p>What was everyday life like in Victorian Britain? Overview of life to set context. Show comparison of wealthy and poor Victorians.</p> <p>Explore the experiences of poor Victorian children.</p> <p>Children at work – where did they work and the roles they did? Explore over a couple of lessons – working in mines, working in factories and mills, working as chimney sweeps. (Chimney sweeps – link back to GfL and how the building regulations changed to make this a necessary role. Cotton from factories produced by slaves – link to future learning).</p> <p>Life in Workhouse – use of sources to find out about (look at validity and interpretation).</p> <p>Victorian Schools – how did education acts change the experiences for Victorian children?</p> <p>Who made life better for Victorian children?</p> <p>Legacies left by Victorians in local area and wider UK.</p>	<p>Colston – what did he do? Explore toppling of his statue and the reasoning for this.</p> <p>Who was Harriet Tubman?</p> <p>Abolitionists – who fought for change? (Oladuah Equiano, Ottobah Cugoana, Mary Prince)</p> <p>West African Squadron – what did they do to help end slavery?</p>	<p>Where was Benin? Explore the misconception around Benin being a modern day country but the ancient civilisation was based in modern day Nigeria. Draw on geography knowledge of previous</p> <p>Why was the Kingdom formed? Who formed the Kingdom?</p> <p>Who ruled the Kingdom?</p> <p>Where did the wealth in the Kingdom come from? Trade in artwork. Link between the Kingdom and the Slave Trade (Linking back to their prior learning - including Olaudah Equiano who was studied earlier in the year).</p> <p>Exploration the British invasion of Benin to make it part of the British Empire in 1897. Debate around building empire and whether this was right or wrong.</p> <p>Benin Bronzes given to Queen Victoria and others sold for profit to others. Some museums have returned the bronzes. Should all of the Benin Bronzes held by museums return to Nigeria?</p> <p>https://education.nationalgeographic.org/resource/kingdom-benin</p>
Skills	<p><u>Chronology</u></p> <p>Make comparisons between different times in the past noting connections and contrasts</p> <p><u>Historical Enquiry</u></p> <p>Select sources to use in enquiry, analysing its reliability and relevance.</p> <p>Begin to identify primary and secondary sources</p> <p>Select relevant sections of information</p> <p><u>Interpretation</u></p> <p>Understand how and why some historical events, people, situations and changes have been interpreted differently</p> <p>Begin to be able to evaluate these interpretations</p> <p>Compare accounts of events from different sources – fact or fiction</p>	<p><u>Chronology</u></p> <p>Be able to place events, people and changes into a chronological framework</p> <p>Know and sequence key events of time studied</p> <p>- Develop secure knowledge and understanding of dates using a timeline – know key dates when the slave trade was operating and when it was abolished.</p> <p><u>Historical Enquiry</u></p> <p>Begin to identify primary and secondary sources</p> <p>Select relevant sections of information</p> <p><u>Interpretation</u></p> <p>Why is the past represented in different ways?</p> <p><u>Causes and Consequences</u></p> <p>Why did people in the past act as they did? What is the consequence now of the slave trade?</p> <p><u>Similarities/Differences</u></p>	<p><u>Chronology</u></p> <p>Be able to place events, people and changes into a chronological framework</p> <p>Make comparisons between different times in the past noting connections and contrasts</p> <p><u>Historical Terms</u></p> <p>Use abstract terms e.g. empire, civilisation etc</p> <p><u>Interpretation</u></p> <p>Understand how and why some historical events, people, situations and changes have been interpreted differently</p> <p>Begin to be able to evaluate these interpretations</p> <p><u>Historical Enquiry</u></p> <p>Ask and answer significant questions of sources in context</p>

	<p>Offer some reasons for different versions of events</p> <p><u>Causes and Consequences</u> Why did people in the past act as they did? Identify changes within and across periods</p> <p>Give some reasons for, and results of, the main events and changes studied and why people in the past acted as they did</p> <p><u>Continuity and Change</u> Describe and make links between different events, changes and situations across periods and societies - How has life in Britain changed since the Victorian period? What is the same/similar?</p> <p><u>Significance</u> Explaining the contribution of a significant person, event and development within a period/context - What did the Victorians do for us in modern life? e.g Christmas customs, league football, inventions.</p>	<p>How has life in Britain changed since the slave trade period? What is the same/similar?</p> <p><u>Significance</u> What did the events of the slave trade mean for modern life?</p>	<p>Begin to identify primary and secondary sources</p> <p><u>Cause and Consequence</u> Examine causes and results of great events and the impact on people</p> <p>Begin to understand how factors causing an event are interrelated</p> <p>Identify changes within and across periods</p>
Year 6	<p><u>Britain at War</u></p> <p>Why do we have Remembrance Day?</p> <p><u>World War One</u></p> <p>Identifying what happened in the outbreak of war. Why did the war break out? What happened in the early stages?</p> <p>Experiences of World War 1 soldiers. Trench warfare and letters home. Use of animals in the war.</p> <p>Chronology of World War 1. How did it end and link to World War 2?</p> <p><u>World War Two</u></p> <p>Events leading up to outbreak of World War 2.</p> <p>Experiences of people in Britain: Evacuation, The Blitz, propaganda. Compare evacuees life with life in London. Why did the children get evacuated and where did they go?</p> <p>Explore rationing faced by children throughout the war. Compare this to modern diets and their availability.</p>	<p><u>Comparison over time</u></p> <p>Focus on an area of change in Britain between 1000-2000, e.g crime and punishment, entertainment, changes to society/monarchy/politics, history of medicine.</p>	<p><u>Britain since World War 2</u></p> <p><u>Migration – should everyone be able to live where they like?</u></p> <p>Linked with who do countries belong to and changing land boundaries etc. Reasons for migration – why do people move? Focus on post war migration – people left UK for Australia, Canada etc. Windrush generation arrived in the UK post war. Look at refugees and why they have fled.</p> <p>Technological advances</p> <p>Changes in society and attitudes</p>

	<p>Persecution by the Nazis: the Holocaust, Kindertransport children. (Link to English text). Exploring who was Anne Frank – How do we know about her life? Compare her life to that of an evacuee.</p> <p>Chronology: know key dates and events within World War 2: Battle of Britain, D Day, VE Day.</p>		
Skills	<p><u>Chronology</u> Develop secure knowledge and understanding of dates using a timeline</p> <p><u>Historical Enquiry</u> Select sources to use in enquiry, analysing its reliability and relevance.</p> <p><u>Interpretation</u> Why is the past represented in different ways?</p> <p><u>Causes and Consequences</u> Why did people in the past act as they did?</p> <p><u>Similarities/Differences</u> How has life in Britain changed since the World Wars? What is the same/similar?</p> <p><u>Significance</u> What is the legacy of the world wars?</p>		<p><u>Chronology</u> Develop secure knowledge and understanding of dates using a timeline</p> <p><u>Historical Enquiry</u> Select sources to use in enquiry, analysing its reliability and relevance.</p> <p><u>Interpretation</u> Why is the past represented in different ways?</p> <p><u>Causes and Consequences</u> Why did people in the past act as they did?</p> <p><u>Similarities/Differences</u> How has life in Britain changed since the World Wars? What is the same/similar?</p> <p><u>Significance</u> What is the legacy of the world wars?</p>