

History Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication	<ul style="list-style-type: none"> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', and 'swimmed' for 'swam'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea to another using a range of connectives. Describe events in some detail. 	<p>Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> Continue, copy and create repeating patterns. 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<p>Autumn</p> <p>Castles</p> <p>Queen Victoria's reign</p>	<p>Pupils to look at the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Children to look at significant historical events, people and places in their own locality.</p>	<p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>They know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Find answers to simple questions about the</p>		<p>What are castles?</p> <p>Why were castles built?</p> <p>Who was queen Victoria?</p> <p>What character features helped queen Victoria to change Britain's monarchy and society?</p> <p>Why was Queen Victoria such a significant person?</p> <p>Who was Sarah Forbes Bonetta and why is she remembered?</p> <p>Was Sarah Forbes Bonetta a controversial figure?</p>	<p>Queen Victoria's reign is known as the Victorian era</p> <p>Victoria was 18 when she became Queen in 1837</p> <p>Queen Victoria ruled almost 64 years</p> <p>Her coronation took place at Westminster Abbey in 1838</p> <p>Victoria would become the longest reigning British Monarch, and Queen of the biggest empire in history.</p> <p>Sarah Forbes was the daughter of an African chief.</p>	<p>Empire</p> <p>Turret</p> <p>Draw bridge</p> <p>Moat</p> <p>Portcullis</p> <p>Victorian</p> <p>Arrow slit</p> <p>Battlements</p> <p>Dungeon</p> <p>Monarch</p> <p>Throne</p> <p>Reign</p> <p>Coronation</p>	<p>Skipton Castle Visit</p> <p>50 things: Ride on a Train</p>	<p>Race, Sex: Sarah Forbes Bonetta</p> <p>Rethink Food – Gender Equality</p>	<p>Historical Association</p> <p>English Heritage</p> <p>Planbee</p> <p>Primary Futures</p> <p>King Leonard's Teddy</p> <p>The Worst Princess</p> <p>The King who Banned the Dark</p>

		<p>past from sources of information e.g. artefacts</p> <p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT</p>		<p>Who lived in Skipton Castle?</p> <p>How important was Skipton Castle to our local area?</p>	<p>Captain Forbes rescued Sarah and took her to meet Queen Victoria.</p> <p>Queen Victoria paid for Sarah's education and made sure she had everything that she needed.</p> <p>During her time as Queen, the British Empire included Australia, New Zealand, Canada, South Africa and India</p> <p>In 1843, Sarah Forbes Bonetta (Sarah Davies) was born in south-west Nigeria, Africa.</p>					
				<p>Possible Misconceptions:</p>						
Oracy opportunities for Autumn term	Was Queen Victoria a trend setter? (Introduction to opinions- what is an opinion?)									
<p>Spring</p> <p>Eco Warriors</p> <p>The Invention of Plastic.</p>	<p>Pupils should be taught about changes within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Recognise the difference between past and present in their own and others lives</p> <p>Use stories to distinguish between fact and fiction</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Writing</p>		<p>What does invention mean? Who invented plastic? What is plastic made from? What did people use before plastic? Why was plastic invented? What do we use plastic for today? What are the positives of using plastic? What are the negatives of using plastic?</p>	<p>A plastic is a kind of material that is made by people and can be formed into almost any shape.</p> <p>Most plastics are strong, long-lasting, and lightweight.</p> <p>Most plastics are made from chemicals that come from petroleum (oil), natural gas, or coal.</p> <p>Plastics can be made into almost any shape by heating them at a high temperature.</p> <p>In 1869 John Wesley Hyatt, a U.S. inventor, made the first plastic.</p> <p>Plastics are very useful, but they can also cause many problems for the environment if they end up in the oceans .</p>	<p>Environment Plastic Chemicals Material Oil petroleum Natural Gases Landfill Oceans Invention Lightweight Formed</p>	<p>Trip to The Deep</p> <p>50 things: Have your face painted</p>	<p>Age: David Attenborough</p>	<p>Historical Association</p> <p>Primary Futures</p> <p>BBC Bitesize</p> <p>Dear Earth by Isabell Otter</p> <p>Somebody Swallowed Stanley by Sarah Roberts</p>	

					Items made out of plastic do not break down and take up room in landfill.				
				Possible Misconceptions:					
Oracy opportunities for spring term	For or against is good to start off thinking towards debates. Give children a range of facts related to your topic.' They can organise the facts into 'good' and 'bad' then they can decide whether or not they agree or disagree with the statement based on the facts they have in front of them. Question children will answer is 'was inventing plastic a good idea?'								
Summer Incredible India Gandhi's campaign for Independence	Pupils to look at the lives of significant individuals in the past who have contributed to national and international achievements.	Match objects to people of different ages. Recognise the difference between past and present in their own and others' lives. Know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...		Who was Gandhi? When did Gandhi live? Why is Gandhi remembered? What were the most important events in his life? What were some of the features of the society when he lived? How should we remember Gandhi and why?	Gandhi was born on October 2, 1869 in Porbandar, Gujarat, India. When Gandhi was 18 years old, he went to study law in England. Gandhi started protesting against segregation and became a political activist to change these unfair laws. Gandhi protested without using violence and weapons. During Gandhi's life, India was a colony of the United Kingdom, but wanted independence. Gandhi is famous for working to achieve freedom and equality for all, in India and in Africa. On the anniversary of Gandhi's birth, Gandhi Jayanti is celebrated. People followed Gandhi 240 miles across India in protest. This was called the Salt March.	Independence Segregation Racism Revolution Colony Protest Freedom Equality Salt march	Indian cooking day with parents Indian celebration Day Trip to Tropical World Primary source- Indian grandparent		Historical Association English Heritage Primary Futures BBC Bitesize
				Possible Misconceptions:					

Oracy opportunities for summer term	Ignite speech: Why was Gandhi a significant person?
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Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn History of flight The Wright brothers and Amelia Earhart	<p>Pupils should be taught to look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>They should look at the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Describe memories of key events in lives.</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Writing..</p>		<p>What is transport?</p> <p>What transport was used in the past?</p> <p>What means of transport do we use now?</p> <p>What are the Wright brothers famous for?</p> <p>How was the Aviation changed after Wright Brother’s invention?</p> <p>What was Amelia Earhart famous for?</p> <p>What problems did Amelia Earhart encounter?</p> <p>What impact has she had on society today?</p>	<p>The Wright Brothers, Orville Wright and Wilbur Wright were born in Dayton, Ohio.</p> <p>They designed, built and flew the first engine powered aeroplane in December 1903.</p> <p>They had been experimenting for many years with gliders and other vehicles before the first powered flight.</p> <p>They were also known for inventing a way to steer an aeroplane.</p> <p>The Wright Brothers were interested in flights and started making aeroplanes in their bicycle shop.</p> <p>The Wright Brothers invented wing warping to control the wings. Amelia Earhart became the first woman to fly solo across the Atlantic Ocean.</p> <p>Amelia Earhart was the first person to fly solo from Hawaii to the United States.</p>	<p>Transport Aviation Vehicle Aeroplane Flight Gliders Steering Engine</p>	<p>Engineering-aspirations</p> <p>Pilot’s visit</p>	<p>Sex: First woman Pilot-Amelia Earhart</p>	<p>Historical Association</p> <p>BBC Teach- Amelia Earhart.</p> <p>Emma Jane’s Aeroplane</p> <p>I am Amelia Earhart</p> <p>Taking Flight: How Wright Brothers Conquered the Skies</p> <p>Whoever heard of a flying bird</p> <p>Cherry Blossom and Paper Planes Kites</p>
Oracy opportunities for Autumn Term	Discussion: What really happened to Amelia Earhart? Hot seating Wilbur Wright Ignite speech: What are Wright Brothers famous for?								

<p>Spring</p> <p>My Country-My City</p> <p>Francis Laidler – king of the pantomime</p>	<p>Pupils to understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>They will look at events beyond living memory that are significant nationally or globally.</p> <p>Children to look at the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>		<p>Who is Francis Laidler?</p> <p>How has Francis Laidler’s history impacted Bradford and UK?</p> <p>Why was Francis Laidler called the king of the pantomime?</p> <p>What role did the theatre play in the lives of Bradford people?</p> <p>What is special about the design of the Alhambra theatre?</p> <p>Who are the Sunbeams?</p>	<p>Francis Laidler was born in 1867, in Thornaby-on-Tees.</p> <p>In 1902 Laidler moved to Bradford and for half a century he delivered pantomimes in his Bradford theatre, as well as in Leeds, Keighley and London.</p> <p>Francis Laidler opened the Alhambra theatre.</p> <p>The Alhambra Theatre was opened at 2pm on 18 March 1914.</p> <p>The Sunbeams are locally chosen children who perform in the pantomimes.</p>	<p>Pantomime Impresario Alhambra Theatre Interval Foyer Architecture Heritage</p>	<p>Alhambra visit- Pantomime</p> <p>Bradford Playhouse visit</p> <p>Heritage: Mapping unique buildings in Bradford- Bradford walk</p> <p>Heritage: Creating a display of photographs of the children with their parents in unique places in Bradford (encouraging parents and children to visit Bradford’s famous places)</p>	<p>Race: Seeds of friendship</p> <p>Race: Invisible</p>	<p>Historical Association</p> <p>BBC Teach</p> <p>BBC Bitesize</p> <p>Historic England Education-Knowing Bradford</p> <p>Seeds of friendship</p> <p>Invisible</p> <p>All Through the Night</p> <p>Small Mouse, Big City</p> <p>Beegu</p>
<p>Oracy opportunities for spring Term</p>	<p>Discussion: Performing a play with assistance of JE (Historic England)</p>								
<p>Summer</p> <p>The Great British Seaside</p> <p>Victorian Seaside</p>	<p>Pupils to understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Pupils to look at significant historical events, people and</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Recognise why people did things, why events happened and what happened as a result</p>		<p>When did seaside holidays become popular?</p> <p>How did people travel to the seaside?</p> <p>How does a modern-day seaside holiday compare to a Victorian seaside holiday?</p> <p>What entertainment did people have at the seaside?</p> <p>Why did people choose to go to the seaside?</p>	<p>As the steam trains became more and more popular, people starting going to the seaside for day trips, weekends and holidays.</p> <p>Lots of people in the Victorian times, chose to stay fully dressed when they were on the beach.</p> <p>Activities on the Victorian seaside included eating food, puppets shows, brass bands and jugglers.</p>	<p>Steam train Carriages Seaside Puppet shows Juggler Brass Band Promenade Fishing village Resort Tourist Attraction</p>	<p>Trip to the Seaside- Filey</p>	<p>Age: David Attenborough and plastic pollution</p>	<p>Now Press Play- Maps</p> <p>Little Turtle and the Sea</p> <p>The Storm Whale</p> <p>The Big Book of The Blue</p> <p>One World</p> <p>Dolphin Boy</p>

	places in their own locality.	Identify differences between ways of life at different times. Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. ☑ Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Writing..		What did Filey look like in the past? How has Filey changed over time? What do people still continue to do at the beach?	People would walk along the promenade, build sandcastles and have picnics. Filey is a seaside town in the Borough of Scarborough. Filey was a fishing village and has now become a popular tourist resort				
Oracy opportunities for summer Term	Debate: Seaside now or in the past?								

Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Who first lived in Britain? Stone Age	Changes in Britain from the Stone Age to the Iron Age	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about everyday lives of people in time studied Identify reasons for and results of people's		What is a timeline? When did the stone age, bronze age and iron age occur? What were the tools like in those ages? What were the houses like in those ages? How do we know about life in the stone age?	There were 3 periods of time during the stone age • Palaeolithic • Mesolithic • Neolithic The Stone Age began about 2.6 million years ago. When the first humans began to live in Europe they used stones as tools. The Bronze Age began about 4000 years ago. Metals were used to make hunting tools. Humans also	BCE – Before Common era CE – Common era Prehistoric timeline Hunter gatherer Artefacts Roundhouse Druid Palaeolithic Mesolithic Neolithic	Stone Age Now Press Play Trip to Cliffe Castle Museum		The First Drawing, Stone girl bone girl DK findout stone age Historical Association English Heritage

		<p>actions</p> <p>Understand why people may have wanted to do something</p> <p>Look at representations of the period – museum, cartoons etc</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Communicate their knowledge through: -Discussion.... -Drawing pictures... -Drama/role play.. -Making models..... -Writing..</p>			<p>began to farm land.</p> <p>The Iron Age started between 1200 BCE and 1000 BCE Humans used iron to make tools, and farmed land instead of hunting. They lived in communities.</p>					
				<p>Possible Misconceptions:</p>						
<p>Oracy opportunities for Autumn term</p>	<p>Debate: Life was more dangerous in the stone age than it is now</p>									
<p>Summer</p> <p>Greeks</p> <p>Ancient Greece</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Compare with our life today</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Use a range of sources to find out about a period</p>		<p>How can we find out about life in Ancient Greece?</p> <p>What was it like to go to school in Ancient Greece?</p> <p>What is democracy?</p> <p>How were the Ancient Greek Olympics different to the modern-day Olympics?</p>	<p>The first known democracy was in Ancient Greece.</p> <p>The Olympic Games began over 2,700 years ago in Olympia.</p> <p>Every four years, around 50,000 people came from all over the Greece to watch and take part in the Olympic Games.</p> <p>The Olympic Games were held in honour of Zeus, the king of the gods.</p>	<p>Ancient Greece</p> <p>Athens</p> <p>Sparta</p> <p>Temple</p> <p>Stoa</p> <p>Democracy</p> <p>Olympics</p>	<p>Now Press Play Ancient Greece</p> <p>Trip to Leeds City Museum</p> <p>50 Things – Visit a bookshop (Leeds Library and bookshop alongside visit to the Museum)</p>		<p>Herakles</p> <p>Myths and Mayhem in Ancient Greece</p>	

	<p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> -Discussion.... -Drawing pictures... -Drama/role play.. -Making models..... -Writing.. -Using ICT... 		Possible Misconceptions:			
Oracy opportunities for summer term		Ignite speech: what have ancient Greeks given us?				

Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Our Magical City Sir Titus Salt	A local history study	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Offer a reasonable explanation for some events</p> <p>Use text books and historical knowledge</p>		<p>What was life like in Victorian Bradford?</p> <p>Who was Sir Titus Salt?</p> <p>Why did Sir Titus Salt build Saltaire?</p> <p>Why did Sir Titus Salt name it Saltaire?</p> <p>What was it like working in a mill?</p>	<p>Saltaire was built by Sir Titus Salt to provide better living and working conditions for his workers.</p> <p>Saltaire gets its name from Sir Titus Salt, and the River Aire which runs through it.</p> <p>When Salts mill opened it was the largest mill in the world.</p>	Mill Textile Alms houses Alpaca Mausoleum infirmary	<p>Experiences - Now Press Play Victorian Britain</p> <p>Experiences– visiting Saltaire village</p> <p>50 things: Skim stones – River Aire in Saltaire</p> <p>50 things: Fly a kite (On Saltaire trip)</p> <p>50 things: Go to the theatre (Oliver! At WYP)</p>	Titus Salt – age and religion	
Oracy opportunities for Autumn Term	Debate: Sir Titus Salt – Was he a good man?								

<p>Spring</p> <p>17th Century Britain</p> <p>The Plague/The Great Fire of London</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BCE/CE</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p>		<p>What was life like in 17th Century London?</p> <p>What were the houses made of in the 17th Century?</p> <p>How are 17th Century houses different to modern houses?</p> <p>How did the Great Fire of London start?</p> <p>Why did the fire spread so quickly?</p> <p>Who was Samuel Pepys?</p> <p>What changed after the fire?</p>	<p>Houses were usually made of timber, wattle and daub.</p> <p>The upper storeys of some Tudor houses were bigger than the ground floor and would overhang.</p> <p>The overhang was called a jetty.</p> <p>The Great Fire of London began in Pudding Lane on the 2nd September 1666</p> <p>The Great Fire of London eradicated the Great Plague.</p> <p>After the fire, a law was passed stating that buildings had to stand further apart and be made from brick and stone.</p>	<p>timber wattle daub jetty overhang Tudor</p> <p>Extinguish Fire Hook Thatched roof Plague eradicate</p>	<p>Experiences - Now Press Play – Great Fire of London</p> <p>Aspirations – job/role of a fire fighter</p> <p>50 things: Keep a diary – Samuel Pepys</p>		<p>Plague: A Cross on the Door</p> <p>The Great Fire of London</p> <p>West Yorkshire Fire & Rescue Service</p> <p>https://learn.westyorksfire.gov.uk/ Username: stmandstp Password: wyfire</p>
<p>Oracy opportunities for spring Term</p>	<p>Hot seat: Samuel Pepys</p>								

<p>Summer</p> <p>The Great Escape</p> <p>The Roman Empire</p>	<p>The Roman Empire and its impact on Britain</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>		<p>Who lived in Britain before the Romans invaded?</p> <p>Who was Boudicca?</p> <p>Why was there a rebellion?</p> <p>How have the Romans impacted on our lives today?</p>	<p>Boudicca was a warrior queen of the Iceni people.</p> <p>Boudicca led the Iceni people in a revolt against the Roman rule.</p> <p>The Romans spoke Latin. Much of our language today comes from Latin.</p> <p>Romans created towns.</p> <p>Romans introduced drainage and aqueducts.</p>	<p>Legion Rebellion Invasion Aqueduct</p>	<p>Experience - Now Press Play – Roman Britain</p>	<p>Sex: Boudica</p>	<p>Escape from Pompeii</p> <p>Chariots & Champions</p>
<p>Oracy opportunities for summer Term</p>	<p>Ignite speech: what did the Romans do for us?</p>								

Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<p>Autumn</p> <p>Adventures</p> <p>Maya Civilisation</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic</p>	<p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research</p>		<p>Who were the Maya people and when and where in the world did they live?</p> <p>What were the religious beliefs of the Maya people?</p> <p>How did their number system work?</p>	<p>The Maya people developed their own calendars, writing and number systems.</p> <p>The Maya underworld was called 'Xibalba' which means 'place of fear'.</p>	<p>Mesoamerica Pok-ta-pok Lithography Hieroglyphs Syllabogram Logogram Codex Cacao Maize</p>	<p>Now press play – The Maya</p>		

	<p>civilization (Maya Civilisation).</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>with increasing confidence</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study aspects of different people – differences between men and women.</p> <p>Compare life in early and late ‘times’ studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p>		<p>What are syllabograms and logograms?</p> <p>What foods were eaten in ancient Maya?</p> <p>Why was some food particularly significant and precious to the Maya people?</p>	<p>The Maya invented the concept of ‘zero’.</p> <p>Headdresses and hats were important. The more important you were, the bigger and the taller your hat would be.</p>				
	Possible Misconceptions:								
Oracy opportunities for Autumn term									
Spring Beautiful Britain Monarchs	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Changing Power of Monarchs).</p> <p>Pupils should continue to Develop a chronologically secure knowledge and understanding of</p>	<p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant and period labels</p>		<p>How has the role of the monarch of Great Britain changed over time?</p> <p>How has the population of the UK changed?</p> <p>Who was the first Monarch in Britain?</p> <p>Who was the longest reigning Monarch?</p> <p>Why did King Henry VIII want a male heir?</p>	<p>Kings and Queens of England did not have a last name until World War I.</p> <p>During World War II Queen Elizabeth II worked as a military mechanic</p> <p>Since 1066 and the Battle of Hastings there have been 41 kings or queens of Great Britain.</p> <p>Queen Elizabeth II was the longest reigning monarch in British history.</p> <p>Henry VIII had 6 wives.</p>	<p>Monarchy</p> <p>Commonwealth</p> <p>Parliament</p> <p>Succession</p> <p>Coronation</p> <p>Hereditary</p> <p>Execution</p> <p>Reign</p> <p>Royal</p> <p>Assassination</p>		<p>Democracy</p> <p>Rule of Law</p>	<p>The Queens Castle at Windsor</p> <p>Book by Alexander Newby</p> <p>Two weeks with the Queen</p> <p>Book by Maurice Gleitzman</p>

	British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p>Make comparisons between different times in the past</p> <p>Study aspects of different people – differences between men and women.</p> <p>Compare life in early and late ‘times’ studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events.</p> <p>Begin to identify primary and secondary sources</p>		<p>Who were Henry VIII’s wives, and what did he do to them?</p> <p>What was it like living in the Tudor times?</p> <p>What is a family tree?</p> <p>Possible Misconceptions:</p>					
Oracy opportunities for spring term	Debate: is the Monarchy a good thing?								
Summer The Industrial Age Victorian Britain	<p>A local history study - a study over time tracing how several aspects of national history are reflected in the locality (Victorian Britain).</p> <p>Develop a chronologically secure knowledge and</p>	<p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p> <p>Know and sequence key events of time studied.</p>		<p>What was the industrial revolution?</p> <p>How did Bradford change because of the industrial revolution?</p> <p>How can you tell if a source of information is accurate?</p> <p>Why is Margaret McMillan important?</p> <p>How did the industrial revolution affect the environment?</p>	<p>During the Victorian era, there was a common belief that that trains could cause insanity due to their speed and the effects this had on the brain.</p> <p>Bradford has the largest proportion of under-fives and under 19-year olds, and the largest average house size.</p> <p>Many people worked in factories, foundries or mills.</p>	<p>Industrial Revolution campaigned Agricultural Foundries</p>	<p>Bradford Industrial Museum</p> <p>50 things: Bake a Cake: Victoria Sponge</p> <p>Now press play – Victorian Britain</p> <p>50 things: Learn a card game</p>		

	<p>understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>Use relevant and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study aspects of different people – differences between men and women.</p> <p>Compare life in early and late ‘times’ studied</p> <p>Compare an aspect of life with the same aspect in another period</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p> <p>Examine causes and results of great events and the impact on people</p>		<p>How did the railways change during the industrial revolution?</p>	<p>The Victorians transformed Britain from an agricultural country to a world industrial power.</p> <p>The arrival of the railways had the biggest impact on British with everything travelling faster than ever before.</p> <p>Margaret McMillan campaigned for improved conditions for children.</p> <p>Margaret McMillan created nursery education for young children.</p>				
				<p>Possible Misconceptions:</p>					
<p>Oracy opportunities for summer term</p>	<p>Ignite speech: How did Bradford change during the Industrial Age?</p>								

Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<p>Autumn</p> <p>Fighting Fit</p> <p>WW1 and WW2</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (World War 1 and World War 2)</p>	<p>Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings</p>		<p>How long was WWI? WW2?</p> <p>Why and how did WWII begin?</p> <p>Who were Britain's allies during WWII?</p>	<p>What is propaganda?</p> <p>What was food rationing? Adolf Hitler used to have people test his food before he ate it as he thought people were trying to poison him.</p>	<p>Nazi</p> <p>Evacuation</p> <p>Rationing</p> <p>Antisemitism</p> <p>The Blitz</p> <p>Anderson shelter</p> <p>Air raid</p> <p>Allies</p> <p>Holocaust</p>	<p>Now Press Play – World War 2</p> <p>Eden Camp visit</p> <p>50 things: Make a film</p>	<p>Sex: Role of women in the War</p> <p>Respect: Attend remembrance service on Remembrance</p>	<p>English – The Hunger Games, War Game: Village Green to No Man’s Land</p> <p>Guided reading – Vlad and the First World War, Survivors, A Christmas Truce</p>

	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>		<p>Who was the leader of the Nazi party and why were his views so extreme?</p> <p>What was life like in a WWI trench?</p> <p>How did animals help in WWI?</p> <p>What is the purpose of an air raid?</p>	<p>Over 3.5 million people were evacuated from the biggest cities in the UK during WWII.</p> <p>Wartime food rationing began in 1940 and lasted until 1954.</p> <p>During World War II, around 50 million people lost their lives.</p> <p>VE (Victory in Europe) Day is celebrated on 8th May each year. This marks the day that Germany surrendered.</p>	<p>Propaganda</p>	<p>50 things: Help a local charity (Remembrance)</p>	<p>Day in Bradford to Lay a wreath</p> <p>Race: Catherine Black(nurse)</p> <p>Sexual orientation: Alan Turing</p> <p>Individual Liberty: Chiune Sugihara</p>	<p>Class reader – The Emergency Zoo, Oranges in No Man’s Land</p>
	<p>Possible Misconceptions:</p>								
<p>Oracy opportunities for Autumn Term</p>	<p>Debate: Women were more important during the war than men were. Debate: Women shouldn’t be allowed to fight on the front line.</p>								
<p>Spring Journeys Ancient Egypt</p>	<p>Study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Egyptians).</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding</p>	<p>Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p>		<p>How long ago was the Egyptian empire?</p> <p>What was important to people during Ancient Egyptian times?</p> <p>How does Ancient Egypt compare to other ancient civilisations?</p> <p>What steps are required for mummification?</p> <p>Who were the ancient Egyptian gods?</p>	<p>Most Ancient Egyptian pyramids were built as tombs for pharaohs and their families.</p> <p>Egyptians believed that by preserving a dead person’s body, through the process of mummification, their soul would live on in the afterlife forever.</p> <p>The Egyptian alphabet contained more than 700 hieroglyphs.</p> <p>Cats were considered sacred animals by the Ancient Egyptians.</p>	<p>Entomb Sarcophagus Scarab Sphinx Hieroglyphics Mummification Rosetta Stone Cartouche Pharaoh</p>	<p>Rethink food (Spring 1)</p> <p>Now Press Play – water cycle, climate change, ancient Egypt, Forces, recycling</p>		<p>English – Mary and the Riddle of the Sphinx, What a Waste Guided reading – Climate Rebels, How to Change the World</p> <p>Class reader – A Mummy Ate My Homework</p>

	of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Know key dates, characters and events of time studied			Cats were believed to bring a household good luck.				
	Possible Misconceptions:								
Oracy opportunities for spring Term									
Summer Back to our roots Vikings and Anglo Saxons	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Britain's settlement by Anglo-Saxons and Scots	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period		Where did the Vikings come from and why did they invade Britain? How did the Vikings change this country? What were the religious beliefs and practices of the Anglo-Saxon people? What was the significance of the Anglo-Saxon kings? Who was King Ethelred? When and why was Danegeld introduced? How did the legal system work in Anglo-Saxon Britain?	The Vikings were expert boat builders and sailors. Viking longboats were designed to float high in the water making them easy to land on beaches. When important Vikings died, they would be placed with all their clothes, jewellery, animals, in a burial ship. Burial ships would either be covered with a huge mound of earth or set alight and pushed out to sea. The 'long houses' where families lived would have turf roofs to help keep in the heat.	Saga Runes Longhouse Danegeld Danelaw Anglos Saxons Scots	Jorvic Viking centre visit Now Press Play – Vikings, rainforests, evolution		Odd and the Frost Giants, The Explorer Viking Voyagers, A Children's Introduction to Norse Mythology, Eyewitness Amazon
	Possible Misconceptions:								
Oracy opportunities for summer Term	Ignite speech: based on Norse God of your choice.								

