



HISTORY

KEY

Missing

Key words first covered

Plan to complete here

Year Group	1	Unit Title	Local History
Builds on...	<p>EYs Foundation stage curriculum</p> <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 ● Comment on images of familiar situations in the past ● Compare and contrast characters from stories, including figures from the past <p>Past & 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. <p>Key vocabulary remember, past, present, future, celebration - birthday, christmas, Easter, tradition,</p>	Prepares for...	Timelines and toys from the past (within living memory)



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	<p>First, next, last, then etc, Now, next, after, Autumn, Winter, Spring, Summer, Changes, At the weekend, Last week, Next week, Last, year, Next year, Yesterday, today, tomorrow, old, new, young, old, museum, sequence, timeline, before I was born, when I was born, when I was a baby, when I was younger, when my parents/carers/grandparents were young, a long time ago, a very long time ago, past, present,</p>		
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● To ask and answer questions (NC/TT) ● To identify differences and similarities between ways of life in different periods. (NC/TT) ● Changes within living memory (aspects of national life (NC/TT) ● To ask questions about photographs from the past (NC/TT) ● Know where events fit within a chronological framework (NC) ● Identify ways the past is represented (NC) ● Develop awareness of the past (NC) ● Use a timeline (chronological framework) ● Chn can order a set of events or objects in order of age or time. (Toys & Timelines also in Math T4) ● Chn make plausible suggestions about what an object was used for in the past. (NC/TT) <p>New key vocabulary Historian</p>	<ul style="list-style-type: none"> ● Focus on our school's playgrounds over 10 years and older playgrounds nationally ● Look at the changes in local house styes and put them in order ● Consider what household objects from the past might have been used for ● Go on local heritage walk designed by Willen primary students with Local Parks Trust ● Derek Walker - MK architect & planner



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Year Group	1	Unit Title	Timelines and Toys from the past (within living memory)
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Builds on...	Local history	Prepares for...	Explorers
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● To ask and answer questions (NC/TT) ● To identify differences and similarities between ways of life in different periods (NC/TT) ● To describe things that happened in other people’s living memory ● Changes within living memory (aspects of national life (NC/TT) ● To ask questions about photographs from the past (NC/TT) ● Describe things that have happened to themselves and other people in the past (TT) ● Know where events fit within a chronological framework (NC) ● Identify ways the past is represented (NC) ● To talk about things that have happened to me in my living memory (NC/TT) ● Develop awareness of the past (NC) ● Describe key events from my own living memory in sequence (NC/TT) ● Order a set of key events in order of time (NC) ● Use a timeline (chronological framework) to place important events to them (NC/TT) ● Give examples of how their childhood differs from the childhood of their grandparents (TT) ● Look at toys from the past (grandparents and then parents) and compare them to toys from now (NC) <p style="background-color: #00FFFF; display: inline-block; padding: 2px;">New key vocabulary</p>	<ul style="list-style-type: none"> ● To know what has happened in other people’s living memory ● To understand the difference between toys our grandparents, parents and we play with ● You can make a toy from the past ● Sorting toys from the past and present ● Playing with toys from the past and present ● What is different the same about toys from the past and present ● What photographs used to look like ● What holidays used to be like for grandparents ● Asking a grandparent questions about what it was like when they were alive based on photographs and letters they have looked at ● Comparing aspects of a grandparents life to theirs ● Understanding timelines ● Recognising key events in their life so far ● Walking through a timeline of their life so far ● Using the key vocabulary ● Creating timelines of their living memory ● Local person of focus - Kate OAP from Oak Tree Court retirement village



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<ul style="list-style-type: none"> Sequence, timeline, before, after, now yesterday, last week, last year, before I was born, when I was born, When I was a baby, when I was younger, when my parents/carers/grandparents were younger. 	
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Year Group	1	Unit Title	Explorers
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Builds on...	Timelines and Toys from the past (within living memory)	Prepares for...	Castles (beyond living memory)
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Answer questions (NC) Find answers to some simple questions about the past from simple sources of information (TT) Use stories to understand the key features of an event (journey) (NC) Common words (e.g. boat, explorer, ship, compass) (NC) Ask and answer questions (NC) Identify similarities and differences (NC) Passing of time (short term through space/light) (NC) Common words (e.g. astronaut, space, float, gravity) (NC) Missed opp: how we used the internet to find out about Tim Peake's adventure (NC) Common words (e.g. launch, rocket, landing, moon, craters, first time) (NC) Understand key features of an event (TT) 	<ul style="list-style-type: none"> Christopher Columbus: sailing and exploring (NC) Why CC was significant (contributions) (NC) Links with computing Investigate like explorers Ibn Battuta - land exploration Christopher Columbus - sea exploration - positive and negative Amelia Earhart - air exploration Neil Armstrong: astronaut and space exploration (NC) Launching a rocket and landing on the moon for the first time Significant event beyond living memory (NC) Art link Tim Peake: astronaut and space exploration Difference between being on earth and being in space What it's like to be an astronaut in space



HISTORY

<ul style="list-style-type: none"> • Similarities and differences between the time (chronological), technology (watching the journey & the rocket itself) and achievements between the 2 astronauts/space travels (NC) <p>New key vocabulary</p> <ul style="list-style-type: none"> • History, evidence, past, present 	<ul style="list-style-type: none"> • Similarities and differences in how we know about the exploration <p>Create own exploration into the past, bby land, sea or air.</p>
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Year Group	1	Unit Title	Castles (beyond living memory
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Builds on...	Explorers	Prepares for...	In Year 2 chn will be taught to: <ul style="list-style-type: none"> • Recount changes in their own lifetime. • Understand how to sequence people, events and objects in order of when they happened and give reasons for the order. • Explain why Britain has a special history by naming some famous events and people. • Ask and answer questions using an artefact or photograph provided. • Give a plausible explanation about what an object was used for in the past.
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Identify/Describe differences between different periods (NC/TT) • Talk, draw and write about aspects of the past (TT) • Ask and answer questions about the past (NC/TT) • Ask and answer questions about artefacts (NC) • Use artefacts to increase awareness of the past 	Life as a knight in medieval times and differences as a child now and a page then <ul style="list-style-type: none"> • Different aspects of life in medieval times (NC-aspects) • Links with computing • About artefacts from medieval times, what they were used for and what we use now



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<ul style="list-style-type: none"> ● Find out some facts about events that have happened a long time ago. ● Understand the difference between things that happened in the past and present. (NC/TT) ● To be able to make comparisons between different aspects of life. (NC) ● Look at videos, books, leaflets, pictures and the internet (NC) <p>New key vocabulary Artefact, a long time ago, a very long time ago, old, new.</p>	<ul style="list-style-type: none"> ● Cross curricular write ● Links to Exceeding reading, Computing, Art & DT ● Castle visit and linked to key castle facts and living at this time in English and reading. ● Shields, what they were used for, what the pictures on them represent and the values that were important then compared to now. ● Medieval day – poetry, dancing, banquet, castle key features and shields. ● Key person?
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Year Group	2	Unit Title	Significant Individuals from the past
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Builds on...	Year 1 Prior Learning: (Details above) (Also covered in Learning logs) <ul style="list-style-type: none"> ● Chn to understand the difference between things that happened in the past and the present. (Castles and Toys & Timelines) 	Prepares for...	Britain – Beyond living memory (Great Fire of London)
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HISTORY

	<ul style="list-style-type: none"> • Chn can describe things that happened to themselves and other people in the past. (Castles and Toys & Timelines) • Chn can order a set of events or objects in order of age or time. (Toys & Timelines also in Math T4) • Chn use common words and phrases to describe the passing of time. (Throughout – details above) • Chn can ask and answer questions about old and new artefacts or photograph provided. (Castles and Toys & Timelines) • Chn make plausible suggestions about what an object was used for in the past. 		
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Discuss the lives of significant people who have contributed to international achievements (Guy Fawkes) (NC/TT) • Just ensure the event (The Gun Power Plot) is also clear and shown as important: Understand key features of events (NC/TT) • Discuss the lives of significant people who have contributed to international achievements (Rosa Parks) (NC) • Missed opp: Identify similarities and differences between ways of life in different periods (NC/TT) 	<ul style="list-style-type: none"> • Learn about Guy Fawkes and Parliament • Links to Art • Learn about Rosa Parks including what she did, how she changed the world and what happened to her. • Links to Drama and PSHE



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<ul style="list-style-type: none"> • Ask and answer questions to show understanding of event/persons significance (NC/TT) • Identify different ways (some pictures used) the past is represented (NC/TT) • Record what he/she has learned by drawing and writing (TT) <p>New key vocabulary</p> <ul style="list-style-type: none"> • history, historian, chronological, next, then, youngest, oldest, younger, older 	
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Year Group	2	Unit Title	Britain – Beyond living memory (Great Fire of London)
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Builds on...	Significant Individuals from the past	Prepares for...	Monarchy & the Victorian Era (Including local history)
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • To know events beyond living memory that are significant nationally or globally (the Great Fire of London) (NC/TT) 	<ul style="list-style-type: none"> • What houses in London were like in 1666. • Comparing houses from 1666 to 2000: Challenge task



HISTORY

<ul style="list-style-type: none"> ● Identify similarities and differences between ways of life in different periods (NC/TT) (Ensure challenge answer shared in lesson 1 & 4) ● Identify similarities and differences between ways of life in different periods (NC/TT) (How we put out fires – ensure challenge answers are shared with all chn) ● Ask and answer questions to show their understanding of key features if events. ● Identify different ways (some pictures and videos used) the past is represented (NC/TT) ● Describe where the people and events fit within a chronological framework. (NC/TT) ● Record what he/she has learned by drawing and writing (TT) ● Speak about how he/she has found out about the past (TT) (Ensure they reference which source they are using in the challenge tasks) ● Missed opp: Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented (NC/TT) <p>New key vocabulary</p> <ul style="list-style-type: none"> ● Timeline, event, account, historical, recount, diary, source, artefact, began 	<ul style="list-style-type: none"> ● Sequence the story of the Great Fire of London – know what happened on each day ● Links with Art ● What is different in how we are prepared for / deal with fires now compared to then ● Use video to find out new facts (e.g. bury prized possessions) ● Compare London in 1666 to 2000 ● Create a timeline from 1605 to 2020, using significant figures, events and own information ● Variety of questions to answer throughout the topic using resources and information provided ● Thomas Farrinor & Samuel Pepys ● Key history vocabulary lesson
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Year Group	2	Unit Title	Monarchy & the Victorian Era (Including local history)
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Builds on...	Britain – Beyond living memory (Great Fire of London)	Prepares for...	<p>In LKS2 chn will be taught to:</p> <ul style="list-style-type: none"> ● Use a timeline to place historical events in chronological order. ● Describe dates and order significant events from the period studied. ● Understand how life was different during the past.
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			<ul style="list-style-type: none"> ● Start to understand how and why early settlements developed in Britain. ● To begin to choose appropriate sources and select evidence to respond to an historical question. ● Recognise the part that archaeologists have in helping us understand the past.
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Use common words and phrases relating to the passing of time (NC/TT) (Half the words a Year 1 focus, update with key vocabulary from History lead for Year 2 to show more progression) ● Know where people and events fit within a chronological framework (NC/TT) ● To be able to ask and answer questions (NC/TT) ● Identify different ways (non-fiction books, internet and videos used) the past is represented (NC/TT) ● Discuss the lives of significant people who have contributed to international achievements (Queen Victoria) (NC/TT) ● Discuss the lives of significant people who have contributed to international achievements (Queen Elizabeth I) (NC/TT) ● Focus second week on what it was like to live / be a child in Victorian time. Focus comparison on aspects of life between Victorian times and now. Aspects of life key NC link for KS1) <p>New key vocabulary</p> <ul style="list-style-type: none"> ● History, in..., historical, chronological, monarchy, monarch, modern, in, recently, during, century, scale 	<ul style="list-style-type: none"> ● Verbally use History vocabulary ● Identify historical language ● Link different periods of history together ● Understand Monarchy and put into chronological order ● Learn about Queen Victoria ● Give their understanding of a key person from history ● Research from non-fiction books ● Learn about Queen Elizabeth I ● Similarities and differences between time periods



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<p>Planning to cover the Monarchy and the Victorian era including significant local history. Comparing what Willen was like 150 years ago with today.</p> <p>Will include Queen Vixtoria, Henry Whiting a local farmer, and Janet Meads the old local school Headmistress.</p>	
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Year Group	3	Unit Title	Ancient Greece
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Builds on...	<p>Year 2 Prior Learning:</p> <ul style="list-style-type: none"> • Chn understand and accurately use the words past, present, then, now, before and after when telling others about an event. (Key words in Year 1 vocab & should be used throughout Year 2) 	Prepares for...	Ancient Greece continued.
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HISTORY

	<ul style="list-style-type: none"> ● Chn understand how to sequence people, events and objects in order of when they happened. (the Great Fire of London & linked back to Significant people) ● Chn can use a timeline to place important events. (the Great Fire of London) ● Chn can explain why Britain has a special history by naming some famous events and people. (Significant people & the Great Fire of London) ● Chn can ask and answer questions using a range of historical sources including people, photographs, non-fiction books and the internet. (Significant people, the Great Fire of London & Monarchy) 		
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● To study an aspect of or theme in British history that extends pupils' chronological knowledge beyond 1066 (NC) ● A study of Greek life and achievements and their influence on the western world (NC) ● Understand how our knowledge of the past is constructed from a range of sources. (Resources box from MK Museum & WPS) (NC) 	<ul style="list-style-type: none"> ● Investigate a range of Ancient Greek resources ● Generate questions based on what they are investigating ● Make a timeline ● Relate artefacts to a timeline ● Look at Ancient Greek period in relation to other parts of history ● How Ancient Greeks have influenced lives in the modern world ● Understand life in Ancient Greece: Athens and Sparta ● Sparta boy's life (Cross curricular write)



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<ul style="list-style-type: none"> • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. (NC) • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC) <p>New key vocabulary</p> <ul style="list-style-type: none"> • Timeline, period, ancient, chronological, • History, historian, historical, chronology, decade, century, date, time, civilisation, eye-witness, account, reliable source, (line of) enquiry, reasons, evaluate, conclusion 	<ul style="list-style-type: none"> • Chronological order • Chn understand how life was different during the past, including: travel and food.
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Year Group	3	Unit Title	Ancient Greece continued
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Builds on...	Ancient Greece	Prepares for...	Stone Age
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Key Skills Covered	Main Knowledge Gained
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HISTORY

<ul style="list-style-type: none"> ● To study an aspect of or theme in British history that extends pupils' chronological knowledge beyond 1066 (NC) ● A study of Greek life and achievements and their influence on the western world (NC) ● They should construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC) <p>New key vocabulary</p> <ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Understand how democracy in Ancient Greece worked (Athens) (Very limited unit of learning; one double lesson)
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Year Group	3	Unit Title	Stone Age
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Builds on...	Ancient Greece continued	Prepares for...	Iron Age (Comparison to Stone Age)
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Stone Age in Britain (NC) ● Understand how our knowledge of the past is constructed from a range of sources. (Pictures of objects, cave paintings, camps & clothes and the internet) (NC) ● They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. (NC) ● They should construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC) 	<ul style="list-style-type: none"> ● Stone Age: What it was, when it was, earliest periods of human culture to use tools ● Timelines ● Use words to describe the passing of time (TT) ● How we find out about people from the past and the difficulties faced with limited evidence ● Stone age tools, cave paintings, camps, clothing and housing ● Different in houses in the Palaeolithic, Mesolithic and Neolithic periods ● Shara Brae ● Links to Art



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<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history, establishing narratives within and across periods they study. (NC) <p>New key vocabulary</p> <ul style="list-style-type: none"> Archaeology, evidence, artefacts, Primary source, secondary source, source, dig, excavate, archaeology, archaeologist, discoveries 	<ul style="list-style-type: none"> The role that archaeologists have in helping us understand the past. Chn understand how life was different during the past, including communication.
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Year Group	3	Unit Title	Iron Age (Comparison to Stone Age)
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Builds on...	Stone Age	Prepares for...	<p>In UKS2 chn will be taught to:</p> <ul style="list-style-type: none"> Refer to dates and use historical chronological language in their work. (TT) Describe similarities and differences between different people, events, time periods artefacts. To understand how major events in British History have contributed to the formation of the United Kingdom. Give reasons for specific events, supported by evidence. Make links between features of past societies. Form an interpretation of historical events or figures using a range of sources. Consider bias when researching a historical event or figure.
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HISTORY

			<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.

Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Changes from the Stone Age to the Iron Age (NC) Understand how our knowledge of the past is constructed from a range of sources. (Pictures of primary sources, video, virtual tour) (NC) They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. (NC) They should construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC) Develop a chronologically secure knowledge and understanding of British history, establishing narratives within and across periods they study. (NC) <p>New key vocabulary</p> <ul style="list-style-type: none"> BC/AD, BCE, era 	<ul style="list-style-type: none"> Deduce from artefacts (primary sources) what else they know Examine non-written sources of evidence about the Stone Age Stonehenge Links to DT Changes from Stone Age to Iron Age Iron Age hillfort Compare daily life in the Iron Age to now (TT) Cross curricular write The role that archaeologists have in helping us understand the past.

Year Group	4	Unit Title	Egyptians
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HISTORY

Builds on...	<p>Year 3 Prior Learning:</p> <ul style="list-style-type: none"> • Chn understand that a timeline can be divided into BC (Before Christ) or BCE (Before the Common Era) and AD (Anno Domini). • Chn can use a timeline to place historical events in chronological order. • Chn understand how life was different during the past, including: travel, food, weapons and communication. • Chn ask questions and find answers about the past using different sources. • Chn know the role that archaeologists have in helping us understand the past. • Chn can discuss similarities and differences between different time periods. 	Prepares for...	Romans
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Chn understand that a timeline can be divided into BC (Before Christ) or BCE (Before the Common Era) and AD (Anno Domini). • I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. (NC) Locate Egypt and Romans on timeline. • I use evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions and uses of people in the past. (NC) • Note connections, contrasts and trends over time (NC) • I can divide recent history into 21st, 19th and 20th Centuries. 	<ul style="list-style-type: none"> • Missing



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<p>(Possible? In the timeline lesson could start with Roman period on it and then add Egypt. Ensure to Place children and living memory)</p> <ul style="list-style-type: none">• I suggest sources of evidence to help me answer questions. What questions do we want answering about Egypt? What sources can (TT)• I can describe how some of the things I have studied from the past affect life today. (NC) What influences do we have from Ancient Egypt that affect our life today?• I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. (TT)• Evaluate the usefulness of a variety of sources (TT/NC) (Started)• Chn can understand that the type of information available depends on the period of time studying (TT/NC) (Mostly done in lesson 4/7) <p>Can see you easily being able to put these ones in (2 point = mini plenary verbal question)</p> <ul style="list-style-type: none">• Make comparisons between aspects of periods in history and the present day (TT/NC) – Must be stronger/clearer• Give some reasons for some important historical events (TT) <p>New key vocabulary</p> <ul style="list-style-type: none">• Empire, ancient, dynasty, century, artefacts, conclusion, evidence, historians- lesson 1 and throughout as mini plenaries <p>Planning to cover Ancient Egypt including Cleopatra, Tutankhamon and Howard Carter.</p>	
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Year Group	4	Unit Title	Romans (Term 3 & 4)
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Builds on...	Ancient Egypt	Prepares for...	History of technology
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Chn understand that a timeline can be divided into BC (Before Christ) or BCE (Before the Common Era) and AD (Anno Domini). • I can place events and people that I have studied onto a timeline. (NC/TT) • I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. (NC) (lesson 1) • I use evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions and uses of people in the past. (NC) (BLOCK 2) • I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills. (TT) • Note connections, contrasts and trends over time (NC) limited <p>You had these in your History skills for the unit but I cannot see them within the lesson. Feedback needed for clarification:</p> <ul style="list-style-type: none"> • I can divide recent history into 21st, 19th and 20th Centuries.- looking • I suggest sources of evidence to help me answer questions. (TT) • I can describe how some of the things I have studied from the past affect life today. (NC) • I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect (evidence about the past. (TT) (verulamium trip!) 	<ul style="list-style-type: none"> • Using a timeline to show Roman period and add additional key events in British history • Details about Julius Caesar • The reasons why Romans invaded Britain • What life was like as part of the Roman legionary • What life was like before the Romans including Boudicca and the Celts • Compare Roman and Celts way of life. • Compare the life of a rich and poor person. • Understand how buildings were used.



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<p>SECOND BLOCK FOCUS!</p> <ul style="list-style-type: none">• Compare sources of information available for the study of different times in the past (TT/NC)• Make comparisons between aspects of periods in history and the present day (TT/NC- Day in the life of a Roman to now role play• Chn can understand that the type of information available depends on the period of time studying (TT/NC) Different sources reffered to throughout.• Evaluate the usefulness of a variety of sources (TT/NC)• Give some reasons for some important historical events (TT)- How did the Romans help us in our life today- extra lesson. <p>New key vocabulary</p> <ul style="list-style-type: none">• History, period, BC/AD, timeline, time, invasion, Lesson 1 refer to timeline on wall and in books. Add to key vocab wall on display <p>+ Verulamium trip to see where remains were. look at theatre, hypocaust, roman walls, handle artefacts.</p>	
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Builds on...	Romans	Prepares for...	<p>In UKS2 chn will be taught to:</p> <ul style="list-style-type: none"> ● Refer to dates and use historical chronological language in their work. ● Describe similarities and differences between different people, events, time periods artefacts. ● To understand how major events in British History have contributed to the formation of the United Kingdom. ● Give reasons for specific events, supported by evidence. ● Make links between features of past societies. ● Form an interpretation of historical events or figures using a range of sources. ● Consider bias when researching a historical event or figure. ● Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Chn can choose reliable sources of evidence to describe culture, clothes and leisure activities (NC/TT) ● Chn understand that a timeline can be divided into periods (NC) ● Chn show on a timeline the changes that they have identified (TT) ● Chn can describe the main changes in a period in history (NC/TT) ● Chn ask questions about change, causes, similarity, difference and significance. (NC) ● Chn can describe how some of the things they have studied from the past affect life today. (NC) ● Chn can describe how some of the things they have studied from the past affect life today. (NC) 	<ul style="list-style-type: none"> ● Understand what technology is ● To understand how technology has changed ● To consider environmental implications of technological changes ● Use artefacts to spark their questions ● Invent new technology to a design brief and consider its impact. ● To know people who have impacted our history within the field of technology. ● To know who Steve Jobs, Ada Lovelace and the Wright brothers were.



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<ul style="list-style-type: none"> • Chn can refer and use historical chronological language in their work (NC) • Chn can give reasons for events, supported by evidence 	
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Year Group	5	Unit Title	Anglo Saxons
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Builds on...	<p>Year 4 Prior Learning:</p> <ul style="list-style-type: none"> • Chn can plot historical periods on a timeline using centuries. • Chn understand that a timeline can be divided into BC (Before Christ), BCE (Before the Common Era), and AD (Anno Domini) and refer to this when placing events. • Chn will describe main changes in a period of history. • Chn know that Britain has been invaded in the past and that this has influenced life in Britain. • Chn can use evidence to show how the lives of rich and poor differed. • Chn will describe how some of the things studied from the past affect/influence the present. • Chn can compare two different versions of an event and see how they differ. 	Prepares for...	Vikings
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HISTORY

	<ul style="list-style-type: none"> ● Chn are able to hypothesise what life would have been like for different people in the past. ● Chn can give more than one reason to support historical argument. 		
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Chn can choose reliable sources of evidence to describe culture, clothes and leisure activities (NC/TT) ● Chn can describe what was important to people from the past. (NC) ● Chn can contrast the lives of the rich and the poor. (NC/TT) ● Chn understand that a timeline can be divided into periods (NC) ● Chn show on a timeline the changes that they have identified (TT) ● Chn can describe the main changes in a period in history (NC/TT) ● Chn ask questions about change, causes, similarity, difference and significance. (NC) ● Chn can describe how some of the things they have studied from the past affect life today. (NC) ● Chn can describe how some of the things they have studied from the past affect life today. (NC) ● Chn can refer and use historical chronological language in their work (NC) ● Chn understand how major events in british History have contributed to the formation of the United Kingdom ● Chn can give reasons for events, supported by evidence ● Chn will begin to consider bias when researching an historical event or figure <p>New key vocabulary</p> <ul style="list-style-type: none"> ● Archaeologist, BC/AD, timeline 	<ul style="list-style-type: none"> ● Understand who the Anglo Saxons are ● How to be Archaeologists and investigate Anglo Saxons ● Use artefacts to spark their questions ● Invasion by Anglo Saxons in more detail and their tribes ● Create own Anglo Saxon village using all of their features. ● Compare and contrast Anglo Saxon life to now ● Detailed look at families and communities in Anglo Saxon times and create role plays ● Cross curriculum write ● Make Anglo Saxon brooches ● Beowulf completed in English ● Mr Clark dresses up as an Anglo-Saxon and Viking



HISTORY

<ul style="list-style-type: none"> History, Chronological decade, century, BCE, date, archaeology, dig, excavate, empire, primary source, secondary source, source reliability (ish) 	
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Year Group	5	Unit Title	Vikings
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Builds on...	Anglo Saxons	Prepares for...	Local History –MK retold
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> Devise historically valid questions about change, cause similarity differences, and significance. (NC) Establishing clear narratives within and across the periods of time they study. (NC) Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (NC/TT) Make comparisons between aspects of periods in history and present day. Understand how our knowledge of the past is constructed from a range of sources. (TT/NC) Place some historical periods in chronological order (TT) Chn know that some historical events occurred concurrently in different locations (KS2 topics covered so far) (NC) - Chn can refer and use historical chronological language in their work - Chn understand how major events in british History have contributed to the formation of the United Kingdom - Chn can give reasons for events, supported by evidence - Chn will begin to consider bias when researching an historical event or figure <p>New key vocabulary</p> <ul style="list-style-type: none"> Historian, invasions, settlers, media, era, religious 	<ul style="list-style-type: none"> Viking visitor (Steve Clark) Viking raids and invasion Map work Key Viking vocabulary Describe stereotypical Viking and an accurate Viking Discussed Lindisfarne and York and their significance Study religion and create debate Compare Viking life to now Compare Viking to Anglo Saxons Look at sources of information about the Vikings, compare them, and see what you can learn from them. Think about what evidence will be available in the future about us. Research key areas of Viking life: jobs, clothes, food, transport and beliefs. Could you cover the resistance by King Alfred the Great and Athelstan, the first King of England, further Viking invasions and Danegold, compare to Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066. Touched on in Vikings in Home Learning



HISTORY

<ul style="list-style-type: none"> • Ancient, civilization, ancestor, bias, press, propaganda, bias, interpretations, analyse, evaluate, political, social, cultural, government, citizen, trade 	<ul style="list-style-type: none"> - Could we cover it elsewhere?
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Year Group	5	Unit Title	Local History – MK retold
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Builds on...	Vikings	Prepares for...	<p>In Year 6 children will be taught to:</p> <ul style="list-style-type: none"> • Identify and compare changes within and across different time periods. • Place features of historical events and people from past societies and periods in a chronological framework. • Recognise and describe change and continuity across periods of time. • To give specific examples of how major events in British and World History have impacted aspects of British society today. • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. • Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each.
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<p>Key Skills Covered</p> <ul style="list-style-type: none"> • Make comparisons of aspects of History and present day • Devise historically valid questions (NC/TT) • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (NC/TT) <p>New key vocabulary</p> <ul style="list-style-type: none"> • Historical, evidence 	<p>Main Knowledge Gained</p> <ul style="list-style-type: none"> • Willen through the ages • Go for a walk around Willen • Research Milton Keynes's history • Compare 'old' MK to modern MK • Mk Museum, Bradwell Abbey, Discovery Centre, mkheritage.co.uk, livingarchive.org.uk, • Maybe Greg Rutherford, Dele Ali, Jim Marshal
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HISTORY

● Change, continuity and legacy	
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Year Group	6	Unit Title	WW2 – Battle of Britain (beyond 1066)
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Builds on...	<p>Year 5 Prior Learning:</p> <ul style="list-style-type: none"> ● Chn can refer to dates and use historical chronological language in their work. ● Chn can describe the main changes in a time period in history. ● Chn can order significant events, movements and dates on a timeline. ● Chn know that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. ● Chn know that Britain has been invaded by several different groups over time. ● Chn will describe similarities and differences between different people, events, time periods and artefacts. ● Chn understand how major events in British History have contributed to the formation of the United Kingdom. ● Chn can give reasons for specific events, supported by evidence. ● Chn know how historical artefacts have helped us understand about British lives in the past. ● Chn can form an interpretation of historical events or figures using a range of sources. 	Prepares for...	Crime & punishment – Anglo Saxon to present
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HISTORY

	<ul style="list-style-type: none"> • Chn will begin to consider bias when researching an historical event or figure. 		
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study (NC / TT) • Devise historically valid questions (NC) • Understand our knowledge of the past is constructed from a range of sources (NC / TT) • Construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC / TT) • Understand bias in historical sources • Note connections, contrast and trends over time (NC / TT) • Develop the appropriate use of historical terms (NC) • Describe a local history study (TT) Partly – based on BP <p>New key vocabulary</p> <ul style="list-style-type: none"> • Timeline, chronology, date, evidence, media, press, propaganda, bias • History, Historian, historical, decade, century, BC/AD/BCE, era, policial, social, cultural, religious, empire, Govenment • Citizen & trade 	<ul style="list-style-type: none"> • Timeline, start & end of WW2 • Recap significant events in British history • ‘Phoney war’ • Sources – air raid siren clip, Churchill’s speech (including impact on people at the time), edited version of the speech, maps, old newspapers, primary source diaries, photographs, dedicated websites and trip to Bletchley Park (lesson 2 link not working) • Locate European countries involved in WW2 • The events leading up to the Battle of Britain, including countries involved and the roles they played • Events of the Blitz • Ways to keep safe during the Blitz • Use of propaganda during war time & recreation of posters/slogans • Role of women during WW2 – compare & contrast to now • Cross curricular x 4 • Understanding rationing during WW2 • Links rationing with Maths lesson • Know who the main world leaders were during WW2 • Key events of the Holocaust • WW2 British and German plans, tanks and radar • The important role the codebreakers at Bletchley Park played in winning WW2 (local link & trip) • Alan Turing and Neville Chamberlain



HISTORY

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Year Group	6	Unit Title	Crime & punishment – Anglos Saxon to present
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Builds on...	WW2	Prepares for...	Benin – Contrasts with British History
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Key Skills Covered	Main Knowledge Gained
<ul style="list-style-type: none"> ● Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study (NC / TT) ● Note connections, contrast and trends over time (NC / TT) ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC / TT) ● Understand our knowledge of the past is constructed from a range of sources (NC / TT) ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information (NC / TT) <p>New key vocabulary</p> <ul style="list-style-type: none"> ● Dig, excavate, archaeology, archaeologist, change, continuity, legacy, interpretation, analyse, evaluate 	<ul style="list-style-type: none"> ● Broad trends of crime and punishment ● Cross periods studied to present including Anglo-Saxons, Romans, Tudor, Victorian and Medieval ● Topical key words – wergild, oath, helper, thane, churl, tithings, hue, vagrancy and treason ● Range of ways to present information ● Compare and contrast across time periods to today ● Cross curricular write ● Robert Peel



HISTORY

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Year Group	6	Unit Title	Benin – Contrasts with British History
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Builds on...	Crime & punishment – Anglo Saxons to present	Prepares for...	KS3
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Key Skills Covered	Main Knowledge Gained
<p>Previously covered</p> <ul style="list-style-type: none"> ● Study a non-European society that provides contrast with British history – AD 900 Mayan civilization (NC) (Will be changing to AD 900 Benin (West Africa)) ● Devise historically valid questions (NC) ● Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study (NC / TT) <p>New key vocabulary</p> <ul style="list-style-type: none"> ● Historical, ancient, civilisation, religious ● Invasion, settlers, ancestors, primary source, secondary source, source reliability, civilisation, ancient 	<p>Previously covered</p> <ul style="list-style-type: none"> ● Explore Mesoamerica’s physical and human geography ● Explore a historical timeline and where the Maya civilisation fit in ● Locate Maya countries and cities ● Explain the religious beliefs of the Maya people and understand how they worshipped ● Ancient Maya timeline ● Explore the ancient Maya traditional and beliefs ● Look at ancient Maya cooking ● Understand the Maya number system ● Promotion of further learning independently <p>Benin - Contrasts with British History Eweka</p>