**HISTORY**

**"A people without the knowledge of their past history, origin and culture is like a tree without roots.”**

**Marcus Garvey**

**INTENT**  
History has always been held in high regard at The Grove School. The history curriculum at The Grove makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality.  
Topics are informed by the national curriculum and are sensitive to children’s interests, as well as the context of the local area. The history curriculum at The Grove is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy. In line with the National Curriculum, the curriculum at The Grove aims to ensure that all pupils: gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past; are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History is planned in line with our 4-part sequencing of lessons; ignite and inspire, deepening understanding, mastery and showcase. Retrieval practice is built in throughout to ensure learning is sticky and forms part of the long-term memory, allowing children to build on their knowledge and make links throughout the learning at The Grove and beyond.

**IMPLEMENTATION**  
History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.  
Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. Equality is considered when planning and delivering lessons.

School trips provide further relevant and contextual learning.  
The Early Years Foundation Stage (EYFS) aims for all children in Foundation Stage to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year.

**IMPACT**  
Outcomes evidence a broad and balanced history curriculum and demonstrate the children’s acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children are also asked what they have learned comparative to their starting points at the end of every topic.  
Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Children are enthusiastic about History and have memorable experiences facilitating a passion for the subject and desire to study history beyond primary school.

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| Early Years | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Early Years –Understanding the World – Past and Present |  | **Understanding the World Past and Present ELG**  Children at the expected level of development will: -  Know 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;  Know and understand the past through settings, characters and events encountered in books read in class and storytelling; | Use stories and images to notice differences and similarities and understand past and present.  Use artefacts to observe and discuss what they notice.  Use their own setting to talk about and notice differences and similarities in their own family history and experiences.  Be able to discuss their observations and make comparisons. |  |  |
|  | Prior Knowledge | Knowledge | Skills | Next steps | Assessment |
| Year 1-2 Cycle 1A  History Detectives – Food. | **Understanding the World Past and Present ELG**  Children at the expected level of development will: -  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  Know and understand the past through settings, characters and events encountered in books read in class and storytelling; | 1. Know that history is learning about the past and that we find out about the past from a variety of sources – photographs, people, written information and artefacts.  2. Know what a time line is.  3. Know that food was different in Victorian Times compared to modern day ie not processed food.  4. Know that food was different in Victorian Times compared to modern day ie less imported food – sugar but not bananas.  5. Know that we can find out about Victorian food from Victorian cookbooks.  6. Know that food has changed over time due to changing and mixing of cultures (based on our children’s heritage). | Understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Understand where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  Children should be able to ask perceptive question, think critically, weigh evidence, sift arguments and develop perspective and judgement. | To understand what Primary and Secondary sources are.  To discuss the relative merits of primary and secondary sources.  To know of other time periods that border The Victorians. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 1B  Significant People – Rosa Parks | 1. Know that history is learning about the past and that we find out about the past from a variety of sources – photographs, people, written information and artefacts.  2. Know what a time line is.  3. Know that food has changed over time due to changing and mixing of cultures (based on our children’s heritage).  4. EYFS: Know about the lives of the people around them and their roles in society; | 1. Know that Rosa Parks was an African-American woman who lived from 1913 – 2005.  2. Know that in America, at that time, black people faced discrimination.  3. Know that black people had to sit at the back of the bus because of the colour of their skin.  4. Know that Rosa Parks demonstrated against this by sitting at the front of the bus.  5. Know that this was one of the first protests that helped to make the lives of black people better.  6. Know that people around the world still face discrimination. | Children should use a wide variety of historical terms ie past, present, future, evidence, artefact.  Children should ask and answer questions, choosing and using parts of stories to show that they know and understand key features of events.  Understand the complexities of people’s lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time. | Gain coherent knowledge and understanding of Britain’s past and that of the wider world with specific reference to racial struggles in UK culture.  To gain a deeper understand of the complexities of people’s lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 1C  History Detectives – Seaside: Goodrington | 1. Know that history is learning about the past and that we find out about the past from a variety of sources – photographs, people, written information and artefacts.  2. Know what a time line is.    3. Know that food has changed over time due to changing and mixing of cultures (based on our children’s heritage). | 1. Know where Goodrington is.  2. Know that Goodrington existed in Victorian Times and when that was.  3. Know what a tourist is.  4. Know that the Victorian Era was the birth of tourism.  5. Know that a trip to the seaside in Victorian times was different and similar to now ie, Punch and Judy, Ice-cream, wetsuits, bathing houses, jet skis.  6. Know that in Victorian Times you had to be privileged to visit the seaside and that this could be true today. | Understand where people and events they study fit within a chronological framework and identify similarities and differences between way of life in different periods.  Be curious to know more about the past.  Develop and awareness of the past using common words and phrases relating to the passing of time. | Know that some people were really poor in Victorian times and life was really hard for children.  Know that lots of children had to work in workhouses and in other dangerous jobs. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 2A  History Detectives – The Grove School | **Understanding the World Past and Present ELG**  Children at the expected level of development will: -  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  Know and understand the past through settings, characters and events encountered in books read in class and storytelling; | 1. Know that history is learning about the past and that we find out about the past from a variety of sources – photographs, people, written information and artefacts.  2. Know what a time line is.  3. Know that compulsory school began in the Victorian period and that’s when our school was built.  4. Know what it was like to be a school child in Victorian Times ie PE drills and Dunce’s Cap.  5. Know what games children played in Victorian Times.  6. Know some key similarities and differences between school life in Victorian Times and School life now ie subjects, playground games, clothing | Gain a coherent knowledge of Britain’s past and the wider world.  Be able to interrogate photographs to collect historical information.  Be able to look around our local environment to collect historical information. | Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  Know that photography was developed in Victorian Times.  Know that The Education Act was passed in Victorian times and made it mandatory for children to go to school. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 2B  Significant People – Mary Anning | 1. Know that significant people from the past contribute to global development.  2. EYFS: Know about the lives of the people around them and their roles in society; | 1. Know what a fossil is in basic term ie the remains of a dead organism and that we use fossils to find out things about the past  2. Know that we know about the dinosaurs from fossils.  3. Know that Mary Anning was an English fossil collector.  4. Know that Mary Anning is recognised for her international achievements ie  5. Know that Mary Anning lived at the beginning of The Victorian Period and that her clothes and equipment were different from today.  6. Know that historically important artefacts often end up in museums. | Understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Be able to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. | Know the relative periods of time between the dinosaurs and early humans.  Children whi have not completed Cycle A  To understand what Primary and Secondary sources are.  To discuss the relative merits of primary and secondary sources. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 2C  History Detectives – A shop in Totnes: Mountain Warehouse | 1. Know where Goodrington is.  2. Know that a trip to the seaside in Victorian Times is different and similar to now. | 1. Know where Mountain Warehouse is on the Totnes high street.  2. Know that it was a clothes shop before and before that a Woolworths.  3. Know that things change over time based on their own experiences.  4. Know that changes are driven by a variety of factors ie shopping preferences and need.  5. Know that we can gather information from Primary Sources by talking to people.  6. Know that people are not always reliable sources of evidence. | Be able to collect historical information from primary and secondary sources.  Be able to conduct interviews of people (primary sources) to gather information on changes within living memory.  To be able to talk about such changes using appropriate historical terminology. | Have a thorough understanding of the process of change and know that such change can be driven by a multitude of human and physical factors.  Discuss in detail changes and events within the local area, and how this has shaped the local environment. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 1A  Stone Age to Iron Age | Know that history is learning about the past and that we find out about the past from a variety of sources – photographs, people, written information and artefacts.  Know what a time line is.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Know that we can gather information from Primary Sources by talking to people.  Know that people are not always reliable sources of evidence. | 1. Know what history is and know that historical information can be collected by a variety of primary and secondary sources.  2. Know that the Stone Age lasted from approx. 15,000 BC to 3000 BC (and what BC / AD and BCE / CE mean).  3. Know that the Stone Age represented an era of early humans and that primitive hunter-gatherer societies were evolving.  4. Know some common characteristics of Stone Age living, i.e. clothing, food and shelter.  5. Know that the Iron Age (approx.. 3000 BC to 800 BC followed the Stone Age, and that it was characterised by the use of bronze for tools and jewellery.  6. Know that the Iron Age (approx. 800 BC to 43 AD) followed the Bronze Age and that it was characterised by the use of iron for tools and jewellery. | To understand significant aspects of history in the wider world.  To be able to gather detailed information from historical artefacts.  To be able to talk historical events using the correct historical vocabulary (BC/AD and BCE/CE).  I can devise historically valid questions about change, cause, similarity and difference, and significance. | To be able to place the Stone Age, Bronze and Iron Age on a chronologically accurate timeline that includes the other notable civilisations in History (i.e. Greek, Roman, Egyptian and British Empire).  To make comparisons between the Stone, Age, Bronze Age and Iron Age with these other civilisations, with regards to lifestyle and technological development. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 1B  Castles: An in-depth local study | 1. Know what history is and know that historical information can be collected by a variety of primary and secondary sources.  2. Know that the Stone Age lasted from approx. 15,000 BC to 3000 BC (and what BC / AD and BCE / CE mean).  3. Know that The Grove School was built in Victorian times and that it’s use has changed over time. | 1. Know what a castle is and some of the key features of many castles, i.e. moat, drawbridge, walls, turrets, keep.  2. Know where Totnes castle is and be able to identify some of its features.  3. Know that Totnes was founded in 1136 and know the myth of Brutus.  4. Know that the castle is a Norman Motte and Bailey castle, built around 1066.  5. Know that Totnes castle has changed over time from having a stone keep added to eventually becoming a tourist attraction.  6. Know that the different feature of the castle would have had different uses. | I can talk about historical event in my local area.  I can demonstrate that I understand the process of change.  I can show that I am able to note connections, contrasts and trends over time and develop the appropriate use of historical terms. | I can demonstrate that I have a chronologically secure knowledge and understanding of British, local and world history.  I can show that I understand historical concepts such as continuity and change, cause and consequence similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 1C  Ancient Egypt | 1. Know that the Stone Age lasted from approx. 15,000 BC to 3000 BC (and what BC / AD and BCE / CE mean).  2. Know that the Stone Age represented an era of early humans and that primitive hunter-gatherer societies were evolving.  3. Know some common characteristics of Stone Age living, i.e. clothing, food and shelter. | 1. Know where Egypt is and the main geographical features (Nile and Cairo, seas.  2. Know that the Ancient Egyptian Empire was between 7500 BC and 30AD (BCE and CE).  3. Know the key landmarks of The Ancient Egyptian Empire.  4. Know that The Ancient Egyptians believed in many Gods and Goddesses and who they were ie. Isis, Horus, Bastet and Anubis.  5. Know about the Ancient Egyptian belief in reincarnation and the process of mummification.  6. Know about historians have discovered much about the civilisation through hieroglyphs (and translating them after the discovery of the Rosetta Stone). | I can demonstrate that I understand how our knowledge of the past is constructed from a range of sources.  I can demonstrate that I understand the diversity of societies and relationships between groups, as well as my own identity and the challenges of time.  I can construct informed response that involve thoughtful selection and organisation of relevant historical information. | I can make comparisons to other civilisations, that differ both in time and place, including the Roman, Mayan and Greek civilisations.  I know that the Ancient Egyptian civilisation did not occur in isolation, and had connections with the Roman empire.  I can make comparisons between Egyptian beliefs and those of other European civilisations. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 2A  Ancient Greece | Know that history is learning about the past and that we find out about the past from a variety of sources – photographs, people, written information and artefacts.  Know what a time line is.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Know that we can gather information from Primary Sources by talking to people.  Know that people are not always reliable sources of evidence  For those who have already done the first cycle: significant knowledge of Ancient Egypt | 1. Know what history is and know that historical information can be collected by a variety of primary and secondary sources.  2. I know about the following terminology (BC / AD and BCE / CE) – this is a recap for those who have undergone Cycle 1.  3. Know where Greece is and that the ancient Greek civilisation existed from approx. 776 BC to 146 BC.  4. Know that the Ancient Greeks invented many things that are still in use today: waterwheel, Archimedes Screw, theatre and cranes.  5. Know that the Ancient Greeks invented the Olympic Games and know the story of the marathon.  6. Know that Greeks’ Olympic legacy has led to a global event that has changed over time. | Demonstrate historical perspective by placing my growing knowledge into different contexts, understanding the connections between local, regional, national and international history; and between short- and long-term timescales.  I understand and can talk about how Britain has influenced and been influenced by the wider world.  Understand the methods of historical enquiry including how evidence is used. | I can make comparisons to other civilisations, that differ both in time and place, including the Roman, Mayan and Egyptian civilisations.  I can make comparisons between The Ancient Greeks and of other European civilisations. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 2B  Chronology Specifics: WEAPONS | Know that history is learning about the past and that we find out about the past from a variety of sources – photographs, people, written information and artefacts.  Know what a time line is.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Know that we can gather information from Primary Sources by talking to people.  Know that people are not always reliable sources of evidence  Children to draw on their knowledge of time periods already covered. | 1. Know the relative order of the following time periods: Stone Age, Bronze Age, Iron Age, Romans, Ancient Egypt, Ancient Greece, Tang Dynasty, Tudors, World War 1 and 2 and Modern Day.  2. Know that weapons made from stone, bronze or iron were used in the Stone Bronze and Iron Age ie spears, axes, swords, armour, bows and arrows  3. Know that warships, catapults and trebuchets were developed in Roman, Egyptian and Greek times.  4. Know that gunpowder was invented in the Tang Dynasty and that canons and muskets were used in Tudor times.  5. Know that during World War 1 and 2, tanks, machine guns and artillery shells were used as weapons.  6. Know that the nuclear bomb was developed at the end of WW2 and that it remains a deterrent and is still deployed on British Submarines today. | I have a coherent knowledge and understanding of Britain’s past and that of the wider world.  I can demonstrate that I understand historical concepts such as similarity, difference and significance and use them to make connections, and create their own structured accounts including written narratives and analyses.  Be able to analyse historical sources of evidence. | I also know when The Victorians and Vikings were in relation the time periods just studied.  Be able to analyse different sources of historical evidence and be able to understand how this might affect people’s understanding and judgement. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 2C  The Roman Empire | 1. Know that the Ancient Egyptian Empire was between 7500 BC and 30AD (BCE and CE).  2. Know about historians have discovered much about the civilisation through hieroglyphs (and translating them after the discovery of the Rosetta Stone). | 1. Know where Rome is and know that The Roman Empire existed between AD43 and AD410.  2. Know the story of Romulus and Remus and the creation of The Roman Empire.  3. Know the geographical extent of The Roman Empire and that it interacted with The Egyptian Empire.  4. Know that The Roman Empire had a big impact on life in Britain and that The Romans invaded and occupied Britain.  5. Know about how Roman inventions changed British society and life: roads, food, baths, heating.  6. Know that Boudicca and other Britons were opposed to Roman occupation and fought against it. | I can demonstrate that I understand the complexity of people’s lives.  I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.  I can ask perceptive questions, think critically, weight evidence. Sift arguments and develop perspective and judgement. |  |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 5-6 Cycle 1A  Vikings and Anglo-Saxons | Know about the time periods of: The Stones, Bronze and Iron Ages, The Ancient Egyptians, The Ancient Greek and The Romans.  To understand significant aspects of history in the wider world.  To be able to gather detailed information from historical artefacts. | 1. Know what history is and know that historical information can be collected by a variety of primary and secondary sources.  2. Know that the Vikings and 793AD to 1066 and the Anglo Saxons between 410 AD and 1066 and be able to place these within time frames studied so far.  3. Know that The Vikings believed in Yggdrasil and a variety of Gods and Goddesses  4. Know some common characteristics of Viking living, i.e. clothing, food and shelter.  5. Know the extent of The Viking Empire and that they used ships to raid Britain.  6. Know that some Vikings settled in Britain and joined the Anglo-Saxon society. | I can demonstrate that I have a chronologically secure knowledge and understanding of British, local and world history.  Be inspired and curious to know more about the past.  Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed | Know about the development of Church state and society on Medieval Britain (1066 – 1509).  Use historical terms and concept in increasingly sophisticated ways. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 5-6 Cycle 1B  Chronology specifics: INJUSTICE | 1. Know the relative order of the following time periods: Stone Age, Bronze Age, Iron Age, Romans, Ancient Egypt, Ancient Greece, Tang Dynasty, Tudors, World War 1 and 2 and Modern Day.  2. Know about changes throughout history eg weapons. | 1. Know the Chronology of the following time periods, including as many dates as possible: Stone, Bronze, Iron Age, Romans, Anglo-Saxons and Vikings, Egyptians, Greeks, Tang Dynasty, Mayans, Tudors, Victorians, World War 1 and 2.  2. Know of the injustice that Boudicca experienced and the lasting legacy of this.  3. Know about Henry VIII’s treatment of Anne Boleyn.  4. Know that Guy Fawkes actually played a minor role in The Gunpowder Plot  5. Know that Martin Luther King was assassinated because he was protesting against racial inequality.  6. Know that The Suffragette’s fought for the women’s vote. | I ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.  I can demonstrate that I understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time.  I can construct informed responses that involves thoughtful selection and organisation of relevant historical information. | Understand the development of Church, state and society in Britain 1509 -1745.  Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 5-6 Cycle 1C  Non-European History: Mayans | Know about The Ancient Egyptians, Ancient Greeks, Romans, Vikings and place in chronological order.  To understand significant aspects of history in the wider world.  To be able to gather detailed information from historical artefacts.  Know about primary and secondary sources and how to interpret these. | 1. Know that the Mayan Empire existed between 1100BC and 1502 AD and know that this spanned many other civilisations.  2. Know that The Mayan Empire occupied most of Central America.  3. Know what life was like in Mayan times with specific reference to food and shelter.  4. Know the belief system of The Mayan Empire: when people died, they entered the underworld through a cenote. If possessing supernatural powers, they became Gods.  5. Know that the Mayan Empire failed because of environmental degradation, drought, warfare and shifting trade routes.  6. Know that there are similarities between now and then in terms of climate change and environmental degradation. | I can regularly address and sometime devise questions about change, cause, similarity and difference and significance.  I can show I have gained historical perspective by placing my growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term time scales. | Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 5-6 Cycle 2A  Local History – Life as a child in  The Victorian Times | Know and talk about historical events in my local area.  Know and demonstrate that I understand the process of change.  Know and show that I am able to note connections, contrasts and trends over time and develop the appropriate use of historical terms. | 1. Know what history is and know that historical information can be collected by a variety of primary and secondary sources.  2. Know that The Victorian era spanned 1837 – 1901 (the rule of Queen Victoria) and the extent of The British Empire.  3. Know what life was like for rich and poor children with reference to living conditions, clothing, work, toys, entertainment.  4. Know Barnardo helped to improve the life of Victorian children by opening homes and schools  5. Know what life was like in a Victorian workhouse.  6. Know how life changes for children living in Victorian Britain and the Acts that were passed: Education Act, Anti-slavery Act, Child Labour Act, Safety in mines and factories, prison reform Act and public health Act. | Gain and employ a historically grounded understanding of abstract terms such as: Empire, civilisation, Parliament and peasantry.  I can talk about historical events in the local area. | Understand the creation of the welfare state in Britain.  Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. |  |
|  | Prior Knowledge | Knowledge | Skills | Next steps | Assessment |
| Year 5-6 Cycle 2B  Chronology specifics – CRACKPOT Theories! | . Know the relative order of the following time periods: Stone Age, Bronze Age, Iron Age, Romans, Ancient Egypt, Ancient Greece, Tang Dynasty, Tudors, World War 1 and 2 and Modern Day.  2. Know about changes throughout history eg weapon and injustice. | 1. Know the Chronology of the following time periods, including as many dates as possible: Stone, Bronze, Iron Age, Romans, Anglo-Saxons and Vikings, Egyptians, Greeks, Tang Dynasty, Mayans, Tudors, Victorians, World War 1 and 2.  2. Know that The Ancient Egyptians thought that the sun was Ra going by in his chariot.  3. Know that The Vikings believed that the Earth was flat.  4. Know that Ptolomy and Copernicus theorised differently about the structure of our Solar System.  5. Know that Darwin’s theories of evolution challenged current thinking on the origins of our species.  6. Know that the landing on the moon is still considered by some to be a hoax. | Understand significant aspects of the history of the wider world, the nature of Ancient civilisations, the expansion and dissolutions of Empires; characteristic features of past and non-European societies; achievements and follies of humankind. | Understand the changes in ideas, political power, industry and Empire: Britain 1745 – 1901. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps |  |
| Year 5-6 Cycle 2C  British History: WW2 | I know and can demonstrate that I have a chronologically secure knowledge and understanding of British, local and world history.  Know about and be inspired and curious to know more about the past.  Know and understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed | 1. Know that WW2 happened between 1939 – 1945 and that it was fought between the allies and the axis.  2. Know the events leading up to The Battle of Britain: Nazis gains, Dunkirk.  3. Know that The Battle of Britain occurred in the summer of 1940 and prevented the Nazis invasion of Britain.  4. Know about life as a child in WW2: bombing raids, rationing and evacuations.  5. Know that the interim period after The Battle of Britain allowed time for the preparation of D-Day.  6. Know that relationships with Germany is transformed and that change happens over time. What do humans learn from history? | Understand and know the history of these islands as a coherent chronological narrative from the earliest times to the present day and how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured account, including written narratives and analyses. | Understand the challenges for Britain, Europe and the wider world (1901 – present day), with particular reference to Britain’s place in the world since 1945. |  |