

History

Intent:

A high-quality history education will allow children to gain a clear understanding of the past and how it has shaped the world we live in today. Children will explore Britain’s past, key historical figures and the impact of significant discoveries. Our children will become critical and collaborative thinkers, who are able to discuss and develop their own perspective on a range of historical events. The history curriculum will inspire curiosity, providing children with the opportunity to immerse themselves in their learning.

We will:

- Gain a chronological understanding of events from early civilisations to the present day
- Identify the historical impact of events and how it has shaped the way we live today
- Understand how the past was different from the present and that people of other times and places may have had different values and attitudes
- Discuss and evaluate historical sources
- Gain an understanding of key historical figures and their role in the past and present
- Use their growing knowledge to compare and contrast different time periods

Curriculum Progression Map:

Reception	Development Matters	Early Learning Goals	
	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past	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 Unit: Then and Now			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To sort old and new toys.	<ul style="list-style-type: none"> • Use common words to describe the passing of time e.g. before, yesterday, after, a long time ago • Ask and answer questions about the past using simple sources of information • Use a range of sources 	Continuity and Change Similarities and Differences	After Before Cause Change Compare
To identify similarities between old and new toys.	<ul style="list-style-type: none"> • Ask and answer questions about the past using simple sources of information • Know some things that stay the same • Identify similarities and differences between then and now 	Continuity and Change Similarities and Differences	Continue Different Historian Materials

To compare our parents' and grandparent's toys.	<ul style="list-style-type: none"> Ask and answer questions about the past using simple sources of information 	Continuity and Change Similarities and Differences Enquiry	Memories New Now Old Order Past Period Photograph Plastic Present Similar Source Then Timeline When I was born When my parents/grandparents Wooden
To understand why toys have changed over time.	<ul style="list-style-type: none"> Identify similarities and differences between then and now Understand why events and items change over time Understand what a cause is and give examples 	Enquiry Cause and consequence	
To create a timeline of toys through time.	<ul style="list-style-type: none"> Sequence objects in chronological order To show some understanding of how people find out about the past. 	Chronology	
Enquiry Question: Did Grandma have an Xbox?			
To understand how communication has changed within living memory.	<ul style="list-style-type: none"> Identify different ways in which the past is represented Identify some changes between then and now Know some things that stay the same Identify similarities and differences between then and now 	Continuity and Change Similarities and Differences Enquiry	
To understand how homes have changed within living memory.	<ul style="list-style-type: none"> Identify different ways in which the past is represented Identify similarities and differences between then and now 	Continuity and Change Similarities and Differences Enquiry	
To understand how schools have changed beyond living memory.	<ul style="list-style-type: none"> Identify some changes between then and now Know some things that stay the same 	Continuity and Change Similarities and Differences Enquiry	
To understand how transport has changed within living memory.	<ul style="list-style-type: none"> Identify different ways in which the past is represented Identify some changes between then and now Know some things that stay the same Identify similarities and differences between then and now 	Continuity and Change Similarities and Differences Enquiry Cause and consequence	
To understand how shops have changed within living memory.	<ul style="list-style-type: none"> Identify different ways in which the past is represented Identify some changes between then and now Identify similarities and differences between then and now 	Continuity and Change Similarities and Differences Enquiry Cause and consequence	
Enquiry Question: How has life changed in the last 150 years?			

Year 1 Unit: My Local Area			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To examine sources of my local area.	<ul style="list-style-type: none"> Identify different ways in which the past is represented Identify similarities and differences between then and now To show some understanding of how people find out about the past. 	Similarities and Differences Enquiry	A long time ago Bocking Change Chronological
To explore historical landmarks in Bocking.	<ul style="list-style-type: none"> Know why someone or something was important Identify different ways in which the past is represented 	Continuity and Change Enquiry	Church Continue Different
To sequence local landmarks.	<ul style="list-style-type: none"> Sequence events or objects in chronological order Use common words to describe the passing of time e.g. before, yesterday, after, a long time ago 	Chronology Significance	Enquiry Important Landmark
To research a significant landmark in my local area.	<ul style="list-style-type: none"> Know why someone or something was important Identify similarities and differences between then and now 	Significance Enquiry	Last week Local Past
To understand daily life in Bocking. (Within living memory)	<ul style="list-style-type: none"> Ask and answer questions about the past using simple sources of information Identify different ways in which the past is represented Recognise why people did things and why events happened 	Enquiry Continuity and Change Interpretation	School Significant Similar Source Timeline Village Windmill Yesterday
Enquiry Question: What is significant about my local area?			

Year 2 Unit: Significant Individuals			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand what makes someone significant.	<ul style="list-style-type: none"> Extend their chronological vocabulary using words and phrases like recently, century, decade Understand the term 'significant' and give some examples 	Significance	Achievement Adulthood Anniversary
To understand the impact Florence Nightingale and Mary Seacole had on nursing.	<ul style="list-style-type: none"> Use a source and ask why, what, how, where, who to find answers Describe some historical changes Make simple comparisons between people/events. Compare pictures and photographs of people or events in the past Describe significant people from the past and talk about what they did 	Significance Similarities and Differences Interpretation Enquiry	Astronaut Cause Century Childhood Chronological Decade Differences
To identify the similarities and differences between Queen Victoria and Queen Elizabeth II.	<ul style="list-style-type: none"> Put people, events and objects on a simple timeline Use a source and ask why, what, how, where, who to find answers Make simple comparisons between people/events. Compare pictures and photographs of people or events in the past 	Significance Similarities and Differences Chronology Enquiry	Doctor Enquiry Event

			Explain Impact Monarch Monarchy Nurse Order Recently Reign Relevant Remembrance Royal Scientist Significant Similar Sources Timeline
To compare the lives and achievements of Neil Armstrong and Mae Jemison.	<ul style="list-style-type: none"> • Use a source and ask why, what, how, where, who to find answers • Describe some historical changes • Describe significant people from the past and talk about what they did 	Significance Similarities and Differences Interpretation Enquiry	
To identify the scientific achievements of Charles Darwin and Rosalind Franklin.	<ul style="list-style-type: none"> • Use a source and ask why, what, how, where, who to find answers • Make simple comparisons between people/events. • Describe significant people from the past and talk about what they did 	Significance Similarities and Differences	
To research Isambard Brunel and Charles Kingsley.	<ul style="list-style-type: none"> • Use a source and ask why, what, how, where, who to find answers • Make simple comparisons between people/events. • Describe significant people from the past and talk about what they did 	Significance Similarities and Differences Interpretation	
Enquiry Question: Were Darwin, Kingsley, Franklin and Brunel: good choices for our houses?			

Year 2 Unit: The Great Fire of London			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand what life was like in 17 th Century London.	<ul style="list-style-type: none"> • Start to discuss the usefulness of sources • Compare pictures and photographs of people or events in the past • Extend their chronological vocabulary using words and phrases like recently, century, decade 	Similarities and Differences Enquiry	Artefacts Bacteria Bakery Cause Changes
To know what the bubonic plague was.	<ul style="list-style-type: none"> • Ask and answer a range of questions. 	Enquiry	City Compare
To understand the effect, it had on society.	<ul style="list-style-type: none"> • Ask and answer a range of questions. • Make simple observations about similarities and differences between periods 	Similarities and Differences Enquiry	Consequence Death Diary
To identify similarities and differences between different time periods.	<ul style="list-style-type: none"> • Make some simple observations about similarities and differences within a period e.g. rich and poor 	Similarities and Differences	Discuss Fire Fire hook
To sequence the events during the Great Fire of London.	<ul style="list-style-type: none"> • Put people, events and objects on a simple timeline 	Chronology	Firefighter Horse and Cart Impact
To understand how the fire spread.	<ul style="list-style-type: none"> • Use sources to build a picture of the past • To examine artefacts 	Enquiry Cause and consequence	London Medicine Museum

To understand how they fought the fire.	<ul style="list-style-type: none"> Compare pictures and photographs of people or events in the past 	Similarities and Differences	National Pandemic Past Peasant Period Poverty Pudding Lane Rats Rich River Thames Samuel Pepys Significant Smoke Spread Streets Tower of London Useful Water pump
To examine the events after the fire.	<ul style="list-style-type: none"> Describe some historical changes Understand what a consequence is and give examples 	Cause and consequence	
To understand the impact the fire had on future generations.	<ul style="list-style-type: none"> Describe some historical changes Understand what a consequence is and give examples 	Cause and consequence	
To understand how we know about the fire.	<ul style="list-style-type: none"> Start to discuss the usefulness of sources Understand sources can come from a range of places Compare pictures and photographs of people or events in the past 	Enquiry Interpretation	
To explore the significance of Samuel Pepys.	<ul style="list-style-type: none"> Start to discuss the usefulness of sources Understand the term 'significant' and give some examples 	Interpretation Significance	
Enquiry Question: When was the GFoL and what long lasting impact did it have on society?			

Year 3 Unit: Stone Age to Iron Age			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand the meaning of pre-history.	<ul style="list-style-type: none"> Know that the past can be divided into periods and sequence these on a timeline Use dates when discussing time 	Chronology Significance	AD/CE Advancement Accurate
To identify the different periods within prehistoric Britain.	<ul style="list-style-type: none"> Know that the past can be divided into periods and sequence these on a timeline Use dates when discussing time 	Chronology	Age Agriculture BC/BCE
To understand how life changed during the Stone Age.	<ul style="list-style-type: none"> Combine a range of sources to find out about a period Compare different ways of life within a period Identify significant events within a period 	Continuity and Change	Bronze age Cave painting Cavemen
To understand life during the Neolithic period.	<ul style="list-style-type: none"> Combine a range of sources to find out about a period Ask questions of sources Compare different ways of life within a period 	Continuity and Change Similarities and Differences	Change Continuity Discovery Gatherers
To ask questions about the past.	<ul style="list-style-type: none"> Combine a range of sources to find out about a period Select and record information to answer questions Compare different versions of the same event/ story 	Enquiry	Hill fort Hunters Iron age
To understand the significance of the Bronze Age.	<ul style="list-style-type: none"> Combine a range of sources to find out about a period Observe small details in sources Ask questions of sources 	Cause and consequence Significance	Mesolithic Monuments

	<ul style="list-style-type: none"> • Make links between main events, situations and changes within and across periods • Identify significant events within a period 		Neolithic Nomadic Palaeolithic
To understand life in an Iron Hill Fort.	<ul style="list-style-type: none"> • Combine a range of sources to find out about a period • Identify the consequences of events, situations and changes 	Similarities and Differences Cause and consequence	Period Prehistory Range Religion Settlement Smelting Stone age Technological Tools Villages
Enquiry Question: How did life change from the Stone Age to the Iron Age?			

Year 3 Unit: Ancient Civilisations including Egypt			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand when and where the first civilisations occurred.	<ul style="list-style-type: none"> • Know that the past can be divided into periods and sequence these on a timeline • Use dates when discussing time 	Chronology	Afterlife Agriculture Archaeologist
To identify the main achievements of the Shang Dynasty.	<ul style="list-style-type: none"> • Combine a range of sources to find out about a period • Explain why some aspects of historical accounts, themes or periods are significant • Explain how events from the past have helped shape our lives today 	Similarities and Differences Significance	Book of Dead Canopic jars Civilisation Desert Excavation Gods
To identify the main achievements of the Indus Valley.	<ul style="list-style-type: none"> • Combine a range of sources to find out about a period • Explain why some aspects of historical accounts, themes or periods are significant • Explain how events from the past have helped shape our lives today 	Similarities and Differences Significance	Hebrew Hierarchy Hieroglyphics Irrigation Mummification
To identify the main achievements of the Ancient Sumer.	<ul style="list-style-type: none"> • Combine a range of sources to find out about a period • Explain why some aspects of historical accounts, themes or periods are significant • Explain how events from the past have helped shape our lives today 	Similarities and Differences Significance	Papyrus Pharaoh Pulley system Pyramid River Nile
To know who the Ancient Egyptians were.	<ul style="list-style-type: none"> • 	Enquiry	Significance Slaves Sphinx
To understand the hierarchy of Ancient Egypt.	<ul style="list-style-type: none"> • Identify significant people within a period • Compare different ways of life within a period 	Similarities and Differences Significance	

To identify and explain the importance of the different Egyptian Gods.	<ul style="list-style-type: none"> Combine a range of sources to find out about a period 	Enquiry Significance	Tutankhamun
To explain the process of mummification.	<ul style="list-style-type: none"> Identify significant events within a period Combine a range of sources to find out about a period 	Significance	
To explain how archaeological discoveries help us form a picture of the past.	<ul style="list-style-type: none"> Identify significant people and events within a period Combine a range of sources to find out about a period 	Enquiry	
To understand the importance of the River Nile.	<ul style="list-style-type: none"> Answer historical questions, using information and evidence that I have carefully considered and selected 	Cause and consequence	
To identify technological advances in Egyptian society.	<ul style="list-style-type: none"> Combine a range of sources to find out about a period Ask questions of sources Can comment on the importance of cause and consequence for some of the key events/developments Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) 	Cause and consequence	
To explain how the Egyptian civilisation came to an end.	<ul style="list-style-type: none"> Identify significant people and events within a period Explain why some aspects of historical accounts, themes or periods are significant 	Chronology Cause and consequence	
Enquiry Question: What impact did the first civilisations have on today?			

Year 4 Unit: Ancient Greece			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand when and where Ancient Greece began.	<ul style="list-style-type: none"> Order key events within a period on a timeline Understand more complex vocabulary e.g. BC, AD (or BCE, CE), 20th century 	Chronology	Gods/Goddess Pantheon Temple
To understand how Ancient Greece was formed and governed.	<ul style="list-style-type: none"> Answer historical questions, using information and evidence to give reasons. 	Chronology Cause and consequence	Trojan Horse Achievement Citizens
To explain daily life in the city states.	<ul style="list-style-type: none"> Choose relevant material to present a picture of an aspect of life in a period Give reasons for the cause and consequences of events, situations and changes Understand what makes something significant e.g. affecting lots of people, leading to other events 	Similarities and Differences Interpretation	City states Civilisation Conflict Culture Democracy Entertainment

To evaluate sources.	<ul style="list-style-type: none"> • Use a range of evidence to build up a picture of a past event • Infer from sources • Give reasons why different versions of the past may exist 	Enquiry Interpretation	Evidence Government Legacy Philosopher Society Sources Voting War Worship
To identify the role of the Gods in Ancient Greece.	<ul style="list-style-type: none"> • Appreciate how historical artefacts have helped us understand more about lives in the present and past • Ask a variety of questions 	Interpretation Significance	
To explore Ancient Greek culture.	<ul style="list-style-type: none"> • Use a range of evidence to build up a picture of a past event • Infer from sources • Explain things that have changed and things which have stayed the same 	Continuity and Change Interpretation Significance	
To identify the main achievements of the Ancient Greeks.	<ul style="list-style-type: none"> • Give reasons for similarities and differences within a period 	Continuity and Change Interpretation Cause and consequence	
Enquiry Question: Is the Greek legacy worth remembering?			

Year 4 Unit: Romans			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand when and where the Roman Empire began.	<ul style="list-style-type: none"> • Understand more complex vocabulary e.g. BC, AD (or BCE, CE), 20th century 	Chronology	Amphitheatre Aqueduct Army
To explain how Rome was governed.	<ul style="list-style-type: none"> • Choose relevant material to present a picture of an aspect of life in a period 	Significance	Artefacts Barbarian
To examine the role of a Roman soldier.	<ul style="list-style-type: none"> • Use a range of evidence to build up a picture of a past event 	Interpretation	Bath house Boudicca
To identify Roman Gods and the role of religion.	<ul style="list-style-type: none"> • Appreciate how historical artefacts have helped us understand more about lives in the present and past • Ask a variety of questions 	Interpretation Significance	Chariot City Colchester
To explore everyday life during the Roman Empire.	<ul style="list-style-type: none"> • Use a range of evidence to build up a picture of a past event • Choose relevant material to present a picture of an aspect of life in a period 	Similarities and Differences	Colosseum Conflict Emperor
To use sources to explore Roman entertainment.	<ul style="list-style-type: none"> • Use a range of evidence to build up a picture of a past event • Give reasons for similarities and differences within a period 	Similarities and Differences	Empire Entertainment Fleet
To explain the Roman invasion of Britain.	<ul style="list-style-type: none"> • Give reasons for the cause and consequences of events, situations and changes 	Enquiry Cause and consequence	Gladiator Hadrian's wall Hierarchy
To identify how Britain changed after the Roman invasion.	<ul style="list-style-type: none"> • Choose relevant material to present a picture of an aspect of life in a period • Give some reasons with evidence of why changes occurred 	Continuity and Change Cause and consequence Significance	Iceni Infantry

	<ul style="list-style-type: none"> • Give reasons for the cause and consequences of events, situations and changes • Give reasons for similarities and differences within a period • Understand what makes something significant e.g. affecting lots of people, leading to other events 		Invasion Julius Caesar Legion Mosaic Revolt Roads Roman numerals Settlements Sewer system Shield Slave Soldier Spear Testudo Town Tribe Villas Weapons
To understand the purpose of Hadrian's wall.	<ul style="list-style-type: none"> • Give reasons for the cause and consequences of events, situations and changes 	Cause and consequence	
To research the Iceni tribe.	<ul style="list-style-type: none"> • Use a range of evidence to build up a picture of a past event • Infer from sources • Give reasons why different versions of the past may exist 	Enquiry Interpretation	
To understand the significance of Boudicca.	<ul style="list-style-type: none"> • Give reasons why different versions of the past may exist • Understand what makes something significant e.g. affecting lots of people, leading to other events 	Enquiry Interpretation Cause and consequence Significance	
To understand how my local area played a part in Roman History.	<ul style="list-style-type: none"> • Use a range of evidence to build up a picture of a past event • Give reasons for similarities and differences within a period • Understand what makes something significant e.g. affecting lots of people, leading to other events 	Continuity and Change	
Enquiry Question: Should the Romans have invaded Britain?			

Year 5 Unit: Saxons, Scots and Vikings			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To understand how life changed after the fall of the Roman Empire.	<ul style="list-style-type: none"> • Develop a sense of duration by comparing periods • Know and sequence events and changes within a period • Understand and explain people's diverse experiences within a period 	Similarities and Differences Chronology Cause and consequence	Alfred the Great Angles Anglo Saxons Battle of Hastings Bias
To know who the Anglo Saxons were and why they settled in Britain.	<ul style="list-style-type: none"> • Draw contrasts and spot trends when exploring cause and consequence 	Enquiry Significance	Burial Mound Cause Change
To identify how Anglo Saxon Britain was governed.	<ul style="list-style-type: none"> • Use evidence to build up a picture of life in a time studied 	Continuity and Change Similarities and Differences	Christianity Civilisation Concurrent
To know about Anglo Saxon settlements and everyday life	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods • Understand and explain people's diverse experiences within a period 	Similarities and Differences	Consequence Continuity Contrast Conversion

To know how the Sutton Hoo burial has given us evidence about Saxons	<ul style="list-style-type: none"> Distinguish between primary and secondary sources Use evidence to build up a picture of life in a time studied Link sources and consider how conclusions were arrived at 	Enquiry Interpretation Significance	Danelaw Dragon Head Exports Gods/Goddess
To understand Saxon religion and how it changed over time.	<ul style="list-style-type: none"> Develop an understanding of the reliability of sources Identify and explain change and continuity within and across periods Draw contrasts and spot trends when exploring cause and consequence 	Continuity and Change Cause and consequence Significance	Hierarchy Imports Interaction Interpretation Invade
To understand who the Vikings were.	<ul style="list-style-type: none"> Develop a sense of duration by comparing periods Understand that no single source of evidence gives the full answer to questions about the past Begin to identify primary and secondary sources 	Similarities and Differences	Jutes Long ship Missionary Monarchy Monastery
To examine why Viking raids were so successful.	<ul style="list-style-type: none"> Understand how significance can develop over a longer period of time Distinguish between primary and secondary sources 	Chronology Enquiry	Monk Pagan Pillage
To understand the interactions between the Saxons and Vikings.	<ul style="list-style-type: none"> Distinguish between primary and secondary sources Use evidence to build up a picture of life in a time studied Develop an understanding of the reliability of sources Consider the reliability of interpretations and evaluate their usefulness Link sources and consider how conclusions were arrived at Identify and explain change and continuity within and across periods 	Enquiry Interpretation	Primary Source Raids Region Reliable Sail Saxons Secondary Source Settlement
To understand the significance of Alfred the Great.	<ul style="list-style-type: none"> Distinguish between primary and secondary sources Understand how significance can develop over a longer period of time 	Chronology Interpretation Significance	Succession Sutton Hoo Taxes Trade
To examine the role of trade in Viking society.	<ul style="list-style-type: none"> Make comparisons and contrasts between historical periods 	Interpretation	Trends Unbiased
To explain the decline Viking and Saxon settlements.	<ul style="list-style-type: none"> Explain things that have changed and things which have stayed the same 	Enquiry Cause and consequence Significance	Unreliable Vikings Wessex
Enquiry Question: Is it accurate to call the Vikings 'vicious'? Did Alfred deserve to be called 'great'?			William the Conqueror

Year 5 Unit: Kingdom of Benin			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To sequence events on a timeline.	<ul style="list-style-type: none"> Develop a sense of duration by comparing periods Know and sequence events and changes within a period 	Chronology	Africa Bronze
To understand how the Benin empire began.	<ul style="list-style-type: none"> To understand the factors that enable an event 	Enquiry Significance	Comparison Concurrent
To understand how society was governed at the time.	<ul style="list-style-type: none"> Use evidence to build up a picture of life in a time studied <ul style="list-style-type: none"> To know that civilisations are ruled in different ways 	Similarities and Differences	Decline Diversity
To explore everyday life in the Kingdom of Benin.	<ul style="list-style-type: none"> Use evidence to build up a picture of life in a time studied 	Similarities and Differences Enquiry	Dynasty Edo Elder
To understand the impact of trade.	<ul style="list-style-type: none"> Understand and explain people's diverse experiences within a period 	Interpretation Cause and consequence Significance	Era Farming Golden Age Government
To compare the Kingdom of Benin to concurrent periods of History.	<ul style="list-style-type: none"> Develop a sense of duration by comparing periods Understand and explain people's diverse experiences within a period Develop a sense of duration by comparing periods Make comparisons and contrasts between historical periods Explain the chronology of different time periods (local, British and world history) and how they relate 	Continuity and Change Similarities and Differences Chronology	Irrigation King Kingdom Market Place Oba Patterns
To understand what led to the decline of the Benin Kingdom.	<ul style="list-style-type: none"> To understand the factors that enable an event 	Enquiry Interpretation Cause and consequence Significance	Prince Slave Trade Throne Trade Trends
<p style="text-align: center;">Enquiry Question: Was Britain responsible for the collapse of the Kingdom of Benin? Should the British museum return the Benin bronzes?</p>			

Year 6 Unit: World War Two

Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To know when WW2 occurred and why it started	<ul style="list-style-type: none"> • Create timelines demonstrating an understanding of period, change and significant events • Analyse the reasons for, and the results of, historical events, situations and changes 	Continuity and Change Chronology Cause and consequence Significance	Adolf Hitler Agreement Air Raid Allied Countries Ammunition Factory
To know about Adolf Hitler, the Nazi Party and their views	<ul style="list-style-type: none"> • Bring knowledge gathered from various sources together in a fluent account • Reach a balanced conclusion based on an evaluation of different interpretations • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history 	Enquiry Interpretation	Anderson Shelter Anne Frank Concentration camp Conflict D Day Evacuees
To understand the impact of the Holocaust.	<ul style="list-style-type: none"> • Bring knowledge gathered from various sources together in a fluent account • Use more precise vocabulary e.g. slow, gentle, progress • Analyse the reasons for, and the results of, historical events, situations and changes 	Enquiry Interpretation Cause and consequence	Fascism Fuhrer Gas Mask Home Front Invasion
To consider the reliability and usefulness of sources.	<ul style="list-style-type: none"> • Bring knowledge gathered from various sources together in a fluent account • Use a range of sources to explore an aspect of time past, identify omissions and seek to fill these gaps • Reach a balanced conclusion based on an evaluation of different interpretations • Consider ways of checking the accuracy of interpretations 	Enquiry Interpretation	Jewish Land Army Memorial Nazi Party Neville Chamberlain Occupation Opposition Political
To examine life on the Home Front during the Blitz.	<ul style="list-style-type: none"> • Bring knowledge gathered from various sources together in a fluent account 	Continuity and Change Similarities and Differences Cause and consequence	Prejudices Prisoner of War Propaganda
To understand how and why supplies were rationed during WWII	<ul style="list-style-type: none"> • Use more precise vocabulary e.g. slow, gentle, progress 	Cause and consequence	Rationing Soldiers Star of David Swastika
To understand life how life changed for children during WWII.	<ul style="list-style-type: none"> • Bring knowledge gathered from various sources together in a fluent account 	Cause and consequence	The Blitz Treaty Winston Churchill
To understand why the role of women changed during WWII.	<ul style="list-style-type: none"> • Bring knowledge gathered from various sources together in a fluent account • Use a range of sources to explore an aspect of time past, identify omissions and seek to fill these gaps 	Similarities and Differences Interpretation Cause and consequence	

	<ul style="list-style-type: none"> Compare the significance of events, people and developments in their context with their significance in the present day 		
To research the different roles women had during WWII.	<ul style="list-style-type: none"> Use more precise vocabulary e.g. slow, gentle, progress 	Enquiry Cause and consequence	
To know about Winston Churchill and why he was important.	<ul style="list-style-type: none"> Compare the significance of events, people and developments in their context with their significance in the present day 	Similarities and Differences Enquiry Significance	
To know how WW2 ended.	<ul style="list-style-type: none"> Create timelines demonstrating an understanding of period, change and significant events Analyse the reasons for, and the results of, historical events, situations and changes 	Chronology Cause and consequence Significance	
To know how we remember past conflicts and why this is important	<ul style="list-style-type: none"> Demonstrate a sense of period Analyse the reasons for, and the results of, historical events, situations and changes Compare the significance of events, people and developments in their context with their significance in the present day 	Enquiry Significance	
Enquiry Question(s): Should people believe in the Nazi Party? Were soldiers the only heroes of the war?			

Year 6 Unit: My local Area			
Lesson objectives	Skills in lesson/Success Criteria	Disciplinary skills	Vocabulary
To use a range of methods such as archives and oral history to research my local area.	<ul style="list-style-type: none"> Use a range of sources to explore an aspect of time past, identify omissions and seek to fill these gaps 	Continuity and Change Similarities and Differences	Church Courtdals Crittals Emblem
To examine maps of my local area over time.	<ul style="list-style-type: none"> Bring knowledge gathered from various sources together in a fluent account Draw contrasts and spot trends across periods when exploring similarities and differences 	Continuity and Change Similarities and Differences Chronology Enquiry Cause and consequence	Factories Icon Industrial Revolution Industry John Ray Land Use
To understand the origins of the Bocking Dolphin.	<ul style="list-style-type: none"> Reach a balanced conclusion based on an evaluation of different interpretations 	Similarities and Differences Enquiry	Loom Memorial Naturalist

To know some of the key figures in my local area and understand why they are significant.	<ul style="list-style-type: none"> • Compare the significance of events, people and developments in their context with their significance in the present day 	Enquiry Interpretation Cause and consequence Significance	Scientific Advancement Significant St Mary's Steam Engine Textiles Victorians Weaving Windmill Wool
To understand the importance and impact of textile manufacturing in Braintree.	<ul style="list-style-type: none"> • Analyse the reasons for, and the results of, historical events, situations and changes 	Interpretation Cause and consequence	
To understand how the Industrial Revolution shaped my local area.	<ul style="list-style-type: none"> • Demonstrate a sense of period • Analyse the reasons for, and the results of, historical events, situations and changes • Draw contrasts and spot trends across periods when exploring similarities and differences 	Continuity and Change Cause and consequence Significance	
To create a timeline demonstrating key changes in my local area.	<ul style="list-style-type: none"> • Create timelines demonstrating an understanding of period, change and significant events • Compare the significance of events, people and developments in their context with their significance in the present day 	Chronology	
Enquiry Question: Who has had an impact on our local area?			