History Curriculum

EYFS:

EYFS	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 One- Then and Now:

National Curriculum Statements:
• Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • Events beyond living memory that are significant nationally or globally • Identify similarities and differences between ways of life in different periods. • The lives of significant individuals in the past who have contributed to national and international achievements.

Prior Learning:	Future Learning:
• **EYFS** - Know some similarities and differences between things in the past and now • **EYFS** - Comment on images of familiar situations in the past. • **EYFS** - Compare and contrast characters from stories, including figures from the past	• **YEAR 2 – Significant Figures** - understanding change over time helps pupils recognise why individuals are remembered for their impact. • **YEAR 2 – The Great Fire of London** - early awareness of past events supports understanding of cause, consequence and change in familiar settings.

Possible misconceptions	Assessment opportunities:
• Children may think all old things are worse than new things. • Children may think everything in the past happened at the same time. • Children may think people in the past lived exactly like us, just without technology. • Children may think all children in the past were poor or worked. • Children may think changes happened suddenly, not over time.	• **Sorting activities** – Children sort toys, photos, or objects into old/new and explain their choices • **Questioning** – Asking children to use time words (before, after, long ago, now) when talking about the past • **Talk Partners** – listening to children compare toys, homes or schools and identify similarities and differences • **Timeline work** – Checking if children can place toys or events in the correct chronological order • **Drawing and labelling** – Children draw a toy/home/school from the past and label one correct feature

Then and Now 1				
Enquiry Question: What is the best toy?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To explore the toys, we play with today	• Develop an awareness of the past, using common words and phrases relating to the passing of time • Use wide vocabulary • Ask and answer questions • Use a range of sources	Chronology Using evidence Continuity and Change	Legacy	After Before Cause Change Compare Continue Different Historian Materials Memories New Now Old Order Past Period Photograph Plastic Present Similar Source Then Timeline When I was born
To sort old and new toys.	• 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	Legacy	
To identify similarities between old and new toys.	• 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	Legacy	
To compare our parents' and grandparent's toys.	• Ask and answer questions about the past using simple sources of information	Continuity and Change Similarities and Differences Enquiry	Legacy	
To understand why toys have changed over time.	• 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	Legacy	
To explore what toys are made from and how materials have changed over time	• Use words to describe materials • Ask and answer questions about toys using materials as evidence • Use a range of sources	Chronology Similarities and Differences Continuity and Change	Legacy	

	• Identify similarities and differences in the materials used then and now • Suggest simple reasons why toy materials have changed			When my parents/grandparents Wooden
To create a timeline of toys through time.	• Sequence objects in chronological order • To show some understanding of how people find out about the past.	Chronology	Legacy	

Then and Now 2				
Enquiry Question: Would you like to be a child in the Victorian times?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To know who Queen Victoria was and when she lived	• Use common words to describe the passing of time (before, now, a long time ago). • Place events and people on a simple timeline. • Ask and answer questions about the past.	Chronology Enquiry	Monarchy Legacy Society	past present change Queen Victoria Victorian rich poor home school toy work servant train invention
To explore what Victorian homes were like	• Use a range of sources (photos, artefacts, stories). • Identify similarities and differences between then and now. • Ask and answer questions about the past.	Using evidence Similarities and differences	Legacy Society	
To understand what school was like for Victorian Children	• Use sources to find out about the past. • Know some things that stayed the same and some that have changed. • Use words linked to time (before, after, a long time ago).	Continuity and change Enquiry	Legacy	
To compare toys from the Victorian times with today	• Use sources (photos, artefacts, replicas). • Identify similarities and differences between then and now. • Ask and answer questions about the past.	Similarities and difference Evidence	Society Legacy	
To investigate Victorian jobs	• Use sources (photos, paintings, short texts). • Ask and answer questions about the past. • Know some things that have stayed the same and some that have changed.	Using sources Enquiry Continuity and Change	Society	
To find out how life in Victorian times changed because of new inventions	• Use simple sources of information. • Recognise continuity and change (things that stayed the same / things that changed). • Suggest simple reasons why things changed.	Cause and Consequence Continuity and Change	Society	
To compare the life of a Victorian child with our lives today	• Use common words to describe the passing of time (before, after, a long time ago). • Identify similarities and differences between then and now. • Bring together knowledge from different sources.	Interpretation Comparison Continuity and Change	Society	

Year One- My Local Area:

National Curriculum Statements:
• Changes within living memory • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time • Use a wide vocabulary of everyday historical terms. • They should understand some of the ways in which we find out about the past • Significant historical events, people and places in their own locality.

Prior Learning:	Future Learning:
• **EYFS** - Know some similarities and differences between things in the past and now, drawing on their experiences • **EYFS** - Talk about the lives of the people around them and their roles in society. • **YEAR 1 – Then and Now** - comparing homes, schools, jobs and toys then and now.	• **YEAR 2 – The Great Fire of London** - understanding familiar places helps pupils recognise how events can change environments and communities. • **YEAR 6 – Local History**- early knowledge of landmarks and how places change supports later historical enquiry into the development of the local area over time.

Possible misconceptions	Assessment opportunities:
• Children may think the local area has always looked the same. • Children may think old buildings are no longer used or important. • Children may think all landmarks are very old or famous nationally. • Children may think "a long time ago" means the same time for everything. • Children may think people in the past lived exactly like we do now.	• **Photo and map work** – children identify old and new features in the local area and talk about changes. • **Questioning and discussion** – children use time words (before, after, long ago, now) to explain the past. • **Landmark sequencing** – children place local landmarks or events in chronological order. • **Talk partners** – children explain why a local landmark is important. • **Drawing and labelling** – children draw a local landmark and label one correct feature or fact.

My Local Area				
Enquiry Question: Should our school logo be the windmill?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To examine sources of my local area.	• 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	Society	A long time ago Bocking Change Chronological

To explore historical landmarks in Bocking.	• Know why someone or something was important • Identify different ways in which the past is represented	Continuity and Change Enquiry	Society	Church Continue Different Enquiry Important Landmark Last week Local Past School Significant Similar Source Timeline Village Windmill Yesterday
To sequence local landmarks.	• 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	Society	
To research a significant landmark in my local area.	• Know why someone or something was important • Identify similarities and differences between then and now	Significance Enquiry	Society	
To understand daily life in Bocking. (Within living memory)	• 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	Society	

Year Two- Significant Figures:

National Curriculum Statements:
• Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality. • They should know where the people and events they study fit within a chronological framework

Prior Learning:	Future Learning:
• **EYFS** - Compare and contrast characters from stories, including figures from the past • **YEAR 1 – Then and Now - Victorians** - recognising that people lived differently depending on wealth and role.	• **YEAR 3 – Ancient Egypt** - understanding the importance of individuals supports learning about rulers, beliefs and leadership in early civilisations. • **YEAR 6 – World War II** - recognising different contributions supports understanding of leadership, heroism and sacrifice.

Possible misconceptions	Assessment opportunities:

• Children may think someone is significant because they are famous, not because of what they achieved. • Children may think significant people worked alone, not with others. • Children may think people in the past are no longer important today. • Children may think all significant people lived at the same time. • Children may believe all significant people are deceased.	• **Oral questioning** – asking children *who*, *what*, *when* and *why* about a significant person. • **Role play / hot seating** – children explain who they are and what they achieved. • **Photo comparison** – children compare two images and say what is the same or different. • **Sorting and matching** – matching people to achievements or time periods. • **Timeline sequencing** – placing people or events in chronological order. • **Mini fact files** – children record one key fact and one achievement.

Significant Figures				
Enquiry Question: Was it a mistake to name one of our school houses after Brunel?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand what makes someone significant.	• Extend their chronological vocabulary using words and phrases like recently, century, decade • Understand the term 'significant' and give some examples	Significance	Legacy Monarchy	Achievement Adulthood Anniversary Astronaut Cause Century Childhood Chronological Decade Differences Doctor Enquiry Event Explain Impact Monarch Monarchy Nurse Order Recently Reign Relevant Remembrance Royal Scientist Significant
To understand the impact Florence Nightingale and Mary Seacole had on nursing.	• 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	Legacy	
To identify the similarities and differences between Queen Victoria and Queen Elizabeth II.	• 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	Monarchy Legacy	
To compare the lives and achievements of Neil Armstrong and Mae Jemison.	• 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	Legacy	
To identify the scientific achievements of Charles Darwin and Rosalind Franklin.	• Use a source and ask why, what, how, where, who to find answers • Make simple comparisons between people/events.	Significance Similarities and Differences	Legacy	

	• Describe significant people from the past and talk about what they did			Similar Sources Timeline
To research Isambard Brunel and Mary Kingsley.	• 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	Legacy	

Year Two- The Great Fire of London:

National Curriculum Statements:
• Events beyond living memory that are significant nationally or globally • The lives of significant individuals • Significant historical events, people and places in their own locality.

Prior Learning:	Future Learning:
• **YEAR 2 – Significant figures** - experience of learning about an event and its impact and understanding why individuals are remembered and how people can influence change. • **YEAR 1 – My Local Area** – learning that places have a past and can change over time. • **EYFS** - Talk about the lives of the people around them and their roles in society. • **EYFS** - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	• **YEAR 3 – Ancient Egypt** - understanding cause and consequence supports learning about belief, environment and survival in early societies. • **YEAR 6 – World War II** - learning how events affect people's lives supports understanding of civilian experiences during conflict.

Possible misconceptions	Assessment opportunities:
• Children may think the fire happened recently, not a long time ago. • Children may think London was the same then as it is now. • Children may think the fire started everywhere at the same time. • Children may think people could put the fire out easily. • Children may think the Great Fire only caused damage and no change.	• **Diary in role** – children draw and write a short diary entry as a child living in London during the fire. • **Freeze-frame drama** – children act out a moment from the fire and explain what is happening and why. • **Story map** – children create a simple map showing how the fire spread. • **Before / After art** – children draw London before and after the fire and talk about the changes.

	• **Hot seating Samuel Pepys** – children ask and answer questions using historical facts. • **Build London** – children use blocks or junk modelling to build houses and explain why they caught fire. • **Timeline washing line** – children peg events onto a washing line in the correct order and justify placement. • **Source detective** – children look at a picture, diary, or artefact and explain what it tells us about the past.

The Great Fire of London				
Enquiry Question: What would happen if London caught fire today?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand what life was like in 17th Century London.	• 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	Society Legacy	Artefacts Bacteria Bakery Cause Changes City Compare Consequence Death Diary Discuss Fire Fire hook Firefighter Horse and Cart Impact London Medicine Museum National Pandemic Past Peasant Period Poverty
To know what the bubonic plague was.	• Ask and answer a range of questions.	Enquiry	Legacy	
To understand the effect, it had on society.	• Ask and answer a range of questions. • Make simple observations about similarities and differences between periods	Similarities and Differences Enquiry	Society	
To identify similarities and differences between different time periods.	• Make some simple observations about similarities and differences within a period e.g. rich and poor	Similarities and Differences	Legacy	
To sequence the events during the Great Fire of London.	• Put people, events and objects on a simple timeline	Chronology	Legacy	
To understand how the fire spread.	• Use sources to build a picture of the past • To examine artefacts	Enquiry Cause and consequence	Legacy	
To understand how they fought the fire.	• Compare pictures and photographs of people or events in the past	Similarities and Differences	Society	
To examine the events after the fire.	• Describe some historical changes • Understand what a consequence is and give examples	Cause and consequence	Society	
To understand the impact the fire had on future generations.	• Describe some historical changes • Understand what a consequence is and give examples	Cause and consequence	Society	

To understand how we know about the fire.	• 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	Legacy	Pudding Lane Rats Rich River Thames Samuel Pepys Significant Smoke Spread Streets Tower of London Useful Water pump
To explore the significance of Samuel Pepys.	• Start to discuss the usefulness of sources • Understand the term 'significant' and give some examples	Interpretation Significance	legacy	

Year Three- Stone Age to Iron Age:

National Curriculum Statements:
• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms • Changes in Britain from the Stone Age to the Iron Age • To include: late Neolithic, Bronze Age and Iron Age

Prior Learning:	Future Learning:
• **EYFS** - Understand the past through settings, characters and events encountered in books read in class and storytelling. • **YEAR 1 – Then and Now** – understanding that life was different in the past and that change happens over time. • **YEAR 1 - Local history** – awareness that places have a past and change over time • **YEAR 2 -Significant Figures** – experience of learning about an event and its impact and understanding why individuals are remembered and how people can influence change.	• **YEAR 4 – Ancient Greece** - understanding early societies supports learning about civilisation and cultural development. • **YEAR 5 – Romans** - learning about settlement, tools and technology supports understanding of invasion and legacy.

Possible misconceptions	Assessment opportunities:

• Children may think prehistory means dinosaurs. • Children may think Stone Age, Bronze Age and Iron Age all happened at the same time. • Children may think people in the Stone Age were not intelligent. • Children may think people in prehistory lived exactly the same throughout each age. • Children may think life only got better and easier over time.	• **Annotated timeline** – children place the Stone, Bronze and Iron Ages in order and add one key feature or change for each period. • **"Would you rather live in…?" written justification** – children choose an age and give two reasons using evidence. • **Artefact classification** – children sort tools, homes and materials and justify which age they belong to. • **Source inference task** – children infer what daily life was like from an image or artefact ("This suggests…"). • **Compare and contrast grid** – children compare two periods (e.g. Stone Age vs Bronze Age) using headings such as food, homes and tools. • **Cause and consequence explanation** – children explain how farming or metalworking changed life through role play. • **Hot seating with evidence** – children to answer questions in role, referring to facts from sources.

Stone Age to Iron Age				
Enquiry Question: Would you rather live in the Stone Age or the Iron Age?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand the meaning of pre-history.	• Know that the past can be divided into periods and sequence these on a timeline • Use dates when discussing time	Chronology Significance	Society Settlers Trade Culture	AD/CE Advancement Accurate Age Agriculture BC/BCE Bronze age Cave painting Cavemen Change Continuity Discovery Gatherers Hill fort Hunters Iron age Mesolithic Monuments Neolithic
To identify the different periods within prehistoric Britain.	• Know that the past can be divided into periods and sequence these on a timeline • Use dates when discussing time	Chronology	Society	
To understand how life changed during the Stone Age.	• 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	Society	
To understand life during the Neolithic period.	• 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	Society	
To ask questions about the past.	• 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	Trade Culture	
To understand the significance of the Bronze Age.	• Combine a range of sources to find out about a period • Observe small details in sources • Ask questions of sources	Cause and consequence Significance	Settlers Trade Culture	

	• Make links between main events, situations and changes within and across periods • Identify significant events within a period			Nomadic Palaeolithic Period Prehistory Range Religion Settlement Smelting Stone age Technological Tools Villages
To understand life in an Iron Hill Fort.	• 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	Society Trade	

Year Three- Ancient Egypt:

National Curriculum Statements:
• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Prior Learning:	Future Learning:
• **EYFS** - Understand the past through settings, characters and events encountered in books read in class and storytelling. • **YEAR 1 - Then and Now** – understanding that the past is different from today and that things change over time. • **YEAR 1 - Local history** – learning that places have a past and can change over time. • **YEAR 2 - Significant Figures** – experience of learning about an important event and its impact also understanding why individuals are remembered and what makes someone significant. • **YEAR 3 - Stone Age to Iron Age** – early understanding of life before written records and long timescales.	• **YEAR 4 – Romans** - understanding civilisation, power and belief supports learning about empire, leadership and legacy. • **YEAR 5 – Kingdom of Benin**- learning about trade, hierarchy and culture supports comparison with other non-European civilisations.

Possible misconceptions	Assessment opportunities:
• Children may think ancient Egypt existed at the same time as the Stone Age • Children may think ancient Egypt lasted a short period of time • Children may think Egypt was only a desert • Children may think the River Nile flows through the whole of Africa • Children may think everyone in Egypt was rich or a Pharaoh • Children may think all Egyptians live the same life • Children may think Pharaohs are just kings and not important to religion • Children may think pyramids were built using modern machinery • Children may think mummies were made to be scary • Children may think hieroglyphs were just pictures, not writing	• **Annotated timeline** – pupils place key events and periods on a timeline using correct chronological language. • **Map work** – pupils locate Ancient Egypt and explain the importance of the River Nile. • **Source analysis** – pupils use artefacts, images or texts to answer historical questions and justify ideas with evidence. • **Compare and contrast tasks** – pupils compare rich and poor Egyptians or Ancient Egypt with modern Britain. • **Cause and consequence explanations** – pupils explain how beliefs (gods, afterlife) influenced daily life and pyramid building. • **Short written explanations** – pupils explain the importance of the River Nile, pyramids or mummification. • **Hierarchy diagrams** – pupils create and explain the social structure of Ancient Egyptian society. • **Hot seating** – pupils answer questions in role as a pharaoh, priest or farmer using historical knowledge. • **Artefact interpretation** – pupils infer what objects (e.g. canopic jars, papyrus) reveal about beliefs. • **Diary entries** – day in the lives of Egyptian workers (e.g. farmers, scribes, sculptures) • **Significance tasks** – pupils explain why figures such as Tutankhamun or Egyptian gods were important.

Ancient Egypt				
Enquiry Question: How did Ancient Egyptian beliefs shape our society?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To know where and when Ancient Egypt existed	• Know that the past can be divided into periods and placed on a timeline. • Use dates and chronological vocabulary (before, after, ancient, modern). • Use maps to locate Ancient Egypt.	Chronology Enquiry	Monarchy Trade Culture Civilisations Power and control	Afterlife Agriculture Archaeologist Book of Dead Canopic jars Civilisation Desert Excavation Gods Hebrew
To know who the Ancient Egyptians were.	• Ask questions about sources • Identify who lived in the past	Enquiry	Power and control Trade	
To understand the importance of the River Nile.	• Answer historical questions, using information and evidence that I have carefully considered and selected	Cause and consequence	Trade Civilisations	

To find out what daily life was like in Ancient Egypt	• Combine a range of sources (artefacts, pictures, texts) to find out about life. • Compare different ways of life within a period (rich vs poor, farmers vs scribes). • Explain how some things from the past have helped shape our lives today.	Similarities and Differences Significance	Civilisations Culture	Hierarchy Hieroglyphics Irrigation Mummification Papyrus Pharaoh Pulley system Pyramid River Nile Significance Slaves Sphinx Tutankhamun
To identify and explain the importance of the different Egyptian Gods.	• Combine a range of sources to find out about a period	Enquiry Significance	Culture	
To understand the hierarchy of Ancient Egypt.	• Identify significant people within a period • Compare different ways of life within a period	Similarities and Differences Significance	Monarchy Power and control	
To explain the process of mummification.	• Identify significant events within a period • Combine a range of sources to find out about a period	Significance	Culture	
To find out why the pyramids were built and how they were made	• Identify significant events and structures from the past. • Ask and answer questions about reasons for building pyramids. • Use sources to explain why pyramids were important to the Ancient Egyptians.	Significance Cause and Consequence	Power and control	
To identify technological advances in Egyptian society.	• 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	Civilisations	
To explain how archaeological discoveries help us form a picture of the past.	• Identify significant people and events within a period • Combine a range of sources to find out about a period	Enquiry	Culture Power and control	
To investigate why the discovery of Tutankhamun's tomb was so important	• Combine a range of sources to find out about a person/event. • Identify significant people/events and explain why they are remembered. • Explain how discoveries help us build a picture of the past.	Enquiry Significance	Monarchy Power and control	
To explain how the Egyptian civilisation came to an end.	• Identify significant people and events within a period • Explain why some aspects of historical accounts, themes or periods are significant	Chronology Cause and consequence	Civilisation Power and control	

Year Four- Ancient Greece:

National Curriculum Statements:
• Ancient Greece – a study of Greek life and achievements and their influence on the western world • Establish clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

Prior Learning:	Future Learning:
• **YEAR 3 - Stone Age to Iron Age** – understanding prehistory, chronology, change over time, early settlements and technological development. • **YEAR 3 - Ancient Egypt** – knowledge of early civilisations, beliefs, power, social hierarchy, achievements and use of sources.	• **YEAR 5 – Kingdom of Benin** - understanding civilisation, power and legacy supports analysing how societies rise and influence others. • **YEAR 6 – World War II** - learning about leadership and conflict supports understanding of decision-making in global war.

Possible misconceptions	Assessment opportunities:
• Children may think Ancient Greece was one country rather than many city-states. • Children may think life was the same in all Greek city-states. • Children may think democracy in Ancient Greece worked the same way it does today. • Children may think everyone in Ancient Greece could take part in democracy. • Children may think Greek gods were just stories, not beliefs people truly followed. • Children may think myths were only for entertainment and not used to explain events or ideas. • Children may think everything we know about Ancient Greece comes from one reliable source. • Children may think Ancient Greek achievements were important at the time but have no impact today. • Children may think all achievements and ideas from Ancient Greece were positive for everyone.	• **City-state comparison task** – pupils compare Athens and Sparta, explaining key similarities and differences. • **Democracy role play** – pupils take part in a mock assembly and explain who could and could not take part. • **Source detective activity** – pupils analyse sources and explain what they show and how useful they are. • **Myth meaning task** – pupils explain what a Greek myth shows about beliefs. • **Legacy ranking** – pupils rank Greek achievements and justify which still matters today. • **Annotated timeline** – pupils place key events on a timeline and explain their significance. • **Hot seating** – pupils answer questions in role as a god, citizen or leader. • **City-state comparison shield** – pupils design a shield for Athens or Sparta and annotate it to show differences in government, lifestyle and values.

Ancient Greece				
Enquiry Question: Is the Greek legacy worth remembering?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**

To understand when and where Ancient Greece began.	• Order key events within a period on a timeline • Understand more complex vocabulary e.g. BC, AD (or BCE, CE), 20th century	Chronology	Monarchy Legacy Culture Civilisations	Gods/Goddess Pantheon Temple Trojan Horse Achievement Citizens City states Civilisation Conflict Culture Democracy Entertainment Evidence Government Legacy Philosopher Society Sources Voting War Worship
To understand how Ancient Greece was formed and governed.	• Answer historical questions, using information and evidence to give reasons.	Chronology Cause and consequence	Legacy	
To explain daily life in the city states.	• 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	Culture Civilisations	
To evaluate sources.	• 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	Culture	
To identify the role of the Gods in Ancient Greece.	• Appreciate how historical artefacts have helped us understand more about lives in the present and past • Ask a variety of questions	Interpretation Significance	Legacy Culture	
To explore Ancient Greek culture.	• 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	Culture	
To identify the main achievements of the Ancient Greeks.	• Give reasons for similarities and differences within a period	Continuity and Change Interpretation Cause and consequence	Monarchy Legacy	

Year Four- Romans:

National Curriculum Statements:
• The Roman Empire and its impact on Britain: • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Prior Learning:	Future Learning:
• **YEAR 1 – Local History** - Builds understanding that national history is visible locally and Directly supports studying Roman settlements, roads, villas and walls • **YEAR 2 – Great Fire of London** – Experience studying a significant event and its impact • **YEAR 2 – Significant Figures** – Builds the idea that people drive change • **YEAR 3 – Ancient Egypt** – Develops understand of civilisations, hierarchy, power and religion • **YEAR 3 – Stone Age to Iron Age** – Provides essential understanding of Britain before Romans	• **YEAR 5 – Kingdom of Benin**- understanding empire, power and influence supports analysing how societies rise and fall. • **YEAR 6 – Local History** - learning about infrastructure and settlement supports understanding of how the local area developed.

Possible misconceptions	Assessment opportunities:
• Children may think all Romans were soldiers or lived like emperors. • Children may think Roman Britain was immediately the same as Rome and fully Romanized. • Children may think Boudicca fought alone, rather than leading a tribe and revolt. • Children may think Roman gods are the same as Greek gods. • Children may think Hadrian's Wall was the border of the entire Roman Empire.	• **Timeline Creation** – Show key events of the Roman Empire, including BC/AD dates. • **Diary Entries / Letters** – Write from the perspective of a Roman soldier, citizen, or Boudicca. • **Fact Files / Research Posters** – On topics such as Roman Gods, the Iceni tribe, or Roman daily life. • **Source Analysis** – Examine artefacts, mosaics, coins, or writings to infer information about Romans. • **Cause and Consequence Charts** – Explain why the Romans invaded Britain and the effects. • **Compare and Contrast Tasks** – e.g., Britain before and after Roman invasion, Roman vs modern entertainment. • **Discussion / Debate** – e.g., "Was Boudicca a hero or a rebel?" or "Which Roman god was most important?" • **Annotated Maps** – Identify Roman settlements, roads, Hadrian's Wall, and other key locations. • **Diagrams / Labels** – Roman army structure, Roman government, or household objects. • **Creative Writing** – Short stories imagining life in Roman Britain. • Ranking / Prioritising Tasks – e.g., Most important changes Romans brought to Britain. • **Class Presentations** – Oral presentation on a chosen Roman topic.

	• **Mini-Projects / Portfolio** – Combine timelines, posters, diary entries, and fact files to demonstrate unit learning. • **Role-Play / Performance Tasks** – News report, interview, or re-enactment from Roman or British perspective.

Romans				
Enquiry Question: Who benefited from the Roman invasion?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand when and where the Roman Empire began.	• Understand more complex vocabulary e.g. BC, AD (or BCE, CE), 20th century	Chronology	Society Legacy Settlers Trade Invaders Empire	Amphitheatre Aqueduct Army Artefacts Barbarian Bath house Boudicca Chariot City Colchester Colosseum Conflict Emperor Empire Entertainment Fleet Gladiator Hadrian's wall Hierarchy Iceni Infantry Invasion Julius Caesar Legion Mosaic Revolt Roads Roman numerals Settlements
To explain how Rome was governed.	• Choose relevant material to present a picture of an aspect of life in a period	Significance	Empire Society	
To examine the role of a Roman soldier.	• Use a range of evidence to build up a picture of a past event	Interpretation	Invaders Settlers	
To identify Roman Gods and the role of religion.	• Appreciate how historical artefacts have helped us understand more about lives in the present and past • Ask a variety of questions	Interpretation Significance	Legacy	
To explore everyday life during the Roman Empire.	• 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	Society Trade	
To use sources to explore Roman entertainment.	• 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	Society	
To explain the Roman invasion of Britain.	• Give reasons for the cause and consequences of events, situations and changes	Enquiry Cause and consequence	Invaders	
To identify how Britain changed after the Roman invasion.	• Choose relevant material to present a picture of an aspect of life in a period • Give some reasons with evidence of why changes occurred • 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	Continuity and Change Cause and consequence Significance	Society	

To understand the purpose of Hadrian's wall.	• Give reasons for the cause and consequences of events, situations and changes	Cause and consequence	Legacy	Sewer system Shield Slave Soldier Spear Testudo Town Tribe Villas Weapons
To research the Iceni tribe.	• 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	Legacy Society	
To understand the significance of Boudicca.	• 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	Legacy Invaders	
To understand how my local area played a part in Roman History.	• 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	Society	

Year Five- Saxons, Scots and Vikings:

National Curriculum Statements:
• Britain's settlement by Anglo-Saxons and Scots • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture

Prior Learning:	Future Learning:
• **YEAR 4 – Romans** - Pupils already understand Roman rule, withdrawal and its impact and it provides crucial context as for why Britain was vulnerable to invasion. • **YEAR 4 – Ancient Greeks** – Supports evaluating sources and interpretations in Viking and Saxon history • **YEAR 3 – Stone Age to Iron Age** – Builds understanding of settlement, defences and community life, also helps children understand why people invaded and settled land • **YEAR 3 – Ancient Egypt** – Helps to develop understanding of belief systems and religion	• **YEAR 6 – World War II** - understanding invasion, resistance and power supports learning about conflict and defence. • **YEAR 6 – Local History** - learning about settlement and identity supports understanding of how communities develop over time.

• Possible misconceptions	Assessment opportunities:

• Children may think Britain was empty after the Romans left. • Children may think Saxons, Scots and Vikings were the same group of people. • Children may think all Anglo-Saxons and Vikings were violent invaders. • Children may think Vikings only raided and did not settle. • Children may think everyone in Saxon Britain lived the same way. • Children may think religion in Britain did not change over time. • Children may think Christian conversion happened quickly and peacefully everywhere. • Children may think Alfred the Great was important only because he won battles.	• **Post-Roman Britain explanation** – pupils write a short explanation of why Britain changed after the Romans left, using cause and consequence. • **Group comparison task** – pupils compare Saxons, Scots and Vikings across settlement, belief, and lifestyle, justifying differences. • **Source reliability task** – pupils evaluate two contrasting sources (e.g. chronicle vs artefact) and explain which is more reliable and why. • **Settlement case study** – pupils analyse an Anglo-Saxon or Viking settlement and explain why it was chosen. • **Religion over time timeline** – pupils create a timeline showing religious change and continuity from paganism to Christianity. • **Alfred the Great significance write-up** – pupils explain why Alfred was significant beyond military success. • **Debate: Invaders or settlers?** – pupils argue both sides using evidence. • Interpretation task – pupils explain why accounts of Vikings differ and what this tells us about sources. • **Place-name investigation** – pupils identify Anglo-Saxon or Viking place names and explain what they show about settlement.

Saxons, Scots and Vikings				
Enquiry Question: Vikings; vicious or vulnerable?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To understand how life changed after the fall of the Roman Empire.	• 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	Society Legacy Settlers Trade Culture Power and control Invaders Kingdom	Alfred the Great Angles Anglo Saxons Battle of Hastings Bias Burial Mound Cause Change Christianity Civilisation Concurrent Consequence Continuity Contrast Conversion Danelaw Dragon Head Exports
To know who the Anglo Saxons were and why they settled in Britain.	• Draw contrasts and spot trends when exploring cause and consequence	Enquiry Significance	Settlers Legacy Culture	
To identify how Anglo Saxon Britain was governed.	• Use evidence to build up a picture of life in a time studied	Continuity and Change Similarities and Differences	Power and control Kingdom	
To know about Anglo Saxon settlements and everyday life	• Identify and explain change and continuity within and across periods • Understand and explain people's diverse experiences within a period	Similarities and Differences	Settlements Culture Society	

To know how the Sutton Hoo burial has given us evidence about Saxons	• 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	Legacy Invaders	Gods/Goddess Hierarchy Imports Interaction Interpretation Invade Jutes Long ship Missionary Monarchy Monastery Monk Pagan Pillage Primary Source Raids Region Reliable Sail Saxons Secondary Source Settlement Succession Sutton Hoo Taxes Trade Trends Unbiased Unreliable Vikings Wessex William the Conqueror
To understand Saxon religion and how it changed over time.	• 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	Legacy Culture	
To understand who the Vikings were.	• 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	Power and control Invaders Kingdom	
To examine why Viking raids were so successful.	• Understand how significance can develop over a longer period of time • Distinguish between primary and secondary sources	Chronology Enquiry	Trade Culture Power and control	
To understand the interactions between the Saxons and Vikings.	• 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	Settlers Invaders	
To understand the significance of Alfred the Great.	• Distinguish between primary and secondary sources • Understand how significance can develop over a longer period of time	Chronology Interpretation Significance	Legacy	
To examine the role of trade in Viking society.	• Make comparisons and contrasts between historical periods •	Interpretation	Society	
To explain the decline Viking and Saxon settlements.	• Explain things that have changed and things which have stayed the same	Enquiry Cause and consequence Significance	Power and control	

Year Five- Kingdom on Benin:

National Curriculum Statements:

- A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Prior Learning:	Future Learning:
• **YEAR 2 – The Great Fire of London** – trade connects places and changes societies. • **YEAR 3 – Ancient Egypt** – introduces early civilisations beyond Britain and build experience of using sources to infer daily life • **YEAR 4 – Ancient Greek** – builds understanding of civilisation, culture, achievements and legacy • **YEAR 4 – Roman** – develops understanding of power and thinking around collapse of empires • **YEAR 5 – Saxons, Scots and Vikings** – helps their understanding of migration, trade, conflict and cultural interaction	• **YEAR 6 – World War II** - secure understanding of cause, consequence and interpretation supports analysing complex conflict. • **YEAR 6 – Local History** - understanding trade, decline and legacy supports evaluating why places change over time.

Possible misconceptions	Assessment opportunities:
• Children may think Africa was not home to advanced civilisations. • Children may think the Kingdom of Benin was small or unimportant compared to European kingdoms. • Children may think Benin society was simple and undeveloped. • Children may think trade only benefited European countries. • Children may think the Benin Bronzes were made using basic or crude techniques. • Children may think all African kingdoms were the same. • Children may think the decline of Benin was caused by a single event. • Children may think internal factors played no role in the collapse of the kingdom. • Children may think European contact only had positive effects. • Children may think historical accounts of Benin are neutral and complete.	• **Annotated timeline** – pupils sequence key events in Benin's history and explain periods of growth and decline using chronological language. • **Civilisation profile** – pupils create a fact file explaining government, trade, art and daily life, supported by evidence. • **Source evaluation** – pupils analyse images of the Benin Bronzes and explain what they reveal about skill, wealth and beliefs. • **Comparative writing** – pupils compare the Kingdom of Benin with a previously studied civilisation (e.g. Ancient Egypt or Romans), focusing on power, trade or legacy. • **Cause and consequence chains** – pupils explain multiple reasons for the decline of Benin, showing links between internal and external factors. • **Debate / discussion** – pupils argue whether European involvement was mainly responsible for the collapse of the kingdom, using historical evidence. • **Role play -** court of the Oba – pupils answer questions in role, explaining how Benin was governed and why trade mattered. • **Artefact inference task** – pupils infer what objects (bronzes, trade goods) suggest about Benin's society and international connections. • **Significance judgement** – pupils explain why the Kingdom of Benin is historically significant and what its legacy is today.

Kingdom of Benin				
Enquiry Question: Was Britain responsible for the collapse of the Kingdom of Benin?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To sequence events on a timeline.	• Develop a sense of duration by comparing periods • Know and sequence events and changes within a period	Chronology	Monarchy Trade Civilisations Legacy	Africa Bronze Comparison Concurrent Decline Diversity Dynasty Edo Elder Era Farming Golden Age Government Irrigation King Kingdom Market Place Oba Patterns Prince Slave Trade Throne Trade Trends Victorians
To understand how the Benin empire began.	• To understand the factors that enable an event	Enquiry Significance	Legacy Monarchy	
To understand how society was governed at the time.	• Use evidence to build up a picture of life in a time studied • To know that civilisations are ruled in different ways	Similarities and Differences	Civilisation	
To explore everyday life in the Kingdom of Benin.	• Use evidence to build up a picture of life in a time studied	Similarities and Differences Enquiry	Civilisation Trade	
To understand the impact of trade.	• Understand and explain people's diverse experiences within a period	Interpretation Cause and consequence Significance	Trade Legacy	
To compare the Kingdom of Benin to concurrent periods of History.	• 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	Legacy	
To understand what led to the decline of the Benin Kingdom.	• To understand the factors that enable an event	Enquiry Interpretation Cause and consequence Significance	Legacy Trade	

Year Six- World War Two:

National Curriculum Statements:
• A significant turning point in British history, • A study of an aspect or theme in British history that extends pupils' chronological knowledge • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

Prior Learning:	Future Learning:
• **YEAR 1 – Victorians** – exposure to everyday life in the past, social change and changes in Britain. • **YEAR 2 – The Great Fire of London** – impact of catastrophic events on the city of London. • **YEAR 3 – Stone Age to Iron Age** - technological change and survival, helping them understand the importance of resources and innovation during conflict. • **YEAR 4 – Romans** - invasion, occupation, resistance and legacy, supporting their understanding of how wars impact different groups of people. • **YEAR 4 – Ancient Greeks** - leadership, power and conflict between states, supporting their understanding of decision-making and authority in wartime. • **YEAR 5 – Saxons, Scots and Vikings** - understanding continuity and change during periods of conflict • **YEAR 5 – Kingdom of Benin** - understand how conflict affects societies and contributes to change.	• **Key Stage 3 History**: Pupils will deepen their understanding of global conflict by studying the Cold War, Holocaust in greater depth and post-war Britain, using more complex source evaluation and interpretation. • **PSHE**: Pupils will explore human rights, democracy and the consequences of prejudice, building on learning about fascism, propaganda and resistance. • **Geography:** Pupils will investigate how conflict reshapes places and populations, including migration, borders and rebuilding after war. • **English:** Pupils will apply historical understanding to persuasive writing, diaries and balanced arguments about moral choices and leadership during conflict. • **Religious Education**: Pupils will consider ethical questions around war, peace and forgiveness, building on discussions of remembrance and responsibility.

Possible misconceptions	Assessment opportunities:
• Children may think World War II only affected soldiers and not ordinary people. • Children may think all British people experienced the war in the same way. • Children may think the war happened mainly in Britain and not across the world. • Children may think Adolf Hitler acted alone and not as part of a wider Nazi government. • Children may think all Germans supported the Nazis. • Children may think propaganda always tells the truth. • Children may think evacuation was safe and the same for all children. • Children may think rationing meant people did not have enough food at all. • Children may think women only worked in the home during the war. • Children may think the war ended suddenly and life immediately returned to normal. • Children may think remembrance is only about the past and not relevant today.	• **Extended written explanation** – pupils explain the causes of WW2 and justify which they think was most significant, using precise historical vocabulary. • **Source reliability enquiry** – pupils compare propaganda posters, photographs and diary extracts, judging usefulness and reliability. • **Chronological timeline task** – pupils construct and annotate a timeline showing key events from 1939–1945 and explain turning points. • **Role-based hot seating** – pupils answer questions in role as an evacuee, factory worker or soldier, demonstrating understanding of differing perspectives. • **Balanced argument** – pupils respond to the enquiry question *"Were soldiers the only heroes of the war?"* using evidence from across the unit. • **Cause and consequence mapping** – pupils create a flow chart showing the impact of the Blitz or rationing on daily life. • **Interpretation task** – pupils explain how two different sources present the same event in different ways and why. • **Women in WW2 case study** – pupils assess how and why women's roles changed and which changes lasted after the war.

World War Two				
Enquiry Question: Were soldiers the only heroes of the war?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To know when WW2 occurred and why it started	• 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	Legacy Trade Power and control Invader Resistance Propaganda War Prime minister	Adolf Hitler Agreement Air Raid Allied Countries Ammunition Factory Anderson Shelter Anne Frank Concentration camp Conflict D Day Evacuees Fascism Fuhrer Gas Mask Home Front Invasion Jewish Land Army Memorial Nazi Party Neville Chamberlain Occupation Opposition Political Prejudices Prisoner of War Propaganda Rationing Soldiers Star of David Swastika The Blitz Treaty Winston Churchill
To know about Adolf Hitler, the Nazi Party and their views	• 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	Power and control Legacy	
To understand the impact of the Holocaust.	• 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	Legacy Power and control	
To consider the reliability and usefulness of sources.	• 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	Propaganda	
To examine life on the Home Front during the Blitz.	• Bring knowledge gathered from various sources together in a fluent account	Continuity and Change Similarities and Differences Cause and consequence	Invader War	
To understand how and why supplies were rationed during WWII	• Use more precise vocabulary e.g. slow, gentle, progress	Cause and consequence	Trade War	
To understand life how life changed for children during WWII.	• Bring knowledge gathered from various sources together in a fluent account	Cause and consequence	Legacy	

To understand why the role of women changed during WWII.	• 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 • Compare the significance of events, people and developments in their context with their significance in the present day	Similarities and Differences Interpretation Cause and consequence	Resistance Trade	
To research the different roles women had during WWII.	• Use more precise vocabulary e.g. slow, gentle, progress	Enquiry Cause and consequence	Legacy Propaganda	
To know about Winston Churchill and why he was important.	• Compare the significance of events, people and developments in their context with their significance in the present day	Similarities and Differences Enquiry Significance	Prime minister Legacy	
To know how WW2 ended.	• 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	War Legacy	
To know how we remember past conflicts and why this is important	• 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	Legacy	

Year Six- My Local Area:

National Curriculum Statements:
• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Prior Learning:	Future Learning:

• **YEAR 1 – My Local Area -** Pupils identified local landmarks and explored how their local area has changed over time, supporting understanding of historical influence and continuity within the local community. • **YEAR 2 – The Great Fire of London -** Pupils were introduced to cause and consequence and how events impact communities, supporting early understanding of historical change affecting people's lives. • **YEAR 3 – Stone Age to Iron Age -** Pupils learned how technological developments and settlement patterns affected daily life, supporting understanding of industry, resources and change over time. • **YEAR 4 – Ancient Greece -** Pupils examined significance, legacy and interpretation, supporting judgements about which influences mattered most in shaping the local area. • **YEAR 5 – Saxons, Scots and Vikings-** Pupils explored continuity and change following major historical shifts, supporting understanding of how local areas evolve after national change. • **YEAR 5 – Kingdom of Benin** - Pupils developed understanding of cause and consequence, trade and decline, which supports analysing why industries and communities grow or change over time. • **YEAR 6 – World War II** - Pupils explored how national and global events affected local communities, supporting understanding of impact, significance and remembrance in the local area.	• **KS3 History**: Pupils will build on their understanding of cause, consequence, significance and interpretation through studies of twentieth-century conflict and post-war Britain. • **KS3 History**: Pupils will extend local history knowledge by evaluating how industrial, social and economic changes continue to shape places over time. • **KS3 Geography**: Pupils will deepen understanding of how industry, transport and population change influence settlement patterns and regional development. • KS3 Citizenship: Pupils will apply learning about society and power to explore democracy, rights and civic responsibility in modern Britain. • **KS3 English**: Pupils will use historical contexts to support analytical writing, argument and interpretation of non-fiction texts.

Possible misconceptions	Assessment opportunities:
• Children may think the local area has always looked the same as it does today. • Children may think local history is less important than national or global history. • Children may think changes to the local area happened suddenly rather than over time. • Children may think one event or industry alone shaped the local area. • Children may think everyone in the local area experienced change in the same way. • Children may think historical change only affected adults, not children and families. • Children may think local buildings and landmarks have always had the same purpose. • Children may think written sources are more reliable than oral history or photographs. • Children may think the past of the local area has no impact on life today. • Children may think local history is finished and no longer changing.	• **Local timeline task** – pupils construct and annotate a timeline showing key developments in the local area and explain periods of change and continuity. • **Source investigation** – pupils analyse maps, photographs, census data and oral histories to answer enquiry questions and judge reliability. • **Change over time explanation** – pupils write an explanation of how one aspect of the local area (industry, housing or transport) has changed and why. • **Comparative study** – pupils compare the local area in two different time periods, identifying similarities, differences and reasons for change. • **Fieldwork reflection** – pupils record observations from a local walk or virtual visit and explain how features reveal the past. • **Interpretation task** – pupils explain why different sources give different views of the same local event. • **Oral presentation** – pupils present findings from a local history enquiry using evidence and historical vocabulary.

World War Two				
Enquiry Question: Which historical influencer had the biggest impact on my local area?				
Lesson objectives	**Knowledge/Skills**	**Disciplinary skills**	**Substantive concepts**	**Vocabulary**
To use a range of methods such as archives and oral history to research my local area.	• 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	Society Legacy	Church Courtalds Crittals Emblem Factories Icon Industrial Revolution Industry John Ray Land Use Loom Memorial Naturalist Scientific Advancement Significant St Mary's Steam Engine Textiles Victorians Weaving Windmill Wool
To examine maps of my local area over time.	• 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	Society	
To understand the origins of the Bocking Dolphin.	• Reach a balanced conclusion based on an evaluation of different interpretations	Similarities and Differences Enquiry	Legacy	
To know some of the key figures in my local area and understand why they are significant.	• Compare the significance of events, people and developments in their context with their significance in the present day	Enquiry Interpretation Cause and consequence Significance	Legacy	
To understand the importance and impact of textile manufacturing in Braintree.	• Analyse the reasons for, and the results of, historical events, situations and changes	Interpretation Cause and consequence	Legacy	
To understand how the Industrial Revolution shaped my local area.	• 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	Society	
To create a timeline demonstrating key changes in my local area.	• 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	Society	