

HISTORY

“All things are possible...”

At Benedict Biscop we want our children to learn that all things are possible. We want our children to aspire and to achieve highly.
We want our children to grow as **historians**.

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically-grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand **historical concepts such as continuity and change, cause and consequence, similarity, difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own **structured accounts**, including written narratives and analyses
- understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

We believe that history should develop children with the following **essential characteristics** to help them become historians:

- A knowledge and understanding of people, events, and contexts from a range of historical periods
- The ability to communicate ideas confidently in a range of ways
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past
- An understanding of how and why people behaved in the past in different ways
- The ability to make use of sources of evidence to support their explanations and judgments
- A desire to undertake high-quality research across a range of history topics

Where Does It Start?

Our Early Years provision is language rich and has been carefully created, to provide a range of opportunities both indoor and outdoor to help develop essential knowledge and skills to support the development of speaking and listening and therefore the FOUNDATION of ALL LEARNING, **including their understanding of the world.**

EYFS Statutory Framework –Understanding the World states:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Outcomes in Early Years:

Early Learning Goals – Understanding the world:	<i>Additional Benedict Biscop stepping stones to challenge:</i>
Children at the expected level of development will: -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	Children at the expected level of development will: -To be prepared to ask questions using 'what' and 'how' -Be exposed to subject specific vocabulary where possible (have displayed) -To start to write simple sentences including the use of vocabulary such as past, present, older and newer. -Begin to explore important figures/significant people from the past -Have a simple understanding of chronology including their own chronology (DOB etc.)

Development Matters progression related to History:

Birth to Three	Three to Four	Reception
Understanding the World -Make connections between the features of their family and other families. -Notice differences between people	Understanding the World -Talk about what they see, using a wide vocabulary. -Begin to make sense of their own life-story and family's history.	Understanding the World -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past.

Termly Focus:

NURSERY

Autumn Term	Spring Term	Summer Term
-To know significant people in their own family and how families differ. -To know key events that are celebrated by families and why they are significant (Diwali, Guy Fawkes, Remembrance and Christmas)	-To know that families have similar special events and occur at specific times of the year (Chinese New, Lent, Easter) -To know that significant events happen over time and that this creates history. - To know about alternative cultural celebrations	-To know the significance of special events that occur throughout the year e.g (Naming ceremony, Christenings, Baptism) -To know that significant events and celebrations are different for different cultures.

RECEPTION

Autumn Term	Spring Term	Summer Term
-To know that there are significant events throughout the year -To know who Guy Fawkes and the impact it had on history. -To know the significance of poppies and the consequence of the World War. - To know and understand the Christian meaning of Christmas	- Comment on a familiar situation in the past -To know that there are significant historic buildings around the world. -To know these were built a long time ago and still stand today -To understand the story of Chinese New Year, Lent and Easter	- Compare and contrast characters from stories including from the past. - To learn about significant historical figures - To comment how the world has changed

In Key Stage 1 & 2, we actively encouraging cross-curricular learning through our themed based curriculum (see below), allowing children to be fully immersed in their learning in order to meet the aims of the national curriculum and develop those essential characteristics of historians.

We know that **progression is history** involves developing **historical perspective** through:

- closer integration of history's **key concepts**
- opportunities to develop **enquiry and communication**
- secure development of **chronology**
- opportunities to develop understanding of more **complex issues, of abstract ideas and historical terms**
- greater independence in applying all of these

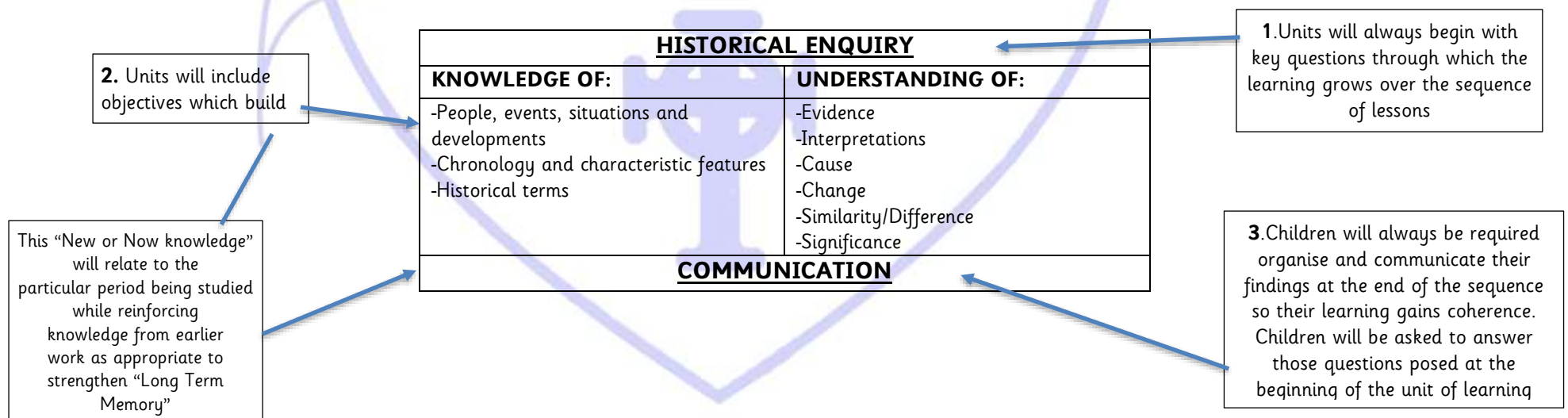
	EYFS	EXPECTATIONS AT KS1	EXPECTATIONS AT KS2	EXPECTATIONS AT KS3
To develop chronological knowledge & understanding	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters Talk about past and present events in their own lives and in lives of family members	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
To develop historical vocabulary	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways
To investigate, enquire and communicate	Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events Explain own knowledge and understanding, and asks appropriate questions Know that information can be retrieved from books and computers Record, using marks they can interpret and explain	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ...Selecting and organising relevant historical information	Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
To interpret history		Identify different ways in which the past is represented	Identify different ways in which the past is represented	Discern how and why contrasting arguments and interpretations of the past have been constructed
* – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				

Continuity and change <i>in and between periods</i>	Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies	Identify and explain change and continuity within and across periods
Cause and consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes
Similarity / Difference <i>within a period/situation (diversity)</i>	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
Significance <i>of events / people</i>	Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account	Identify historically significant people and events in situations	Consider/explain the significance of events, people and developments in their context and in the present.

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
1	How Has The life of A Child Changed? What I believe: I have the Right to an Education. (Article 28)	Britain & It's Pioneers	Oh, I do Like to Be Beside the Seaside!
2	London & The Great Fire	What I Believe: I Have the Right to a Safe Place to Live (Article 27)	First Flights & Revolutionary Railways
3	Early Settlements... Stone, Bronze and Iron Age	Along The River - Ancient Egyptians	What I Believe: The right to choose religion and beliefs (Article 14) Study of Early Islamic Civilization
4	The Ancient Greeks	Roman Britain	What I believe: Everyone and everything has the right to be alive. (Article 6) Life in the rainforest & Mayan Civilization
5	Anglo-Saxon, Vikings and Scots - Settlers and Settlements	Tudors and Changing World	What I believe: No one is allowed to punish you in a cruel or harmful way. (Article 37) Exploring Crime and Punishment
6	Children in WWII in Sunderland	Sunderland's Heritage - Coalmining	What I believe: I have the Right to an Education. (Article 28) How Can I Change the World?

In every year group, one theme is inspired by the United Nations Rights of a Child, pupils think about 'What I believe?' and learn about how events in History have helped to shape our lives today. Where possible, we link learning to our local context so that pupils gain an awareness of where they are from and how this links to their lives today enabling them to become active Global Citizens and courageous advocates in a challenging and changing world.

All units of learning have been designed using a "sandwich" approach, allowing progression and historical perspective to be developed and therefore developing our children as **HISTORIANS**.



YEAR 1

Key Questions: How are toys today different from those in the past? How has school and education changed since the 1950's? What is the UNCRC and why is article 28 important today?					<u>ASSESSMENT</u>
Autumn Term	AIMS:	Objectives Children should learn:	KS1 EXPECTATIONS	Y1 EXPECTATIONS	The unit key questions above and YEAR 1 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socratic quizzes will also be used to assess the development of historical knowledge and concepts.
How Has the Life of A Child Changed?	To investigate, enquire and communicate	- to explore different stories and sources to find out about toys from the past - to describe the characteristics of toys from the past and compare them with toys now. [e.g. materials and types of toys and games] - to describe the similarities and differences in school life from the past, focus on - lessons - punishment - gender equality - to use pictures and other sources to know about significant events in my family history - to describe a significant family member from the past	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of concepts as detailed above	I CAN: ✓ Observe and handle simple evidence to ask questions about the past. (e.g. photos, artefacts & stories) ✓ Talk about and describe artefacts from the past and present ✓ Begin to compare aspects of the present with the past and note some simple similarities and differences ✓ Begin to describe changes that have taken place within and beyond living memory. ✓ Talk about events and the lives of significant people beyond living memory	
	To interpret history	to use stories and pictures and other sources to find out about toys from the past	Identify different ways in which the past is represented	I CAN: ✓ discuss similarities and differences between sources and say how they tell us different things	
	To develop chronological knowledge & understanding	- to know where people/events/objects studied fit into a chronological framework using a timeline - to label timelines with vocabulary which shows the passing of time	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	I CAN: ✓ Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc ✓ Talk about own life and those of people I know. ✓ place objects and events within experience, in time order ✓ Talk about events, places and people beyond living memory ✓ Begin to place objects, people and events beyond own experiences in time order ✓ Begin to compare aspects of the present with the past and note some simple similarities and differences	
	To develop historical vocabulary	Use a wide vocabulary of everyday historical terms (see vocabulary mapping for specific vocabulary)	Use a wide vocabulary of everyday historical terms	I CAN: ✓ Begin to use identified historical terms in context when describing the past ✓ Use identified vocabulary related to the passing of time	

Key Questions: Who was Florence Nightingale and what was the impact of her work? How has nursing changed since the days of Florence Nightingale?					ASSESSMENT
Spring Term	AIMS:	Objectives - Children should learn:	KS1 EXPECTATIONS	Y1 EXPECTATIONS	The unit key questions above and YEAR 1 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socrative quizzes will also be used to assess the development of historical knowledge and concepts.
Britain & It's Pioneers	To investigate, enquire and communicate	- to explore different stories and sources to find out about the Victorian way of life – home, education, clothing and work - to identify similarities and differences between life today and during Florence Nightingale's life - how Florence Nightingale's became famous and why she acted as she did - focus on: - her education & early life - conditions in Scutari - change she made - to understand and explain how her work has influenced today's society comparing her life and work to Edith Cavell & Mary Seacole	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of concepts as detailed above	I CAN: ✓ Observe and handle simple evidence to ask questions about the past. (e.g. photos, artefacts & stories) ✓ Talk about and describe artefacts from the past and present ✓ Begin to compare aspects of the present with the past and note some simple similarities and differences ✓ Begin to describe changes that have taken place within and beyond living memory. ✓ Talk about events and the lives of significant people beyond living memory	
	To interpret history	to compare pictures and stories about Florence Nightingale/Edith Cavell and identify how they tell us different things about what happened in the past	Identify different ways in which the past is represented	I CAN: ✓ discuss similarities and differences between sources and say how they tell us different things	
	To develop chronological knowledge & understanding	- to place the Victorian period in a time line showing main periods in the history of England - compare Victorian period with present day and identify similarities and differences - to place main event of Florence Nightingale's life in a sequence - to label timelines with vocabulary which show the passing of time	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	I CAN: ✓ Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc ✓ Talk about events, places and people beyond living memory ✓ Begin to place objects, people and events beyond own experiences in time order ✓ Begin to compare aspects of the present with the past and note some simple similarities and differences	
	To develop historical vocabulary	To use a wide vocabulary of everyday historical terms (see vocabulary mapping for specific vocabulary)	Use a wide vocabulary of everyday historical terms	I CAN: ✓ Begin to use identified historical terms in context when describing the past ✓ Use identified vocabulary related to the passing of time	

Key Questions: How holidays to the seaside have changed in the last 100 years? Were holiday's better then or now? Who was Grace Darling and why is she still remembered today?					ASSESSMENT
Summer Term	AIMS:	Objectives - Children should learn:	KS1 EXPECTATIONS	Y1 EXPECTATIONS	The unit key questions above and YEAR 1 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socrative quizzes will also be used to assess the development of historical knowledge and concepts.
Oh, we do love to be beside the sea!	To investigate, enquire and communicate	- about the location and physical features of Sunderland's main beaches (visit to Seaham, Roker, Seaburn) - to explore different stories and sources to find out about how the seaside was used in the Victorian era and when grandparents were young - to identify similarities and differences between the periods studied. Focus on: - clothing - entertainment - fishing & industry - safety features - how Grace Darling became famous and why she acted as she did - how sea rescue has changed over the last 200 years, comparing boats, training and equipment (Visit to/from RNLI linked to water safety)	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of concepts as detailed above	I CAN: ✓ Observe and handle simple evidence to ask questions about the past. (e.g. photos, artefacts & stories) ✓ Talk about and describe artefacts from the past and present ✓ Begin to compare aspects of the present with the past and note some simple similarities and differences ✓ Begin to describe changes that have taken place within and beyond living memory. ✓ Talk about events and the lives of significant people beyond living memory	
	To interpret history	to compare pictures and recounts about Grace Darling's rescue and identify how they tell us different things about what happened	Identify different ways in which the past is represented	I CAN: ✓ discuss similarities and differences between sources and say how they tell us different things	
	To develop chronological knowledge & understanding	- to place the Victorian period in a time line showing main periods in the history of England - compare Victorian period with present day and identify similarities and differences .(review from Spring) - to use what they know to place pictures representing the seaside in the correct chronological order	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	I CAN: ✓ Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc ✓ Talk about events, places and people beyond living memory ✓ Begin to place objects, people and events beyond own experiences in time order ✓ Begin to compare aspects of the present with the past and note some simple similarities and differences	
	To develop historical vocabulary	To use a wide vocabulary of everyday historical terms (see vocabulary mapping for specific vocabulary)	Use a wide vocabulary of everyday historical terms	I CAN: ✓ Begin to use identified historical terms in context when describing the past ✓ Use identified vocabulary related to the passing of time	

YEAR 2

Key Questions: Could anyone have stopped what happened on 2 September 1666? What was it like at the height of the fire? What did the King do to make London a safer place to live?					ASSESSMENT
Autumn Term	AIMS:	Objectives - Children should learn:	KS1 EXPECTATIONS	Y2 EXPECTATIONS	The unit key questions above and YEAR 2 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socrative quizzes will also be used to assess the development of historical knowledge and concepts.
London & The Great Fire	To investigate, enquire and communicate	- about the Great Fire of London by studying Samuel Pepys' diary. - about the part played by artists in recording the events of the Great Fire and the period studied - to identify similarities and differences between homes in 1666 and homes since then (including today) - to use various sources to understand why the fire spread so far for so long - about the changes to London following the fire to make the city safe and how this impacts our life today	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of concepts as detailed above	I CAN: ✓ Observe and handle evidence and use this to ask and begin to answer questions about the past. (e.g. photos, artefacts & stories, paintings letters) ✓ Describe changes that have taken place beyond living memory and begin to give reasons for these changes ✓ Compare aspects of the present with the past and describe with increasing detail similarities and differences ✓ Talk about the actions of, and events in the life of a significant historical person	
	To interpret history	to explore different accounts of the Great Fire and identify how they are different, begin to say why they are different. (Samuel Pepys diary and artwork)	Identify different ways in which the past is represented	I CAN: ✓ discuss similarities and differences between sources and begin to suggest reasons why they tell us different things	
	To develop chronological knowledge & understanding	- to place 1666 within a time line showing main periods in the history of England - compare 1666 with present day and identify similarities and differences - to sequence the main events of the fire in chronological order	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	I CAN: ✓ Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. ✓ Talk about the actions of, and events in the life of a significant historical person. ✓ Place objects, people and events beyond own experiences in time order ✓ Compare aspects of the present with the past and describe simple similarities and differences	
	To develop historical vocabulary	To use a wide vocabulary of everyday historical terms (see vocabulary mapping for specific vocabulary)	Use a wide vocabulary of everyday historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary related to the passing of time	

Key Questions: Who was Dr Barnardo? Why was he important and what was his legacy? What is the UNCRC and why is it important? How does the article 27 keeps us safe today?					ASSESSMENT
Spring Term	AIMS:	Objectives - Children should learn:	KS1 EXPECTATIONS	Y2 EXPECTATIONS	The unit key questions above and YEAR 2 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socrative quizzes will also be used to assess the development of historical knowledge and concepts.
What I Believe: I have the right to a safe place to live. (Article 27)	To investigate, enquire and communicate	- to explore different stories and sources to find out about the Dr Barnardo's life - to identify similarities and differences between life today and during Dr Barnardo's life - to identify how Dr Barnardo became famous and why he acted as he did - to understand how his work still influences today's society - about the introduction of the UNCRC – why was it created? Why is it important? (review)	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of concepts as detailed above	I CAN: ✓ Observe and handle evidence and use this to ask and begin to answer questions about the past. (e.g. photos, artefacts & stories, paintings letters) ✓ Describe changes that have taken place beyond living memory and begin to give reasons for these changes ✓ Compare aspects of the present with the past and describe with increasing detail similarities and differences ✓ Talk about the actions of, and events in the life of a significant historical person	
	To interpret history	to explore different sources and begin to identify how and why they tell us different things about how people viewed homelessness during the period studied	Identify different ways in which the past is represented	I CAN: ✓ discuss similarities and differences between sources and begin to suggest reasons why they tell us different things	
	To develop chronological knowledge & understanding	- to place Dr Barnardo's life in a time line showing main periods in the history of England - to sequence the main events in the life of Dr Barnardo using appropriate dates and vocabulary	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	I CAN: ✓ Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. ✓ Talk about the actions of, and events in the life of a significant historical person. ✓ Place objects, people and events beyond own experiences in time order ✓ Compare aspects of the present with the past and describe simple similarities and differences	
	To develop historical vocabulary	Use a wide vocabulary of everyday historical terms (see vocabulary mapping for specific vocabulary)	Use a wide vocabulary of everyday historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary related to the passing of time	

Key Questions: Who was George Stephenson and what is his legacy? How did the railway network change Britain? How has the invention of aeroplanes changed the way people live?					ASSESSMENT
Summer Term	AIMS:	Objectives - Children should learn:	KS1 EXPECTATIONS	Y2 EXPECTATIONS	The unit key questions above and YEAR 2 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socrative quizzes will also be used to assess the development of historical knowledge and concepts.
First Flights & Revolutionary Railways	To investigate, enquire and communicate	- about the location and physical features of modern day railway stations and networks - about the achievements of George Stephenson and why they were significant in changing transport - about significance of "The Rocket" and how it influenced future inventions - explore different sources to find out about how railways and trains have changed since Stephenson's rocket - about the events of the "First Flight" comparing the "machine" to modern day aeroplanes	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of concepts as detailed above	I CAN: ✓ Observe and handle evidence and use this to ask and begin to answer questions about the past. (e.g. photos, artefacts & stories, paintings letters) ✓ Describe changes that have taken place beyond living memory and begin to give reasons for these changes ✓ Compare aspects of the present with the past and describe with increasing detail similarities and differences ✓ Talk about the actions of, and events in the life of a significant historical person	
	To interpret history	to compare pictures and stories of the First Flight and identify how they tell us different things about what happened	Identify different ways in which the past is represented	I CAN: ✓ discuss similarities and differences between sources and begin to suggest reasons why they tell us different things	
	To develop chronological knowledge & understanding	- to use what they know to place pictures representing forms of transport in the correct chronological order - identify similarities and differences between period of transport - to sequence the key events of George Stephenson's life in a time line	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	I CAN: ✓ Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. ✓ Talk about the actions of, and events in the life of a significant historical person. ✓ Place objects, people and events beyond own experiences in time order ✓ Compare aspects of the present with the past and describe simple similarities and differences	
	To develop historical vocabulary	Use a wide vocabulary of everyday historical terms (see vocabulary mapping for specific vocabulary)	Use a wide vocabulary of everyday historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary related to the passing of time	

YEAR 3

Key Questions: Was stone age man really primitive? Which was better, bronze or iron? How do we know so much about the Stone, Bronze and Iron age?					ASSESSMENT
Autumn Term	AIMS:	Objectives - Children should learn:	KS1 EXPECTATIONS	Y3 EXPECTATIONS	The unit key questions above and YEAR 3 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socratic quizzes will also be used to assess the development of historical knowledge and concepts.
Early Settlements... Stone, Bronze and Iron Age	To investigate, enquire and communicate	- about Skara Brae and what it tells us about life in Stone Age Britain [building homes, work people did and the tools they used]. - how life changed during the Iron & Bronze Age [specifically linked to farming and tools] - what primitive means and debate if the Stone Age man was as primitive as we may think.	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Observe and handle evidence and use this to ask and to answer questions about the past ✓ Ask and answer questions about an archaeological site ✓ Talk with increasing accuracy and detail about events, places and people beyond living memory ✓ Talk about and describe features of key events and people in the past. ✓ Talk about the impact of events on the lives of the people of the time ✓ Begin to identify common themes and features between different periods ✓ Compare and contrast the ways of life of people from different historical periods	
	To interpret history	- to explore different artefacts and sources from the studied periods and identify what they tell us about the past. - to compare information from sources and identify how and why some interpretations are different	Identify different ways in which the past is represented	I CAN: ✓ Begin to give reasons why peoples account of the same event may be different	
	To develop chronological knowledge & understanding	- to understand the chronological order of the Stone, Bronze and Iron Age and place it on a timeline. - to identify the 3 main periods of time within the Stone Age. - to identify the main changes across these periods. (linked to building homes, work people did and the tools they used)	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	I CAN: ✓ Describe how the past has been divided into different periods of time ✓ Use historical terms to describe different periods, e.g. The Egyptians, The Victorians ✓ Use the terms BC and AD to locate dates ✓ Compare similar events from the present and past ✓ Give simple explanations for placing objects, people and events in a particular order	
	To develop historical vocabulary	develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary related to the passing of time	

Key Questions: What was life like in Ancient Egypt? What does the discovery of Tutankhamun's tomb tell us about the Ancient Egyptian's beliefs? Why was the River Nile so important?					ASSESSMENT
Spring Term	AIMS:	Objectives - Children should learn:	KS1 EXPECTATIONS	Y3 EXPECTATIONS	The unit key questions above and YEAR 3 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socrative quizzes will also be used to assess the development of historical knowledge and concepts.
Along The River - Ancient Egyptians	To investigate, enquire and communicate	- About the location of Egypt and why this is important - about the discovery of Tutankhamun's tomb and what it tells us about Ancient Egyptian's worship & beliefs – - building of tombs, temples and pyramids - burials - life after death - gods & goddesses - that these beliefs governed their everyday lives - what ancient civilizations needed to grow and the importance of the River Nile in this	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Observe and handle evidence and use this to ask and to answer questions about the past ✓ Ask and answer questions about an archaeological site ✓ Talk with increasing accuracy and detail about events, places and people beyond living memory ✓ Talk about and describe features of key events and people in the past. ✓ Talk about the impact of events on the lives of the people of the time ✓ Begin to identify common themes and features between different periods ✓ Compare and contrast the ways of life of people from different historical periods	
	To interpret history	- to explore and compare the different accounts of the discovery of Tutankhamun's tomb - identify how and why some interpretations are different to others and begin to think about which is more reliable	Identify different ways in which the past is represented	I CAN: ✓ Begin to give reasons why peoples account of the same event may be different	
	To develop chronological knowledge & understanding	- to place the Ancient Egyptian civilisation within a timeline of world history - that other ancient civilisations existed around the same time - to identify similarities and differences between different periods of history.	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	I CAN: ✓ Describe how the past has been divided into different periods of time ✓ Use historical terms to describe different periods, e.g. The Egyptians, The Victorians ✓ Use the terms BC and AD to locate dates ✓ Compare similar events from the present and past ✓ Give simple explanations for placing objects, people and events in a particular order	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary related to the passing of time	

Key Questions: How different was Baghdad to London around 900AD? What was in the House of Wisdom and why is it important? Who was Ibn Battuta and how did his Rihla help us? What is the UNCRC and why is article 14 important today?					ASSESSMENT
Summer Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y3 EXPECTATIONS	The unit key questions above and YEAR 3 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socratic quizzes will also be used to assess the development of historical knowledge and concepts.
What I Believe: The right to choose religion and beliefs (Article 14)	To investigate, enquire and communicate	- about the location and physical features of modern day Baghdad - to use sources of evidence to find out about: - everyday life in Baghdad - clothing, culture, customs, education - to make comparison between London and Baghdad around 900AD - about the what the house of wisdom was and why it is important - about the introduction of the UNCRC – why was it created? Why is article 14 important in relation to this unit? (review)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: - Observe and handle evidence and use this to ask and to answer questions about the past - Ask and answer questions about an archaeological site - Talk with increasing accuracy and detail about events, places and people beyond living memory - Talk about and describe features of key events and people in the past. - Talk about the impact of events on the lives of the people of the time - Begin to identify common themes and features between different periods - Compare and contrast the ways of life of people from different historical periods	
	To interpret history	- to explore and compare the different sources about Ibn Battuta's journey and identify what these tells us about: - the similarities and differences in peoples lives at the time -why the journey was so important	Identify different ways in which the past is represented	I CAN: Begin to give reasons why peoples account of the same event may be different	
	To develop chronological knowledge & understanding	- where this period of time is in relation to what else was happening around the world and within an over view of world history– using a timeline - to sequence the main events in the life and journey of Ibn Battuta	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	I CAN: - Describe how the past has been divided into different periods of time - Use historical terms to describe different periods, e.g. The Egyptians, The Victorians - Use the terms BC and AD to locate dates - Compare similar events from the present and past - Give simple explanations for placing objects, people and events in a particular order	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: - use identified historical terms in context when describing the past - Use identified vocabulary related to the passing of time	

YEAR 4

Key Questions: How do we find out about the civilization of Ancient Greece? What did the Ancient Greeks believe? Can we thank the Ancient Greeks for anything in our lives today?					ASSESSMENT
Autumn Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y4 EXPECTATIONS	The unit key questions above and YEAR 4 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socratic quizzes will also be used to assess the development of historical knowledge and concepts.
The Ancient Greeks	To investigate, enquire and communicate	- about the location, physical features and climate of modern Greece - about Greek beliefs and religious practices from different sources - to compare the beliefs of the ancient Greeks with those of other civilisations from history (Egyptians, Early Islam) - how Ancient Greece influenced the Western World today by exploring various sources of information [democracy, architecture, theatre and Olympic games]	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Observe and use a range of information to ask and answer questions about the past ✓ Use interpretations, pictures and written sources to build a picture about the past ✓ Identify common themes and features between different periods ✓ Explain and give reasons for events in the present and past ✓ Identify and describe features and characteristics of past societies ✓ Begin to describe and give reasons for the beliefs of societies in the past	
	To interpret history	- to explore and compare the different accounts of the Greek wars/battles identify how and why they are different - begin to think about which sources/accounts are more reliable and suggest reasons for this	Identify different ways in which the past is represented	I CAN: ✓ Give reasons why people's account of the same event may be different ✓ Talk about sources of information that contain negative views and accounts ✓ Begin to recognise and talk about some of the strengths & limitations of archaeological evidence	
	To develop chronological knowledge & understanding	- to place the Ancient Greek civilisation within a timeline of world history - that the ancient Greek civilisation occurred 'Before Christ' - that other ancient civilisations existed around the same time - to identify similarities and differences between different periods of history and across ancient civilisations Year 3)	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	I CAN: ✓ Use dates and historical terms to describe historical periods, e.g. The Egyptians, the Great Fire of London 1666 ✓ Place civilisations and events on a timeline ✓ Use the terms BC and AD to locate dates of invasion and occupation ✓ Explain reasons for placing objects, people and events in a particular order	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary to identify time periods	

Key Questions: When did the Romans invade and why were they not successful straight away? Did the native Britons welcome or resist the Romans, and why? What did the Romans leave behind?					ASSESSMENT
Spring Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y4 EXPECTATIONS	The unit key questions above and YEAR 4 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socratic quizzes will also be used to assess the development of historical knowledge and concepts.
Roman Britain	To investigate, enquire and communicate	- about the origins of the Roman Empire, identifying key places on maps - the reasons for the arrival of the Romans in Britain - about location of key roman towns on Britain - to investigate a variety of sources to find out about everyday life in Roman Britain including: - clothing - entertainment - roman baths - money - to compare these features with other periods (Greeks and Stone Age): - to use a variety of sources to investigate Roman architecture and buildings and compare these to different time periods (Greeks, Stone Age, today)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: - Observe handle and use a range of information to ask and answer questions about the past - Use interpretations, pictures and written sources to build a picture about the past - Identify common themes and features between different periods - Explain and give reasons for events in the present and past - Identify and describe features and characteristics of past societies - Begin to describe and give reasons for the beliefs he societies in the past	
	To interpret history	- to explore and compare the different accounts of the Boudicca's resistance, identify how and why they are different - begin to think about which sources/accounts are more reliable and suggest reasons for this	Identify different ways in which the past is represented	I CAN: - Give reasons why peoples account of the same event may be different - Talk about sources of information that contain negative views and accounts - Begin to recognise and talk about some of the strengths & limitations of archaeological evidence	
	To develop chronological knowledge & understanding	- to place the Roman civilization within a timeline of world history - that Ancient Roman empire began 'Before Christ' - the Roman invasion of Britain occurred AD	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	I CAN: - Use dates and historical terms to describe historical periods, e.g. The Egyptians, the Great Fire of London 1666 - Place civilisations and events on a timeline - Use the terms BC and AD to locate dates of invasion and occupation - Explain reasons for placing objects, people and events in a particular order	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: - use identified historical terms in context when describing the past - Use identified vocabulary to identify time periods	

Key Questions: The Maya were the most advanced ancient civilization- agree or disagree? How do we know about the Maya and why did it take so long to discover the many cities of Maya?					ASSESSMENT
Summer Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y4 EXPECTATIONS	The unit key questions above and YEAR 4 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socratic quizzes will also be used to assess the development of historical knowledge and concepts.
What I believe: Everyone and everything has the right to be alive. (Article 6) Life in the rainforest & Mayan Civilization	To investigate, enquire and communicate	- about the location of the Rainforest and its main physical features - to use various sources to identify the difficulties of sustaining a civilisation in the rainforest - to investigate a variety of sources to find out about everyday life & culture of the Maya including: - writing system - maths & number system - leisure & Entertainment (football) - to compare these features with other periods (Greeks and Stone Age and today) - about the introduction of the UNCRC – why was it created? Why is it important? (review)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Observe handle and use a range of information to ask and answer questions about the past ✓ Use interpretations, pictures and written sources to build a picture about the past ✓ Identify common themes and features between different periods ✓ Explain and give reasons for events in the present and past ✓ Identify and describe features and characteristics of past societies ✓ Begin to describe and give reasons for the beliefs he societies in the past	
	To interpret history	- to understand how archeologists, make conclusions about the past using only material remains - begin to think about which sources/accounts are more reliable and suggest reasons for this	Identify different ways in which the past is represented	I CAN: ✓ Give reasons why peoples account of the same event may be different ✓ Talk about sources of information that contain negative views and accounts ✓ Begin to recognise and talk about some of the strengths & limitations of archaeological evidence	
	To develop chronological knowledge & understanding	- to place the Mayan civilization within a timeline of world history	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	I CAN: ✓ Use dates and historical terms to describe historical periods, e.g. The Egyptians, the Great Fire of London 1666 ✓ Place civilisations and events on a timeline ✓ Use the terms BC and AD to locate dates of invasion and occupation Explain reasons for placing objects, people and events in a particular order	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary to identify time periods	

YEAR 5

Key Questions: Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? How well did the Anglo-Saxons and Vikings get on with each other? What was life really like in Anglo-Saxon and Viking Britain? What did the Anglo-Saxons and Vikings leave behind?					ASSESSMENT
Autumn Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y5 EXPECTATIONS	The unit key questions above and YEAR 5 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socrative quizzes will also be used to assess the development of historical knowledge and concepts.
Settlers and Settlements – The Anglo-Saxon, Vikings and Scots	To investigate, enquire and communicate	- the reasons for the arrival of the Saxons, Vikings and Scots - differences in reasons for migration between Saxons and Vikings and between these societies and migrants today - about what was discovered at Sutton Hoo and what this tells us about Anglo Saxon life and rituals. - make comparisons between Anglo Saxon life and other time periods (Romans) - why Viking raids were successful giving reasons for why raids took place [specific study of the Battle of Edington]	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Answer questions about the past by selecting information from a wide range of sources ✓ Compare and contrast events from different historical periods ✓ Talk about the impact of events on different groups within society at that time ✓ Compare and describe the characteristics of a range of significant groups from the past ✓ Describe and give reasons for the beliefs he societies in the past	
	To interpret history	- to use a variety of sources and present information appropriately about: -Anglo Saxon life -Art and Culture -Money - to assess the different viewpoints on the contribution of Alfred the Great - to discuss the reliability of sources used	Identify different ways in which the past is represented	I CAN: ✓ Talk about and give reasons for an event being interpreted in a range of different ways ✓ Give reasons for negative views and accounts in written sources of information ✓ Recognise some of the strengths & limitations of archaeological evidence	
	To develop chronological knowledge & understanding	- to place the Anglo Saxon and Viking periods within a timeline of world history. - to sequence key events and individuals during each period - to identify the similarities and differences between Anglo Saxon and Viking life and compare these with today	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	I CAN: ✓ Describe the key characteristics and features of a range of different periods of history ✓ Describe changes that have taken place within and across historical periods ✓ Use historical terms effectively to describe periods within history	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary to identify time periods	

Key Questions: Who were the Tudor Monarchs and how did they come to power? Should Elizabeth I be known as 'Elizabeth the Great?' How did Tudor exploration flourish during Tudor period?					ASSESSMENT
Spring Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y5 EXPECTATIONS	The unit key questions above and YEAR 5 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socratic quizzes will also be used to assess the development of historical knowledge and concepts.
Tudors and The Wider World	To investigate, enquire and communicate	- about how the Tudors came to power and how long each Monarch reigned - to use various sources to identify key features and events of each monarch's reign - about the reasons for Tudor exploration and why exploration was more successful under different monarchs - about what life was like at sea and during voyages, including: - daily life - sailors' rolls - disease and illness - about the achievements and failures of explorers Drake and Reilly. (sailing around the world & colony settlement) - how Tudor exploration impacted on how we understand the world today - similarities and differences between exploration in the Tudor period and the present	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Answer questions about the past by selecting information from a wide range of sources ✓ Compare and contrast events from different historical periods ✓ Talk about the impact of events on different groups within society at that time ✓ Compare and describe the characteristics of a range of significant groups from the past ✓ Describe and give reasons for the beliefs he societies in the past	
	To interpret history	- to assess the different interpretations/viewpoints of voyages and give reasons for this - to assess the different interpretations/viewpoints of different monarchs and give reasons for this	Identify different ways in which the past is represented	I CAN: ✓ Talk about and give reasons for an event being interpreted in a range of different ways ✓ Give reasons for negative views and accounts in written sources of information ✓ Recognise some of the strengths & limitations of archaeological evidence	
	To develop chronological knowledge & understanding	- to place the Tudor period within a timeline of world history - to sequence key events within Henry VIII & Elizabeth I life	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	I CAN: ✓ Describe the key characteristics and features of a range of different periods of history ✓ Describe changes that have taken place within and across historical periods ✓ Use historical terms effectively to describe periods within history	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary to identify time periods	

Key Questions: What do we mean by crime and punishment and what have been some of its main features over time? How realistic are stories about crime and punishment in the past?					ASSESSMENT
Summer Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y5 EXPECTATIONS	The unit key questions above and YEAR 5 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socrative quizzes will also be used to assess the development of historical knowledge and concepts.
What I believe: No one is allowed to punish you in a cruel or harmful way. Exploring crime and punishment.	To investigate, enquire and communicate	- to understand what is meant by the term 'crime and punishment.' - to use sources of evidence and prior knowledge to identify crimes and punishments linked to key periods in time - to make comparisons between the crimes & punishments through the ages - investigate how detection methods have evolved over time, comparing these to one another (including the development of the police force)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Answer questions about the past by selecting information from a wide range of sources ✓ Compare and contrast events from different historical periods ✓ Talk about the impact of events on different groups within society at that time ✓ Compare and describe the characteristics of a range of significant groups from the past ✓ Describe and give reasons for the beliefs he societies in the past	
	To interpret history	- to understand reliable and unreliable sources - to compare similarities and differences between a fictional story and an evidence-based account	Identify different ways in which the past is represented	I CAN: ✓ Talk about and give reasons for an event being interpreted in a range of different ways ✓ Give reasons for negative views and accounts in written sources of information ✓ Recognise some of the strengths & limitations of archaeological evidence	
	To develop chronological knowledge & understanding	- to use what they know to place pictures representing forms of punishment within the correct time period - to sequence key changes in crime detection using a timeline	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	I CAN: ✓ Describe the key characteristics and features of a range of different periods of history ✓ Describe changes that have taken place within and across historical periods ✓ Use historical terms effectively to describe periods within history	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary to identify time periods	

YEAR 6

Key Questions: World War II: whose war? What was the impact of World War II on people in our locality? How well does a fictional story tell us what it was like to be an evacuee? (study of Goodnight Mister Tom)					ASSESSMENT The unit key questions above and YEAR 6 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socratic quizzes will also be used to assess the development of historical knowledge and concepts.
Autumn Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y6 EXPECTATIONS	
Children in WWII in Sunderland	To investigate, enquire and communicate	- who the axis and allies were and how this changed throughout the war - about the Blitz: what it was? when did it happen? why did it happen? - where bombing raids took place, locating these on a map (with specific reference to raids Sunderland's shipyards) - to find out about the experiences and feelings of evacuees from a range of sources - why rationing was necessary and understand how this impacted everyday life. - about the effects of WWII on their locality (using war local war memorials to gather information)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Select, combine and present information from sources ✓ Use evidence to support enquiry and conclusions ✓ Analyse and give reasons for the characteristics of significant groups from the past ✓ Talk about the impact of change on past societies ✓ Describe and give reasons for the beliefs he societies in the past supported by evidence	
	To interpret history	- to compare similarities and differences between a fictional story and an evidence-based account. - to compare and contrast the local impact of the war to London.	Identify different ways in which the past is represented	I CAN: ✓ Make a reasoned judgement about the validity of the different representations of the past ✓ Say how some evidence is propaganda, opinion or misinformation and that this affects interpretations of history	
	To develop chronological knowledge & understanding	- to place WW11 within a timeline of world history. - to sequence the key events and identify key individuals of WW11.	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	✓ Compare and contrast features of historical periods identifying similarities and differences ✓ Describe and analyse the impact of change within and between periods in the past	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary to identify time periods	

Key Questions: How has coal mining changed since 1800's? How did the coal mining strikes of the 70s & 80s affect the North East? Why is coal mining & Shipbuilding important to Sunderland? Thatcher vs Scargill – who was right?					ASSESSMENT
Spring Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y6 EXPECTATIONS	The unit key questions above and YEAR 6 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socrative quizzes will also be used to assess the development of historical knowledge and concepts.
Sunderland's Heritage – Coal mining	To investigate, enquire and communicate	- about the location of coal mines and the reason for their location (focus on North East) - about key jobs within the mines & shipyards and how these have changed over time, comparing them to one another - about what life was like in the mines & shipyards during different periods in time - to use census data to identify the significance of industries in Sunderland - about changes within the coal mining industry including - periods of rapid change compared to relatively little change and reasons for this (specific studies – Hartley mine disaster, Huskar disaster)	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Select, combine and present information from sources ✓ Use evidence to support enquiry and conclusions ✓ Analyse and give reasons for the characteristics of significant groups from the past ✓ Talk about the impact of change on past societies ✓ Describe and give reasons for the beliefs he societies in the past supported by evidence	
	To interpret history	- to assess the different viewpoints of the 1980s strike and understand reasons for these differences - to communicate their understanding of benefits and disadvantages of the coal mining industry during 1970s and 1980s - to describe the attitudes of different people working in the mines in the locality during 1970s and 1980s - to discuss the reliability of sources used	Identify different ways in which the past is represented	I CAN: ✓ Make a reasoned judgement about the validity of the different representations of the past ✓ Say how some evidence is propaganda, opinion or misinformation and that this affects interpretations of history	
	To develop chronological knowledge & understanding	- to place key periods of coal mining industry within key periods of British history - to sequence key changes of coal mining in a chronological frame work	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	✓ Compare and contrast features of historical periods identifying similarities and differences ✓ Describe and analyse the impact of change within and between periods in the past	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past Use identified vocabulary to identify time periods	

Key Questions: What do the sources tell us about the way education has changed? How much would you have enjoyed going to schools in the past? Did education help everyone? What is the UNCRC and why is article 28 important?					ASSESSMENT
Summer Term	AIMS:	Objectives - Children should learn:	KS2 EXPECTATIONS	Y6 EXPECTATIONS	The unit key questions above and YEAR 6 expectations will provide a focus for assessment. Pupils should be assessed against the I CAN statements and also given the opportunity to communicate their findings using what they have learned in order to answer the unit's key questions within their double page spread. Socratic quizzes will also be used to assess the development of historical knowledge and concepts.
What I believe: I have the Right to an Education How can change the world ? (Article 28)	To investigate, enquire and communicate	- to use what they know and a range of sources to identify changes in education through the ages, focus on: - school facilities - lessons - extra-curricular activities - teachers - who could go to school - school day and holidays - punishments - about reforms within the education including - periods of rapid change compared to relatively little change and reasons for this	Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information	I CAN: ✓ Select, combine and present information from sources ✓ Use evidence to support enquiry and conclusions ✓ Analyse and give reasons for the characteristics of significant groups from the past ✓ Talk about the impact of change on past societies ✓ Describe and give reasons for the beliefs he societies in the past supported by evidence	
	To interpret history	- to assess the different viewpoints and attitudes about education from different understand reasons for these differences - to discuss the reliability of sources used	Identify different ways in which the past is represented	I CAN: ✓ Make a reasoned judgement about the validity of the different representations of the past ✓ Say how some evidence is propaganda, opinion or misinformation and that this affects interpretations of history	
	To develop chronological knowledge & understanding	to sequence a range of educational developments in chronological order	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time	✓ Compare and contrast features of historical periods identifying similarities and differences ✓ Describe and analyse the impact of change within and between periods in the past	
	To develop historical vocabulary	Develop the appropriate use of historical terms (see vocabulary mapping for specific vocabulary)	Develop the appropriate use of historical terms	I CAN: ✓ use identified historical terms in context when describing the past ✓ Use identified vocabulary to identify time periods	