



History taught each term in line with the EYFS Curriculum – Educational Programme: 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.

Reception	Learning Intentions	Vocabulary
Learning	Exploring the foundations of historical skills such as chronology and developing knowledge the children will begin to make sense of their expanding world and their place within it through nurturing wonder, curiosity and exploration. The children remain at the centre of this as they use historical artefacts such as pictures and stories to explore their family, familiar people and objects which in turn helps the children to learn, recognise and make connections about how culturally, socially, technologically and ecologically diverse our world is.	old new past ago family tree a long time ago when I was little picture photograph very old when mummy and daddy were little before after difference

EYFS	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
New learning knowledge	<ul style="list-style-type: none"> ➤ Talk about members of their immediate family, class, school and community. ➤ Name and describe people who are familiar to them. ➤ Talk about what children did before they came to school e.g. nursery, pre- 	<ul style="list-style-type: none"> ➤ Investigate their surroundings and how things change over time (seasons). ➤ Compare and contrast character's from stories, including figures from the past (Guy Fawkes and the Gun Powder Plot). Rama and Sita – Diwali. 	<ul style="list-style-type: none"> ➤ Looked at a range of explorers – Amelia Earhart, Tim Peake and Felicity Aston. ➤ Use pictures, stories, artefacts and accounts from the past and explain similarities and differences. 	<ul style="list-style-type: none"> ➤ People who can help us in our area – library, post office, hospital. Focus in on Florence Nightingale and local heroes. ➤ To talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> ➤ Investigate their surroundings and how things change over time (seasons). ➤ Know about similarities and differences (with seasons and the weather) 	<p><i>(Linked to human bodies focus in science this term)</i></p> <ul style="list-style-type: none"> ➤ To talk about similarities and differences between themselves and others. <i>(link to being unique).</i> ➤ To talk about similarities and differences among families. <i>(compare families with pictures)</i> ➤ To talk about similarities and differences between themselves and others and how these have



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	<p>school, summer holidays etc</p> <ul style="list-style-type: none"> ➤ Talk about similarities and differences between themselves and others (likes/dislikes) ➤ Talk about similarities and differences between themselves and others, and among families. 	<ul style="list-style-type: none"> ➤ Use pictures to talk about history in their own timeline (discussions around memories of Christmas and how it might be different this year). 				<p>changed in their own timeline <i>(baby, toddler and school photos of each child)</i></p>
Rapid recall		Similarities and differences.	Consider figures from the past – revisit Guy Fawkes.	Consider how to look at pictures.	Consider season changes to summer.	Consider their year in Reception – events in recent history.
Catholic Social Teaching – possible links	<p>Life and Dignity The call to community Solidarity with people Stewardship and care for creation</p>					



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Year 1 historical skills – Please highlight when the skills have been taught. These are for throughout the year and you can link them to the lessons listed.		
Skills Chronology	WALTs: To understand that events happen in order To understand past and present To use old and new on a timeline To place images on a timeline in the correct order for the time period being studied. To recount changes that have occurred in their own lives.	Old New Order Past Present Time period
Skills Use of sources and evidence	WALTs: To ask simple questions about what they can see/want to find out To make observations about artefacts To use artefacts/sources to begin to answer simple questions (what, when, who) To explore images, videos and simple written sources to see how we learn about the past To begin to understand the significance of historical evidence when learning about the past	Artefacts Images Documents (written evidence) Historical evidence Observations
Skills Historical concepts	WALTs: To understand there are different time periods in history. To begin to understand why people or events are significant (nationally or globally) To understand aspects of change in national life (i.e. how toys have changed in their living memory) To understand what happened in a time period To begin to understand why people or events are significant (nationally or globally) To understand aspects of change in national life within their living memory	significance
Skills Interpretations of history	WALTs: To use stories to learn about history To understand that we use sources to learn what happened in the past To use stories to describe key features of events	

Year 1	Autumn		Spring		Summer	
	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary
New learning knowledge	Toys – Past and Present Toys Enquiry Question: Have children always had the same toys to play with? <u>Knowledge:</u> 1. To know what toys are like today 2. To know what other people's toys are like	<u>Topic Specific (knowledge)</u> Toys <u>Chronology</u> Old New Order Present Past Time period	Flying High The first flight and flight innovation Enquiry Question: How have key people impacted the history of flight through innovation. <u>Knowledge:</u> 1. What do you think the Wright brothers did to make them famous? 2. How did they become famous?	<u>Topic specific (knowledge)</u> Innovation Flight Plane Hot air balloon Glider Aeroplane Passenger plane Jet Engine <u>Key people:</u> Wright Brothers, Amy Johnson, Frank Whittle	All the Fun of the Seaside Going to the seaside Enquiry Question: How have holidays to the seaside changed over the last 100 years? <u>Knowledge:</u> Discuss before topic as general questions: What do we mean by the seaside? Why did some places become seaside resorts? Which seaside areas do people	<u>Topic specific (knowledge)</u> Seaside Holiday Resort



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	<p>(different cultures)</p> <p>3. How can we tell these toys are old?</p> <p>4. To learn what our grandparents' toys were like and understand how we know</p> <p>Full plan on Keystage History</p>	<p><u>Sources and evidence</u> Artefacts Images Documents (written evidence) Historical evidence Observations</p> <p><u>Historical concepts/Interpretation of history</u> Significance</p>	<p>3. Why did the Wright brothers succeed where others failed?</p> <p>4. How do we know that the flight took place all that time ago, when there's nobody alive now who saw it?</p> <p>5. How did flight change as a result of the Wright brothers?</p> <p>6. To understand who was Frank Whittle was and why he was important (Jet Engine invented in Gloucester).</p> <p><u>Local Link/trips:</u> Nympsfield is the home of the Bristol and Gloucestershire <u>Gliding Club</u>. https://jetagemuseum.org/, https://bggc.co.uk/ https://aerospacebristol.org/</p> <p>TRIP OP - https://jetagemuseum.org/, https://bggc.co.uk/ https://aerospacebristol.org/)</p> <p>Explore Amy Johnson – 1st female pilot – resilience theme</p> <p>Several plans on Keystage History including Wright Brothers and Amy Johnson</p>		<p>visit today and why? What is a seaside resort like today?</p> <ol style="list-style-type: none"> 1. What was going to the seaside like 100 years ago? 2. What kind of things did people do at the seaside 100 years ago? 3. How do we know what holidays were like 100 years ago? 4. Do we go to the seaside for the same reasons that people went 100 years ago? 5. How have seaside holidays changed over the past 100 years? 6. Do all children like the earlier seaside holidays now or would some prefer nowadays'? <p><u>Local Link/trips:</u> Burnham on Sea Weston Super Mare</p> <p>TRIP OP - Burnham on Sea Weston Super Mare</p> <p>Full plan on Keystage History https://www.keystagehistory.co.uk/</p>	
<p>Rapid recall</p>	<p><u>Key questions to ask:</u> What is history? How do we learn about the past? What do we already know?</p>		<p><u>Key questions to ask:</u> What is history? How do we learn about the past? What do we already know?</p>	<p><u>Chronology</u> Old New Order Present Past Time period</p>		<p><u>Chronology</u> Old New Order Present Past Time period</p>



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			Rec-cap key historical vocab from toys unit.	<u>Sources and evidence</u> Artefacts Images Documents (written evidence) Historical evidence Observations <u>Historical concepts/Interpretation of history</u> Significance		<u>Sources and evidence</u> Artefacts Images Documents (written evidence) Historical evidence Observations <u>Historical concepts/Interpretation of history</u> Significance <u>Topic Specific</u> Innovation Jet Engine Wright Brothers Amelia Earhart Bessie Coleman
Catholic Social Teaching – possible links	Life and dignity – considering that people are more important than things.		The dignity of work and the rights of the worker		Stewardship and care for creation	



Year 2 historical skills – Please highlight when the skills have been taught. These are for throughout the year and you can link them to the lessons listed.		
Skills Chronology	To understand that events happen in time order To understand first, second, third/ past and present To put events from the current study on a timeline To begin to place previous learning into a chronology (if applicable) To put people and events in a timeline To label timelines with words and phrases such as past, present, older and newer To use dates where appropriate	Period of history, Chronological order, Century
Skills Use of sources and evidence	To ask simple questions about what they can see/want to find out To make observations about historical sources and artefacts To use artefacts/sources to answer simple questions (what, when, who) To explore images, videos and simple written sources to see how we learn about the past To begin to understand the significance of historical evidence when learning about the past	No new vocabulary
Skills Historical concepts	To understand what happened in a time period in relation to a certain aspect of history (e.g. education) To identify similarities and differences in two time periods To understand why people or events are significant (nationally or globally) To compare significant events or individuals from different time periods To understand aspects of change in national life, compare past to present-day (e.g. Education) To understand the significance of people and events To understand change in a time period	No new vocabulary
Skills Interpretations of history	To use stories to learn about history To understand that we use sources to learn what happened in the past To use stories to describe key features of events	No new vocabulary

Year 2	Autumn		Spring		Summer	
	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary
New learning knowledge	Castles Enquiry Question: How have castles changed over time and what was life like in a normal Norman castle? Knowledge: To observe how castles have changed over time. Knowledge: 1. To understand that castles exist today but	<u>Topic specific</u> 	Fire! Fire! The Great Fire of London Enquiry question: how did the Great Fire of London impact people and what resources can we explore to support this? Knowledge: 1. How can we work out why the Great Fire started?	Topic specific <u>Cathedral</u> <u>Diary</u> <u>Evidence</u> <u>Pitch/Tar</u> <u>Plaque</u> <u>Squirts</u> <u>Thatch</u> <u>Warehouse</u>	Never Forgotten Nurses Enquiry question – why do we remember key figures from history? 1. Why is Florence Nightingale remembered today	Topic specific



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	<p>have a different function.</p> <ol style="list-style-type: none"> To identify how and why castles changed within the Norman time period. To identify key features of a castle and describe why it was difficult to invade. To describe the similarities and differences between castles from two different time periods. <p>TRIP OP - https://www.berkeley-castle.com/ https://www.cardiffcastle.com/ https://eastnorcastle.com/</p> <p>Some planning on Keystage History</p>		<ol style="list-style-type: none"> What actually happened during the Great Fire and how can we know for sure 350 years later? Why did the Great Fire burn down so many buildings? Could more have been done to stop the Fire? How did people manage to live through the Great Fire? How shall we rebuild London? <p>Full plan on Keystage History https://www.keystagehistory.co.uk/</p>		<p>and what did she do in her life?</p> <ol style="list-style-type: none"> Why do you think Florence took the brave steps to go to the Crimea and who influenced her? What did Florence do to help the soldiers and did everyone have the same opinion of her? What were the most important achievements of Florence's life? Why have we learnt so much about Florence and so little about Mary Seacole? (resource on the website). How should we remember Florence Nightingale and Mary Seacole/ Should the statue to Mary Seacole at St Thomas' Hospital be replaced by one for Florence Nightingale? <p>Full plan on Keystage History https://www.keystagehistory.co.uk/</p>	<p>Crimea</p> <hr/> <p>Hygiene hygenic-</p> <hr/> <p>Infection</p> <hr/> <p>Injured</p> <hr/> <p>Medicine</p> <hr/> <p>Sanitation</p> <hr/> <p>Scutari</p> <hr/> <p>Soldier</p> <hr/> <p>Ward</p> <hr/> <p>Wound (say woo-nd)</p>
<p>Rapid recall</p>	<p>Key questions to ask: What is history? How do we learn about the past? What do we already know?</p>	<p>(From Year 1) Chronology Old New Order Past Present Time period</p>		<p>Chronology Period of history Chronological order, Century</p>		<p>Chronology Period of history Chronological order, Century</p>



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		<u>Sources and evidence</u> Artefacts Images Documents (written evidence) Historical evidence Observations <u>Historical concepts/Interpretation of history</u> Significance		(with reference to the monarchs studied) <u>Sources and evidence</u> (no new vocab) <u>Historical concepts/Interpretation of history</u> Similarities Differences Connections (over different time periods) Compare		(with reference to the monarchs studied) <u>Sources and evidence</u> (no new vocab) <u>Historical concepts/Interpretation of history</u> Similarities Differences Connections (over different time periods) Compare
Catholic Social Teaching – possible links	Human Rights and the responsibility to protect them The dignity of work and the rights of the worker		Human Rights and the responsibility to protect them The dignity of work and the rights of the worker		Human Rights and the responsibility to protect them The dignity of work and the rights of the worker	



Year 3 historical skills – Please highlight when the skills have been taught. These are for throughout the year and you can link them to the lessons listed.

Skills Chronology	To place past and present learning on a timeline together To create a timeline of current learning To begin to understand the narrative between changes with a time period (linked to overarching themes) To begin to use language about the passing of time: such as newer, older, past present To begin to use dates and terms to describe events	Historical changes over time
Skills Use of sources and evidence	To make observations about historical sources (e.g. Images) To make observations about artefacts To use a range of historical sources, to describe the history being studied To begin to use historical sources as evidence for what they think about a certain aspect of the history being studied To understand the significance of historical evidence when learning about the past	
Skills Historical concepts	To identify change and continuity within a time period To make connections and contrasts within a time period to analyse the passing of time (similarities and differences) To ask simple questions about what/ why/how To identify the impact of time period on Britain	continuity and change contrast impact
Skills Interpretations of history	To look at how history can be represented in different ways	

Year 3	Autumn		Spring		Summer	
	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary
New learning knowledge	Stone Age to Iron Age Enquiry Question: How did people's lives and settlements change during the Stone Age, Bronze Age and Iron Age? <u>Knowledge:</u> Pre teach - To know when the Stone Age, Bronze Age and Iron Age were and place in chronological order on a timeline. 1. Was Stone Age man simply a hunter and gatherer,	<u>Topic Specific:</u> Pre-history Stone Age Old Stone Age New Stone Age Bronze Age Iron Age Settlements Prehistoric BCE BC <u>Chronology</u> Historical changes over time <u>Sources and evidence</u> Archaeology Archaeologist	Emperors and Empires Romans Enquiry Question: Who were the Romans and why did they invade Britain? What were cities and towns like in Britain during the time of the Romans? <u>Knowledge:</u> 1. Why on earth did the Romans leave sunny Italy to invade this cold	<u>Topic Specific:</u> Romans Empire Invade Settlement Occupy Innovation Society	Incredible Industrial Revolution The Industrial Revolution Enquiry Question: What happened during the Industrial revolution and what evidence can we observe in Stroud? https://www.stroud.gov.uk/media/1754/ih-ca-vol1-chapter-4-nov-2008.pdf <u>Knowledge:</u> 1. To recognise what the Industrial Revolution was.	



	<p>concerned only with survival?</p> <ol style="list-style-type: none"> How different was life in the Stone Age when man started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change during the Iron Age and how can we possibly know? Can you solve the mystery of the 52 skeletons of Maiden Castle? <p>TRIP OP https://www.english-heritage.org.uk/visit/places/nympsfield-long-barrow/history/</p> <p><u>Local links:</u> A Neolithic burial site known as the Nympsfield Long Barrow is located adjacent to the nearby Craley Peak picnic site, around half a mile from the village. Hetty Pegler's Tump (a neolithic long barrow) and Uley Bury (an iron age hill fort) are also nearby.</p>	<p><u>Historical concepts/Interpretation of history</u> Continuity and change Contrast Impact</p>	<p>island on the edge of the empire? Did Claudius invade for the same reasons as Caesar?</p> <ol style="list-style-type: none"> (possibly 2 lessons) Why did Boudica stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived? How can we solve the mystery of why this great empire came to an end? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? <p><u>Using:</u> Artefacts/images/documents</p> <p><u>Local links:</u></p>		<ol style="list-style-type: none"> To recall the impact of the Industrial Revolution on the world. To recall the impact of the Industrial Revolution on Britain. To describe the narrative of Stroud's cloth trade (cover across two lessons). To describe what life was like during the Industrial Revolution. <p>TRIP OP - https://museuminthepark.org.uk/ https://www.stroudtextiletrust.org.uk/schools</p>	
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			<p>Nympsfield is on the path of a former <u>Roman road</u>, which ran from <u>Cirencester</u> to <u>Arlingham</u>.</p> <p>TRIP OP https://coriniummuseum.org/ https://www.nationaltrust.org.uk/visit/gloucestershire-cotswolds/chedworth-roman-villa <u>Full plan on Keystage History</u></p>			
Rapid recall	<p><u>Key questions to ask:</u> What is history? How do we learn about the past? What do we already know?</p> <p>What did we learn about last year? (Great Fire of London, Castles, Florence Nightingale). Can we place the events we learnt about in year two on a timeline? Was this before or after the Stone Age, Iron Age and Bronze Age?</p>	<p>(From Year 2) <u>Chronology</u> Period of history, chronological order, century (with reference to the monarchs studied)</p> <p><u>Sources and evidence</u> (no new vocab)</p> <p><u>Historical concepts/Interpretation of history</u> similarities differences connections (over different time periods) compare</p>	<p><u>Key Questions to ask:</u> What is History? How do we learn about the past? What do we know about the Stone Age – Iron age and changes that occurred during these prehistoric times?</p> <p>Re-cap learning about the key changes in people's lives during the Stone Age, Bronze Age and Iron Age, thinking specifically about settlements and innovation.</p>	<p><u>Topic Specific:</u> Stone Age Bronze Age Iron Age Settlements Innovation/technology Prehistoric BCE BC</p> <p><u>Chronology</u> historical changes over time</p> <p><u>Sources and evidence</u> Significance Archaeology Archaeologist</p> <p><u>Historical concepts/Interpretation of history</u> continuity and change contrast impact</p>	<p><u>Key questions to ask:</u> What is history? How do we learn about the past? What do we already know about the Stone Age-Romans and changes that occurred during these times?</p>	
Catholic Social Teaching – possible links	Stewardship and Care for creation Family and community		Family and community		Solidarity and the common good	



Year 4 historical skills - Please highlight when the skills have been taught. These are for throughout the year and you can link them to the lessons listed.		
Skills Chronology	To place past and present learning on a timeline together using dates where appropriate To create a timeline of current learning To begin to understand the narrative between changes of a time period (linked to overarching themes) To begin to understand the concept of change over time, representing this, along with evidence on a timeline (e.g. images, keywords) To use language about the passing of time: such as newer, older, past present To use dates and terms to describe events	Oral history
Skills Use of sources and evidence	To make observations about historical sources (e.g. Images) To make observations about artefacts To use a range of historical sources, to describe the history being studied To begin to use historical sources as evidence for what they think about a certain aspect of the history being studied To begin to make connections about the reliability of historical sources (depending on the historical time the period being studied) To begin to understand the significance of historical evidence when learning about the past and give a simple explanation	Reliability Viewpoint
Skills Historical concepts	To identify change and continuity within a time period To make connections and contrasts within a time period to analyse the passing of time (similarities and differences) To ask simple questions about what/ why/how To identify the impact of a time period on certain aspects of Britain	
Skills Interpretations of history	To understand that there are various representations of history	

Year 4	Autumn		Spring		Summer	
	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary
New learning knowledge	Walk Like an Egyptian Ancient Egyptians Enquiry Question: What were some of the achievements of Ancient Egyptian civilisation and how have impacted the Western world? Knowledge: <ol style="list-style-type: none"> 1. What can we quickly find out to add to what we already know about Ancient Egypt? 2. How can we discover what Ancient Egypt was like over 5,000 years ago? 	<u>Chronology</u> Oral history <u>Sources and evidence</u> Reliability Viewpoint <u>Historical concepts/Interpretation of history</u> (no new vocab) <u>Topic Specific</u> Ancient Egypt Tutankhamun Settlements	Shaping our Britain - the Anglo Saxons Anglo-Saxons Enquiry Question: Who were the Anglo-Saxons and why are they important in British History? <u>Knowledge:</u> <ol style="list-style-type: none"> 1. Why did the Anglo-Saxons invade and how can we possibly know where they settled? 	<u>Chronology</u> Oral history <u>Sources and evidence</u> Reliability Viewpoint <u>Historical concepts/Interpretation of history</u> (no new vocab) <u>Topic Specific</u> Anglo-Saxons Scots Settlements East Anglia Wessex	Everything changes... Changes over time Enquiry Question: How has life in Britain changed over time? The following WALT's should cover more than one lesson to enable the students to develop a depth of understanding. <u>Knowledge:</u> <ol style="list-style-type: none"> 1. To know the chronology of the key time periods 	



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	<p>3. What sources of evidence have survived and how were they discovered? https://www.youtube.com/watch?v=wtNodW1vFgQ</p> <p>4. What does the evidence tells us about everyday life for men, women and children?</p> <p>5. What did the Ancient Egyptians believe about life after death and how do we know?</p> <p>6. What did Ancient Egypt have in common with other civilizations from that time?</p> <p>TRIP OP – https://www.prm.ox.ac.uk/primary-schools/ancient-egypt</p> <p>Full plan on Keystage History – needs to be uplevelled slightly as it is for Y3.</p>	<p>Innovation Technology Settlements Society</p>	<p>2. What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>3. How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>4. How were the Saxons able the see off the Viking threat? This tells the story from 790- 1066</p> <p>5. Just how great was King Alfred, really?</p> <p>6. Just how effective was Saxon justice?</p> <p>Change slightly to build on invasion knowledge from the previous year.</p> <p>Full plan on Keystage History https://www.keystagehistory.co.uk/</p>	<p>Mercia Northumbria Aethelflaed Society Skeleton women</p>	<p>studied in previous learning. (Iron age, Bronze age, Stone Age, Anglo Saxons, 20th Century 1st flight, WW2) modern-day</p> <p>2. To identify some of the key changes in Education through time and how this compares to education today</p> <p>3. To know how and why have settlements changed over time</p> <p>4. To discover time periods are evident in the history of Gloucestershire and understand why is this significant</p> <p>Using: Fieldwork/artefacts/images / documents To discover is key changes in Gloucestershire over time</p>	
<p>Rapid recall</p>	<p><u>Key Questions to ask:</u> How do we learn about the past? What do we know about the Sone-Age – Romans? What are some of the key changes that occurred during these times? What evidence can we use to learn about the past?</p> <p>Timeline of learning to date (Stone age – Romans, plus Queen Elizabeth, Queen Victoria, present-day</p>	<p>(From Year 3) <u>Chronology</u> Historical changes over time</p> <p><u>Sources and evidence</u> Significance</p>	<p><u>Key questions to ask:</u> What is history? Why is history important? How do we learn about the past? What evidence can we use to learn about the past?</p> <p>Re-cap will occur throughout the term with the children</p>	<p><u>Chronology</u> oral history</p> <p><u>Sources and evidence</u> reliability viewpoint</p> <p><u>Historical concepts/Interpretati</u></p>	<p><u>Key questions to ask:</u> What is history? Why is history important? How do we learn about the past? What are some of the key changes that have occurred in Britain in the time periods studied (specifically relating to</p>	



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		<u>Historical concepts/Interpretation of history</u> Continuity and change Contrast Impact	using the knowledge from all previous learning to make connections and look at some of the key similarities and differences between the different time periods (specifically settlements/innovation and society education)	<u>on of history (no new vocab)</u> Stone Age Iron Age Bronze Age Romans Anglo-Saxon Elizabethan England (16th Century) Victorian Britain (18th Century) Present-day Education Innovation Technology Settlements Society	education/innovation/society) What evidence can we use to learn about the past? How do we know if evidence is reliable?	
Catholic Social Teaching – possible links	Dignity of the human person. Solidarity and the common good		Stewardship Solidarity and the common good		Rights and responsibilities	



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Year 5 historical skills – Please highlight when the skills have been taught. These are for throughout the year and you can link them to the lessons listed.		
Skills Chronology	<p>To begin to have chronologically secure knowledge and understanding of all history studied</p> <p>To begin to describe the main changes in a period of history using terms such as social, religious, political, technological and culture)</p> <p>To understand the concepts of continuity and change over time, representing them with evidence, on a timeline</p> <p>To secure an understanding of where past and present learning fits chronologically</p> <p>To develop clear narratives of the time period studied</p> <p>To develop a clear narrative between time periods. (linked to overarching themes)</p> <p>To use date and terms accurately when describing events</p>	
Skills Use of sources and evidence	<p>To use historical sources to describe and give responses about the history being studied To make inferences and deductions from historical sources To make connections about the reliability of historical sources (depending on the historical time period being studied)</p> <p>To begin to analyse historical sources in order to make judgements about a certain aspect of the history being studied</p> <p>To be able to explain the significance of historical evidence when learning about the past</p> <p>To begin to understand that some historical sources may contain varying viewpoints and therefore affect our view of history (giving examples)</p>	
Skills Historical concepts	<p>To identify change, continuity and consequence in a time period</p> <p>To identify and analyse connections, contrasts and trends in a time period and when comparing periods</p> <p>To answer and ask questions about cause, similarity and difference, and significance</p>	Cause Consequence Trends
Skills Interpretations of history	<p>To understand that history is represented in different ways and start to understand why To begin to look at interpretation and how these can be seen through sources</p> <p>To begin to understand varying viewpoints in historical sources</p>	

Year 5	Autumn		Spring		Summer	
	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary
New learning knowledge	<p>Invaders and Settlers</p> <p>Enquiry Question: Who were the Anglo-Saxons and why are they important in British History? Who were the Vikings and how did they impact the Anglo/Saxons? (Enquiry question to change next academic year in light of</p>	<p><u>Topic Specific:</u></p> <p>Anglo-Saxons Scots Vikings Raid Settlements Christianity Pagan Society</p> <p><u>Chronology</u></p> <p>(no new vocab)</p>	<p>Diverse Dursley</p> <p>Enquiry Question: How has the town of Dursley changed? (industry) What/Who are some of the significant buildings/people evident in the town of Dursley?</p> <p><u>Knowledge:</u></p>	<p><u>Topic specific:</u></p> <p>Dursley Industry Lister St James the Great Church</p>	<p>The Kingdom of Benin</p> <p>Benin Enquiry Question: How was the life of the people in Benin (in 18th Century) different to that of the people in Britain at the same time? Why was Benin significant during Victorian Britain?</p> <p><u>Knowledge</u></p>	



	<p>pervious learning that will have occurred with shift to teach chronologically)</p> <p><u>Knowledge:</u> Pre-teach To know when the Anglo Saxon and Scots time period was (in context of previous learning)</p> <ol style="list-style-type: none"> 1. What image do we have of the Vikings? 2. Why have the Vikings gained such a bad reputation? 3. How did the Vikings try to take over the country and how close did they get? (builds directly on from Y4) 4. How have recent excavations changed our view of the Vikings? 5. What can we learn about Viking settlement from a study of place name endings? 6. Raiders or settlers: how should we remember the Vikings? <p><u>Using:</u> Artefacts/images/documents To discover the reasons, the Vikings had a bad reputation and how recent excavations has changed that view</p> <p>Full plan on Keystage History https://www.keystagehistory.co.uk/</p>	<p><u>Sources and evidence bias</u></p> <p><u>Historical concepts/Interpretation of history</u> cause consequence trends</p>	<ol style="list-style-type: none"> 1. To investigate key historical time periods evident in Dursley (focussing on people/places and events) 2. To consider the changes in the town of Dursley over time (industry – Lister company) 3. To investigate the significance of ST JAMES THE GREAT CHURCH DATING BACK TO THE 13TH CENTURY. 4. To investigate William Tynedale (famous for his translation of the Bible into English) and his significance to religion. 5. To investigate the possibility that Shakespeare spent time in Dursley and some of his plays have references to the local area. <p>TRIP OPPORTUNITY: To investigate the history and significance of Woodchester mansion. https://www.northnibley.org.uk/monument.php https://www.woodchestermansion.org.uk/</p> <p><u>Using:</u> Fieldwork/artefacts/images/documents To use evidence to show the importance of Dursley through time.</p>	<p>William Tynesdale William Shakespeare</p>	<ol style="list-style-type: none"> 1. Why do <i>you</i> think we should study Benin at school? 2. What sort of place was Benin 1000 years ago, and how can we know? 3. What can we tell about Benin society from the images and artefacts that have survived? 4. What changes took place when the European settlers started trading? Case study of one of the Benin bronzes 5. Soap, Margarine and tyres: Why did the British get involved in Benin and what were the effects for the Benin people? 6. Should the bronzes be returned to Benin? <p><u>Using:</u> Fieldwork/artefacts/images/documents To discover what we can find out about Benin society from images and artefacts that have survived and how reliable the evidence is compared to the evidence we have from a different time period To discover what the lives of women and children were like in Ancient Egypt</p> <p>Full plan on Keystage History https://www.keystagehistory.co.uk/</p>	
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<p><u>Key questions to ask:</u> What do we already know? What evidence can we use to learn about the past? How do we know if evidence is reliable? Timeline of time periods studied so far</p>	<p><u>(From Year 4) Chronology</u> Oral history <u>Sources and evidence</u> Reliability Viewpoint <u>Historical concepts/Interpretation of history</u> (no new vocab) <u>Topic specific</u> Anglo-Saxons Scots Settlements East Anglia Wessex Mercia Northumbria Christianity pagan Aethelflaed Skeleton Women Society</p>	<p><u>Key questions to ask:</u> What do we already know? What evidence can we use to learn about the past? What do we already know about key people/events that are linked to a local area? Timeline of time periods studied so far</p>	<p><u>Chronology</u> (no new vocab) <u>Sources and evidence</u> bias <u>Historical concepts/Interpretation of history</u> Cause Consequence Trends</p>	<p><u>Key questions to ask:</u> What do we already know? What evidence can we use to learn about the past? How do we know if evidence shows? Timeline of time periods studied so far</p>	<p><u>Chronology</u> (no new vocab) <u>Sources and evidence</u> (no new vocabulary) <u>Historical concepts/Interpretation of history</u> Cause Consequence Trends <u>Topic Specific:</u> Key people/events already studied</p>	<p><u>Key questions to ask:</u> What do we already know? What evidence can we use to learn about the past? How do we know if evidence is reliable? Timeline of time periods studied so far</p>
<p>Catholic Social Teaching – possible links</p>	<p>Family and community Solidarity and the common good</p>		<p>Family and community The Dignity of work Rights and responsibilities Stewardship – links to industrialisation (caring for our planet)</p>		<p>Family and community The Dignity of work Rights and responsibilities</p>	



Year 6 historical skills – Please highlight when the skills have been taught. These are for throughout the year and you can link them to the lessons listed.	
Skills Chronology To have chronologically secure knowledge and understanding of all history studied To describe the main changes in a period of history using terms such as social, religious, political, technological and culture) To understand the concepts of continuity and change over time, representing them with evidence, on a timeline To secure an understanding of where past and present learning fits chronologically To develop clear narratives of the time period studied To develop a clear narrative between time periods. (linked to overarching themes) To use dates and terms accurately when describing events	
Skills Use of sources and evidence To use historical sources to describe and give responses about the history being studied To make inferences and deductions from historical sources To make connections about the reliability of historical sources. (depending on the historical time period being studied) To analyse historical sources in order to make judgements about a certain aspect of the history being studied To begin to understand the significance of historical evidence when learning about the past and give justifications for this To begin to understand that some historical sources may contain varying viewpoints and therefore affect our view of history. (giving examples)	
Skills Historical concepts To identify change, continuity and consequence in a time period To identify and analyse connections, contrasts and trends in a time period and when comparing periods To answer and ask questions about cause, similarity and difference, and significance	
Skills Interpretations of history To Understand that history is represented in different ways and start to understand why To look at interpretation and how these can be seen through historical sources To identify and begin to understand that some historical sources may contain varying viewpoints and therefore affect our view of history (giving examples)	

Year 6	Autumn		Spring		Summer	
	Learning intentions	Vocabulary	Learning intentions	Vocabulary	Learning intentions	Vocabulary
New learning knowledge	What a War! Enquiry Question: What is the significance of WW2 and how did it impact Britain? Some of the following WALT's should cover more than one lesson to enable the students to develop a depth of understanding. <u>Knowledge:</u> 1. Why did Britain have to go to war in 1939?	<u>Chronology</u> No new vocab <u>Sources and evidence</u> (no new vocab) <u>Historical concepts/Interpretation of history</u> (no new vocab) <u>Topic Specific</u>	Black and British Enquiry question: how can we build a well-informed appreciation of the issues concerning race, using their knowledge of changing attitudes to Black people in Britain? <u>Knowledge:</u> 1. How shall we tell the story of the first Black people in Britain? 2. What does the evidence tell us about the role of Black people in Tudor society?	<u>Topic specific</u> Slave trade Refugee Migrant Asylum seeker Economic	Ground breaking Greeks Enquiry Question: What was life in Ancient Greece like how have some of their achievements impacted the Western world? <u>Knowledge:</u> 1. To understand why we should study Ancient Greece and where it fits in our Chronology of British and World History	<u>Topic specific</u> Ancient Greece Achievements Settlements Innovation Technology Settlements Society



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	<p>2. WHOLE AFTERNOON - Why was it necessary for children to be evacuated and what was evacuation really like? To understand local areas that were used during the evacuation - Rodmarton Manor - evacuation point for a London Catholic School - 150 children moved in. Grounds at Woodchester Mansion, near Nympsfield, became a billet for Canadian and US troops, whilst the mansion itself was used by St Paul's teacher training college.</p> <p>3. How was Britain able to stand firm against the German threat?</p> <p>4. How did people manage to carry on normal life during the war and how do we know?</p> <p>5. Why is it so difficult to be sure what life on the Home Front was really like?</p> <p><u>Using:</u> Artefacts/images/documents To discover why it is difficult to know what it was like on the home front</p> <p>TRIP OP - https://www.bristolmuseums.org.uk/m-shed/learning/bristol-at-war-home-front/</p>	<p>WW2 Evacuation Refugees War Home front Allies Enemy</p>	<p>3. What difference did the slave trade make to the experiences of Black people in Britain?</p> <p>4. When Black people rushed to enlist why has Black peoples' role in World War One and Two rarely been celebrated?</p> <p>5. To discover the difference between a refugee, migrant, asylum seeker and economic migrant.</p> <p>6. How far has life improved for Black people living in Britain in the last 60 years?</p> <p>TRIP OP - https://www.bristolmuseums.org.uk/m-shed/learning/bristol-transatlantic-traffic-in-enslaved-africans/</p>		<p>2. To discover what sort of place Ancient Greece was (i.e. settlements/society/innovation)</p> <p>3. To discover some of the achievements of Ancient Greece and how they have impacted Britain</p> <p>4. To discover what everyday life was like in Ancient Greece (specifically Athens)</p> <p>5. To discover what life was like for women in Ancient Greece</p> <p>6. To understand what the Greeks did for Britain</p> <p><u>Using:</u> Artefacts/images/documents To discover what we can find out about Ancient Greece from evidence and how reliable this evidence is</p> <p>Full plan on Keystage History</p> <p>TRIP OP - https://www.bristolmuseums.org.uk/m-shed/learning/bristol-transatlantic-traffic-in-enslaved-africans/</p>	
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<p>Rapid recall</p>	<p>Timeline of time periods studied so far</p> <p><u>Key questions to ask:</u> What do we already know? What evidence can we use to learn about the past? How do we know if evidence shows bias? What do we mean by cause and consequence when studying events in history? What key people/events do we already know about linked to WW2 (and local area)?</p>	<p><u>Chronology</u> (no new vocab)</p> <p><u>Sources and evidence bias</u></p> <p><u>Historical concepts/Interpretation of history</u> cause consequence trends</p>	<p>What were the reasons for the local areas being used during evacuation?</p>	<p><u>Chronology</u> (no new vocab)</p> <p><u>Sources and evidence bias</u></p> <p><u>Historical concepts/Interpretation of history</u> cause consequence trends</p>	<p>Timeline of time periods studied so far</p> <p><u>Key questions to ask:</u> What do we already know? What evidence can we use to learn about the past? How do we know if evidence shows bias? What do we mean by cause and consequence when studying events in history? What impact did Ancient Egypt have on the Western World?</p>	<p><u>Chronology</u> (no new vocab)</p> <p><u>Sources and evidence bias</u></p> <p><u>Historical concepts/Interpretation of history</u> cause consequence trends</p>
<p>Catholic Social Teaching – possible links</p>	<p>Life and dignity – St Maximilian Kolbe 1894 – 1941. Auschwitz link.</p> <p>Solidarity – St Teresa Benedict of the Cross WW2 Auschwitz link</p>		<p>Option for the poor and vulnerable The dignity of work Family and community Rights and responsibilities</p>		<p>Solidarity and the common good</p>	