

Year	Programme of Study	Knowledge	Learning	Enrichment Opportunities
1	<p>Memory Box</p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 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. <p>Superheroes</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>Moon Zoom</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <ul style="list-style-type: none"> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: 	<p>Memory Box</p> <ul style="list-style-type: none"> Aspects of everyday life include houses, jobs, objects, transport and entertainment. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. <p>Superheroes</p> <ul style="list-style-type: none"> A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. <p>Moon Zoom</p> <ul style="list-style-type: none"> A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. 	<p>Memory Box</p> <ul style="list-style-type: none"> Describe an aspect of everyday life within or beyond living memory. Order information on a timeline. <p>Superheroes</p> <ul style="list-style-type: none"> Understand the term significant and explain why a significant individual is important. <p>Moon Zoom</p> <ul style="list-style-type: none"> Understand the term significant and explain why a significant individual is important. Order information on a timeline. <p>Splendid Skies</p> <ul style="list-style-type: none"> Understand the term significant and explain why a significant individual is important. 	<p>London Toy and Model Museum</p> <p>Superhero Day</p> <p>Planetarium</p>

	<p>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Splendid Skies</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>Bright Lights Big City</p> <ul style="list-style-type: none"> 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. Learn about events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. <p>Splendid Skies</p> <ul style="list-style-type: none"> A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. <p>Bright Lights Big City</p> <ul style="list-style-type: none"> Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. 	<p>Bright Lights, Big City</p> <ul style="list-style-type: none"> Order information on a timeline. Identify some key features of a significant historical event beyond living memory. 	<p>Nature Walk</p> <p>Southbank</p>
--	--	--	---	-------------------------------------

<p>2</p>	<p>Land Ahoy</p> <ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 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. <p>Street Detectives</p> <ul style="list-style-type: none"> Learn about significant historical events, people and places in their own locality. Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Towers, Tunnels and Turrets</p> <ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally. 	<p>Land Ahoy</p> <ul style="list-style-type: none"> A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. <p>Street Detectives</p> <ul style="list-style-type: none"> Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Life has changed over time due to changes in 	<p>Land Ahoy</p> <ul style="list-style-type: none"> Sequence significant information in chronological order. Use historical models to make judgements about significance and describe the impact of a significant historical individual. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. <p>Street Detectives</p> <ul style="list-style-type: none"> Describe, in simple terms, the importance of local events, people and places. Describe how an aspect of life has changed over time. <p>Towers, Tunnels and Turrets</p> <ul style="list-style-type: none"> Describe the everyday lives of people in a period within or beyond living memory. 	<p>The Golden Hinde</p> <p>Avenue House</p> <p>London Underground</p> <p>Tower of London</p>
----------	--	---	--	--

	<ul style="list-style-type: none"> 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. <p>Magnificent Monarchs</p> <ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally. 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. Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting 	<p>technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Towers, Tunnels and Turrets</p> <ul style="list-style-type: none"> Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. <p>Magnificent Monarchs</p> <ul style="list-style-type: none"> A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. 	<ul style="list-style-type: none"> Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. <p>Magnificent Monarchs</p> <ul style="list-style-type: none"> Sequence significant information in chronological order Use the historical terms year, decade and century. Describe how an aspect of life has changed over time. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Sequence significant information in chronological order. <p>Coastline</p> <ul style="list-style-type: none"> Describe what it was like to live in a different period. Describe the everyday lives of people in a period 	<p>Beach Visit</p>
--	--	--	---	--------------------

	<p>arguments and interpretations of the past have been constructed.</p> <ul style="list-style-type: none"> • Learn about events beyond living memory that are significant nationally or globally. <p>Coastline</p> <ul style="list-style-type: none"> • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Learn about events beyond living memory that are significant nationally or globally. • 	<ul style="list-style-type: none"> • A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. • Historical terms and phrases linked to kings and queens include royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, chronology, timeline, power, rule, AD (anno Domini), reign, period and century. • Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. • The power of the English and British monarchy has changed over time. In the past, some monarchs had absolute power and could make their own rules and laws. Today, the Queen, Elizabeth II, is a constitutional monarch, which means that laws are made by parliament 	<p>within or beyond living memory.</p> <ul style="list-style-type: none"> • Use historical models to make judgements about significance and describe the impact of a significant historical individual. 	
--	---	---	--	--

		<p>and the Queen represents the nation.</p> <ul style="list-style-type: none">• Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.• Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. The facial expressions, objects, clothing, poses and backgrounds in royal portraits are used to give a message about the monarch to the viewer.• A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.• Six significant sovereigns in English and British history are Alfred the Great, William the Conqueror, Henry VIII,		
--	--	---	--	--

		<p>Elizabeth I, Queen Victoria and Elizabeth II.</p> <p>Coastline</p> <ul style="list-style-type: none"> • A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. • Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. • Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. • Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby. 		
3	<p>Scrumdiddlyumptious!</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and 	<p>Scrumdiddlyumptious!</p> <ul style="list-style-type: none"> • Aspects of history that can change over time include rule and government, jobs, health, 	<p>Scrumdiddlyumptious!</p> <ul style="list-style-type: none"> • Summarise how an aspect of British or world history has changed over time. 	<p>Pizza Express Workshop</p>

	<p>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.</p> <p>Tribal Tales</p> <ul style="list-style-type: none"> • 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. • Learn about changes in Britain from the Stone Age to the Iron Age. • 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. 	<p>art and culture, everyday life and technology.</p> <p>Tribal Tales</p> <ul style="list-style-type: none"> • The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. • Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. • Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of 	<p>Tribal Tales</p> <ul style="list-style-type: none"> • Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. • Make choices about the best ways to present historical accounts and information. • Describe the roles of tribal communities and explain how this influenced everyday life. • Describe the everyday lives of people from past historical periods. • Explain the cause and effect of a significant historical event. • Explain the similarities and differences between two periods of history. <p>Gods and Mortals</p> <ul style="list-style-type: none"> • Describe the achievements and influence of the ancient 	<p>Headstone Manor Museum of London</p> <p>Ancient Greece Day</p>
--	--	--	--	---

	<p>Gods and Mortals</p> <ul style="list-style-type: none"> • Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <p>Urban Pioneers</p> <ul style="list-style-type: none"> • Conduct a local history study. <p>Flow</p> <ul style="list-style-type: none"> • Learn about changes in Britain from the Stone Age to the Iron Age. 	<p>families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p> <ul style="list-style-type: none"> • Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. • Historical information can be presented as a narrative, non-chronological report, fact 	<p>Greeks on the wider world.</p> <ul style="list-style-type: none"> • Make choices about the best ways to present historical accounts and information. • Explain the cause and effect of a significant historical event. <p>Urban Pioneers</p> <ul style="list-style-type: none"> • Analyse a range of historical information to explain how a national or international event has impacted the locality. <p>Flow</p> <ul style="list-style-type: none"> • Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. 	<p>Graffiti Workshop</p> <p>Mutton Brook</p>
--	--	--	--	--

		<p>file, timeline, description, reconstruction or presentation.</p> <ul style="list-style-type: none">• Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.• The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen		
--	--	---	--	--

		<p>after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <ul style="list-style-type: none">• Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. <p>Gods and Mortals</p> <ul style="list-style-type: none">• The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.• The achievements and influences of the ancient Greeks on the wider world include the English		
--	--	--	--	--

		<p>alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <ul style="list-style-type: none">• Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.• The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. <p>Urban Pioneers</p> <ul style="list-style-type: none">• National and international historical events, such as wars, invasions, disease, the		
--	--	---	--	--

		<p>invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.</p> <p>Flow</p> <ul style="list-style-type: none"> The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. 		
4	<p>I am Warrior</p> <ul style="list-style-type: none"> 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 	<p>I am Warrior</p> <ul style="list-style-type: none"> Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. 	<p>I am Warrior</p> <ul style="list-style-type: none"> Sequence significant dates about events within a historical time period on historical timelines. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by 	<p>London Mithraeum</p>

	<p>accounts, including written narratives and analyses.</p> <ul style="list-style-type: none"> • 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. • Learn about the Roman Empire and its impact on Britain. <p>Road Trip USA</p> <ul style="list-style-type: none"> • Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. • 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. <p>1066</p>	<ul style="list-style-type: none"> • Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. • A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. • The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. • The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and 	<p>answering a range of historical questions.</p> <ul style="list-style-type: none"> • Construct a profile of a significant leader using a range of historical sources. • Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. • Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. <p>Road Trip USA</p> <ul style="list-style-type: none"> • Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). <p>1066</p> <ul style="list-style-type: none"> • Construct a profile of a significant leader using a 	
--	---	--	---	--

	<ul style="list-style-type: none"> • 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. • Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • 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. • Understand historical concepts such as continuity and change, cause and consequence, 	<p>fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p> <ul style="list-style-type: none"> • Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. <p>Road Trip USA</p> <ul style="list-style-type: none"> • The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. 	<p>range of historical sources</p> <ul style="list-style-type: none"> • Describe the significance and impact of power struggles on Britain. • Create an in-depth study of an aspect of British history beyond 1066. • Use more complex historical terms to explain and present historical information. • Explain in detail the multiple causes and effects of significant events. • Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. • Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. • Construct a profile of a significant leader using a range of historical sources. 	<p>1066 Day</p>
--	--	---	--	-----------------

	<p>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.</p> <p>Traders and Raiders</p> <ul style="list-style-type: none"> • 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. • Learn about Britain's settlement by Anglo-Saxons and Scots. • Learn about the Viking and Anglo-Saxon struggle for the 	<ul style="list-style-type: none"> • A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. <p>1066</p> <ul style="list-style-type: none"> • A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. • The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed 	<p>Traders and Raiders</p> <ul style="list-style-type: none"> • Sequence significant dates about events within a historical time period on historical timelines. • Construct a profile of a significant leader using a range of historical sources. • Explain the cause, consequence and impact of invasion and settlement in Britain. • Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. • Describe the significance and impact of power struggles on Britain. 	<p>Maritime Museum</p>
--	---	--	---	------------------------

	<p>Kingdom of England to the time of Edward the Confessor.</p>	<p>to be ruled by an Anglo-Saxon king.</p> <ul style="list-style-type: none">• Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.• Historical terms include abstract nouns, such as invasion and monarchy.• Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.		
--	--	--	--	--

		<ul style="list-style-type: none">• Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.• Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. <p>Traders and Raiders</p> <ul style="list-style-type: none">• Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.• A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or		
--	--	--	--	--

		<p>negative consequences of their actions.</p> <ul style="list-style-type: none">• Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.• Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.• The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred		
--	--	---	--	--

		<p>the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>		
5	<p>Pharaohs</p> <ul style="list-style-type: none"> Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 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. Gain historical perspective by placing their growing knowledge 	<p>Pharaohs</p> <ul style="list-style-type: none"> The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. 	<p>Pharaohs</p> <ul style="list-style-type: none"> Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Sequence and make connections between periods of world history on a timeline. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to 	<p>Petrie Museum</p>

	<p>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.</p> <p>Off With Her Head</p> <ul style="list-style-type: none"> • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Create an in-depth study of an aspect of British history beyond 1066. • 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. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. 	<ul style="list-style-type: none"> • Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. • Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. <p>Off With Her Head</p> <ul style="list-style-type: none"> • Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. • Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of 	<p>behave in a particular way.</p> <p>Off With Her Head</p> <ul style="list-style-type: none"> • Create an in-depth study of an aspect of British history beyond 1066. • Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. • Articulate and organise important information and detailed historical accounts using topic related vocabulary. • Explain why an aspect of world history is significant. <p>Stargazers</p> <ul style="list-style-type: none"> • Explain why an aspect of world history is significant. <p>Fallen Fields</p> <ul style="list-style-type: none"> • Create an in-depth study of an aspect of British history beyond 1066. 	<p>The Charterhouse</p>
--	---	--	--	-------------------------

		<ul style="list-style-type: none"> Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. 		
6	<p>Darwin's Delights</p> <ul style="list-style-type: none"> 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. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>Britain at War</p> <ul style="list-style-type: none"> 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 	<p>Darwin's Delights</p> <ul style="list-style-type: none"> An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. 	<p>Darwin's Delights</p> <ul style="list-style-type: none"> Describe some of the significant achievements of mankind and explain why they are important. Articulate the significance of a historical person, event, discovery or invention in British history. Articulate and present a clear, chronological world history narrative within and across historical periods studied. <p>Britain at War</p> <ul style="list-style-type: none"> Describe the causes and consequences of a significant event in history. 	<p>Natural History Museum</p> <p>R.A.F Museum</p>

	<p>historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <ul style="list-style-type: none"> • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • Know 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. • Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> • Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. <p>Britain at War</p> <ul style="list-style-type: none"> • The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. • Britain has been at war for much of its history. Conflicts include the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War. These conflicts have 	<ul style="list-style-type: none"> • Use abstract terms to express historical ideas and information. • Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. • Articulate and present a clear, chronological world history narrative within and across historical periods studied. • Describe some of the significant achievements of mankind and explain why they are important. • Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. • Describe and explain the significance of a leader or monarch. 	
--	--	--	---	--

		<p>provided turning points in British history.</p> <ul style="list-style-type: none">• Abstract terms include nouns, such as empire, civilisation, parliament , peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.• Britain has been at war for much of its history. Conflicts include the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War. These conflicts have provided turning points in British history.• There were many causes of the Second World War including the impact that the Treaty of Versailles had on Germany, fascism, Adolf Hitler and the Nazi Party, expansionism, militarism, the failure of the peace-keeping organisation, the League of Nations, and		
--	--	--	--	--

		<p>appeasement by Britain and France.</p> <ul style="list-style-type: none">• Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).• Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure, shame and adventure. By the end of the war, over 5 million men had volunteered, which included 2.5 million men from Commonwealth countries. Conscription was introduced in 1916, when the number of volunteers no longer		
--	--	--	--	--

		<p>matched the number of men being killed in battle.</p> <ul style="list-style-type: none">• Key events at the beginning of the Second World War include Adolf Hitler invading Poland (1st September 1939), Poland surrendering (27th September 1939), the occupation of Poland (September 1939–May 1945), the Phoney War (October 1939–March 1940), the invasion of Norway (April 1940), the invasion of Luxembourg, Belgium and the Netherlands (10th May–28th May 1940), the battle of France (May–June 1940), Operation Dynamo (26th May–4th June 1940) and the fall of France (22nd June 1940).• An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates		
--	--	--	--	--

		<p>the highest attainments of humans.</p> <ul style="list-style-type: none">• The Second World War was the most technologically advanced conflict in history. The bouncing bomb was invented to target dams in Germany; aircraft became more advanced and the jet engine was used for the first time; Germany developed rocket technology to target Allied cities; radar technology was invented by British scientists to detect objects beyond human sight; codebreaking technology and computers were invented to decode enemy messages and the atomic bomb was developed, which was the most destructive weapon used in the Second World War.• Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a		
--	--	---	--	--

		<p>country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <ul style="list-style-type: none">• The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940. It was the first major battle in history to be fought entirely in the air. Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion of Britain. The Luftwaffe was the largest air force in Europe but Britain managed to defeat them due to their fighter planes and the Dowding System of air defence. The Battle of Britain was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler, Operation Sealion was put on hold and Germany		
--	--	---	--	--

	<p>Hola Mexico</p> <ul style="list-style-type: none"> Learn about a non-European society that provides contrasts 	<p>failed to invade and occupy Britain.</p> <ul style="list-style-type: none"> Anne Frank was born in Germany in 1929. Her family were Jewish. As antisemitism and Nazi ideology gained a hold in Germany, the family decided to emigrate to Amsterdam in the Netherlands. Anne and her sister grew up happily in the Netherlands until Germany invaded in 1940. In 1942, the Frank family hid in a secret annex. Anne wrote a diary about their time in hiding, describing the difficulties, friends that helped and her hopes for the future. Anne and her family were discovered in 1944. Anne died along with her sister and mother, but her father survived and published Anne's diary. <p>Hola Mexico</p> <ul style="list-style-type: none"> The characteristics of the earliest 	<p>Hola Mexico</p> <ul style="list-style-type: none"> Create an in-depth study of the 	<p>Cadbury's Virtual Workshop</p>
--	---	--	--	-----------------------------------

	<p>with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Revolution</p> <ul style="list-style-type: none"> • 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. • 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. • Gain historical perspective by placing their growing knowledge into different contexts: 	<p>civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>Revolution</p> <ul style="list-style-type: none"> • Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. • Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and 	<p>characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Revolution</p> <ul style="list-style-type: none"> • Articulate and present a clear, chronological world history narrative within and across historical periods studied. • Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. • Describe and explain the significance of a leader or monarch. • Ask perceptive questions to evaluate an artefact or historical source. • Examine the decisions made by significant historical individuals, considering their options and making a summative 	<p>Year 6 Residential</p>
--	---	---	--	---------------------------

	<p>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.</p> <ul style="list-style-type: none"> • 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. • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>an army, but may also have differences, such as the success of an invasion.</p> <ul style="list-style-type: none"> • Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. • Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' • Decisions can be made for a variety of reasons, including belief, lack of options, cultural 	<p>judgement about their choices.</p> <ul style="list-style-type: none"> • Describe the causes and consequences of a significant event in history. • Articulate the significance of a historical person, event, discovery or invention in British history. 	
--	--	--	--	--

		<p>influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p> <ul style="list-style-type: none">• The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.• Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of		
--	--	--	--	--

		<p>power; improvements in healthcare; advancements in technologies or exploration.</p> <ul style="list-style-type: none">• Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.		
--	--	--	--	--