



Abberley Parochial V.C. Primary School
Rooted and Grounded in love
Whole School History Curriculum Plan

Reception: Learning is a mixture of focussed activities and continuous provision			
EYFS Area of learning	Substantive knowledge	Disciplinary knowledge	Key vocabulary
Understanding the World (Past and Present): Significant figures Understanding the World (Past and Present): Explorers Local Study: Witley Court, Abberley church, Abberley School,	Guy Fawkes, Remembrance, Christmas traditions Polar exploration, space exploration, aviation Victorian Abberley, Georgian Abberley	Chronology Reasoning Comprehension Analysis Comparison	Society Roles Individuals Similarities Differences Chronology Past Present

Rotation 1

Under review

Rotation 2

	Year 1 and 2 Autumn				
Overall Learning Outcome	Children to understand why we choose to remember the events of WWI and begin to empathise with the individuals affected by WWI.				
Theme	Substantive knowledge	Disciplinary knowledge (KS1)	Key questions	Key vocabulary	National Curriculum
Remembrance: The importance of remembrance in modern British culture. Primary Scheme of Work: Remembrance / Historical Association (history.org.uk)	Identify when Remembrance Day falls in the year. What does a Poppy look like.	Chronology and change: <ul style="list-style-type: none"> Use simple words and phrases to describe the past - after, before, between. Understand about time passing through birthdays. Arrange objects in order of their age. Begin to use very simple timelines to order some recent events. Can they recognise why significant individuals did things, why events happened and what happened as a result? Can they identify similarities and differences between ways of life at different times? Historical Study: <ul style="list-style-type: none"> Identify old and new from artefacts. Use pictures and artefacts for answering questions about the past. Use a range of simple sources to devise historical questions. 	Can I describe what a poppy looks like and say when people wear them? Can I list other events celebrated throughout the year? Can I begin to describe the event people are remembering by wearing poppies?	Poppy War Remembering Forget Remembrance Day	Children should: <ul style="list-style-type: none"> Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of
	Identify when WW1 took place – 100yrs ago. What was it like to be a soldier in WW1? What happened to many soldiers – many were killed. Identify how the soldiers lived when fighting in WW1 – trenches		Can I describe some of the features of a photo of soldier from WWI? Can I begin to describe what the trenches were like in WWI? Can I describe how the trenches have changed over time?	WW1 Soldiers Trenches	

	Identify why we have Remembrance Day. Understand it was not just soldiers, but the families left behind that were affected.	<ul style="list-style-type: none"> Summarise their learning into short sentences. Ask questions about what they have heard or seen. Historical knowledge and awareness: <ul style="list-style-type: none"> Develop a simple awareness of the past. Tell stories from the past. Recognise a past and a present in their own and other people's lives. Identify some things from their own past. Identify some differences between past and present Know some of the main events and people studied in a topic. Show some understanding of aspects of the past beyond living memory. Retell stories they have heard about the past. Pick out the main elements of stories they have heard about the past. Discuss what they have enjoyed most about stories from the past. Explain what they think is important about the past and explain reasons why. 	Can I remember some of the things that my parents and carers do for me? Can I explain who we are remembering on Remembrance Day?	Propaganda Poster Letter Mother Father Brother Sister Man Women	<p>stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
	Identify the key parts of a Remembrance Day service. Notice the things most memorials have on them - names, dates, pictures, steps, crosses, statues, flowers, wreathes and grass on or around them for example. Identify our local memorial – plaque at St Mary's		Can I begin to describe some of the features of a WWI memorial by finding the features from my own investigation? Can I describe what a wreath looks like? Can I describe how people should act at a war memorial on Remembrance Day?	Remembrance Sunday Minute silence Church Memorial	
	Understand why some people wanted to forget about WW1. Interpret: importance of remembering especially now 100yrs have passed Look at the Tower of London Poppy installation- discuss what makes it a good way to remember those who died.		Can I explain why it is important to remember the people who died in WWI?	Died Forget Tower of London Poppy installation Remember	

	Year 1 and 2 Spring				
Overall Learning Outcome	Children to be able to show a clear understanding of who Grace O'Malley was and the significant events of her lifetime.				
Theme	Substantive knowledge	Disciplinary knowledge	Key questions	Key vocabulary	National Curriculum
Significant Individuals: Grace	Interpret: visual evidence and make some assumptions Compare Grace O'Malley to other known pirates.	Chronology and change: <ul style="list-style-type: none"> Use simple words and phrases to describe the past - after, before, between. Understand about time passing through birthdays. Arrange objects in order of their age. Begin to use very simple timelines to order some recent events. Can they recognise why significant individuals did things, why events happened and what happened as a result? 	What is a pirate? What does a pirate look like? What are the features of a pirate and how do we know? Was Grace O'Malley like other pirates why or why not?	Pirate Appearance Source Analysis Similarities Differences	Children should: <ul style="list-style-type: none"> Know where the people and events they study fit within a chronological framework and identify similarities and differences
	Chronology: Sequence events from the life of Grace O'Malley		What were the main events in Grace O'Malley's life? Where was Grace O'Malley from?	Timeline Chronology Clare Island Ireland	

<p>O'Malley the Irish Pirate</p> <p>Scheme of Work: Grace O'Malley / Historical Association (history.org.uk)</p>		<ul style="list-style-type: none"> Can they identify similarities and differences between ways of life at different times? 		Irish Events	<p>between ways of life in different periods.</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
	To describe a picture from the past using appropriate vocabulary To understand the key features of an event	<p>Historical Study:</p> <ul style="list-style-type: none"> Identify old and new from artefacts. Use pictures and artefacts for answering questions about the past. Use a range of simple sources to devise historical questions. Summarise their learning into short sentences. Ask questions about what they have heard or seen. <p>Historical knowledge and awareness:</p> <ul style="list-style-type: none"> Develop a simple awareness of the past. Tell stories from the past. Recognise a past and a present in their own and other people's lives. Identify some things from their own past. Identify some differences between past and present Know some of the main events and people studied in a topic. Show some understanding of aspects of the past beyond living memory. Retell stories they have heard about the past. Pick out the main elements of stories they have heard about the past. Discuss what they have enjoyed most about stories from the past. Explain what they think is important about the past and explain reasons why. 	<p>What happened when Grace met Elizabeth I? What is the same and what is different between Grace and Elizabeth? Why did they meet? What might they have said and what might they have been feeling?</p>	<p>Elizabeth I Clothes Associate Similarity Difference</p>	
	Identify what it was like to live at the time when Grace met Elizabeth 1st. To fit people and events into a chronological framework To identify similarities and differences between ways of life in different periods of history.		<p>What was it like to live at the time when Grace met Elizabeth 1st? What was life like in the 16th Century?</p>	<p>Transport - sailing ship, horse Housing - palaces, cottages Heating - open fire Clothing - long dresses, natural fabrics Communication - letters, ink, quills</p>	
	To learn about different ways Grace has been represented. To answer our key enquiry question – Grace O'Malley pirate or not?		<p>Should we call Grace O'Malley a pirate? Understand how Grace has been represented in different ways? Answer the key enquiry and give reason(s) for their understanding?</p>	<p>Key Question Pirate Reasons Justify</p>	

	Year 1 and 2 Summer				
Overall Learning Outcome	Children to demonstrate a solid understanding of the major innovations of the Ancient Mayan Civilisation.				
Theme	Substantive knowledge	Disciplinary knowledge	Key questions	Key vocabulary	National Curriculum
<p>Ancient Maya: The achievements and innovations of the Ancient Mayan civilisation</p> <p>Scheme of Work: Maya / Historical</p>	<p>Timeline of the Maya. Location of the Mayan empire. Topography and environment of the Mayan empire.</p>	<p>Chronology and change:</p> <ul style="list-style-type: none"> Use simple words and phrases to describe the past - after, before, between. Understand about time passing through birthdays. Arrange objects in order of their age. Begin to use very simple timelines to order some recent events. 	<p>Where and when did the May live? What type of environment did the Maya live in? How well adapted to life in the rainforest were the Maya? What were the challenges of sustaining a civilisation in a rainforest environment?</p>	<p>Maya Rainforest Meso America Yucatan Mexico Archaeology Archaeologist</p>	<p>Children should:</p> <ul style="list-style-type: none"> Know where the people and events they study fit within a chronological framework and identify similarities

Association (history.org.uk)		<ul style="list-style-type: none"> Can they recognise why significant individuals did things, why events happened and what happened as a result? Can they identify similarities and differences between ways of life at different times? 	Were all the towns and cities the same?		<p>and differences between ways of life in different periods.</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
	Writing systems in the Mayan culture. Hieroglyphs and glyphs. Pictograms/images and writing links.	<p>Historical Study:</p> <ul style="list-style-type: none"> Identify old and new from artefacts. Use pictures and artefacts for answering questions about the past. Use a range of simple sources to devise historical questions. Summarise their learning into short sentences. Ask questions about what they have heard or seen. <p>Historical knowledge and awareness:</p> <ul style="list-style-type: none"> Develop a simple awareness of the past. Tell stories from the past. Recognise a past and a present in their own and other people's lives. Identify some things from their own past. Identify some differences between past and present Know some of the main events and people studied in a topic. Show some understanding of aspects of the past beyond living memory. Retell stories they have heard about the past. Pick out the main elements of stories they have heard about the past. Discuss what they have enjoyed most about stories from the past. Explain what they think is important about the past and explain reasons why. 	What was Mayan writing like? What do the glyphs tell us about the Mayan culture? Compare how Egyptian and Mayan writing systems similar and different?	Emblem Stela Glyphs Writing Culture	
	The Mayan calendar. Dates and time written in according the Mayan calendar.		How did the Mya tell the time? How did the Maya write and read the date and time?	Time Calendar Date	
	What was the Mayan numerical system. Introduce and understand the Mayan trade system. Trade goods.		How did the Maya trade? What did the Maya trade? How do we know about Mayan trade? If Cacao was currency what was the exchange rate? What are the advantages and disadvantages of cacao bean currency? Where did Mayan trade goods come from? Where did Mayan food come from?	Trade Trade route Currency Barter Food Limestone Salt Jade	
	Investigate the Mayan culture and pass times. Investigate the Mayan religion?		What can we learn about the ancient Maya from Maya alive today? What questions about the ancient Maya do we have from studying the Maya today? Why did the Maya have so many Gods? What was the significance of the ball game in Mayan culture? What does the ball game tell us about Mayan culture?	Gods Religion Football Mythology Stories Society Folklore	
	Investigate how we understand about the Maya. Understand that Archaeology help us understand the Maya. Investigate Maya artefacts that give us insight into the Mayan culture.		What does and archaeologist do? What is the importance of artefacts when investigating the Maya? What can we find out about the Maya through archaeology?	Archaeology Archaeologist Artefact Interpret	

Overall Learning Outcome	Children to know the significant innovations of the Stone Age and demonstrate a clear knowledge of the chronology from the Stone Age to the Iron Age.				
Theme	Substantive knowledge	Disciplinary knowledge	Key questions	Key vocabulary	National Curriculum
The Stone Age to the Iron Age: How life changed in Britain from the Stone Age to The Iron Age. Scheme of Work: Stone Age to Iron Age / Historical Association (history.org.uk)	Prehistory, chronology, evidence and hunter-gatherers Visit to Bishopswood	Chronology and change: <ul style="list-style-type: none">Can they ask and answer questions about old and new objects?Can they spot old and new things in a picture?Can they answer questions using an artefact /photograph provided?Can they find out more about a person or event from the past from a given source?Can they give a plausible explanation about what an object was used for in the past?Can they give more than one reason to support an historical argument?Use a full range of dates and historical terms.Use a timeline to place events, periods and cultural movements.Show changes on a timeline.Describe and make links between events and changes. Historical Study: <ul style="list-style-type: none">Use a range of documents and printed sources.Use the internet for researchUnderstand that events from the past are represented and interpreted in different ways, and that a source can confirm or contradict. <ul style="list-style-type: none">Give reasons for change through analysing evidence.Support own point of view using evidence.Use more complex sources of primary and secondary information.Choose and discriminate between a range of information and use this to ask questions.Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task.Give reasons for change through analysing evidence.Support own point of view using evidence.Understand that some evidence is limited. Historical knowledge and awareness: <ul style="list-style-type: none">Guess what objects from the past were used for, using evidence to support answers.Understand that some events of the past affect people’s lives today.	Was Stone Age Man a simple hunter gatherer?	Archaeologist Chronology Prehistory Ice Age Tundra Lure Pendant Hearths Sinew	Children should: <ul style="list-style-type: none">Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.Note connections, contrasts and trends over time and develop the appropriate use of historical terms.Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.Construct informed responses that involve thoughtful selection and organisation of relevant historical information.Understand how our knowledge of the past is constructed from a range of sources.
	Cheddar Man		What was it like living in Mesolithic times? How are our ideas about life in the Stone Age changing?	Mesolithic DNA	
	First farmers, Homes and travel, continuity and change		What was ‘new’ about the New Stone Age?	sickles kilns dendrochronology jadeite	
	Significance, Long Barrows and stone circles		What was so special about Stonehenge?	Cremated Blue Stones Pilgrimage Significance Criteria	
	Bronze Age, similarity and difference		What was I like living in the Bronze Age?	Anvil Causeway Spindle Loom Torcs	
	Living in the Iron Age, travel and trade, telling tales Danbury hill fort Weapons and War, hill forts.		What caused the growth of population in Iron Age Britain?	Pole lathe Rotary quern Cobbles Coracles Berths	

		<ul style="list-style-type: none"> Summarise the main events from a period in history, using their characteristics. Give reasons for main events and changes. Understand differences in social, religious, political, and cultural history. Know some similarities and differences within a period of time- e.g. the lives of rich and poor Describe how some things from the past affect life today. Begin to understand why some people acted as they did and give reasons. 			
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	Year 3 and 4 Spring				
Overall Learning Outcome	Children t show a clear understanding of the different nations that settled in Britain and how they did so.				
Theme	Substantive knowledge	Disciplinary knowledge	Key questions	Key vocabulary	National Curriculum
Invaders: Anglo-Saxons, Vikings and the settlement of Britain. Scheme of Work: Anglo-Saxon, Viking and Scots settlement in Britain / Historical Association (history.org.uk)	Here come the Anglo-Saxons Women in Anglo-Saxon times Reconstructing history	Chronology and change: <ul style="list-style-type: none"> Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact /photograph provided? Can they find out more about a person or event from the past from a given source? Can they give a plausible explanation about what an object was used for in the past? Can they give more than one reason to support an historical argument? Use a full range of dates and historical terms. Use a timeline to place events, periods and cultural movements. Show changes on a timeline. Describe and make links between events and changes. 	What was the impact of the Romans leaving Britain?	Riddles reconstructed	Children should: <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Interpreting the Sutton Hoo		How do we find out about the past when it was so long ago?	Archaeologist Basil Brown	
	Towns and trade, monks and nuns, Power and influence		Why do we call Alfred ‘the Great’?	Pommel Hoard Flax Pagans Burgh	
	Viking invaders... and settlers		Why were the Vikings such good fighters?	Lindisfarne Monastery Monk Pagan Longboat Raid	
	Fighting for England		Why was it so difficult for England to unite?	Aethelflaed Danelaw Alfred Guthrum	
	The best time to live.	Historical Study: <ul style="list-style-type: none"> Use a range of documents and printed sources. Use the internet for research Understand that events. from the past are represented and interpreted in different ways, and that a source can confirm or contradict. Give reasons for change through analysing evidence. Support own point of view using evidence. 	How different was life in Britain in 1066 compared to Roman times?	Taxes Sundial	

		<ul style="list-style-type: none"> • Use more complex sources of primary and secondary information. • Choose and discriminate between a range of information and use this to ask questions. • Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task. • Give reasons for change through analysing evidence. • Support own point of view using evidence. • Understand that some evidence is limited. <p>Historical knowledge and awareness:</p> <ul style="list-style-type: none"> • Guess what objects from the past were used for, using evidence to support answers. • Understand that some events of the past affect people’s lives today. • Summarise the main events from a period in history, using their characteristics. • Give reasons for main events and changes. • Understand differences in social, religious, political, and cultural history. • Know some similarities and differences within a period of time- e.g. the lives of rich and poor • Describe how some things from the past affect life today. • Begin to understand why some people acted as they did and give reasons. 			<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources.
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	Year 3 and 4 Summer				
Overall Learning Outcome	Children to demonstrate a clear understanding of the innovations and chronology of the Victorian Era and how these affected the local area.				
Theme	Substantive knowledge	Disciplinary knowledge	Key questions	Key vocabulary	National Curriculum
Local Study: Transport and industry in the Victorian Black Country.	The Great Stink and the invention of the sewage system	<p>Chronology and change:</p> <ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact /photograph provided? • Can they find out more about a person or event from the past from a given source? • Can they give a plausible explanation about what an object was used for in the past? • Can they give more than one reason to support an historical argument? 	What was The Great Stink? Why was there a Cholera epidemic in Soho? How significant was the work of Joseph Bazelgette?	Cholera Epidemic Sewer Raw sewage Water pump River Thames	<p>Children should:</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
	Black Country Living Museum visit – The lives of children and Canal art		What were children’s lives like during the Victorian period? How have the lives of children changed? How do we know about the lives of children in the Victorian period?	Dudley Anchor Salamander Chains	

	The significance of the developments in the Black Country	<ul style="list-style-type: none"> • Use a full range of dates and historical terms. • Use a timeline to place events, periods, and cultural movements. • Show changes on a timeline. • Describe and make links between events and changes. 	How did canals change the local area and the country? What was made in Dudley? How did the steam engine change the world?	Colliery Steam engine	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.
	Life as a Victorian child in the Black Country		What did children do in Victorian times? How would you feel going back to Victorian times? What would a Victorian child think about the life of children today?	Trapper Harrier Thruster Getter Workhouse Chimney sweep Cotton factory	
	The Great Exhibition The Victorian eras most significant invention		Why did Albert want to hold a Great Exhibition? What was the most significant invention of the Victoria period?	Victoria Albert Exhibition Invention Significance	

Overall Learning Outcome	Children to demonstrate a clear understanding of the chronology of WWII and the affect the key events had on individuals involve in the UK and Europe.				
Theme	Substantive knowledge	Disciplinary knowledge	Key questions	Key vocabulary	National Curriculum
The Blitz and World War II: The significance of the World War II and the Blitz on life in Britain. Scheme of Work: The Blitz: all we need to know about World War II? / Historical Association (history.org.uk)	Address the question of how the people of London were directly affected by the beginning of the Blitz. Inform their response through thoughtfully selected relevant information.	Chronology and change: <ul style="list-style-type: none">Can they ask and answer questions about old and new objects?Can they spot old and new things in a picture?Can they answer questions using an artefact /photograph provided?Can they find out more about a person or event from the past from a given source?Can they give a plausible explanation about what an object was used for in the past?Can they give more than one reason to support an historical argument?Use a full range of dates and historical terms.Use a timeline to place events, periods, and cultural movements.Show changes on a timeline.Describe and make links between events and changes.	How significant was the Blitz? What made the Blitz so significant? Why was the situation facing Britain was so dangerous? How do you think it affected people at the time? Why do you think it is still remembered? How did the Blitz relate to the rest of the war?	Blitz London Battle of Britain Germany Bombing Civilian	Children should: <ul style="list-style-type: none">Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.Note connections, contrasts and trends over time and develop the appropriate use of historical terms.Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.Construct informed responses that involve thoughtful selection and organisation of relevant historical information.Understand how our knowledge of the past is constructed from a range of sources.
	World War 2: Whose War? develop a coherent narrative of the war including a British and world dimension. investigate the role of people from the empire		What part did troops from the commonwealth play in WW2?	Empire Commonwealth War Graves	
	Explore the impact of World War 2 on people in our locality. Investigate the experiences of the Salem Family.	Historical Study: <ul style="list-style-type: none">Use a range of documents and printed sources.Use the internet for researchUnderstand that events. from the past are represented and interpreted in different ways, and that a source can confirm or contradict.Give reasons for change through analysing evidence.Support own point of view using evidence.Use more complex sources of primary and secondary information.Choose and discriminate between a range of information and use this to ask questions.Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task.Give reasons for change through analysing evidence.Support own point of view using evidence.Understand that some evidence is limited.	What was the impact of World War 2 on people in our locality? What does a local war memorial tell us about the impact of World War 2 on our community? How far were the Salem family typical of people in our community?	Memorial Impact Salem Family locality family	
	Access how well does a fictional story tell us what it was like to be an evacuee. Understand how our knowledge of the impact of the war is constructed from a range of sources.		What does a historical knowledge tell us about the war? Can the children understand how far historical fiction can be constructed from a range of historical sources? Is one story enough to tell us what it was like to be an evacuee? How far does a fictional story tell us about the lives of evacuees?	Evacuee Source Analyse Interpret Similarities Differences Cities Countryside	
	Evacuee experiences in Britain Address questions about similarity and difference through selection and		Is this all we need to know about children in World War 2? What was it like to be a child in World War 2? Who were the Kinder transport?	Kindertransport Similarities Differences Evacuee London	
		Historical knowledge and awareness: <ul style="list-style-type: none">Guess what objects from the past were used for, using evidence to support answers.Understand that some events of the past affect people’s lives today.			

	<p>organisation of historical information.</p> <p>Identify similarities and differences between different children's experiences of war.</p> <p>Understand the causes of the Kindertransport.</p> <p>Examine conditions in Germany prior to the kinder transport of 1938 and how it took place.</p> <p>Examine the stories of Jewish children and their families from different parts of Europe during the war.</p>	<ul style="list-style-type: none"> Summarise the main events from a period in history, using their characteristics. Give reasons for main events and changes. Understand differences in social, religious, political, and cultural history. Know some similarities and differences within a period of time- e.g. the lives of rich and poor Describe how some things from the past affect life today. Begin to understand why some people acted as they did and give reasons. 	<p>Why did they leave their families?</p> <p>What does the statue of the Kinder transport children at Liverpool Street tell us?</p> <p>How far does the statue reflect the experiences of Jewish children and their families?</p> <p>Can the children understand the similarities and differences of children's experiences during the Second World War? Can they note connections and contrasts with the experiences of children in war contexts today?</p>	<p>Liverpool Street</p> <p>Jews</p> <p>Germany</p> <p>Nationality</p> <p>Persecution</p>	
	<p>Investigate the impact of World War 2 on women.</p> <p>Construct their responses through the careful selection and organisation of information.</p> <p>Address historically valid questions about significance.</p>		<p>New opportunities? How significant was the impact of World War 2 on women?</p> <p>Why were working women so important?</p> <p>What did women do in the war?</p> <p>Can the children understand the significance of World War 2 on the role of women?</p> <p>How far had things changed for women in World War 2 compared to Tudor times? Can the children understand changes and contrasts in the role of women at two different times in the past?</p>	<p>Women in the services</p> <p>Women in factories</p> <p>Land girls</p> <p>Other paid and voluntary work.</p>	
	<p>Investigate the role of men during World War.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>		<p>What is the story in the picture? – picture of a WW2 Soldier.</p> <p>How well does this tell us what all men did throughout the war?</p> <p>In what ways did men contribute to the war?</p>	<p>air raid wardens</p> <p>different jobs in the army</p> <p>different jobs in the air force</p> <p>different jobs in the navy</p> <p>Bevin boys</p>	
	<p>Identify when the most dangerous period to live in Britain was and what was different about the Blitz.</p> <p>Pupils should note connections, contrasts and trends over time.</p>		<p>What dangerous times can we think of at different times in the past? What was it like to be there?</p> <ul style="list-style-type: none"> What led to it? What happened? 	<p>Blitz</p> <p>Period of history</p> <p>Era</p> <p>Event</p> <p>Source</p> <p>Analyse</p> <p>Argue</p>	

	Identify 2 or 3 events from different times which they want to compare with the period related to the Blitz. These periods could link to prior learning (e.g. Georgian, Victorian, Elizabethan or Stuart England depending in what children have studied before)		<ul style="list-style-type: none"> How did it affect people's lives? How well does the picture tell us this? <p>Was the Blitz more or less dangerous than what happened at other times in the past?</p>		
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	Year 5 and 6 Spring				
Overall Learning Outcome					
Theme	Substantive knowledge	Disciplinary knowledge	Key questions	Key vocabulary	National Curriculum
The Elizabethans: The life and times of Elizabethan Britain. Primary Scheme of Work: The Elizabethans / Historical Association (history.org.uk)	Develop understanding of Elizabethan England. Address historically valid questions about change, similarity, and difference.	Chronology and change: <ul style="list-style-type: none"> Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact /photograph provided? Can they find out more about a person or event from the past from a given source? Can they give a plausible explanation about what an object was used for in the past? Can they give more than one reason to support an historical argument? Use a full range of dates and historical terms. Use a timeline to place events, periods, and cultural movements. Show changes on a timeline. Describe and make links between events and changes. 	All Banquets and fun? What does the Elizabethan re-enactment suggest? What do we understand by Elizabethan times? When did they take place? How does the Tudor/ Elizabethan period relate to a 'Big Picture' of the past? How different were Tudor/ Elizabethan times to people we looked at in our last topic? (The Blitz and WW2) Can the children appreciate changes, similarities and differences between different times in the past?	Elizabeth I Elizabethans Kenilworth Tudor Chronology Sources Reliability Similarities Differences Contrast	Children should: <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Understand how our knowledge of the past is constructed from a range of sources. Kenilworth Castle Trip preparation?	Historical Study: <ul style="list-style-type: none"> Use a range of documents and printed sources. Use the internet for research Understand that events. from the past are represented and interpreted in different ways, and that a source can confirm or contradict. Give reasons for change through analysing evidence. Support own point of view using evidence. Use more complex sources of primary and secondary information. 	Why did Elizabeth visit Kenilworth? What was her job? What did she do? Why did she travel around the country? What do pictures of Elizabeth suggest? What happened at Elizabeth's Court? Who was there? What do they do? What was a Royal Progress? Who was Robert Dudley?	Court Rule Reign Royal Progress	

		<ul style="list-style-type: none"> Choose and discriminate between a range of information and use this to ask questions. Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task. Give reasons for change through analysing evidence. Support own point of view using evidence. Understand that some evidence is limited. 	What were the connections between him and Elizabeth?		<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources.
Elizabethan times: How safe was it? Answer questions about the significance of what happened to Mary Queen of Scots? Understand what cause the Spanish Armada and its defeat?		Historical knowledge and awareness: <ul style="list-style-type: none"> Guess what objects from the past were used for, using evidence to support answers. Understand that some events of the past affect people's lives today. Summarise the main events from a period in history, using their characteristics. Give reasons for main events and changes. Understand differences in social, religious, political, and cultural history. Know some similarities and differences within a period of time- e.g. the lives of rich and poor Describe how some things from the past affect life today. Begin to understand why some people acted as they did and give reasons. 	Why did Mary Queen of Scots have so many enemies? Answer questions about the significance of what happened to Mary Queen of Scots? Why were there so many shipwrecks in 1588? Elizabethan times: Were they more or less safe than other times in the past?	Mary Queen of Scots Execution Armada Sail War Spain England Monarchy	
Analyse whether or not the story of Sir Francis Drake tell us all we need to know about the Tudor World. Identify the significance of Sir Francis Drake.			What does the story of Sir Francis Drake tell us? Can the children appreciate the significance of Francis Drake from the source? Can the children identify the key characteristics and achievements of Sir Francis Drake? Can the children make connections, contrasts and connections over time? Reflection: What else does this tell us about the Elizabethan world?	Sir Francis Drake Spanish Armada Ships	
Investigate beyond Elizabeth's Court and discover what was it like to live in Elizabethan times.			If you did not live at Kenilworth Castle what was your home like? What can we say about women's lives in Elizabethan times? How hard was life for ordinary people in Elizabethan times? What else can we find out about people's lives in Elizabethan times? Can the children thoughtfully respond to information in a source in school texts? Can the children appreciate similarities and differences amongst different people who lived in Elizabethan times? Can the children justify and compare the significance of	Women Poor Rich Similarities Differences Difficulties Hard Easy	

			turning points associated with Elizabeth's reign?		
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	Year 5 and 6 Summer				
Overall Learning Outcome	Children to have a clear understanding of the reasons people from different locations migrated to Britain. Children need to show a clear understanding of the chronology of the battle of Abberley and the effect it had on the local area.				
Theme	Substantive knowledge	Disciplinary knowledge	Key questions	Key vocabulary	National Curriculum
Journeys: The story of migration to Britain. Scheme of work: Journeys - the story of migration to Britain / Historical Association (history.org.uk) Local Study: The Battle of Abberley Hill	Why did migrants come to Britain?	Chronology and change: <ul style="list-style-type: none"> Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact / photograph provided? Can they find out more about a person or event from the past from a given source? Can they give a plausible explanation about what an object was used for in the past? Can they give more than one reason to support an historical argument? Use a full range of dates and historical terms. Use a timeline to place events, periods, and cultural movements. Show changes on a timeline. Describe and make links between events and changes. Historical Study: <ul style="list-style-type: none"> Use a range of documents and printed sources. Use the internet for research Understand that events from the past are represented and interpreted in different ways, and that a source can confirm or contradict. Give reasons for change through analysing evidence. Support own point of view using evidence. Use more complex sources of primary and secondary information. Choose and discriminate between a range of information and use this to ask questions. Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task. Give reasons for change through analysing evidence. Support own point of view using evidence. Understand that some evidence is limited. 	What is migration? What peoples have migrated to Britain in the past? What has "pushed" migrants to come to Britain? What has "pulled" migrants to come to Britain? What did the Romans, Saxons and Vikings invade Britain?	Migration Persecution Famine War Push Pull Romans Saxons Vikings	Children should: <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.
	What were the experiences of migrants in Britain?		What does the Ivory Bangle Lady tell us about the experience of Africans in Roman Britain? How did the lives of Jewish people change in England in the Middle Ages? Who were the Black Tudors? Why did the Huguenots prosper but the Palatines failed? How has Brick Lane changed? What can we learn from the individual stories of different migrants?	Ivory Africa Tudors Middle Ages Romans Migrants Brick Lane London Huguenots Palatines Jewish	
	What was the impact of migration to Britain?		How has migration influenced the way we eat? How has migration influenced the way we listen to music? How has migration influenced Art? How has migration influenced our streets? How has migration helped us to understand about fighting racism and discrimination?	Music Art Take-aways Restaurants Shops Statues Memorials Discrimination Racism Fairness Interpretation	
	Henry IV and Owain		Should Henry IV have been the King of England? What did Owain want?	Henry IV Owain Army Abberley Hill	
	The story and context of the battle		Was there actually a battle at Abberley Hill?	Context England Wales	
		Historical knowledge and awareness:			

		<ul style="list-style-type: none">• Guess what objects from the past were used for, using evidence to support answers.• Understand that some events of the past affect people’s lives today.• Summarise the main events from a period in history, using their characteristics.• Give reasons for main events and changes.• Understand differences in social, religious, political, and cultural history.• Know some similarities and differences within a period of time- e.g. the lives of rich and poor• Describe how some things from the past affect life today.• Begin to understand why some people acted as they did and give reasons.		Monarch Battlefield	
	The consequences of the battle		How has this shaped our local/national area?	Consequence Result Cause Effect Change	