



History Curriculum

The national curriculum for history aims to ensure that all pupils:

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

Overview of History Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			Old & New Toys		Famous People	
Year 2	Rosa Parks & other Significant People		<i>Great Fire of Landon taught through English</i>		Victorians	
Year 3	Stone Age		Ancient Greece		Samuel Crompton – Local Study	
Year 4			Romans		Ancient Egypt	
Year 5	Anglo-Saxons				Mayan Civilization <i>Slavery taught through English</i>	
Year 6	Vikings				World War 2	



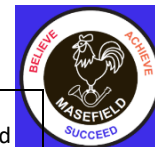
EYFS - Understanding of the World	
3 & 4 Year Olds	<ul style="list-style-type: none">• I can talk about my life.
Reception	<ul style="list-style-type: none">• I can talk about familiar events that have happened in the past.• I can compare characters and how their lives have changed.
Early Learning Goals	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Comment on images of familiar situations in the past.• Children talk about past and present events in their own lives and in the lives of family members• I can talk about the lives of the people around me and their roles in society;• I can talk about time changes in books and how they are the same and different based on books I have read in class;• I understand the past through settings, characters and events encountered in books read in class and storytelling;

Term:	Y1 – Spring	Key Text(s):	
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Unit Title:	<p>Old & New Toys</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand how the appearance of toys has changed since Victorian times 2. Understand that the materials toys are made out of has changed since Victorian times. <p>This unit studies the changes in toys over time. It looks at how toys have improved people’s lives throughout history. It will teach children how the materials used to make toys have changed over time.</p> <p>The unit will move through different periods of time from wooden toys in the Victorian times to today’s technology and digital era. It will be built on ‘past & present’ knowledge from Reception and embed this vocabulary and understanding. There will be links to the Victorian era which is taught in Year 2 and it will support the teaching of Samuel Crompton – a local study – in Year 3. Children will use the knowledge learnt in this unit to have a better understanding of developments in technology in Ancient Greece (Year 3), Romans (Year 4) and Ancient Egypt (Year 4).</p> <p>End of Unit Outcome: Timeline – History of Toys</p>
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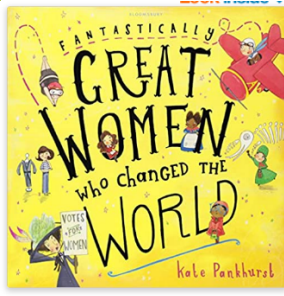
Key Concepts for the Unit:
Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<ul style="list-style-type: none"> • Talk about things that happened when they were younger. • Recognise differences between life now and life 	<ul style="list-style-type: none"> • Understand that technology is main differences between old and new objects. • Compare toys from the past and present and explain their 	<ul style="list-style-type: none"> • Ask and answer questions about old and new objects. • Use photos as a source – past and present toys (in context) 	<ul style="list-style-type: none"> • In most schools children used pen and ink to write known as a pen and nib



	<p>when their grandparents were young</p> <ul style="list-style-type: none">• Put 3 objects into chronological order (chalkboard, whiteboard, iPad)• State whether the following toys are past, present or both.	<p>preference e.g board game vs tablet</p> <ul style="list-style-type: none">• Compare life for their grandparents to life today and explain their preference e.g letters vs text• Explain why certain objects were different in the past, e.g. iron, music systems, televisions	<ul style="list-style-type: none">• Answer questions using artefact/ photograph provided	<ul style="list-style-type: none">• Snakes and ladders was a popular board game created in the 1960's• A blackboard was used in classrooms. Today we have interactive boards• Chalk was used by teachers in the classroom• It was rare to eat in a restaurant. Meat and veg was a popular meal• Popular TV programmes were Jackanory, the flower pot men and thunderbirds
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Term:	Y2 – Autumn	Key Text(s):	 
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Unit Title:	<p>Significant People</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand inspirational people have had a huge impact on society today. 2. Understand that Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people’s views on racism. <p>This unit studies Rosa Parks and other significant people from different periods of history past who have contributed to national and international achievements.</p> <p>The unit will move through different significant individuals who have had an impact on our history. This unit will focus on Rosa Parks and other significant people who have changed history: Emily Davison, Nelson Mandela, Emily Pankhurst and Florence Nightingale. It will build on ‘Famous People’ knowledge from Year 1 and embed this vocabulary and understanding, including building on their knowledge of rights and equality. Children will use the knowledge learnt in this unit to have a better understanding of developments in discrimination and legacy in Ancient Greece (Year 3), Romans (Year 4), Ancient Egypt (Year 4) and World War 2 (Year 6).</p> <p>End of Unit Outcome: To explain how these significant people have had an impact on our society today.</p>
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<p>Key Concepts for the Unit:</p> <p>Rights: Something that you are entitled to.</p> <p>Segregation: Enforced separation of different groups of people.</p> <p>Race: A group of people who share the same culture.</p> <p>Vote: Being able to choose what you would prefer to happen.</p> <p>Civil Rights: The rights of citizens for freedom and equality.</p> <p>Campaign: An organised plan to achieve a goal.</p>				
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NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
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<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Use the words past and presently to discuss accurately. • Sequence key dates within Rosa Park's life. • Place own life, parents life and Rosa Parks life on a timeline. 	<ul style="list-style-type: none"> • Know that children and women have rights and how these rights have changed from the past. • Describe Rosa Park's positive influence on society today explaining how she stood up for discrimination and how she changed people's views. • Show an understanding of how Rosa Parks may have felt when she stood up against discrimination. • Explain what is meant by democracy and why it is a good thing. • Explain how discrimination could look in a school context. 	<ul style="list-style-type: none"> • Research and answer questions about the life of Rosa Parks using texts, internet and photos to explain how she make the world a better place. • Know at least 2 ways they can find out about the past independently (books, internet, conversation) 	<ul style="list-style-type: none"> • Discrimination is unfair treatment of people because of their colour, gender, religion, disability. • Racism is treating someone unfairly because of the belief that their beliefs or religious beliefs are not as good as yours. • To protest is to take action to show disapproval or objection to something. • Rosa Parks fought for the rights of black people in the USA. • Nelson Mandela fought for the rights of black people in South Africa. • Emily Pankhurst was born in Manchester and spent her life fighting for women's rights. • Why Rosa Parks became so well known. • When did Rosa Parks publicly stand up to discrimination.
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Term:	Y3 – Autumn	Key Text(s):	
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Unit Title:	<p>Stone Age</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand how we know about the past and what evidence there is to support this. 2. Understand that Stone Age humans were hunters and gathers: hunting large mammals and gathering other nutrients. They used stone tools to cut, pound, and crush—making them better at extracting meat and other nutrients from animals and plants than their earlier ancestors. <p>This unit is the beginning of the pre-history topics. The children will have touched on dinosaurs in Reception. This topic introduces the idea of hunter-gatherers and homo sapiens. The topic will cover aspects of Mesolithic life such as: open grassland, hunting, making spears and the building of small houses with thatched roofs (seen late Neolithic hunter-gatherers and early farmers, and will revisit this during Anglo Saxons (Year 4) and the Mayans (Year 5).</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of technology from Toys (Year 1) and Victorians (Year 2) and will continue developing this understanding in Greeks (Year 3), Samuel Crompton (Year 3), Romans (Year 4) and Ancient Greek (Year 4). This unit will also support them in having a better understanding of developments in invasion in Romans (Year 4), Anglo Saxons (Year 5) and Vikings (Year 6).</p> <p>End of Unit Outcome: To explain why the Stone Age was so important and compare to how we live today.</p>
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<p>Key Concepts for the Unit:</p> <p>Chronology: The ordering of events, for example the Stone, Bronze and Iron Age.</p> <p>Settlement: A place where there were several Stone Age shelter, like a small village.</p> <p>Civilization: A group that lived during a period of time long ago.</p> <p>Hunter-Gatherers: People who mainly live by hunting, fishing and gathering wild fruit.</p> <p>Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.</p> <p>Invasion: Understand that invasion played a huge part in history and how our society looks today.</p>



History Curriculum Objectives				
NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD. Describe events from the Stone Age using dates when things happened. Order events and periods (Stone Age, Bronze Age, Iron Age). Discuss a timeline to sequence how things may have happened in the Stone Age. To understand the time period has a study of British history. 	<ul style="list-style-type: none"> Know how civilisations have changed - that the early Brits would not have communicated as we do or have eaten as we do. Compare what life would have been like for the early settlers. Explain the changes in Britain from Stone Age to Iron Age through technology and make links to the modern day. Explain how invasion has changed through the ages. Summarise the three periods, Stone Age, Bronze Age, Iron Age and compare. Explain why Britain would have been an important country to have invaded and conquered. 	<ul style="list-style-type: none"> Demonstrate an understanding of how we know about the past. Use various sources such as texts, photographs, artefacts, illustrations and the internet to piece together information about the Stone Age. Present historical knowledge orally and in writing. 	<ul style="list-style-type: none"> The Stone Age period is said to have started about 3 million years ago. The Stone Age was followed by the Bronze Age when humans started to use metal. The Bronze Age was followed by the Iron Age when tools and weapons became more advanced. Humans gathered food by hunting wild animals and birds. They also collected fruit and nuts. During the end of the Stone Age humans formed settled communities and domesticated plants and animals for the first time in history. Skara Brae is an archaeological site in Scotland. Stonehenge is a famous Stone Age monument in Wiltshire. An archaeologist is a person who studies history based on artefacts.



Term:	Y3 – Summer	Key Text(s):	Local Study
Unit Title:	<p>Samuel Crompton – Local Study</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that Bolton has a famous place in the history of the Industrial Revolution. 2. Understand that the spinning and weaving of cotton was a vital element in Bolton's wealth in the past. Samuel Crompton invention revolutionised the industry. <p>This unit is our local study into the history of Bolton and its links with the Industrial revolution. This unit builds on the knowledge the children already have on the Industrial Revolution from their Victorians topic (Year 2). Children will expand on their knowledge of the Industrial Revolution focusing on the role of Bolton and Manchester looking at Samuel Crompton's inventions (trip to Hall I' th' Wood) and Richard Arkwright inventions.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of Industrialisation from Famous People (Year 1) and Victorians (year 2); technology from Toys (Year 1), Victorians (Year 2) and Stone Age (year 3) and will continue developing this in Romans (Year 4) and Ancient Greek (Year 4). This unit will also support them in having a better understanding of developments in legacy in Ancient Egypt (Year 4), Romans (Year 4) and WW2 (Year 6).</p> <p>End of Unit Outcome: Answer the question: What part did Bolton play in the Industrial Revolution?</p>		

Key Concepts for the Unit:

Industrial Revolution: The development of new machinery and technology in the nineteenth century, which caused major changes in the way of life of the people in Britain.

Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.

Legacy: Understand what Samuel Crompton has accomplished during his life and the impact he has had on Bolton and the Industrial Revolution.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<i>Samuel Crompton – a local history study of the importance of Bolton during the Industrial Revolution and the importance of Samuel Crompton's invention of the Spinning Mule.</i>	<ul style="list-style-type: none"> • Sequence events during the Industrial Revolution period in chronological order. • Place own life, parents life, Rosa Parks life and Victorian Period, Industrial Revolution and Samuel Crompton on a timeline. 	<ul style="list-style-type: none"> • Know what Samuel Crompton's impact is on society today. • Explain what the Industrial Revolution was and how it made a different to wealth and efficiency. 	<ul style="list-style-type: none"> • Research and answer questions using texts, internet and photos. • Compare life today to life in the Industrial Revolution using photographs and artefacts. 	<ul style="list-style-type: none"> • Textiles have been produced in Bolton since Flemish weavers settled in the area during the 15th century, developing a wool and cotton weaving tradition. • Bolton's growth largely coincided with the



<p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>		<ul style="list-style-type: none">• Recognise how life has changed since the Industrial Revolution and discuss this change.		<p>introduction of textile manufacture during the Industrial Revolution. It was a boomtown of the 19th century.</p> <ul style="list-style-type: none">• Lancashire's damp climate made it perfect for keeping cotton yarns moist and unlikely to break so it became the centre of the industrial revolution in Britain.• Lots of people moved away from the countryside to work in the mills.• The Bridgewater Canal, connecting Manchester with the port of Liverpool, was built to move large amounts of raw cotton and finished cloths around.
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Term:	Y4 – Spring	Key Text(s):		
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Unit Title:	<p>Romans</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the Romans had a massive impact on Britain including roads, money and written language. 2. Understand that the Roman Empire was remarkably successful in spreading knowledge and goods throughout the Empire. <p>This unit follows on from the topic of 'Stone Age'. The topic begins with the concepts of dictator and government (Links to Year 6 World War 2). The beginning of the unit describes how the people of Rome peacefully traded with Britain and then eventually invaded. The invasion by the Romans is also revised in the beginning of the Year 4 topic of Britain's Settlement by the Anglo Saxons. The term 'archaeologists' is used throughout the history curriculum in Stone Age (Year 3), Vikings (Year 4) and Mayans (Year 5). Children will understand how Britain was turned into Rome and the battles against tribes that occurred. It moves onto the battles Rome had in Scotland and the building of Hadrian's Wall.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy and technology from Famous People (Year 1), Victorians (year 2) and Greeks (year 3). This unit will also support children continuing to develop their knowledge of empire and invasion in Ancient Egypt (Year 4), Anglo Saxons (Year 5), Vikings and WW2 (Year 6).</p> <p>End of Unit Outcome: Answer the question: How did the Romans transform Britain?</p>
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<p>Key Concepts for the Unit:</p> <p>Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.</p> <p>Democracy: Democracy means allowing citizens to make their own decisions for their own personal lives.</p> <p>Empire: The collective name for a group of countries rules by a single person, government or country.</p> <p>Invasion: Understand that invasion played a huge part in history and how our society looks today.</p> <p>Conquer: To overcome and take control of people or land using military force.</p> <p>Invade: Enter a place or land with the intention of occupying it.</p>
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NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>The Roman Empire and its impact on Britain.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Place the Roman period in history on a timeline alongside Stone Age and Ancient Greece. Draw a timeline to show an understanding of Roman History. 	<ul style="list-style-type: none"> Explain how events from Roman times have helped shape our lives. Know that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. Know that people who lived in Roman times cooked and travelled differently and used different weapons from ours. Explain how the lives of wealthy people were very different from those of poor people in Roman times. Know that weapons will have changed by the developments and inventions that would have occurred within the Roman times. 	<ul style="list-style-type: none"> Use wider sources such as texts, photographs, artefacts, illustrations and the internet to piece together information about Roman Invasion. Understand that history can be told through fiction and non-fiction. Research two versions of an event in Roman times and say how they differ. Research what it was like for a child in Roman times and use photographs and illustrations to present their findings. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Explain how items found belonging to the past are helping us to build up an accurate picture of how people lived in Roman times. 	<ul style="list-style-type: none"> Boudica was a Queen of the British Celtic Iceni tribe. Julius Caesar was one of the best known Roman leaders. Rome was created by two brothers Romulus and Remus. Romans invented many things including, roads, coins, aqueducts, a written language (Latin). The Colosseum is an oval amphitheatre in the centre of Rome that held up to 50,000 people. Hadrian's wall is a long wall built by Romans across the North of England. The Roman Emperor was the ruler of the Roman Empire. What the Roman baths were used for and the different parts of the baths.

Term:	Y5 – Autumn	Key Text(s):		
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Unit Title:	<p>Anglo Saxons</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise that the Anglo-Saxons brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity. 2. Understand that the Anglo-Saxon period lasted for 600 years, from 410 to 1066, and in that time Britain's political landscape underwent many changes. <p>This is the unit looks into the changes in British History after the Roman invasion. The Anglo Saxons topic is a direct link to Romans (Year 4). The Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat. They, along with the Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate. Eventually settling in different parts of the country. The unit explores how the Anglo Saxons eventually settled into smaller Kingdoms, each ruled by a different leader. This knowledge is an important basis when understanding the follow-on unit, Vikings (Year 6) as the Viking and Anglo Saxon leaders fought for power over these parts. (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria). The unit also teaches the children about Anglo Saxon settlements and way of life. The building of houses with thatched roofs and farming is taught (link to 'Mayans' (Year 5) as they also built houses with thatched roofs). Towards the end of the topic, children are taught about the importance of religion and the Viking attack on the Lindisfarne Monastery. This can also be linked back again to the Romans (Year 4) as the Anglo Saxons were Christians due to Roman influence and the Lindisfarne Gospels were written in Latin by monks. This ends the unit and leads into the 'The Vikings'.</p> <p>Children will use the knowledge learnt in this unit to build on their understanding of democracy from Famous People (Year 1), Victorians (year 2), Greeks (Year 3) and Ancient Egypt (Year 4). This unit will also support children continuing to develop their knowledge of Monarch and invasion in Vikings (Year 6).</p> <p>End of Unit Outcome: Non-Chronological report on Anglo-Saxons.</p>
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Key Concepts for the Unit:

Democracy: Democracy means allowing citizens to make their own decisions for their own personal lives.

Monarch: A sovereign head of state, especially a king, queen, or emperor.


Invasion: Understand that invasion played a huge part in history and how our society looks today.

Archaeologist: Understand that archaeologists and historians have supported us in understanding how people use to live.

Legacy: Understand what the Anglo Saxons accomplished and the impact they have had on Britain today (language, culture, politics).

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>Britain's settlement by Anglo-Saxons and Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Place Saxons on a timeline alongside - Stone Age and Romans. Draw a timeline to show an understanding of the Anglo-Saxon history. Draw a timeline to detail key events of the life of Alfred the Great. 	<ul style="list-style-type: none"> Recognise historical events from Anglo-Saxon period. Including invasions, Viking invasions, and Christian conversion. Make comparisons between when Anglo-Saxons settled and life today (food, shelter, clothing, beliefs). Explain the role that Britain has had in spreading Christian values since Anglo-Saxon period. Show a good understanding of how crime and punishment have changed over the years. 	<ul style="list-style-type: none"> Pupils can make their own opinion by constructing their own response informed by a range of sources. Appreciate how historical artefacts have helped us understand more about British lives in the past and present. 	<ul style="list-style-type: none"> The Anglo-Saxons were made up of 3 tribes: The Angles, Saxons and Jutes. Their name Angles became English and their land became England. They came to Britain in the middle of the 5th Century. Anglo-Saxons ruled lots of small kingdoms across the land. There were 7 kingdoms. The Anglo Saxon period ended when the Normans conquered Britain in 1066. Anglo-Saxons introduced Christianity to Britain. Anglo-Saxons worshipped many gods including the sun and the moon. How the Anglo-Saxons brought law and order to Britain.



Term:	Y6 – Autumn	Key Text(s):	
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Unit Title:	<p>Vikings</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none">1. Recognise that in the centuries after their first raid on English soil in A.D. 793, Vikings made a historic series of attacks, waged wars and formed settlements in the British islands, leaving a permanent impact on the land, culture and language.2. Identify what impact the Vikings have on the way we live today in Britain. <p>This unit looks into the changes in British History. Children will be familiar with the invasions during the Anglo Saxons. Revise with the children how the Anglo Saxons, Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate Britain. Eventually settling in different parts of the country. The previous knowledge of the Anglo Saxon settlements (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) is an important basis when understanding the ‘The Vikings’ as the Viking and Anglo Saxon leaders fought for many years over these parts.</p> <p>The unit explores the Norse religious beliefs such as different worlds, Gods and also the ‘afterlife’. (Similar to the following topic in Year 4 - ‘The Egyptians’). The terms ‘archaeologists’ and ‘excavations’ will also be used when discussing the Viking settlements in Jorvik (York). Children will be familiar with this language from previous learning-Anglo Saxons (Year 5), Stone Age to the Iron Age and the Romans (Year 4). Towards the end of the unit children will learn about the resistance by Alfred the Great and the treaty with the Viking leader Guthrum which forced him to become Christian. It will also look into the uncertainties of who would be successor to the throne after Edward the Confessor.</p> <p>End of Unit Outcome: Discuss and write an answer for the question: What sources of evidence do we have about the Vikings and what can they tell us about The Vikings in Britain?</p>
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Key Concepts for the Unit:

Technology: Understand that technology has developed in History and is used by people all over the world. It usually describe advancements and changes which affect the environment around us.



Invasion: Understand that invasion played a huge part in history and how our society looks today.
Archaeologist: Understand that archaeologists and historians have supported us in understanding how people use to live.
Monarch: A sovereign head of state, especially a king, queen, or emperor.
Danelaw: The name given to the lands in Britain occupied by the Vikings.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>Viking struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great.</i></p> <p><i>Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> Place Vikings on a timeline alongside - Stone Age Romans, Mayans and Anglo Saxons. To order key events on a timeline within the Viking period. 	<ul style="list-style-type: none"> Summarise the main events from the Viking period, explaining the order in which key events happened. Summarise how Britain has had a major influence on world history. Describe features of events and people from the Viking period. 	<ul style="list-style-type: none"> Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. Describe a key event from the Viking period using a range of evidence from different sources. 	<ul style="list-style-type: none"> Not all Vikings were warriors. Many came in peace and became farmers. The land occupied by Vikings was known as Danelaw. Not many Vikings wore horns in their helmets. Vikings spoke Norse which was an alphabet made up of runes. Vikings sailed long ships. Vikings were Pagans. The most important Viking British city was York, known as Jorvik by the Vikings. The names of most of the days of the week originate from Vikings. To know the Viking time period is 793-1066 AD.

<p>Term:</p>	<p>Y6 – Summer</p>	<p>Key Text(s):</p>	
<p>Unit Title:</p>	<p>World War 2</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recognise many different events led up to the beginning of World War II and this piece of British history has shaped the way we live here in Britain today including British Values and British Culture. 2. World War 2 is significant because the world changed as a result of the war. <p>This is the last history unit in Year 6. The unit covers and revises many different terms and concepts the children will have been taught throughout the History Curriculum so far. When discussing Winston Churchill, children will have prior knowledge of where the British Parliament is and how a Prime Minister is elected (Year 2, United Kingdom Guy Fawkes and Parliament taught through English). Children will look at a range of primary and secondary sources throughout the topic such as: images of Anderson Shelters, ration books, diary entries (Anne Frank) and propaganda posters. The children will be familiar with what a primary and secondary source is from previous units.</p> <p>Part of the unit will look into racial discrimination and the Holocaust. This is a direct link to previous studies on how discrimination, segregation and boycotting can affect people’s lives due to their race or beliefs. (Seen in Year 2, Inspirational People: Rosa Parks and Year 5 English unit) and the persecution of black people due to prejudice. This time, concentrating on anti-Semitism and the treatment of minorities under Nazi rule. Another link to previous topics is when looking at the role of ‘Women at War.’ Women had the right to vote (Link to Year 2, Inspirational People) however, their roles were still mainly in the household. World War 2 changed expectations and aspirations for women as many enjoyed their newfound independence and felt valued in their roles in the war effort. Many did not want to go back to how things were before the war and it was another factor in the changing role of women in Britain.</p> <p>End of Unit Outcome: Discuss and write an answer for the question: How did the Second World War change life for people in the UK?</p>		



Key Concepts for the Unit:

Democracy: Democracy means allowing citizens to make their own decisions for their own personal lives.

Invasion: Understand that invasion played a huge part in history and how our society looks today.

Legacy: Understand what happened during the World war had an impact on the world and the Britain we live in today.

Empire: The collective name for a group of countries rules by a single person, government or country.

Rationing: The controlled distribution of scarce resources.

NC Objectives	Chronology	Connections in World History	Investigate and Interpret the past	Communicate Historically
<p><i>A significant turning point in British history, for example, the first railways or the Battle of Britain.</i></p> <p><i>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>They should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> • Create own timelines to place events, periods and cultural movements from around the world including periods studied in earlier year. • Order significant events, movements and dates from WW2 on a timeline. • Describe main changes in a period in history. Show an understanding and be able to link some historical events that occurred concurrently in different locations. 	<ul style="list-style-type: none"> • Identify and note connections, contrasts and trends over time in the everyday lives of people. • Examine causes and effects of great events and the impact these had on people using evidence to support and illustrate their explanation. 	<ul style="list-style-type: none"> • Show an understanding that some evidence could be propaganda, opinion or false news /misinformation. • Identify and evaluate different sources. Be able to recognise when they are using primary and secondary sources. • Investigate own lines of enquiry – asking questions to further knowledge and understanding. 	<ul style="list-style-type: none"> • The World War 1 was fought from 1914 - 1918. • World War 2 was fought between 1939 – 1945. • The majority of the world’s countries became involved in the conflict forming two military alliances. • Hitler became the leader of the Nazi Party in 1921. • Germany began to build the country's military strength and moved troops which violated the terms of the Treaty of Versailles (WW1). • World War 2 was the deadliest conflict in human history with 50-85 million fatalities. • The Holocaust is the term for the killing of over six million Jewish people before and during World War II, organised by Adolf Hitler and the Nazi party. • Blitz is short for the German word Blitzkrieg (lightning war).

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