St Helen's History Progression Map

Substantive Knowledge- The established facts that we want children to know and remember.

Our history curriculum is broken down into three knowledge strands

Topic knowledge
Gaining a rich knowledge of the current topic, time period, society or event being studied.

Chronological awareness
Understanding language related to chronology Building a mental timeline of the chronological order of periods Developing awareness of general features of periods Knowing particular dates and events

Abstract concepts
Power (monarchy, government and empire) Invasion, settlement and migration Civilisation (social and cultural) Tax and trade Beliefs Achievements and follies of mankind

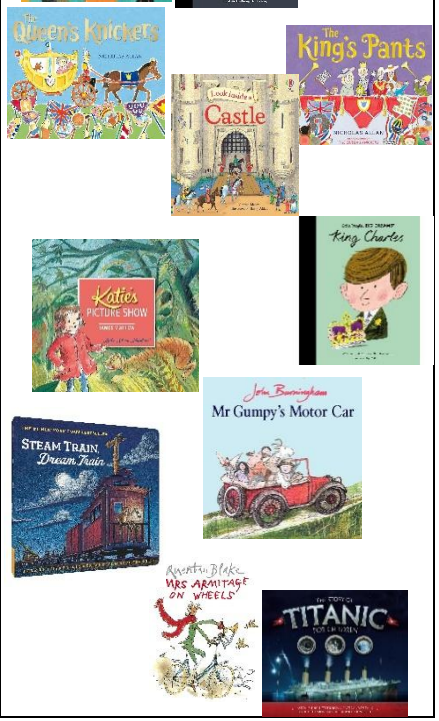
Disciplinary Knowledge- The methods that we want the children to use to find out the facts- thinking and acting like a historian.

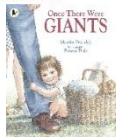
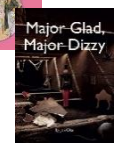
The disciplinary concepts in our history curriculum are
Change and continuity, similarities and differences, cause and consequence, historical significance, Sources of evidence and historical interpretations

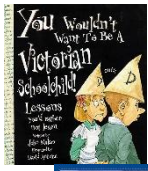
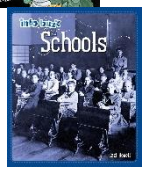
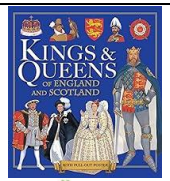
Historical enquiry
Posing a historical question Gathering, organising and evaluating evidence Interpreting findings, analysing and making connections Evaluating and drawing conclusions Communicating findings

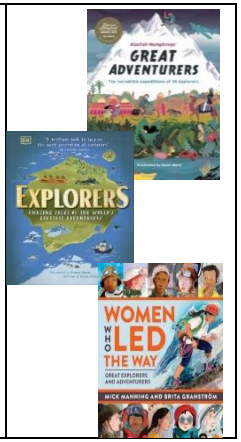
Key Stage 1- Years 1 and 2	Lower Key Stage 2- Years 3 and 4	Upper Key Stage 2- Years 5 and 6
• Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Sequencing three or four artefacts/photographs from different periods of time. • Placing events on a simple timeline. • Recording on a timeline a sequence of historical stories heard orally. • Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.	• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Sequencing eight to ten artefacts, historical pictures or events. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Making a simple individual timeline.	• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. * • Understanding the term "century" and how dating by centuries works. • Putting dates in the correct century. • Using the terms AD and BC in their work. • Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past. • Sequencing 10 events on a timeline.

Reception

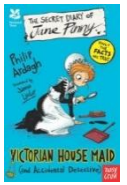
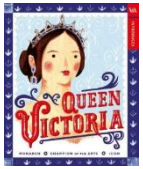
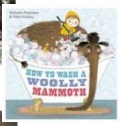
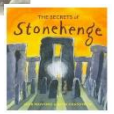
Units taught	Core Knowledge- what do we want the children to know and remember?	Core Skills- What do we want the children to be able to do?	Core Vocabulary- Words we want the children to be able to use	Key linked texts/ hook book
Peek into the past	To know that a historian is someone who studies the past. To know that the past happened before today and that the present is now. To know things that they could not do as a baby that they can do now- walk, talk, eat and drink independently. To name changes from being a baby, to a toddler, to a child. To know which toys they played with as a baby and toddler and how they differ to ones they play with now. To comment on toy size, colour and materials/ parts. To say how household objects differed in the past- TV, vacuum cleaner, cars, telephone, computer, cameras etc	• Identify which baby is one of their friends from a photograph • To talk about differences and changes between being a baby and now • Sort photographs from the past and present • Create a personal timeline ordering baby, toddler, child photographs • To talk about what comes next- teenager, adult • To sort toys from past play to present • To order 3 toys chronologically that they played with as a baby, toddler and child. • To spot the difference between household objects from the past and today- vacuum cleaner, TV, type writer/ tablet, cars, camera, telephone	history, historian a long time ago, baby, change, child, I remember, now, past, photograph, present, then, toddler, when I was little, old, new baby, toddler, child, order, teenager, adult similar, different, typewriter, telephone with cord, vacuum cleaner plugged in, black and white TV, Black and white cameras	
Adventures through time	To know that on a family tree the oldest people go at the top and the newest at the bottom. To know what a special achievement is and to name one of their own. To know that kings and queens (monarchs) are important, powerful people who rule over others and who often lived in castles in the past. To know who our current king is. To know that the environment around us including clothes, transport and toys have changed over time and to give examples To know that trains used to run on steam and that before cars people used horses and carts to travel. To know about the past achievements of Florence Nightingale (making hospitals better) and Neil Armstrong (first man to walk on the moon) and that they changed life for us today. To know that the sinking of Titanic in the past made boats safer today.	• Create a family tree for characters in a story and themselves • Talk about people familiar to them in their own families • Talk about their own special achievements • To create their own medal/ trophy/ rosette • Discuss what makes a good leader and if it would be an easy or hard job to be a monarch • Think of questions we want to ask the king • Think about what would you do if you were queen/ king for a day? • To sort objects from the past and present- transport • Use photographs and stories to compare past with the present day- clothes, toys etc • Compare modes of transports from the past and present day.	dad, family, mum, older, grandad, grandma achievement, courageous, medal proud, trophy fairytale, king, power, queen, royalty, rule, monarch cart, fan, hoop, new, old, past, present aeroplane, bicycle, car, horse-drawn cart, motorbike, steam train, train	

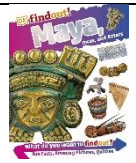
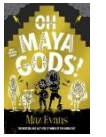
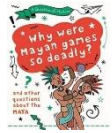
Key stage 1 Cycle A				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
How am I making history?	To know that a timeline shows the order events in the past happened. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now To know that within living memory is 100 years. To know that there are similarities and differences between their lives today and their lives in the past and suggest some such as transport, clothes, school, toys and games.	• Order three photographs correctly on a simple timeline. • Use the terms 'before' and 'after' when discussing their timelines. • Explain why memories are special and name four events that they celebrate throughout the year. • Ask a visitor one question about childhood in the past. • Know a similarity and a difference between childhood now and in the past. • Use key vocabulary to compare the present, the past and possible changes in the future. (e.g. now, long ago, then, before, after, new, old, long time ago). • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Making simple observations about the past from a source	celebrate, celebration, change, childhood, different, event, family, future, grandparent, lifetime, living memory, memory, now, present, past, remember, significant, similar, time capsule, timeline	 
How have toys changed?	To know that everyday objects have changed over time and as new materials have been invented (such as plastic). To know that we can find out about the past by asking people who were there and by looking at artefacts and photographs. To know some inventions that still influence their own lives today.	• Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparisons between toys in the past and present. • Sequence artefacts from different periods of time. • Identify changes between teddy bears today and those from 100 years ago. • Describe how toys have changed over time.	artefact, century, decade, different, evidence, historian, living memory, memory, modern, now, past, present, remember, sequence, similar, source, special	  
How did we learn to fly?	To begin to identify achievements and inventions that still influence their own lives today and that they have come about because of improvements in technology. To be aware of the achievements of significant individuals and explain their legacy. The Wright Brothers- invented and built world's first successful plane Ameila Earhart- First woman to fly solo across Atlantic Ocean Bessie Coleman- First female African American pilot To explain why the Apollo moon landing in 1969 was so special and important. (First time steps had been taken on the moon, showed that people could live and work in space., sample of rock brought back, Neil Armstrong's 'One small step…' quote.)	• Identify important events surrounding the history of flight. • Explain how a significant event has changed the lives of others. • Ask questions about people and events in the past. • Use primary sources to find out about people and events in the past. • Correctly order five events on a timeline.	beyond living memory, decade, evidence, eyewitness, flight, historic, historically significant, inventor, living memory, past, present, primary source, source	   

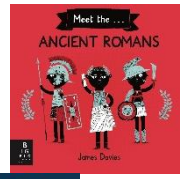
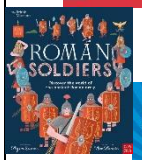
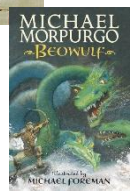
Key stage 1 Cycle B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
How was school different in the past?	To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To give similarities and differences for classrooms in the past and today- teachers and discipline, lessons- Reading, writing, arithmetic, boys and girls taught separately, playtime activities- wooden hoop, peg dolls. To know that there are explanations for similarities and differences between children's school lives now and in the past- what changed? What stayed the same? Why?	• Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why.	past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, decade, beyond living memory, preferred	 
What is a monarch?	To Recall that a monarch is a king or queen and they are crowned in a coronation To explain how recent monarchs in the UK do not have the power to make decisions alone as they did in the past. To explain how William the Conqueror became king of England- (1066 Battle of Hastings/ Bayeux Tapestry) and how he kept order (crushed rebellions, built castles all over England) and conquered England. To identify features of the two types of castle built by Normans and why they were effective when defending against attacks. -Motte and Bailey- Wooden, quick to build - Stone Keep- Easier to defend	• Explain the use of special objects in the coronation. • Use sources to explain how William the Conqueror became King of England. • Compare the similarities and differences between Norman castles.. • Explain how castles have changed over time. • Sequence castles on a timeline. • Describe characteristics of the monarchy in the past. • Identify that the monarchy has changed over time and make comparisons between past and present monarch.	absolute monarchy, Anglo-Saxon, anointing, Archbishop of Canterbury, armed forces, attack, bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer, coronation, crowning, defend, earl, Edward the Confessor, fortified manor house, gatehouse, government, Harold Godwinson, Earl of Wessex, Harald Hardrada, Head of State, invade, investing, keep, moat, monarch	 
How have explorers changed the world?	To name what explorers do, where they might go exploring and equipment or transport an explorer would need. To name important explorers and identify where they travelled and their achievements. -Christopher Columbus- sailed around world discovering new land- at the time, people thought he was a great man for discovering The Americas which was somewhere new to people from Europe.- 1492) Dame Ellen MacArthur (set a world record for the fastest solo non-stop voyage around the	• Explain what explorers do • Sequence four photographs from different periods of time. • Write a sentence about the achievements of one explorer. • Select the most important events in a historical story. • Sequence events on a timeline and use this to retell the story. • Describe what they can see in a photograph. • Make inferences about what a person in an image could be saying and ask questions to further their understanding. • Understand events in relation to the present day and compare how exploration has changed over time.	achievement, beyond living memory, coat of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, living memory, North Pole, past, present, qualities, remember, resilience, solo, timeline, transport, voyage, yacht	

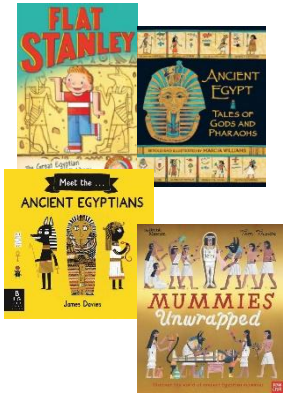
	world on her first attempt in 2005) Matthew Henson- One of first men to reach North Pole (1909) Mary Kingsley-travelled to Africa, climbed Mount Cameroon and learnt about new animals. To explain how exploration has changed over time and why we should remember explorer from the past (legacy)	• Describe how an explorer is significant and how they impacted events or people's ideas. • Present significant people using a coat of arms		

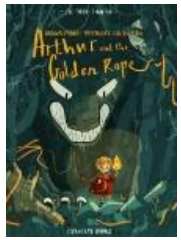
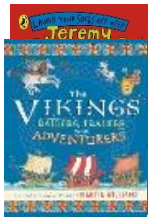
Lower Key stage 2 Cycle A

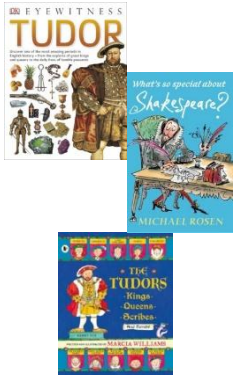
Units taught	Core Knowledge- what do we want the children to know and remember?	Core Skills- What do we want the children to be able to do?	Core Vocabulary- Words we want the children to be able to use	Key linked texts
How have children's lives changed? Children's spare time, health and work in the past.	To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England To explain why children worked in Tudor times and what working conditions were like – *not much money, large families, children had jobs helping at home* To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled To explain the types of jobs Victorian children had and their working conditions- *coal mines, chimney sweeps, servant, bird scarer* To explain how Lord Shaftesbury changed children's lives- *he believed that child labour should be limited and education was a way of freeing children from poverty. He tried to introduce a bill (a proposal for a new law) reducing to ten the number of hours a child could work each day. It didn't become law but the Government introduced the Factory Act, which restricted children's working hours to ten.* To explain which diseases children caught in the past and how they were treated *plague- plague doctor, eventually a vaccine (Edward Jenner)* *smallpox-burn leather, leeches, eventually a vaccine* *influenza- syrups made with garlic or mustard* *cholera- eventually antibiotics*	• Make observations and deductions from sources. • Suggest how children's lives have changed. • Explain why children needed to work. • Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. • Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. • Use sources to identify leisure activities and compare them over time. • Identify diseases from the past and discuss how effective the treatments were.	childhood, continuity, change, chronological order, inference, observation, apprentice, chaffing, wheat, hot seat, master, oath, primary source, secondary source, trapper, hurrier/hurrying, gin, textile mills, bird scarer, domestic servant, working conditions, historically significant, Factory Acts, Parliament, government, ragged schools, poverty, bill, reform, leisure time, compare, plague, smallpox, flu, cholera, treatments, vaccination	  
Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	To know that history is divided into periods of history e.g. ancient times, middle- ages and modern To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.T o know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods To explain how the Bronze age changed life in the Stone Age- *Bronze brought over from Europe- tools made. Bronze was stronger, sharper, easily melted and shaped.* To explain the importance of trade in the Iron Age. *Traders in Britain exported gold, iron, cattle, hunting dogs, animals and slaves in exchange for olive oil, wine, glassware, ivory and gems from European trader* To explain the differences in settlements from the Stone Age to the Iron Age. *Round houses, better clothing, more animals, bigger settlements, people living in communities, people have specific jobs, iron cooking pots*	• Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice.	Stone Age, BC, AD, prehistory, Ancient Egypt, Ancient Greece, Romans, Anglo-Saxons, Vikings, Tudors, Victorians, period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, settlement, archaeological evidence, evidence, limitations, Amesbury Archer, Stonehenge, artefacts, deduction, flint, duration, similarities, differences, bronze, copper, tin, trade, import, export, goods, barter, change, continuity, tribes, king/chief, reconstruction	   
How did the achievements of the ancient	To explain the challenges of the Ancient Maya when settling in the rainforest- *dense vegetation (hard to clear, grow food), little stone or rock for tools, sometimes droughts* To explain the importance of chocolate to the Ancient Maya- *Worshipped Cacao tree- gift from the Gods*	• Sequence the key periods of the Ancient Maya civilisation. • Identify periods that were happening in Britain at the same time.	abandon, ambiguous, ancient, archaeological remains, archivist, archive, civilisation, climate, cacao, categorise, Ceiba tree, creation story,	

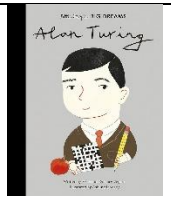
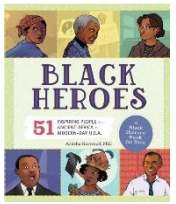
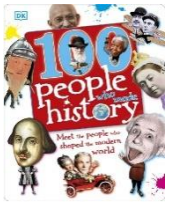
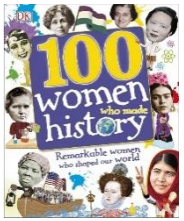
Mayas impact their society and beyond?	To explain the role of the Ancient Maya Gods – *250 deities, king spoke directly to Gods, part of daily life, prayed to them, controlled weather and harvest* To explain Maya inventions and how the Maya reflected world beliefs in them- *number zero, calendar(time and the universe and the actions of the Gods eg Harvest time), rubber ball games(life, death, afterlife), writing system (writing about historical and religious events)temple/cities/pyramids (bridge between Earth and Gods) farming (natural world)* To describe an ancient Maya city from learning about archaeological remains- *market places- trading goods, temples to worship Gods, resevoirs for water*	• Explain how the Ancient Maya settled in the rainforest and the challenges they faced. • Describe Ancient Maya beliefs. • Name the features of the Ancient Maya cities. • Make deductions about the Ancient Maya cities. • Evaluate the reasons for the decline of the Maya civilisation. • Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.	city state, climate change, cultivate, currency, decline, deduce, deity, disprove, elite, evaluate, farming, glyph, historian, indigenous, invention, kingdom, preserve, prove, recording, ritual, ruins, settlement, society, terrain, theory, trade, vegetation	  

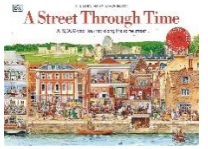
Lower Key stage 2 Cycle B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Why did the Romans settle in Britain?	To know that the Romans invaded Britain to demonstrate their power, take slaves and because Britain had resources like gold, silver iron, tin corn, sheep and wool and Rome wanted to become richer. To know that the Roman soldiers were successful because they were well equipped for war and well-organised with their camps, weapons and battle formations. To know that the Roman invasion led to a great increase in British trade with the outside world. To explain the Roman legacy in Britain- roads, sewage and drainage systems, education	• Explain the meaning of empire and invasion. • Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. • Identify a soldier's equipment. • Explain how the Roman army was organised and perform simple manoeuvres and drills. • Make observations about an artefact. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	Boudicca, empire, inference, invasion, legacy, Romans, settlers	  
How hard was it to settle and invade in Britain?	To know that the Anglo Saxons invaded Britain initially in long ships to raid and take home their haul. To know how an Anglo Saxon settlement differed from prehistoric times- Rectangular 'huts' with wattle and daub panels and a thatched roof. One large room with an open fire in the centre, wooden seating, pull-out beds and narrow windows. To explain about Sutton Hoo and what was found out about Anglo Saxon life there from a burial site and imprint of decayed ship- sophisticated and capable craftsmen, trade links with other parts of the world, royalty buried with their possessions, believed in gods and not Christianity. To know facts about Alfred the Great(most famous of Anglo- Saxon kings) and how he got his title for defending his kingdom against the Vikings and being a fair and just ruler. To know why the Anglo Saxon rule ended. After a long struggle, they removed the	• Explain how the Britons felt when the Romans left Britain. • Suggest reasons for the Anglo-Saxon invasion of Britain. • Name the key features of Anglo-Saxon settlements. • Identify changes and continuities in settlements from prehistoric Britain. • Make inferences about artefacts. • Describe how Anglo-Saxon beliefs changed. • Explain how missionaries spread Christianity. • Explain the threat the Vikings posed to the Anglo-Saxons. • Identify the qualities needed to be a monarch in 1066.	Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism,, Pope, Romans, Saxons, settlement, settlers, Vikings	 

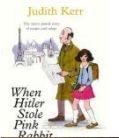
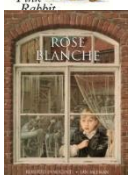
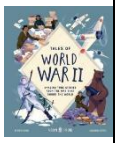
	Vikings but the Normans replaced them as a threat and invaded Britain successfully in 1066. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain- trade routes, Bible translations, words used today (old English)			
What did the ancient Egyptians believe?	To know when the ancient Egyptians lived- from 2600 BC to 100 AD To know the importance of the many Egyptian Gods and Goddesses with human and animal features that stood for different aspects of life. To explain why the Egyptians had the Book of the dead-A rolled-up papyrus scroll, nearly 14 metres long, which contained Egyptian writing, called hieroglyphics, and pictures that helped them get to the afterlife. To know why the Egyptians built pyramids for Pharoah's bodies to prepare them for afterlife and the challenges they faced with transportation of the stone and labourers. To explain that people were mummified to prepare them for the afterlife- soul reunited with body.	• Identify the ancient civilisations and key periods in ancient Egypt. • Describe the physical features of Egypt. • Explain the Egyptian creation story. • Identify the characteristics of important gods or goddesses. • Explain why the pyramids were built. • Identify the stages and challenges of building a pyramid. • Explain the links between ancient Egyptian beliefs and mummification. • Name sources that can be used to find out about ancient Egyptian beliefs. • Explain some Egyptian beliefs about the afterlife.	afterlife, Book of the Dead, civilisation, historically significant, immortal, mummification, preserve, Ra, River Nile, sarcophagus	

Upper Key stage 2 Cycle A				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
Were the Vikings raiders, traders or something else?	To know when and why the Vikings came to Britain ((793 AD to 1066 AD after the Anglo Saxons-To raid and take valuable items from monasteries; to settle and farm peacefully as parts of their homeland were not fertile.) To know that the Vikings came from a region we now know as Scandinavia, which includes the countries of Norway, Denmark and Sweden.) To know the Viking trading routes, how they got there and what they traded in. (Vikings established trade routes across Europe and Asia, exchanging goods like furs and tusks, silver and food; Vikings took land and established communities in many places. For example, they founded the city of York (which they called Jorvik) in England. To explain the impact of Viking raids and settlements on Britain. (Viking raids on Anglo Saxons meant people and animals were killed, the monastery was damaged and precious items were stolen but also there were benefits of new trading) To name some Viking achievements (their expertise in seafaring and shipbuilding. Their longships, which were technologically advanced, allowed them to travel vast distances, conduct raids, establish trade routes and even discover and settle in new lands. Trade allowed the Vikings to gain wealth, new goods and ideas from far-off places, which helped their communities grow and made their lives more comfortable.)	• Explain where the Vikings came from and why they invaded Britain. • Sequence events according to their significance for groups of people. • Find evidence and make inferences from sources. • Name Viking trade routes. • Explain why trade routes were important to the Vikings. • Identify the differences between Viking sagas. • Evaluate the impact of Viking achievements.	achievement, balanced viewpoint, exchange, impact, impression, invader, Jorvik, Leif Erikson, raider, saga, settler, stereotype, trade route, Viking	 
What was life like in Tudor England?	To know what a primary source and a secondary source are (A primary source is an original document from the period being studied that has not been changed in any way. It was created by someone with direct knowledge of the event studied.) (A secondary source is a document or a record that was not written at the time of the event. A secondary source relies on a primary source for information.)	• Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. • Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.	Tudor, Battle of Bosworth, Henry VII, Elizabeth of York, Henry VIII, tyrant, fair, ruler, monarch, portrait, interpretation, primary source, secondary source, bias, historical investigation, Anne	

	To know which periods of history came before the Tudors (The Romans, Anglo-Saxons, Vikings, and the Normans.) To know some reasosns why Henry VIII was a fair ruler or a tyrant. (As a younger ruler, Henry VIII was very popular and more generous. As he got older, he changed and became more cruel. Different people have different opinions as well. Those who wanted a job or wanted to please him wrote nice things. Those who had been punished by him or suffered felt very differently.) To know that Henry VIII had 6 wives and why , to name them and what happened to them. Who were the wives of Henry VIII? (Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard and Katherine Parr.) What happened to them? (Divorced, beheaded, died, divorced, beheaded, survived.) (In Tudor times, people wanted sons to carry on the family name; marriage meant that wealth, lands and power were exchanged between families; marriage allowed alliances between families to be confirmed; marriage passed responsibility for a woman from her father to her husband.) To know why Anne Boleyn was executed (Anne was accused of very serious crimes like treason (betraying the country). Many people today think these accusations were made up so that King Henry VIII could marry another woman, Jane Seymour, who he hoped would give him a son, which makes it unfair.)	• Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. • Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. • Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. • Make deductions using inventories and making judgements as to whether a person was rich or poor. • Explain how inventories are useful to historians and create a realistic inventory	Boleyn, Catherine of Aragon, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, heir, evidence, Royal Progress, propaganda, image, litter, historical deductions, reliability, audience, purpose, accuracy, creator, reconstruction, inventory, valuation, merchant, pewter, John Blanke, Cattelena of Almondsbury, free, enslaved	
Who should feature on the £10 banknote?	To know that 'historical significance' means a person or event that deserves attention. To identify the key features of a banknote? (a large portrait of a historical figure; a relevant background scene; the historical figure's name, signature, birth and death year; a quote; various watermarks, the issuing bank, the note's value, a serial number, a see-through window; a small portrait of the King.)	• Name the features of a banknote. • Make inferences about a person using a banknote. • Explain the significance of historical figures. • Make inferences from sources. • Apply criteria to decide if a person is historically significant and explain why.	Alan Turing, criteria, issuing bank, historically significant, Jane Austen, Joseph William Turner, remarkable, remembered, watermark, Winston	

	To know some significant people from history and to say why they are remembered **Lord Shaftsbury**- (He worked tirelessly to improve conditions and reform laws for working children in Victorian England **Alan Turing** (mathematician) **Jane Austen** (author) **Joseph William Turner** (artist) **Winston Churchill** (ww2 war time prime minister) **William Tuke**- (He founded a hospital which pioneered the development of 'moral treatment'/ improved mental health.) **Lily Parr** (Lily was a footballer when the FA banned women's football because they felt the game was unsuitable for women. Scored nearly 1000 goals. **Betty Snowball** (Betty showed that women could successfully play cricket at the highest level.)	• Explain the significance of William Tuke. • Research important aspects of a person's life. • Explain what makes a person significant.	Churchill, Lily Parr, Betty Snowball	    

Upper Key stage 2 Cycle B				
Units taught	**Core Knowledge- what do we want the children to know and remember?**	**Core Skills- What do we want the children to be able to do?**	**Core Vocabulary- Words we want the children to be able to use**	**Key linked texts**
What does the Census tell us about the local area?	To know that change can be traced using the census. To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date To understand the types of information that can be extracted from the census (occupations, head of family, how may people lived in the house, how many children and ages) and key terms on the census, for example, scholar (a child in education), ditto (same as above) occupation and marital status.	• Identify the type of information the census gives about people. • Use the census to make inferences about people from the past, providing supporting evidence for their statements. • Make observations from the census and identify changes between periods of time. • Identify the dangers of working in a textile mill. • Create questions to identify the thoughts and feelings of a Victorian working child. • Identify the key events of Mary's life and interpret her thoughts and feelings. • Extract information from the census to recreate the lives of people who lived in a household from the local area. • Extract information from the census and decide whether a family was rich or poor. • Describing change throughout time	Bobbins, can-hooker, carding, census, comparing, condition, enumeration books, enumerator, flax, flax linen, flax mill spinner, governess, head of household, inference, joiner, observation, overlooker, piecer, reconstruct, schedule, scholar, shilling, suffragette, textile mill, textiles, William Dodd, yarn	
What was the impact of WW2 for people of Britain?	To know that WW2 started in 1939 after events such as the General Strike in Germany and Britain; the Great Depression; Hitler became Chancellor of Germany. Germany was left with lots of debt after WW1; Germans experienced huge financial problems and many of them lost their jobs; Germans became resentful and wanted to see their country rebuilt and prosperous again; Hitler promised he could return Germany to glory and slowly began breaking the conditions imposed by the Treaty of Versailles.) To know how the Battle of Britain was won- 1940 (The Germans launched a large scale attack, intent on wiping out Britain's air defences. The pilots of the RAF, stood up to wave after wave of German fighters and bombers sending a clear message to Hitler that Britain would never surrender.) To know what happened in the Blitz- 1940. (Germany bombed British cities. Everyone – adults, children and babies – had to go into air raid shelters. People either took refuge in large communal	• Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make inferences and deductions about a photograph. • Describe how children may have felt when evacuated. • Evaluate the accuracy and reliability of sources. • Describe the impact WW2 had on women's lives.	Accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability	WW1 BOOKS  

	shelters or in homemade 'Anderson shelters' in their back gardens. There was a 'blackout' every night so cities were not visible to German bombers.) To know about the life of an evacuee during WW2. (The Germans targeted British towns and cities so children were sent to the countryside, where there was less risk of bombing. Felt shy; welcomed; not homesick because they are too busy; concerned that their parents will worry about them. Some children had positive experiences and were welcomed into new homes; some children had terrible experiences and were treated as extra labour) To know about the impact that WW2 had on women's lives. (With many men away in the armed services, there were many vacant jobs that needed doing to help the war effort.They were called up to work in Industry; agriculture/working on the land; women's services. Women went from keeping their houses tidy, cooking and looking after the children to stepping into the roles of men and proving they could do these crucial and difficult jobs.)			WW2 BOOKS     
What did the Greeks ever do for us?	To know who the Greeks were and when they lived. Great thinkers, warriors, writers, actors, athletes, artists, architects and politicians (From 2200 BC to 30 BC- Ancient Egyptians and the Maya civilisation, the Bronze Age and the Iron Age in Britain existed at the same time.) To know about the Gods that the Greeks believed in. (Zeus, Hera, Poseidon, Demeter, Athena, Apollo, Artemis, Ares, Hephaestus, Aphrodite, Hermes, and Dionysus.) (The Greeks believed that the gods and goddesses had control over every part of their lives. They had to pray to them for help and protection because if the gods were unhappy, they would punish them.) They worshipped them in temples dedicated to a specific god in which people brought offerings and prayed; they worshipped them at home or sacred sites all over the country; they held festivals and sporting events in honour of the gods. Mount Olympus was the home of the gods. To know how ancient Greece was governed. (Athens had a form of democracy. Male citizens participated in the assembly, which made the laws. A lottery system was used to select men for a 12-month term on the council which ran the city. Girls stayed at home and learned to be mothers and take care of the home) (Sparta was an oligarchy where a few held power. Two kings and a council of 28 ran the city. Girls were educated at home) To know what the ancient Greeks did for us. (Many philosophers' ideas are still discussed and used today; Greek mythology forms the basis of many modern books, films and games; Athenian democracy was the first form of democracy.) ome current individual letters come from the Greek alphabet; words like 'dinosaur' and 'helicopter' come from ancient Greek words.) What did the Greeks' knowledge help to invent? (The water wheel, the alarm clock, the catapult and even the vending machine.)	• Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks' legacies and their impact.	assembly, constitutional monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative democracy	