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Overarching Curriculum Intent

"***Whatever you do, work at it with all your heart***", Colossians 3:23

To ensure the individual pupil is at the heart of everything we do, taking into account background, SEND, ability, based on our key Christian Values:

Hope and Aspiration ***"We believe we can"***

- To inspire our learners and the community to see learning as a joy: a gateway to a successful future.
- To ensure that pupils have experiences beyond their normal range to allow them to have new experiences and develop life skills.

Resilience and Perseverance ***"We know we can"***

- To allow children to learn about themselves as learners: to have a positive mindset and be able to have the self-belief to work through something when it is difficult.
- To set pupils work that challenges them at their level to develop as analytical problem solvers and critical thinkers.

Compassion and Forgiveness ***"Together we can"***

Recognising that everyone is different and everyone is precious, we want to foster a safe learning environment by supporting our school community to love each other unconditionally, taking care of each other and our environment.

KEY CONCEPTS AS A THEME THROUGHT THE CURRICULUM

Our key concepts that run through our curriculum across the key stages are:

Invasion
Society including Civilisations
Trade
Religion and Beliefs
Settlement
Rulers including Monarchy

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End Points for Key Stage One:

Substantive Knowledge –children should know about the following by the end of KS1:

- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- Significant historical events, people and places in their own locality
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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 [for example, Mary Seacole and Florence Nightingale]

Disciplinary Knowledge:

- Use common words and phrases relating to the passage of time
- Know where people and events they study fit within a chronological framework
- Identify similarities and differences between ways of life in different periods
- To use a wide vocabulary of historical terms
- To ask and answer questions choosing and using parts of stories and other sources to show they know and understand key features of events
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented

YEAR 1			
Term	**Autumn**	**Spring**	**Summer**
Topic	**Homes and Towns (Link to history of our local area)**	**Toys through the ages**	**Significant Individuals** **Comparing Mary Seacole and Florence Nightingale**
Key concepts that must be taught and revisited:	**Society including Civilisations** **Settlement** **Rulers including Monarchy**	**Society including Civilisations**	**Invasion** **Society including Civilisations**

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Substantive knowledge	This topic will introduce the notion of chronology and history, through homes and exploring the homes in their local environment. • Can they explore and compare features of Celtic homes with newer homes? These homes were made out of stone/clay with thatched roofs. These homes did not have windows. (Society/settlement) • Can they explore and compare features of Anglo-Saxon homes with older/newer homes? Since Britain was filled with forests at this time the Anglo-Saxons predominantly used wood when making homes and faced the sun so that the houses were warm. The Chief of the village had his own house called a Hall. • Can they explore and compare features of Tudor homes with older/newer homes? In Tudor times houses were often supported by timber supports with a mixture of clay and sticks. This was called wattle and daub. Often the timber supports used were uneven due to them being hand cut. Tudors' roofs	• Toys from today – look at toys from today and past and explore changes (within living memory) • Previous generation's toys- enquiry. Can they ask questions to people of different generations about toys they played with/ use sources to find out about toys from the past. (Changes within living memory) • Early 20th Century toys- to know where people and events fit into a chronological framework and similarities and differences between ways of life in different periods. • Victorian Toys – Sudbury Hall and the Museum of Childhood. Make comparisons between Victorian toys and toys today. Change and continuity/similarities and differences. Differences between toys for rich and poor? (society) • Put toys into chronological order- using words and phrases related to the passing on time.	• Can they place the life of Florence Nightingale and Mary Seacole in chronological context? • Do they know that Florence Nightingale was born in Florence in 1820 and is remembered as the Lady of the Lamp, when she went to the Crimean War to nurse soldiers? • Do they know that soldiers died because of filthy conditions and there was no medicine to stop infections killing people? • Do they understand who Florence Nightingale was; she changed the way sick and injured people were treated, and that people should wash their hands? This reduced deaths. • Do they know that Florence Nightingale was a nurse and started the first nursing school in the world in London. • Do they know that Britain was fighting Russia in the Crimean war? (Invasion) • Can they compare Florence Nightingale with Mary Seacole?

	were often covered by stone at this time. • Can they explore and compare features of Victorian homes with older/newer homes? During the Victorian era major changes happened to the houses people lived in. The Industrial Revolution meant that building materials could be transported throughout the country so major cities had terraced homes whilst some small villages lived the same. • Can they explore and compare features of modern homes with older homes? In modern day houses reflect the changes in society. In the 1980s with the closure of mines and other factories as well as banks frequently loaning out money - the way people lived changed. Today there's a variety of houses and ways to have a house. (Society)		
Disciplinary knowledge	**Chronological Understanding** • With support, can they put at least 3 pictures of houses or events in chronological order? • Can they use words and phrases such as old, new, a long time ago, before and after with increasing accuracy?	**Chronological Understanding** • Can they put at least 3 pictures/artefacts or events in chronological order? • Can they use words and phrases such as old, new, a long time ago, before and after with increasing accuracy? • Can they use a number of everyday	**Chronological Understanding** Can they put at least 3 pictures/artefacts or events in chronological order? Can they use words and phrases such as old, new, a long time ago, before and after with accuracy? **Historical Enquiry**

	Historical Enquiry • Look carefully at pictures and objects to find out about the past. • Identify how things have changed and possible reasons why. • Ask and answer questions such as: What was it like for a ...? What happened in the past? How long ago did...happen? • Can children identify some similarities, differences, and changes within houses?	time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'? **Historical Enquiry** • Look carefully at pictures and objects to find out about the past. • Identify how things have changed and possible reasons why. • Ask and answer questions such as: What was it like for a ...? What happened in the past? How long ago did...happen? What did I, my mum, my nan play with? • Can children identify some similarities, differences, and changes within a particular topic?	• With growing independence, can they recognise why significant individuals did things, why events happened and what happened as a result? **Historical Interpretation** • With growing independence, can they recount personal history and events or changes that have happened? • Can they summarise their learning into short sentences? •Can they ask questions about what they have heard or seen?
Core Vocabulary	Society settlement old, young, new, days, months, past recently, before, after now, later, present, years ago, timeline Home/house - where someone lives Village - a collection of houses in an area. Clay - a building material Thatched - typically a roof that has had hay weaved together Chief - the leader of a village	Society Toys, modern, impact, old, new, Victorian, past, present, future, century, 21 st Century, 20 th Century, industrial revolution, wooden, plastic, wind up, clockwork, battery, remote controlled, marbles, rag dolls, china doll, rolling hoop, jacks, traditional, trend	Society, Invasion Nurse, Crimean War, soldiers, conditions, medicine, medical, treat, disease, hospital, clean, Florence Nightingale, Mary Seacole, injured

	Warrior – someone who fought for their Chief and their village Timber – wooden supports that hold up a Tudor home Wattle – wooden sticks which were woven between the timber Daub - a mixture of clay used to keep the wattle together Jetty - when a upper level of a house goes beyond a lower level Brick - type of material used to make walls - lots of bricks came from Bedfordshire Slate - a stone which people use for roof tiles Terraced house - a house which has a neighbour on either side close together. Bungalow - a one storey house Detached house - a house which is not linked to another. Semi -detached - a house which touches another house on one side Flat - a collection of one storey apartments in one building.		

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YEAR 2			
Term	**Autumn**	**Spring**	**Summer**
Topic	**King Charles II & Boscobel House**	**Great fire of London - Great Fire of Newport.**	**Transport – how has it changed?** **Wright Brothers (flight)** **Amy Johnson (flight – UK)**
Key Concepts that must be revisited and linked to prior learning:	**Invasion** **Society** **Rulers including Monarchy**	**Society** **Trade** **Rulers including Monarchy**	**Society** **Trade**
Substantive knowledge	• Do they know when the GFoL happened? Can they link this to Charles 2's reign? • Do they know what London was like at the time – buildings made of wood, no electricity, no cars or trucks or fire engines? • Do they know where the GFoL started – bakery on pudding lane? • Do they know that a man lived at that time, Samuel Pepys, and we know much about the fire because of his diary? • Can they discuss how London changed, and the lives of the people in London changed, after the Great Fire of London (society)	Can they say who Charles the Second was? • Do they know that his reign was known as the Restoration? • Do they know that during the 1640s, Charles's father fought against Parliament in the English Civil War • Can they talk about how, after Charles 1st's execution in 1650, Oliver Cromwell was ruling Britain as a commonwealth. In 1651 Charles 2 led a force of 10,000 Scots to Worcester to fight Cromwell. Cromwell won and Charles escaped. He hid for six weeks and then made his way back to France. He roamed Europe for eight years before being invited back to England to be king after Cromwell's death.	Significant historical events people and places - The Wright Brothers/Flight/Cosford) •Can they describe some changes in transport over time? • Can they identify how aeroplanes have developed/changed over time? • Do they know the Wright Brothers developed and flew the world's first successful aeroplane? • Can they describe some ways in which transport has influenced trade and movement of goods/people (holidays) (Trade/society)

	• Can they compare the Great Fire of London to the Great Fire of Newport? •	• Can children talk about where Charles 2 hid? (Visit Boscobel House and the building in Madeley).	
Disciplinary knowledge	**Chronological Understanding** • Can they sequence the events of the GFoL in order? • Can they identify some differences between past and present? • Can they show some understanding of aspects of the past beyond living memory? **Historical Enquiry** • Can they identify old and new from pictures? **Historical Interpretation** • Introduce the big question – the great fire of l London was a good thing because it killed a lot of disease. • Can they use stories as sources for answering question about the past?	**Chronological Understanding** • Can they sequence the events of Charles 2nd in order? • Can they show some understanding of aspects of the past beyond living memory? **Historical Enquiry** • Can they recount history and events that have happened? • Can they recognise why significant individuals did things, why events happened and what happened as a result?	**Chronological Understanding** • Can they use words and phrases like: before I was born, when I was younger? • Can they understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'? • Can they use the words past and present correctly? • Can they sequence a set of events in chronological order and give reasons for their order? **Historical Enquiry** • Can they identify some ways that people have impacted upon our lives? • Can they recount personal history and events or changes that have happened? • Can they recognise why significant individuals did things, why events happened and what happened as a result?

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Core vocabulary	Invasion Society including Civilisations Settlement Rulers including Monarchy cause, effect, eyewitness, refugee, source, account, past, consequence, old, new young, days, months, timeline, Pudding Lane, Samuel Pepys, fire hook, settlement	Society including Civilisations Invasion Settlement Rulers including Monarchy Monarch, king, battle, English Civil War, hiding, execution, escape, plague, Great Fire of London, The Restoration, throne	Society including Civilisations Trade old, young, new, days, months, past, nowadays, recently, before, after now, later, timeline hot air balloon, bi plane, aeroplane, engine, propeller, pilot, invention, inventor.

End Points for Key Stage Two:

Substantive Knowledge –children should know about the following by the end of KS2:
- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066
- The achievements of the earliest civilisations (Ancient Egypt)
- Ancient Greece
- A non-European society that provides contrast with British history (The Maya Civilisation AD 900)

Disciplinary Knowledge:
Pupils should 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.
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

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They should understand how our knowledge of the past is constructed from a range of sources.			
YEAR 3			
Term	**Autumn**	**Spring**	**Summer**
Topic	**Stone Age**	**Local History: Ironbridge**	**Ancient Egypt**
Key concepts that must be revisited and linked to prior learning	**Society including Civilisations** **Trade** **Settlement** **Rulers including Monarchy** **Settlement Religion Invasion** **Monarch Power**	**Invasion** **Settlement** **Industry** **Empire**	**Invasion** **Settlement** **Monarch** **Religion** **Power**
Substantive knowledge	• I know why this period of time is called the Stone Age. • I know that there are three different periods in the Stone Age (Palaeolithic, Mesolithic, and Neolithic) and I can sequence them. • I know the main achievements of the people in the Neolithic era including farming (crops and animals), domestication of animals, shelter, and tools. • know that Skara Brae is an important Neolithic site in the	• To know that historically significant buildings are listed and why. • Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. • Develop awareness of significant historical events, people and places in their own locality. • Demonstrate knowledge of aspects of history significant in their locality.	• I know where Egypt is. I know when the Ancient Egyptian period started and ended. • I know how ancient Egyptian society was structured (pharaohs, government officials, nobles and priests, merchants, peasants and slaves.) I know what daily life was like for most ancient Egyptians (homes, jobs, food, schooling, leisure, clothing for each group.) • I know the significance of the River Nile to the Ancient Egyptians (water, transport, farming, trade, food.) I know the positives and negatives of

	UK where archaeological evidence has been found.	• I understand and can explain why the Ironbridge is a local historically significant structure.	Ancient Egyptians living near the River Nile. • I know how archaeologists have helped us know what happened in Ancient Egypt (writing, artefacts, Rosetta Stone.) • I know the Ancient Egyptians had key religious beliefs (Gods and Goddesses.) • I know that the Ancient Egyptians had key religious beliefs (Life after death – Tutankhamun case study.) • I know how and why the ancient Egyptian civilization came to an end.
Disciplinary Knowledge	**Chronological Understanding** • I understand the main similarities, differences and key changes that occurred between the Palaeolithic and Mesolithic eras with tool making, finding food and shelter. • I understand that tool making, food and shelter are types of change that can be studied across eras. • I understand why the changes took place and the impact of the changes on the lives of prehistoric people.	**Chronological Understanding** • Use some dates and historical terms when ordering events and artefacts. **Historical Enquiry** • Begin to recognise the role of primary sources in enabling us to understand the past. • Begin to use more than one source of evidence to answer questions. • Research a specific structure from the past. • Use evidence to ask and answer questions about the past.	**Chronological Understanding** • I know how to use a timeline to identify other events and civilizations that occurred at the same time. I know what was happening in Britain when the ancient Egyptians were at their most powerful. • I know how to identify similarities and differences between groups of people in Egyptian society. • I know why the River Nile is significant. • I know how to use a range of sources to find out about the past. • I know how to construct informed responses about Egyptian religious beliefs through careful selection and

	Historical Enquiry • Can children make comparisons between things that have changed and things that have stayed the same? • Can children use various sources of information to ask and answer questions? • Can children use sources of information to help me to learn about the past? – census records, maps, photographs. • Can they select and organise relevant information? • Can they make enquiry using primary and secondary sources? • Can they devise historically valid questions? **Historical Interpretation** • I can use sources to gather information to compare the Palaeolithic and Mesolithic eras. • I can explain why some sources are more useful than others in answering my questions (e.g., comparing reconstruction drawings with first hand artefacts).	• Use research to identify similarities and differences between given periods in history. • Use a specific search engine to help find information digitally. • Begin to compare and contrast different forms of evidence. **Historical Interpretation** • I can independently devise a range of historically valid questions to find out about the development of iron and how it has changed my local area. • I can answer questions with detailed structured responses, referring to specific sources of evidence. • I can use a range of historical terms e.g., Significant, listed, Industrial Revolution, architecture, architectural terms, world heritage site.	organisation of relevant historical information. • I know how to construct informed responses about Egyptian religious beliefs through careful selection and organisation of relevant historical information. • I know how to identify reasons for the end of the Egyptian civilization and describe the effects. **Historical Enquiry** • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. • Ask questions and find answers about the past. **Historical Interpretation** What were the achievements of the early civilisations? Where do the Ancient Egyptians fit into a timeline of the world? How did the River Nile impact on civilisation in Ancient Egypt?

Core Vocabulary	Society including Civilisations Trade Settlement Rulers including Monarchy Archaeologist, artefacts, neolithic, B.C, chronology, tribal, huntergatherers, shelter, civilization, settlement, Stonehenge, bronze, iron, agriculture, hillforts, Beaker people	Invasion Society including Civilisations Trade Religion and Beliefs Settlement Rulers including Monarchy	Invasion Society including Civilisations Trade Religion and Beliefs Settlement Rulers including Monarchy Archaeologist, pharaoh, tombs, pyramids, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab

YEAR 4			
Term	**Autumn**	**Spring**	**Summer**
Topic	**Victorians, to include Local History: Mining history; Nine Men of Madeley**	**Romans**	**Ancient Greeks and their legacy**
Key concepts that must be revisited and linked to prior learning	**Society including Civilisations** **Trade** **Settlement** **Rulers including Monarchy**	**Invasion** **Society including Civilisations** **Trade** **Religion and Beliefs** **Settlement** **Rulers including Monarchy**	**Invasion** **Society including Civilisations** **Trade** **Religion and Beliefs** **Settlement** **Rulers including Monarchy**
Substantive knowledge	• Do they know about the life of Queen Victoria, how she came to the throne, marriage, children and	Can they say what the word chronology means?	• Who were the Greeks? Identify what it was like in everyday life in Ancient Greece. Making deductions about everyday life from different forms of evidence- Greek pots (Society)

	duration of reign. (Rulers including Monarchs) • Do they know about the expansion of The British Empire. (Invasion/trade) • To understand why Britain wanted to expand its empire and the significance of this • Do they understand what life was like for the rich and poor during Victorian times- school/children's work (society) (Visit- Blists Hill) – learn about 9 Men of Madeley coal mining • Can they use primary sources to find out about a Victorian child- (society) • Can they draw conclusions from sources and understand differences between primary and secondary sources • Do they understand the significance of achievements during the Victorian period and the impact since (inventions, industrial revolution, Christmas) (society. trade, settlement) Do they understand positive and negative consequences of the industrial revolution- health, housing etc	Can they note connections, contrasts and trends over time and develop the appropriate use of historical terms? • Can they explain the spread of the Roman empire and recall key facts about the invasion of Britain. (Invasion/Settlement) • The Reaction to Invasion – can they name the positive and negative reactions to invasion (Story of Boudica). (Invasion) • Hadrian's Wall – can they say who Emperor Hadrian was, say when, how and why he built a wall and explain the features of it. (Invasion and Ruler) • Roman Achievements – can they name some Roman achievements (roads, place names, money)? (Trade) • Roman times/baths – Can they explain what the Roman baths were and know about the different amenities they contained? (Society) • Gods and Goddesses – Do they understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. (Religion) • Hillforts- How and why were they developed in the Iron Age? (Society, settlement, invasion)	• Identify how Alexander the Great's empire grew and the effects of this. (Rulers including Monarchs) • To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta. (City states) (Society, settlement/Trade) • The Olympics- how it began, similarities and differences between ancient games and modern Olympic games (Society) • To know Greek Gods and Goddesses (Religion and beliefs) • To know Greek myths and legends (Religion and beliefs) • To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs. (Invasion, Beliefs) • To identify some key figures and identify their achievements/influence and legacy- philosophers e.g. Socrates, Hippocrates- influence on medicine, Pythagoras- developed geometry, Aristotle-idea of Earth as a globe (Society) • To make links/comparisons to the Romans. Similarities and differences.

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Disciplinary Knowledge	**Chronological Understanding** • Can they places events on a timeline within other key historical times? • Can they place periods of time into wider context of historical chronology? • Can they place learning in context with previous learning and identify some impact? **Historical Enquiry** • Can children make comparisons between things that have changed and things that have stayed the same? • Can children use various sources of information to ask and answer questions? • Can children use sources of information to help me to learn about the past? – census records, maps, photographs. • Can they select and organise relevant information? • Can they make enquiry using primary and secondary sources? • Can they devise historically valid questions? **Historical Interpretation**	**Chronological Understanding** • Can they place the period of study on a timeline within other key historical times (Victorians, Coronation of Elizabeth II, Millennium, date of birth, present day)? • Do they understand different periods and to order them chronologically? • Can they identify the different periods during this time and what they were called? **Historical Enquiry** • Can they generate and answer questions about old and new objects? • Can they answer questions using an artefact/photograph provided? Can children use various sources of information to ask and answer a range of questions? • Can children make comparisons between historical periods between things that have changed and things that have stayed the same? • Can children explain how periods of British history have influenced and been influenced by the wider world? • Can children use various sources of information to ask and answer questions?	• Can they place the period of study on a timeline within other key historical times (Stone Age, Ancient Egypt, Victorians, Coronation of Elizabeth II, Millennium, date of birth, present day) Before Common Era (BCE)? • Can they research what it was like for a person in a given period from the past using primary and secondary sources? **Chronological Understanding** • Create a timeline, within a specific time in history to set out the order things may have happened. • To place early civilisations into wider context and historical chronology. • To understand the impact of civilisations around the world on later civilisations, including concurrent civilisations around the world. **Historical Enquiry** • Can children describe historical events from the different periods that they are studying/have studied? • Can children suggest why certain events/people happened/acted as they did in history? • Can children explain how periods of British history have influenced and been influenced by the wider world?

	• Can they use information from artefacts/visits to investigate life in the past? • Do they understand that some sources can be from one person's viewpoint and that these cannot always be verified? • Can they understand why interpretation is critical to understanding the past?	• Can children use sources of information to help learn about the past? • Can they select and organise relevant information? • Use primary and secondary sources. • Devise historically valid questions. **Historical Interpretation** • Do they understand archaeology and how it impacted on our knowledge of the past? • Can they make comparisons between historical periods between things that have changed and things that have stayed the same? • Do they understand why interpretation is critical to understanding the past?	• Can children independently select the most appropriate sources of information to find out about the period being studied? • Can children appreciate how items found belonging to the past help to build an accurate picture of how people lived? • Can children ask historically valid questions and construct informed responses to questions? • Can children select resources independently to justify responses with evidence? **Historical Interpretation** Can they identify and describe Greek artefacts? Artefacts/visits that enable children to investigate life in the past
Core Vocabulary	Society including Civilisations Trade Settlement Rulers including Monarchy Queen, Monarch, reign, industry (industrial), invention, revolution, rural, urban (urbanisation), workhouse, era, empire, trade, rich, poor, vote, rights, census, source,	Invasion Society including Civilisations Trade Religion and Beliefs Settlement Rulers including Monarchy Invasion, invader, empire, republic, monarchy, calendar, worship, chronological order, timeline, conquer/conquest, law, trade, economy,	Invasion Society including Civilisations Trade Religion and Beliefs Settlement Rulers including Monarchy Acropolis, archaeologist, architecture, chronology, circa, citadel, civilisation, democracy, empire, invasion, mythology, philosophy, polis, polytheists, legacy,

	artefact, citizenship, migration, colony, child labour	garrison, sacrifice, amulet, javelin, tunic, archaeologist, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, legion, republic, rebellion, gods, baths, citizen, empire, Latin, etymology (origins of words), slave, toga	government, culture, legend, interpretation, invader, viewpoint, monarchy

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YEAR 5			
Term	**Autumn**	**Spring**	**Summer**
Topic	**Local History Study: Cinderloo (Industrial Revolution)**	**Anglo Saxons and Vikings**	**Anglo Saxons and Vikings**
Key concepts that must be revisited and linked to prior learning	**Society including Civilisations** **Trade** **Settlement** **Rulers including Monarchy**	**Invasion** **Society including Civilisations** **Trade** **Religion and Beliefs** **Settlement** **Rulers including Monarchy**	**Invasion** **Society including Civilisations** **Trade** **Religion and Beliefs** **Settlement** **Rulers including Monarchy**
Substantive knowledge	**Studying The Industrial Revolution will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events (causes) have helped to shape the world we know today (consequences). This will build on the children's prior learning of Ancient Greeks and Roman Britain in Year 3/4 Stone Age and Iron Age in Year 3/4.** • Can they identify when and why the Industrial Revolution happened? • Can they identify the key individuals and areas involved in the Cinderloo?	• Can they identify the chronology of the Anglo-Saxon period? • Do they understand what the Anglo-Saxon kingdoms were and can they identify them before the Viking invasions? • Do they understand who the Anglo-Saxons and the Scots were and how they lived and worked? (Society, Religion and Beliefs) • Can they describe why, where and when the Scots and Anglo-Saxons invaded Britain from the time and explain what the seven Anglo-Saxon kingdoms were? (Invasion and Settlement) • Can they explain the religious beliefs and practices of the early	• Recap: Do they understand what life was like for an Anglo-Saxon prior to invasion? • Do they understand where the Vikings came from? (Invasion and Settlement) • Do they understand how Vikings lived and worked? (Society) • Do they understand how and why the Vikings invaded Britain. (Invasion) • Do they understand what happened during the Viking invasions and know what Viking warriors were like? (Invasion) • Do they understand how some kings in Britain dealt with the Viking invaders. (Rulers) • Do they know how the Anglo-Saxons overcame the Vikings and, the lasting impact of Viking invasion and settlement.

	• Can they identify what land use was before, during and after this happened? • Can they identify important facts about and investigate events that were key turning points in the revolution? (trade) • Can they say when the revolution started? (link to Monarchy) • Can they name some of the areas and key individuals involved? • Can they recall some details about key events? • Can they recall how different people were affected? (society) • Can they talk about the factors that contributed to the revolution? (society) **Children will look at a local study (Cinderloo). They will be able to explain what it was, who was involved, why it happened and the consequences of this.**	Anglo-Saxon people? (Religion and Beliefs) Assessment: What were the most important changes that took place in Anglo-Saxon Britain? Has anything influenced today's Britain?	• Do they understand the impact of Viking invasion on Anglo-Saxon life, culture and religion? • Can they consider the strengths and weaknesses of the Viking and Anglo-Saxon armies and why significant battles were won or lost? Assessment: • Can they answer the question: England was completely changed by the Viking invasions for the worse. In detail, explain whether you agree or disagree.
Disciplinary knowledge	**Chronological Understanding** • Can they place the period of study on a timeline within other key historical times (Stone Age, Ancient Egypt, Victorians, Coronation of Elizabeth II, Millennium, date of birth, present	**Chronological Understanding** • Can they place the period of study on a timeline within other key historical times (Stone Age, Ancient Egypt, Victorians, Coronation of Elizabeth II, Millennium, date of birth, present day) Before Common	**Chronological Understanding** • Can they place the period of study on a timeline within other key historical times (Stone Age, Ancient Egypt, Victorians, Coronation of Elizabeth II, Millennium, date of birth, present day) Before Common Era (BCE) Ancient

	day) Before Common Era (BCE) Ancient Greece , Romans Anglo-Saxons and Scots, Vikings, Cinderloo? • Can they use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Can they pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion? • Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? • Can they research about the lives of significant individuals? • Can they suggest why there may be different interpretations of events? (Through drama) • Can they describe how historical events studied affect/influence life today?	Era (BCE) Ancient Greece, Romans Anglo-Saxons and Scots, Vikings? **Historical Enquiry** • Can they select the most appropriate sources of information to find out about the period being studied? • Can they appreciate how items found belonging to the past help to build an accurate picture of how people lived? • Can they research about the lives of significant individuals? **Historical Interpretation** • Can they describe historical events from the different periods that they are studying/have studied? • Can they describe similarities and differences between some people, events and artefacts studied? Assessment: • **Can they describe how historical events studied affect/influence life today?** • Can they describe the main changes in a period in history? • Can they give their own reasons why changes may have occurred, backed up by evidence?	Greece, Romans Anglo-Saxons and Scots, Vikings? **Historical Enquiry** • Can they select the most appropriate sources of information to find out about the period being studied? • Can they appreciate how items found belonging to the past help to build an accurate picture of how people lived? **Historical Interpretation** • Can they describe historical events from the different periods that they are studying/have studied? • Can they suggest why certain events/people happened/acted as they did in history? • Can they describe similarities and differences between some people, events and artefacts studied? • Can they make links between some of the features of past societies. (e.g. religion, houses, society, technology.)? Assessment (building on from last term with new knowledge): • Can they describe how historical events studied affect/influence life today, giving their own reasons and backed by evidence? • Can they describe the main changes in a

			period in history?
	Society including Civilisations Trade Settlement Rulers including Monarchy Trade: Buying and selling of goods. Industry: The process of making goods by using machines and factories. Urbanisation: The growth of cities due to movement of people. Revolution: A huge change or a change in the way something is done. Imported: Bring goods or services into a county from abroad to sell Poverty; mass production; sanitation, child labour	Invasion Society including Civilisations Trade Religion and Beliefs Settlement Rulers including Monarchy Historical interpretation; historical enquiry; recently; later; present; years ago; timeline; similarity; difference; century; BC/AD; archaeology; archaeologist; chronological; change; BCE/CE; cause; source; period of time; empire; Significance; Valid; Reliable; Civilisation, Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild, Anglo-Saxons, Scots, Vikings, Jutes, Christianity, Mercia, Wessex, Sussex, Jorvik, freeman, slave, archer, gods, axe, shield, spear, sword, thatched, settlers, Scandinavia	

YEAR 6			
Term	**Spring**	**Summer**	**Autumn**

JOHN FLETCHER OF MADELEY PRIMARY SCHOOL
HISTORY PROGRESSION DOCUMENT

Topic	**History – local area - Madeley – Ironbridge (Industrial Revolution)** **Why is Coalbrookdale called the 'cradle of the industrial revolution'?**	**The Maya**	**WW2**
Key concepts that must be revisited and linked to prior learning	**Society including Civilisations** **Trade** **Settlement** **Rulers including Monarchy**	**Invasion** **Society including Civilisations** **Trade** **Religion and Beliefs** **Settlement** **Rulers including Monarchy**	**Invasion** **Society including Civilisations** **Trade** **Religion and Beliefs** **Settlement** **Rulers including Monarchy**
Substantive knowledge	Essential knowledge: • Can they recall when and why the Industrial Revolution happened? (Link back to Cinderloo Y5) • Can they identify who were the Abraham Darby dynasty and what they achieved? • Can they say how the Ironbridge came into being built? • Can they identify what affect the Ironbridge had on the local area? • Can they identify how the local area has developed as a result and over time? • How did Ironbridge influence other structures?	In this topic, children will compare a non-European society (The Maya) with an aspect of British history (The Vikings). They will recall knowledge of Viking society, beliefs, food etc. and compare these to the Maya. Children will use a range of sources to identify how Maya society changed over time and the reasons for their decline. • Who were/are the Maya people, when and where in the world did they live? (Society/Settlement) • Do they know some of the main Gods and what they meant to the people. To know about religious beliefs and practices? (Religion and beliefs) • Do they understand the Maya calendar and number system and how the Maya invented and used them? (Society)	In this topic, children will learn about World War II. They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover facts about evacuation; rationing, the role of women by examining sources and wartime propaganda. Furthermore, they will learn important facts about and investigate events that were key turning points in the war, such D-Day and the Battle of Britain. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events (causes) have helped to shape the world we know today (consequences). This will build on the children's prior learning of the Anglo Saxons and Vikings in Year 5, Ancient Greeks and

		• Can they identify people who explored and documented evidence to help to understand about the Maya cities and Maya civilisation? • Do they understand the significance of the Maya writing system, how words are constructed and what codices are. Identify similarities and differences to other writing systems? (Society) •Can they identify food the Maya ate and its religious and cultural significance? (society, Religion and beliefs) • Can they identify the use of trade goods including cocoa/chocolate? (Trade) • Can they identify the structure of cities and society- city states, trade routes, king/queen, government (Trade, Society, Rulers including Monarchs/Settlement) • Can they identify farming/agriculture methods and how improved trade? (Society, trade) • Can they identify the significance of artefacts to use as evidence and the lack of written evidence from the period? • Can they identify how this society provides contrast with British history?	Roman Britain in Year 4, Stone Age and Iron Age in Year 3. Can they say when the war started; tell you some of the countries and key individuals involved? Can they recall some details about key events? (Invasion) Can they describe what evacuation and rationing were, explain how they worked and how different people were affected? Can they describe some of the jobs women did during the war? Can they talk about the causes and consequences of the war and how this impacted on the people of the country?
Disciplinary knowledge	**Chronological Understanding** • Can they create a timeline of events within the Industrial Revolution, and link them to	**Chronological Understanding** • Can they create a timeline, within a specific time in history to set out the order things happened. To place early	**Chronological Understanding** • Can they place the period of study on a timeline within other key historical

	the wider context and historical chronology? • Can they use their knowledge of key dates and events, to reason about where these would appear on a timeline? **Historical Enquiry** • Can they use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Can they pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion? • Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? • Can they research about the lives of significant individuals? • Can they choose sources of information to find out about the past? **Historical Interpretation** • Can they describe how historical events studied affect/influence life today?	civilisations into wider context and historical chronology? • Do they understand the impact of civilisations around the world on later civilisations, including concurrent civilisations around the world? **Historical Enquiry** • Can children describe historical events from the different periods that they are studying/have studied? • Can children suggest why certain events/people happened/acted as they did in history? • Can children independently select the most appropriate sources of information to find out about the period being studied? • Can children appreciate how items found belonging to the past help to build an accurate picture of how people lived? • Can children ask historically valid questions and construct informed responses to questions? • Can children select resources independently to justify responses with evidence? **Historical Interpretation**	times (Stone Age, Ancient Egypt, Victorians, Coronation of Elizabeth II, Millennium, date of birth, present day) Before Common Era (BCE) Ancient Greece, Romans Anglo-Saxons and Scots, Vikings, Cinderloo, WW2? • Can they create a timeline of events within WW2? • Can they use their knowledge of key dates and events, to reason about where these would appear on a timeline? **Historical Enquiry** • Do they have an awareness of propaganda? • Can they select sources, arguments and evidence to justify their opinion? • Can they use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past? **Historical Interpretation** • Can they choose reliable sources of information to find out about the past? • Can they give their own reasons why events may have occurred, backed up by evidence? • Can they describe how historical events

	• Can children explain how periods of British history have influenced and been influenced by the wider world?	To identify and describe Maya artefacts. Artefacts/visits that enable children to investigate life in the past. Reliability of sources over time: why are they less/more reliable now?	studied affect/influence life today? • Can they describe the main changes in a period in history?
Core Vocabulary	Society including Civilisations Trade Settlement Rulers including Monarchy Trade: Buying and selling of goods. Industry: The process of making goods by using machines and factories. Urbanisation: The growth of cities due to movement of people. Revolution: A huge change or a change in the way something is done. Imported: Bring goods or services into a county from abroad to sell	Invasion Society including Civilisations Trade Religion and Beliefs Settlement Rulers including Monarchy Maya, Mayan – refers only to the language, civilisation, Ahau, Maize, codex, hieroglyphics, stela, scribe, jade, sacrifice, city-states, terraced, pyramid, peasant, cacao, huipil, Popul-Vuh, Tzolk'in, agriculture, slash and burn, drought	Invasion Society including Civilisations Trade Religion and Beliefs Settlement Rulers including Monarchy **Propaganda** Air-raid, allied, armed forces, The Blitz, campaign, commemorate, D-Day, enemy, home-front, Neville Chamberlain, Winston Churchill, defend, evacuate, evacuee, Adolf Hitler, military, occupy, Nazi, Prime Minister, rationing, rural, surrender, urban, VE Day, warden