

**Hunmanby Primary School  
History Curriculum Map**

**Intent (to match school website)**

At Hunmanby Primary School we intend for our teaching of History to inspire pupils' curiosity about the past. We aim to help pupils gain knowledge and understanding of Britain's past and that of the wider world to build respect and appreciation of the diversity of human experience.

We aim for pupils to:

- Develop an understanding of chronology and a concept of time.
- Have the opportunity to offer comparisons and contrasts and make links across historical periods.
- Work as historical inquirers and ask perceptive questions.
- Develop their understanding of key events and people in history.
- Develop a secure understanding and respect for diversity, social responsibility and have a sense of how the past has shaped their future.
- Understand how their locality has changed and how the past has very much shaped where they live today.

**Implementation (to match school website)**

We deliver our history curriculum through projects and 'Curriculum Maetsro' to support our sequential planning and teacher subject knowledge. Sequential planning allows our children to develop, use, retrieve and build on prior knowledge. Delivering history in this way has ensured that there is curriculum connectivity and that history subject aspects are linked and developed throughout projects and build in complexity over time. The projects also make links across themes and topics, building children's contextual knowledge across year groups.

We teach history in the Foundation Stage as an integral part of the topic work covered during the year which runs alongside Cornerstones Curriculum. We relate the children's work to the objectives set out in the Development Matters document and the Early Learning Goals that underpin the curriculum planning. Pupils have the opportunity to:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They do this by beginning to make sense of their own life-story and family's history; commenting on images of familiar situations in the past; and talking about the lives of people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past.

**What history looks like in our school:**

In key stage 1, the children investigate artefacts and begin to compare historical eras to their lives today. In key stage 2, the pupils acquire the historical knowledge and skills to compare and contrast historical eras, as well as understanding the value and developing the ability to interpret primary and secondary sources of evidence. Every classroom across key stages 1 and 2 have a history timeline to allow children to develop a concept of chronology and time and they facilitate the comparison of current historical periods being studied to previous ones. Project displays and tables are used across the school to enhance children's learning of history. As a school, we make links to our local area within our projects and ensure, as much as possible, that our children have real-life experiences and learn about History in an active and creative way. Therefore, we start all topics with a memorable experience to kickstart each project and the use of visitors and trips is fundamental in our school.

**Impact**

Through evaluation of work in children's books at Hunmanby Primary School, it is clear to see the high quality of history throughout the school. Children are able to confidently talk about their work in history lessons and can **apply age-appropriate skills** and knowledge. By the end of KS2, we aim for our children to have developed an understanding of chronology and time through the use of timelines and be able to use timelines confidently. They should be able to use their knowledge of various historical eras to make comparisons and contrasts and identify links across historical periods. They should understand their local area and how the past has shaped where they live

today. Children should leave our school with a secure understanding and respect for diversity, social responsibility and have a sense of how the past has shaped their future.

**Substantive knowledge** refers to the **knowledge** that children should take away from the topic once it has been taught. It consists of the historical facts and knowledge of the period.

**Historical enquiry** refers to the **skills** historians use to critically examine evidence, make claims about historical events and compare interpretations of the past. The 5 key historical enquiries referred to throughout the school are:

- 1) Interpretation
- 2) Investigation
- 3) Chronological understanding
- 4) Knowledge and understanding of events, people and changes in the past
- 5) Presenting, organising and communicating information and ideas

**Disciplinary concepts** are **concepts** used in the study of history. They form the basis of many questions historians ask about the past. These concepts enable children to ask historically valid questions, create connections, identify contrasts, examine trends and construct analyses. The concepts are included within the historical enquiry and they are:

- Continuity and change
- Cause and consequence
- Similarity and difference
- Historical significance

**How do the Curriculum Maestro concepts and aspects fit within the 5 historical enquiry skills?**

Interpretation	Investigation	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating information and ideas
<ul style="list-style-type: none"> <li>• Artefacts and sources</li> <li>• Hierarchy and power</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts and sources</li> <li>• Compare and contrast</li> <li>• Local history</li> </ul>	<ul style="list-style-type: none"> <li>• Changes over time</li> <li>• Chronology</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Significant people</li> <li>• Significant events</li> <li>• Everyday life</li> <li>• Local history</li> <li>• British history</li> <li>• Civilisations</li> </ul>	<ul style="list-style-type: none"> <li>• Report and conclude</li> <li>• Communication</li> </ul>

<b>Long Term Overview</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
EYFS	Me and my community Continuous provision opportunities	Marvellous Machines	Long Ago	Continuous provision opportunities	Ready, Steady, Grow	On The Beach
Year 1	Childhood history	Childhood history			School days	School days
Year 2	Movers and shakers	Movers and shakers	Magnificent monarchs	Magnificent monarchs		
Year 3	Through the ages	Through the ages			Emperors and empires	Emperors and empires
Year 4	Invasion	Invasion			Ancient civilisations	Ancient civilisations
Year 5	Dynamic dynasties	Dynamic dynasties	Groundbreaking Greeks	Groundbreaking Greeks		
Year 6	Maafa	Maafa			Britain at War	Britain at War

## Level Expected at the End of EYFS

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

We have selected the **most relevant** statements from Development Matters age ranges for Three and Four-Year-Olds and Reception as well as highlighting the statements within the ELGs **which feed into** the programme of study for history.

<b>Nursery</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Me and my community</b> Family tree	<b>Marvellous Machines</b> Machines then and now Transport through the ages	<b>Long ago</b> -Stories from the past Once there were Giants babies to adults -Black and white photos Toys from the past -Look how you've grown -Memories	<b>Continuous/enhanced provision opportunities</b>	<b>Ready, Steady, Grow</b> -Farms in the past	<b>On the beach</b> -Holidays in the past
<b>Development Matters (UW 3 and 4 year olds)</b>	Begin to make sense of their own life story and their family's history.	Talk about what they see, using a wide range of vocabulary	Begin to make sense of their own life story and their family's history.	Talk about what they see, using a wide range of vocabulary	Talk about what they see, using a wide range of vocabulary.	Talk about what they see, using a wide range of vocabulary
<b>Reception</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Me and my community</b> Family tree	<b>Marvellous Machines</b> Machines then and now Transport through the ages	<b>Long Ago</b> Stories from the past Black and white photos How old? Look how you've grown Memories Family histories Clothes in the past	<b>Continuous/enhanced provision opportunities</b>	<b>Ready, Steady, Grow</b> Farms in the past	<b>On The Beach</b> Holidays in the past
<b>Development Matters (UW Reception)</b>  <b>Substantive Knowledge</b>	Talk about members of their immediate family and community.	Compare and contrast characters from stories, including figures from the past.  Comment on images of familiar situations in the past.	Talk about members of their immediate family and community.  Comment on images of familiar situations in the past.  Compare and contrast characters from stories,		Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past.

			including figures from the past.			
--	--	--	----------------------------------	--	--	--

*SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITY DETAILS*

Year 1		
	Autumn term	Summer term
	Childhood history	School days
<b>National Curriculum</b>  <b>Substantive Knowledge</b>  <b>Aims</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b>1950s/toys/shops/leisure/daily life</b> - 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]	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. <b>Winspear</b> Significant historical events-Invention of playground
<b>Historical enquiry</b>  <i>Including:</i> - Continuity and change - Cause and consequence - Similarity and difference - Historical significance	<b>1) Interpretation</b> Create stories, pictures, independent writing and role play about historical events, people and periods.  <b>2) Investigation</b> Use a range of historical artefacts to find out about the past. Describe the role of a monarch.  <b>3) Chronological understanding</b> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Order information on a timeline.  <b>4) Knowledge and understanding of events, people and changes in the past</b> Describe an aspect of everyday life within or beyond living memory.  <b>5) Presenting, organising and communicating information and ideas</b> Express an opinion about a historical source	<b>1) Interpretation</b> Create stories, pictures, independent writing and role play about historical events, people and periods.  <b>2) Investigation</b> Use a range of historical artefacts to find out about the past  <b>3) Chronological understanding</b> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Order information on a timeline.  <b>4) Knowledge and understanding of events, people and changes in the past</b> Describe important events in the school's history.  <b>5) Presenting, organising and communicating information and ideas</b> Identify similarities and differences between ways of life within or beyond living memory.
<b>Rationale / local context / links to topics / enrichment</b>	Write Stuff <i>Toys in the Past</i>  Art Work-London city scape of 1666 and the great fire of London	<i>Visit to original school house in Hunmanby.</i> <i>Victorian School Day</i>
SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITYDETAILS		

Year 2		
	Autumn term	Spring term
	Movers and Shakers	Marvelous Monarchs
<p><b>National Curriculum</b></p> <p><b>Substantive Knowledge</b></p> <p><b>Aims</b></p>	<ul style="list-style-type: none"> <li>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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> <li>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> <li>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality</li> </ul>
<p><b>Historical enquiry</b></p> <p><i>Including:</i></p> <ul style="list-style-type: none"> <li>- Continuity and change</li> <li>- Cause and consequence</li> <li>- Similarity and difference</li> <li>- Historical significance</li> </ul>	<p><b>1) Interpretation-</b> Describe how an aspect of life has changed over time.</p> <p><b>2) Investigation</b> Use historical sources to begin to identify viewpoint.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p><b>3) Chronological understanding</b> Sequence significant information in chronological order.</p> <p><b>4) Knowledge and understanding of events, people and changes in the past</b> Describe and explain the importance of a significant individual's achievements on British history.</p> <p><b>5) Presenting, organising and communicating information and ideas</b> Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>	<p><b>1) Interpretation</b> Describe how an aspect of life has changed over time.</p> <p><b>2) Investigation</b> Use historical sources to begin to identify viewpoint.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p><b>3) Chronological understanding</b> Sequence significant information in chronological order.</p> <p>Use the historical terms year, decade and century.</p> <p><b>4) Knowledge and understanding of events, people and changes in the past</b> Describe how one aspect of life has changed over time.</p> <p><b>5) Presenting, organising and communicating information and ideas</b> Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>
<p><b>Rationale / local context / links to topics / enrichment</b></p>	<p>Possible visit in the Autumn term 2024- Whitby- Captain Cook</p>	<p>Portraits and Poses- Art</p>



Year 3		
	Autumn term	Summer term
	<b>Through the ages</b>	<b>Emperors and Empires</b>
<b>National Curriculum</b>	Changes in Britain from the Stone Age to the Iron Age.	The Roman Empire and its impact on Britain.
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>♣ Bronze Age, technology and travel, for example, Stonehenge</li> <li>♣ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<ul style="list-style-type: none"> <li>♣ Julius Caesar's attempted invasion in 55-54 BC</li> <li>♣ the Roman Empire by AD 42 and the power of its army</li> <li>♣ successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>♣ British resistance, for example, Boudica</li> <li>♣ 'Romanisation' of Britain: the impact of technology, culture and beliefs</li> </ul>
<b>Aims</b>		
<b>Historical enquiry</b>	<p><b>1) Interpretation</b> Summarise how an aspect of British or world history has changed over time. Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p><b>2) Investigation</b> Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p><b>3) Chronological understanding</b> Sequence dates and information from several historical periods on a timeline.</p> <p><b>4) Knowledge and understanding of events, people and changes in the past</b> Describe how a significant event or person in British history changed or influenced how people live today. Explain the cause and effect of a significant historical event. Explain the cause, consequence and impact of invasion and settlement in Britain. Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p><b>5) Presenting, organising and communicating information and ideas</b>  Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p><b>1) Interpretation</b>  Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p><b>2) Investigation</b> Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p><b>3) Chronological understanding</b> Sequence dates and information from several historical periods on a timeline.</p> <p><b>4) Knowledge and understanding of events, people and changes in the past</b> Explain the cause and effect of a significant historical event. Describe how a significant event or person in British history changed or influenced how people live today. Explain the cause, consequence and impact of invasion and settlement in Britain. Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p><b>5) Presenting, organising and communicating information and ideas</b>  Make choices about the best ways to present historical accounts and information.</p>
<i>Including:</i> - Continuity and change - Cause and consequence - Similarity and difference - Historical significance		

		Make deductions and draw conclusions about the reliability of a historical source or artefact
<b>Rationale / local context / links to topics / enrichment</b>  Link to history through Geog topic – trip to Rotunda	The Write Stuff - Stone Age Boy (Narrative – 3 weeks) Skara Brae (Holiday Brochure Non-fiction 4 weeks) Prehistoric pots in art Forest school	Murton Park – Romans The Journal of Lliona (Non-fiction diary – 4 weeks)
<i>SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITYDETAILS</i>		

Year 4			
	Autumn term	Summer term	
	Invasion	Ancient civilisations	
<b>National Curriculum (Substantive Knowledge)</b>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots.</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>A local history study.</li> </ul>	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	
<b>Aims</b>	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	
<b>Historical enquiry</b> <i>Including:</i> - Continuity and change - Cause and consequence - Similarity and difference - Historical significance	<p>1) <b>Interpretation</b> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p> <p>2) <b>Investigation</b> - use a range of primary and secondary sources to find out about the past</p> <p>3) <b>Chronological understanding</b> - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>4) <b>Knowledge and understanding of events, changes and people in the past</b> -explain how people and events in the past have influenced life today; - describe connections and contrasts between aspects of history, people, events and artefacts studied. - explain how people and events in the past have influenced life today;</p> <p>5) <b>Presenting, organising and communicating information and ideas</b> Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies)</p>	<p>1) <b>Interpretation</b> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p> <p>2) <b>Investigation</b> - use a range of primary and secondary sources to find out about the past</p> <p>3) <b>Chronological understanding</b> - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>4) <b>Knowledge and understanding of events, changes and people in the past</b> -explain how people and events in the past have influenced life today; - describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>5) <b>Presenting, organising and communicating information and ideas</b> Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).</p>	
<b>Rationale / local context / links to topics / enrichment</b>	Trip to Murton Park – Anglo-Saxons / Vikings Local history study Link to The Write Stuff – Norse Myth based on Arthur and the Golden Rope	Link to The Write Stuff – Secrets of a Sun King (diary)	
<b>SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITYDETAILS</b>			

Year 5		
	Autumn term	Spring term
	<b>Dynamic Dynasties</b>	<b>Groundbreaking Greeks</b>
<b>National Curriculum</b>	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Shang Dynasty of Ancient China	Ancient Greece – a study of Greek life and achievements and their influence on the western world
<b>Substantive Knowledge</b>		
<b>Aims</b>		
<b>Historical enquiry</b>	<p>1) <b>Interpretation</b></p> <ul style="list-style-type: none"> <li>Compare and contrast an aspect of history across two or more periods studied.</li> <li>Find evidence from different sources, identify bias and form balanced arguments.</li> </ul> <p>2) <b>Investigation</b></p> <ul style="list-style-type: none"> <li>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</li> <li>Use a range of historical sources or artefacts to build a picture of a historical event or person.</li> <li>Find evidence from different sources, identify bias and form balanced arguments.</li> </ul> <p>3) <b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Sequence and make connections between periods of world history on a timeline.</li> </ul> <p>4) <b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Explain how everyday life in an ancient civilisation changed or continued during different periods.</li> <li>Describe the significance, impact and legacy of power in ancient civilisations.</li> <li>Explain why an aspect of world history is significant.</li> <li>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</li> <li>Frame historically valid questions about continuity and change and construct informed responses.</li> </ul> <p>5) <b>Presenting, organising and communicating information and ideas</b></p> <ul style="list-style-type: none"> <li>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</li> <li>Describe the achievements and influence of the ancient Greeks on the wider world.</li> <li>Study a feature of a past civilisation or society.</li> <li>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</li> </ul>	<p>1) <b>Interpretation</b></p> <ul style="list-style-type: none"> <li>Compare and contrast an aspect of history across two or more periods studied.</li> <li>Find evidence from different sources, identify bias and form balanced arguments.</li> </ul> <p>2) <b>Investigation</b></p> <ul style="list-style-type: none"> <li>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</li> <li>Use a range of historical sources or artefacts to build a picture of a historical event or person.</li> <li>Find evidence from different sources, identify bias and form balanced arguments.</li> </ul> <p>3) <b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Sequence and make connections between periods of world history on a timeline.</li> </ul> <p>4) <b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Explain how everyday life in an ancient civilisation changed or continued during different periods.</li> <li>Describe the significance, impact and legacy of power in ancient civilisations.</li> <li>Explain why an aspect of world history is significant.</li> <li>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</li> </ul> <p>5) <b>Presenting, organising and communicating information and ideas</b></p> <ul style="list-style-type: none"> <li>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</li> <li>Study a feature of a past civilisation or society.</li> <li>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</li> </ul>
<i>Including:</i> - Continuity and change - Cause and consequence - Similarity and difference - Historical significance		
<b>Disciplinary concepts</b>	<b>Continuity and change</b> <b>Cause and consequence</b> <b>Similarity and difference</b> <b>Historical significance</b>	<b>Continuity and change</b> <b>Cause and consequence</b> <b>Similarity and difference</b> <b>Historical significance</b>
<b>Rationale / local context / links to topics / enrichment</b>	DT – Architecture Science - Earth and Space	Art - Taotie

SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITYDETAILS

Year 6		
	Autumn term	Summer term
	Maafa	Britain at war
<b>National Curriculum</b>  <b>Substantive Knowledge</b>  <b>Aims</b>	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain
<b>Historical enquiry</b>  <i>Including:</i> - Continuity and change - Cause and consequence - Similarity and difference - Historical significance	<p>1) <b>Interpretation</b>            Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>2) <b>Investigation</b>            Ask perceptive questions to evaluate an artefact or historical source.</p> <p>3) <b>Chronological understanding</b>            Ask perceptive questions to evaluate an artefact or historical source.</p> <p>4) <b>Knowledge and understanding of events, people and changes in the past</b>            Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>5) <b>Presenting, organising and communicating information and ideas</b>            Present a detailed historical narrative about a significant global event.</p>	<p>1) <b>Interpret</b>            Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Use abstract terms to express historical ideas and information.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>2) <b>Investigation</b>            Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Present an in-depth study of a local town or city, suggesting how to source the required information.</p> <p>3) <b>Chronological understanding</b>            Ask perceptive questions to evaluate an artefact or historical source.</p> <p>4) <b>Knowledge and understanding of events, people and changes in the past</b></p>

		<p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p><b>5) Presenting, organising and communicating information and ideas</b></p> <p>Describe and explain the significance of a leader or monarch.</p> <p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>Present a detailed historical narrative about a significant global event.</p>
<p><b>Rationale / local context / links to topics / enrichment</b></p>		<p>Eden Camp Letters from the Lighthouse (Recount-4 weeks) Anderson shelters</p>
<p><i>SEE TEACHER'S WEEKLY PLANS FOR SKILLS, CORE KNOWLEDGE AND ACTIVITYDETAILS</i></p>		