

**Purpose of Study [from National Curriculum]:**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive **questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.** History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Whitecote Curriculum Intent Statement:**

*To understand how to learn about the past, why it is important, the significant events and people that have shaped world history, and how it affects us now. History allows us to understand the lives of people at different times, so that we can make better judgements about their actions.*

**Aims [from National Curriculum]:**

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

**Whitecote Way [School Context]:**

Our school's history curriculum has been overhauled for the academic year 2021-2023. In the autumn term, the whole school takes part in a local history topic with strong links to the art and geography curriculum. This means that children experience first-hand the changing face of Bramley and our community. Each year, children learn a different aspect about Bramley's past, including looking at the life of the suffragette Mary Gawthorpe who was from the area. These cross-curricular links continue throughout our history teaching: in a prediction lesson about the use of artefacts or historical resources, children are expected to apply their age-appropriate sketching skills to sketch 'newly unearthed' resources. Our school resources the teaching of history to support their learning first hand, whether this is through visiting places of historical interest or welcoming visitors from other times.

In the Early Years, there is a holistic approach to history, where learning about the past permeates our everyday practice. Children learn historical nursery rhymes and songs, and these inform historical discussion and learning. Visual timetables are used on a daily basis which promote historical discussion about the immediate past. Recounts of specific events or trips allow children to experience history itself, as does learning about themselves and the changes they have gone through as they have got older. Additionally in the Early Years, stories are carefully selected that invoke discussion about change, similarity, difference, and importance. This holistic approach is supplemented by explicit teaching sessions, resources, and provision linked to Understanding the World. Resources promote children's curiosity, allowing them to ask questions about what they have found.

In KS1, where historical understanding is still relatively abstract, children learn about famous historical events and people from the past. This helps them discern between 'now and then' and provides them with opportunity to understand the bigger picture of history and apply historical-enquiry skills. Learning about these events gives children a common understanding that things have happened in the past that are worth remembering.

In KS2, the curriculum has been sequenced chronologically. At the start of year 3, children step back in time to the Stone Age, where they learn about what life was like for humans' earliest ancestors. This provides children with an early understanding about settlements and agriculture. Moving through British history chronologically, children learn about the changing conditions in Britain in the order they happened. Looking at the accomplishments of other civilisations such as the Ancient Greeks, Egyptians, and Mayans, provides children with an understanding of what life was like around the world at the time that other key changes were taking place in Britain. By Year 6, children will learn about how historical developments have rapidly accelerated and changed the way we live and the impact upon our environment, such as climate change, and on the impact of war in World War I and II units of work. At the end of Year 6, children look at modern British history, post-World War II, summarising in the process everything that they have learnt in their time chronologically through school.

Our skills progression documents allow ensure that historical-enquiry and historical-reasoning skills are applied progressively depending upon different year groups. This means that, for example, children move from answering simple questions in the Early Years, to answering much more rounded and developed questions that spring up as a result of new learning by Lower Key Stage 2.

Though our curriculum is fully inclusive, we also teach Black History Month in isolation in order to completely understand and appreciate the historic and ongoing struggles of black people in the UK and beyond.

### Historical-Enquiry Key Skills

**Historical-Enquiry Key Skills** are the necessary skills that children will use to become historically critical thinkers and learners.

These skills should be woven throughout the curriculum in order to help children learn and retain the curriculum-relevant knowledge.

- Make **predictions** based upon existing historical knowledge and available sources.
- Ask **questions** to generate lines of enquiry.

- **Order** events on large- and small-scales.
- Conduct various **research** methodologies [of primary and secondary sources].
- Make **connections** between what is already known and what is discovered.
- Participate in **debate** and discussion about learnt information.
- **Describe, compare** and **contrast** a range of sources, evidence, events and individuals.
- Formulate own opinions through **analysis, empathising, and interpretation.**
- **Present** learnt information to others.

Subject Core Concepts	Suggested Whitecote Cognitive Strategies
<p>The core concepts, taken from the aims of the curriculum, will be used to inform suggested sequences of learning and focus the learners on the principle aims of effective subject-specific understanding:</p> <ul style="list-style-type: none"> <li>• <b>Continuity and change</b></li> <li>• <b>Cause and effect</b></li> <li>• <b>Similarity and difference</b></li> <li>• <b>Significance and Impact</b></li> <li>• <b>Chronology</b></li> <li>• <b>Bias and interpretation</b></li> </ul> <p><i>Core concept coverage is mapped on the school's long-term plan in green. See below.</i></p>	<p>The Whitecote cognitive strategies are suggested strategies that might be used across the subject's curriculum to allow them to internalise and retain knowledge:</p> <p><b>Summarise</b> in own words Take regular low-stakes <b>tests</b></p> <p><b>Teach</b> learnt information to others Activate <b>previous learning</b></p> <p>Make <b>Connections</b> to other significant individuals and events</p> <p><b>Elaborate</b> in more detail Say events in chronological <b>order</b> Draw pictures and <b>dual code</b></p>

	National Curriculum	Whitecote Way [School Context]
<b>EYFS</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the 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>	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> <li>• About the history of ourselves, our parents, and grandparents, and what life was like at the time.</li> </ul>
<b>Key Stage 1</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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]</li> </ul>	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> <li>• about the 'Best of British' culture from the last 70 years: <i>Nicola Adams OBE Olympic Legacy, [and more...].</i></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>significant historical events, people, and places in their own locality.</li> </ul>	
<b>Key Stage 2</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <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> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>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</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>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.</li> </ul>	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> <li>about the 'Best of British' culture from the last 70 years: <i>The Beatles</i>, <i>The Suffragettes</i> and <i>Emmeline Pankhurst inc. Mary Gawthorpe (Bramley's own Suffragette)</i>, <i>England's World Cup Triumph 1966</i>, [and more...]</li> </ul>

EYFS Understanding the World: Past and Present DM / ELG		Vocabulary	Key Stories / Texts / Songs / Nursery Rhymes	Resources / Provision
<b>0-3 Years</b>	<ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> </ul>	Baby, mum, dad, big, little	<ul style="list-style-type: none"> <li>Traditional tales (Goldilocks)</li> <li>Peepo</li> </ul>	<p><b>EYFS Continuous Provision:</b></p> <ul style="list-style-type: none"> <li>Mirrors</li> <li>Family &amp; Self-Photographs – birth to now display</li> <li>Magnifying Glasses</li> <li>Music – from different time periods</li> </ul> <p><b>In addition [Reception Only]:</b></p> <ul style="list-style-type: none"> <li>History Mystery Box</li> <li>Old and New Toys</li> <li>Non-Fiction Books</li> <li>Old and New Photographs – Bramley, Leeds, Whitecote, People</li> <li>Recounts – of trips, visitors, events</li> </ul>
<b>3-4 Years</b>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	little, big, baby, sister, brother, mum, dad, grandma, nanna, grandad, today, yesterday, tomorrow, morning, lunchtime, night-time, went, was, old, not old	<ul style="list-style-type: none"> <li>Owl Babies</li> <li>Monkey Puzzle</li> <li>Once there were giants – Martin Waddell</li> <li>The hungry caterpillar</li> <li>Night monkey day monkey</li> <li>Grand old duke of York, London Bridge, round the mulberry bush</li> </ul>	
<b>Reception</b>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe the people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> </ul>	first, next, then, after that, finally, before, family, cousin, new, order, time	<ul style="list-style-type: none"> <li>Dogger</li> <li>Starting school – Janet and Allan Alhberg</li> <li>The toy maker – Martin Waddell</li> </ul>	

	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>		<ul style="list-style-type: none"> <li>Mockingbird – Allan Ahlberg Paul Howard – story of the song</li> <li>Different versions of fairy tales (illustrated modern and traditional to compare)</li> </ul>	<ul style="list-style-type: none"> <li>Time Capsule Project – Summer 2 – to open in Year 6</li> <li>Picture cards of daily activities</li> <li>Photographs of the children taken throughout the year (ideally next to same object)</li> <li>Images of children celebrating different events during school year</li> <li>Artifacts kept from events for sorting</li> </ul>
<b>ELG</b>	<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>	<p>past, present, future, police officer, nurse, doctor, dentist, hairdresser, barber, post office, a long time ago, a few days ago, same, different, compare, contrast, in a few days</p>	<ul style="list-style-type: none"> <li>What Did the Tree See?</li> <li>The Street Beneath My Feet</li> <li>The Heart and the Bottle</li> <li>The Paper Dolls</li> <li>The Jolly postman (various)</li> <li>A House that Once Was – Julie Fogliano/Lane Smith (more YR1??)</li> </ul>	<p><b>Routines:</b></p> <ul style="list-style-type: none"> <li>Days of the week song</li> <li>Daily calendar</li> </ul>

### N.C. and Topic Coverage per Year Group

Year Group	Autumn	Spring	Summer
<b>Nursery</b>		<p><b>*Nursery Rhymes – “Old” and “Not Old”</b></p> <ul style="list-style-type: none"> <li>Similarity and difference: compare clothes and toys in pictures from nursery rhymes</li> </ul>	<p><b>Me</b></p> <ul style="list-style-type: none"> <li>How have I changed as I have got older?</li> </ul>
<b>Reception</b>	<p><b>Bramley and Us</b></p> <ul style="list-style-type: none"> <li>Similarity and difference: describe what can be seen in pictures of Bramley – compare and contrast how they have changed</li> </ul> <p><b>Themes: Local significance, trade, leisure &amp; Lifestyle</b></p> <p><b>Recount: Pantomime</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul>	<p><b>Toys – Now and Then</b></p> <ul style="list-style-type: none"> <li>Similarity and difference: describe [toys] then and now, compare and contrast</li> <li>Continuity and change: life then [Victorian times] and now, compare and contrast</li> <li>Bias and Interpretation: Did we have it better now or then?</li> </ul> <p><b>Recount: Toy Museum</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul> <p><b>Themes: Leisure &amp; lifestyle</b></p>	<p><b>Leeds – Then and Now</b></p> <p><b>Me and My Family</b></p> <ul style="list-style-type: none"> <li>Similarity and difference: describe then and now [pictures of us], compare and contrast</li> <li>Chronology: Order pictures of growing up</li> <li>Bias and Interpretation: How have we changed as we have got older? What else has changed around us?</li> </ul> <p><b>Themes: Local significance, trade, leisure &amp; Lifestyle</b></p> <p><b>Recount: Farm Visit</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul>
<b>1</b>	<p><b>Castles</b></p> <ul style="list-style-type: none"> <li>Chronology: order examples of castles from different points</li> <li>Significance and impact: What was their purpose and significance</li> <li>Similarity and difference: compare and contrast from different periods</li> </ul>	<p><b>Travel, Transport and Explorers</b></p> <ul style="list-style-type: none"> <li>Christopher Columbus</li> <li>Sir Ernest Shackleton</li> <li>Amelia Earhart and Flight</li> <li>Sacagawea</li> </ul> <p><b>Chronology: Order a few key events from their lives.</b></p>	<p><b>Seaside (The Victorians)</b></p> <ul style="list-style-type: none"> <li>Grace Darling and the RNLi</li> </ul> <p>Local History – Bramley over time</p> <ul style="list-style-type: none"> <li>Chronology: Order a few key events from their lives.</li> </ul>

### N.C. and Topic Coverage per Year Group

Year Group	Autumn	Spring	Summer
	<p><b>Themes: invasion, settlement, equality</b></p> <p><b>Black History</b> (Month)</p> <ul style="list-style-type: none"> <li>Nicola Adams</li> <li>Jessica Ennis-Hill</li> </ul> <p><b>Me and My Family's History</b></p> <ul style="list-style-type: none"> <li>Chronology of my life</li> <li>Chronology of my parents and grandparents</li> <li>Life at the time of... [grand/parents]</li> </ul>	<ul style="list-style-type: none"> <li><b>Significance and impact: Why were they important? What did they do that was worth remembering?</b></li> <li><b>Similarity and difference: How has the way we travel over time changed? Why do you think that this is?</b></li> <li><b>Bias and interpretation: Answer historical reasoning questions: Why didn't Christopher Columbus go on an aeroplane? Why didn't Ernest Shackleton use a phone to ask for help?</b></li> </ul> <p><b>Themes: Achievements, influential women, leisure &amp; lifestyle</b></p>	<ul style="list-style-type: none"> <li><b>Continuity and change: How did things change after Grace Darling did what she did?</b></li> <li><b>Significance and impact: Why was what she did worth remembering?</b></li> </ul> <p><b>Themes: leisure &amp; lifestyle, trade, influential women, equality</b></p>
2	<p>London and <b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li><b>Chronology: Order events from the Great Fire of London</b></li> <li><b>Cause and Effect: What were the causes of the fire? What impact did it have on the way houses were built after the fire? What else changed?</b></li> <li><b>Bias and interpretation: Was the fire a good thing or a bad thing?</b></li> </ul> <p><b>Themes: Trade, power, conflict</b></p> <p><b>Guy Fawkes and the Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li><b>Chronology: Order events leading up to the Gunpowder Plot and beyond</b></li> <li><b>Cause and Effect: Why did Guy Fawkes try to blow up the Houses of Parliament?</b></li> <li><b>Significance and Impact: Why is he still remembered today? How is he still remembered today?</b></li> </ul> <p><b>Black history (Month)</b></p> <ul style="list-style-type: none"> <li>Mary Seacole</li> <li>John Edmondson</li> <li>Ignatius Sancho</li> </ul>	[Blank]	<p><b>Neil Armstrong and the Moon Landing</b></p> <ul style="list-style-type: none"> <li><b>Significance and Impact: What was the legacy left behind by Neil Armstrong? Why was what he achieved so significant?</b></li> <li><b>Chronology: Order key events from the life of Neil Armstrong.</b></li> </ul> <p><b>Themes: achievement, power</b></p>
3	<p><b>Stone Age, Bronze Age, Iron Age(s)</b></p> <ul style="list-style-type: none"> <li><b>Chronology: Match and order key events from each of the three ages.</b></li> <li><b>Bias and Interpretation: Why do you think other human species died out?</b></li> </ul>	<p><b>Ancient Egypt (1200 BC – AD 600)</b></p> <ul style="list-style-type: none"> <li><b>Chronology: Order key events of Ancient Egypt</b></li> <li><b>Significance and Impact: How did the Ancient Egyptians influence us today? What did they leave behind that was so significant?</b></li> </ul>	<p><b>Ancient Greece (480 BC – AD 700)</b></p> <ul style="list-style-type: none"> <li><i>Olympic Games</i></li> <li><b>Chronology: Order key events of Ancient Greece</b></li> </ul>

### N.C. and Topic Coverage per Year Group

Year Group	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li><b>Significance and Impact: How did advances in materials – bronze and iron – impact the way people fought?</b></li> </ul> <p><b>Black History</b> (Month)</p> <ul style="list-style-type: none"> <li><i>Ruby Bridges</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Bias and Interpretation: What was it like to live in Ancient Egyptian times</b> <b>Themes: Beliefs, civilisation, achievement, trade, farming</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Significance and Impact: How did the Ancient Greeks influence us today? What did they leave behind that was so significant?</b> <b>Themes: Beliefs, Equality, civilisation</b></li> </ul>
4	<p><b>Romans in Britain</b> (AD 43 – AD 410)</p> <ul style="list-style-type: none"> <li><b>Chronology: Order key events from Romans in Britain</b></li> <li><b>Bias and Interpretation: What was it like to live in Roman times as a citizen / slave?</b></li> <li><b>Cause and Effect: What was the impact of the Roman invasion of Britain? What was the impact when the Romans left Britain?</b></li> </ul> <p><b>Themes: invasion, settlement, achievement</b></p> <p><b>Black History</b> (Month)</p> <ul style="list-style-type: none"> <li><i>Civil Rights – Rosa Parks, Martin Luther King Jr., Nelson Mandela</i></li> </ul>	<p><b>Ancient Mayans</b> (AD 250 – AD 900)</p> <ul style="list-style-type: none"> <li><b>Similarity and difference: How are the Maya similar to the Egyptians?</b></li> <li><b>Significance and impact: What did they leave behind that was so significant?</b></li> <li><b>Bias and interpretation: How did the Maya become so important?</b></li> </ul> <p><b>Themes: Trade, achievements, beliefs, farming</b></p>	<p><b>Anglo-Saxons in Britain</b> (AD 410 – AD 1066)</p> <ul style="list-style-type: none"> <li><i>inc. Battle of Stamford Bridge and Battle of Hastings</i></li> <li><b>Chronology: Order key events from the Anglo-Saxons time in Britain, including Viking invaders.</b></li> <li><b>Cause and Effect: Why did different tribes come to Britain? What was the effect of them coming to Britain?</b></li> </ul> <p><b>Themes: Invasion, settlement, beliefs</b></p>
5	<p><b>Vikings in Britain</b> (AD 793 – AD 1066)</p> <ul style="list-style-type: none"> <li><i>Westminster Abbey</i></li> <li><i>Battle of Stamford Bridge</i></li> <li><b>Chronology: Order key events of the Vikings and Anglo-Saxons struggle for Britain?</b></li> <li><b>Cause and Effect: Why did the Vikings invade England? What did they want to achieve?</b></li> <li><b>Similarity and difference: What were the differences between the Vikings and the Anglo-Saxons?</b></li> </ul> <p><b>Themes: settlement, conflict, invasion</b></p> <p><b>Black History</b> (Month)</p> <ul style="list-style-type: none"> <li><i>Transatlantic Slave Trade</i></li> </ul>	<p><b>The Monarchs</b></p> <ul style="list-style-type: none"> <li><i>William the Conqueror</i> (AD 1066 - AD 1087) <ul style="list-style-type: none"> <li>Norman castle building</li> <li>Taxation</li> <li>Domesday Census</li> </ul> </li> <li>King John (AD 1199 – AD 1216)</li> <li>Henry VIII (AD 1509 - AD 1547)</li> <li>Charles I (AD 1612 – AD 1649)</li> <li>Anne (AD 1702 – AD 1714)</li> <li>Queen Victoria (AD 1837 – AD 1901)</li> </ul> <ul style="list-style-type: none"> <li><b>Significance and Impact: Why is each monarch well-remembered?</b></li> <li><b>Chronology: Order monarchs on a timeline. Order key events from each monarch's life on a timeline.</b></li> <li><b>Cause and Effect: What was the impact of each monarch's actions? Why did they do this? (i.e.</b></li> </ul>	[Blank]

### N.C. and Topic Coverage per Year Group

Year Group	Autumn	Spring	Summer
		<p style="text-align: center;">Henry VIII divorce leading to the dissolution of the monasteries).</p> <ul style="list-style-type: none"> <li>Continuity and change: How did life stay the same / or change during the reign of each monarch?</li> <li>Bias and Interpretation: Were they a good or a bad monarch? How do you know?</li> </ul> <p style="text-align: center;">Themes: power, influential woman, conflict, achievement</p>	
6	<p><b>Industrial Revolution</b> (1760 AD – AD 1840)</p> <ul style="list-style-type: none"> <li><b>Continuity and Change:</b> How did the Industrial Revolution change things for the people of Britain?</li> <li><b>Bias and Interpretation:</b> Was the industrial revolution a positive revolution or a negative one?</li> <li><b>Chronology:</b> Order key events from the Industrial Revolution and say why they were significant</li> <li><b>Similarity and Difference:</b> How did this revolution compare to other events in British history, i.e. <i>the arrival of the Romans and the building of cities.</i></li> </ul> <p style="text-align: center;">Themes: trade, labour, power, equality</p> <p><b>Black History</b> (Month)</p> <ul style="list-style-type: none"> <li>Windrush Generation UK Migration</li> <li>Black Lives Matter</li> </ul>	<p><b>World War I</b> (AD 1914 – AD 1918)</p> <ul style="list-style-type: none"> <li>Remembrance Day</li> <li><b>Continuity and Change:</b> How did the Industrial Revolution impact WWI?</li> </ul> <p><b>World War II</b> (AD 1939 – AD 1945)</p> <ul style="list-style-type: none"> <li><b>Cause and Effect:</b> What was the cause of World War II? How did the end of World War I create an environment that would allow WWII to happen?</li> <li><b>Continuity and Change:</b> How did the war change people's lives in Britain?</li> <li><b>Chronology:</b> What were the key events of WWII?</li> <li><b>Significance and Impact:</b> What was the impact of WWII on how we lived during the war / after the war?</li> </ul> <p style="text-align: center;">Themes: government, power, invasion</p>	<p>Best of <b>British (Values) History</b> – <i>What makes us, us?</i></p> <ul style="list-style-type: none"> <li>Recap of British History from Romans in Britain</li> <li>World Cup 1966</li> <li>The Beatles</li> <li><b>Significance and Impact:</b> How did the Beatles change British music and culture? What was music like before then? Who have they inspired since?</li> </ul> <p style="text-align: center;">Themes: leisure &amp; lifestyle, culture, local significance</p>

**Key:**  
 Green: Coverage of the school's core concepts.

\*Children in EYFS use art from nursery rhymes and stories to discuss history, i.e. *the toys children are playing with, the clothes people are wearing, etc.*

### Pedagogical Sequence of Learning: Based on Significant Individual or Event

#	Phase	Explanation
1.	<b>Hook / Prediction:</b>	Look at range of historical sources, including artefacts and accounts, and <b>predict</b> / discuss potential use, time period, etc. <b>Describe</b> what is seen and make artistic sketches or take photographs to document.

### Pedagogical Sequence of Learning: Based on Significant Individual or Event

#	Phase	Explanation
2.	<b>Process:</b>	Discuss the process / sequence of learning. Consider skills that a historian needs.
3.	<b>Chronology:</b>	Place time period in context by enabling <b>chronological</b> understanding, <b>connecting</b> it to what is already known. Discuss importance as to why it belongs on Chronology. <b>Establish</b> an understanding of what life was like at the time, to put additional learning into context.
4.	<b>Previous Knowledge:</b>	Determine the facts that are already known and <b>connect</b> to what else is known.
5.	<b>Enquiry:</b>	Ask <b>questions</b> by completing KW part of KWL grid. <b>Plan</b> how learning will take place and monitored.
6.	<b>Research:</b>	Conduct relevant enquiries, inc. <b>research</b> , interviews, observations, recounts, etc from range of historical sources. <b>Describe</b> new evidence that rises and being to <b>answer</b> questions from KWL grid. Use various ICT resources, where possible.
7.	<b>Chronology (Focused):</b>	Order significant events within the time frame studied.
8.	<b>Subject Links:</b>	<b>Connect</b> to other subjects, finding geographical links where possible, <i>i.e., mapping significant journeys or places, or the location of significant events</i> . Children should sketch artefacts, events, or significant individuals.
9.	<b>Interpretation:</b>	Use a range of sources to record learnt information for others describing <b>cause and effect</b> , ordering events chronologically, explaining them objectively, and comparing and contrasting the <b>similarities</b> and <b>differences</b> ; consider <b>bias</b> in accounts and formulate own opinions. Participate in <b>debate</b> .
10.	<b>Present:</b>	<b>Present</b> what has been found and include own <b>interpretation</b> , discerning between fact and calculated opinion. Explain historical <b>impact</b> and the impact on now, <b>legacy</b> and <b>importance</b> .
11.	<b>Deepening:</b>	<b>Reason</b> the lessons that can be learnt from this aspect of history, <i>or</i> , consider an alternative reality where there were different outcomes or other types of historical reasoning based on previous knowledge.
12.	<b>Testing:</b>	<b>Test</b> the acquired knowledge and test to see what has been retained.

### Tier 3 Vocabulary

Children need to know, understand and use the relevant vocabulary for their age group by the end of the year and will be provided with opportunity throughout the year. This list is cumulative and should be revisited and built upon each year. These will be found across relevant Knowledge Organisers and Schemes of Work.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
decade century ancient modern timeline order similar same different important memory artefact opinion fact important/ce <b>question</b> Where...? When...? recount history oldest newest	generation excavate archaeology archaeologist period impact significant/ce investigate research evidence Why...? cause reason museum describe predict diary king queen historian	AD (Anno Domini) BC (Before Christ) BCE (Before Common Era) CE (Common Era) era chronology millennium age civilisation empire effect legacy reason continuity change settle/rs/ment Palaeolithic Mesolithic Neolithic migrate migration religion connect infer trade	republic conquest invention invasion democracy dictator/ship culture first-hand second-hand consequence sacrifice peasant calendar conquest diversity society revolt	convert conversion bias/ed debate analyse interpret empathise kingdom monarchy turning point heir impression reliable reliability motive royal causation (cause & effect) census monastery dissolution reign pre- post-  primary (source) secondary (source)	legislation parliament alliance extent genocide extermination propaganda contemporary



## History LTP

### Useful Websites

- <https://rhodestothepast.com/2018/04/17/what-place-names-tell-us-about-the-past/>
- [www.history.com](http://www.history.com)
- <https://www.history.org.uk>
- [www.timemaps.com](http://www.timemaps.com)