

\Staplegrave Church School – History Curriculum Overview and Progression of Knowledge and Skills

Features				
At Key Stage 1, the knowledge progression takes full account of the national curriculum’s strands of: • Changes within living memory, revealing aspects of changes in national life. • Events beyond living memory which were significant nationally. • The lives of significant individuals who have contributed to national and international achievements. • Significant historical places, events and people within children’s locality.				
At Key Stage 2, the knowledge progression takes full account of the national curriculum’s strands of: • Chronology, from the stone age to 1066 • A study beyond 1066 • Ancient civilizations • Civilizations around 900AD • Ancient Greece • A local historical study				
Skills are defined as a form of knowledge, in that performing a skill is knowing how to do something.				
These knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained				
Substantive concepts				
Substantive concepts are concepts which appear frequently throughout the history curriculum. We have carefully identified substantive concepts which support the development of connections across different units of work. They will enable children to make sense of new material.				
Invasion	Rich and poor	Power and influence	Change	
The role that invasions and invaders have played in history	Understanding how society’s organisation affected the rich and poor	How power and influence were organised in historic periods and civilisations	The changes that have taken place within historical periods and because of events or historical figures	
National Curriculum Subject Content				
Reception	Children at the expected level of development by the end of Reception will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.			
Strand	1) Within living memory	2) Beyond living memory	3) Lives of significant people	4) Local history
Key Stage 1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be	Significant historical events, people and places in their own locality

			used to compare aspects of life in different periods	
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Staplegrave Church School – Understanding the World (*leading to History*) EYFS skills overview

<i>Each strand of the art curriculum will be accessible through continuous provision in each term of the Reception year. Adults will teach skills at the right level and time based on each unique child's development. These skills build an early understanding of chronology and come before an understanding of substantive concepts.</i>			
	Pre-Reception skills	Mid-level skills	End of Reception
Past and Present	○ Talk about events that took place during the last year (my nursery experience, my summer holidays). ○ Understand past and present from stories and artifacts.	○ Talk about past and present events in their own life and in the lives of family members and how these might differ from others. ○ Talk about common themes in historical stories – brave, difficult choices, kindness. ○ Observe and talk about familiar situations in the past – home, school, transport.	○ Talk about common themes in historical stories, both non-fiction and fiction. ○ Order events based on chronology, recognising that things happened before they were born. ○ Observe and talk about experiences that they are familiar with that may have been different in the past
Special Events	○ Remembrance Day ○ Firework Night	○ Pancake Day ○ Valentine's Day ○ Mother's Day	○ St George's Day ○ May Day

Year Group	History unit	Prior learning	Key knowledge/objectives	Vocabulary	Skills	National curriculum objectives
1	Childhood	Talk about lives of people around them. Know some similarities and differences between things in the past and now.	-To understand the stages of their own lives so far (baby, toddler, child). -To identify an important event in their own lives (e.g. birthday, Christening). -To find out about toys we use today and the toys my parents and grandparents played with. -To compare Victorian toys with modern toys.	Toys Favourite Today Modern New Present Now 21st Century Century Source Evidence Past Old	Chronological understanding -Sequence events in their life -Sequence 3 or 4 artefacts from distinctly different periods of time Range and depth of historical knowledge -Recognise the difference between past and present in their own and others lives Interpretations of history -Compare adults talking about the past – how reliable are their memories?	1) Changes within living memory, revealing aspects of change in national life

			-To recognise how toys have changed over time.	Compare Similarities Differences Victorian Changes Impact Future Clockwork Porcelain	Historical enquiry -Find answers to simple questions about the past from sources of information e.g. artefacts	
		Substantive concepts: Change: understanding how toys and technology have changed within living memory and how they affect our lives – e.g. tablets -vs- toys				
		Trip/visit/experience Victorian toys workshop in school (Museum of Somerset)				
1	Great Fire of London	Review of substantive concepts from prior learning. Understanding of chronology – children have learned about events that took place during and before their lives.	-To use a timeline to place important events. To know how England was ruled during the Great Fire of London and by whom. -To understand that King Charles II was the King, but the government made decisions. Link to a grandparent being the ‘head’ of a family, but your parents making the decisions until you are old enough to. -To describe how the Great Fire started and how we know. -To order the events of the Great Fire. - To describe why the Great Fire burnt down so many houses. - To describe what I would save in a fire.	Destroy Rebuild Diary Escape Baker Leather bucket Samuel Pepys King Charles II London Pudding Lane River Thames City Museum Evidence Source Century Fire break Decree Thatched Flammable Drought Capital	Chronological understanding -Sequence events within a significant event. Range and depth of historical knowledge -Know and recount episodes from stories about the past. -Explain how a historical event led to a change (turning point). Interpretations of history -Use stories to encourage children to distinguish between fact and fiction. -Compare adults talking about the past – how reliable are their memories? Historical enquiry -Find answers to simple questions about the past from sources of information e.g. artefacts.	2) Events beyond living memory that are significant nationally or globally

		<u>Trip/visit/experience</u> Trip to Dunster Castle				
2	Movers and Shakers Brunel Mary Seacole	Children understand that lots of history takes place out of (before) living memory. Children are reminded of the Great Fire of London being a turning point in history – changing the way houses were built. Brunel's inventions were part of a turning point in history – The Industrial Revolution.	<u>Mary Seacole</u> -Understand the role of a nurse. -Understand the key dates in Mary Seacole's life and link these to the Victorian period. Her mum was a black Jamaican and her dad a white British army soldier. -Understand that Mary Seacole travelled to England to try and nurse soldiers in the Crimean War, during the Victorian era but was refused. She was called 'Mother Seacole' - Understand Mary's experience of racism and her determination to pay for herself to go to Crimea and nurse soldiers. -Understand that Mary Seacole is an important historical figure because she put herself in danger to help others. <u>Brunel</u> -Understand that Isambard Kingdom Brunel was an engineer during the Industrial Revolution. -Understand how the Industrial revolution changed the world.	Compare Mixed race Crimean war Victorian Selfless Timeline Chronology Past Racism Nurse 19 th century 21 st century Mary Seacole Caribbean Jamaican Engineer Industrial revolution Isambard Kingdom Brunel Railway Great Western Railway Steam power Clifton Suspension Bridge SS Great Britain Invention Travel	Chronological understanding -Sequence photographs etc. from different periods. Range and depth of historical knowledge -Recognise why people did things, why events happened and what happened as a result. Interpretations of history -Compare pictures or photographs of people or events in the past. Historical enquiry -Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	3) The lives of significant individuals in the past who have contributed to national and international achievements 4) Significant historical events, people and places in their own locality

			-Understand that Brunel build the Great Western Railway, which runs to Taunton, the SS Great Britain, which was the largest ship ever built at the time and Clifton Suspension bridge -Explain the importance of Brunel's inventions.			
		Substantive concepts: Change: Brunel changed the way we travel – powered travel; people and goods could be moved further Rich and poor: more people could travel from their town for work and holidays – before, travel was by horse and cart and for the wealthy.				
		<u>Trip/visit/experience</u> Trip to Bristol – SS Great Britain/Clifton suspension bridge Somerset Heritage Service – school workshop on Mary Seacole/Florence Nightingale				
2	Magnificent monarchs William the Conqueror Queen Victoria	Castles – power and influence: the role of the castle owner/resident in having power over the town. Dunster Castle was built during the reign of William the Conqueror.	Understand a timeline of key British monarchs and their importance: Alfred the Great, William the Conqueror (Dunster), Henry VIII (Church of England), Mary I (imprisoned sister), Elizabeth I (escaped and had Mary killed), Charles II (Great Fire of London), Victoria (Brunel, link to Taunton), Elizabeth II (longest reigning monarch), Charles III (current). <u>William the Conqueror</u> Understand that William was from France. Understand that a monarch is a king or queen and that they made the laws. William conquered England during the Battle of Hastings, defeating King Harold II.	Monarch King Queen Heir Conquer Invade Domesday Book Taxes Castles Defend Empire Reign Power Great Exhibition Mourning William the Conqueror Henry VIII Mary I	Chronological understanding -Sequence artefacts closer together in time - check with reference book. -Describe memories of key events in lives Range and depth of historical knowledge -Recognise why people did things, why events happened and what happened as a result. -Identify differences between ways of life at different times. Interpretations of history -Discuss reliability of photos/ accounts/stories -Compare 2 versions of a past event (e.g. the Great Exhibition) Historical enquiry	2) Events beyond living memory that are significant nationally or globally 3) The lives of significant individuals in the past who have contributed to national and international achievements 4) Significant historical events, people and places in their own locality

			The Battle of Hastings was recorded on the Bayeux Tapestry, which is now in France. William ordered that everything in England should be recorded in the Domesday book. He needed to raise money for his armies and everyone had to pay taxes on what they owned. William ordered hundreds of castles to be built, including Dunster Castle. Dunster Castle was built to show his power over Somerset. <u>Queen Victoria</u> Queen Victoria was born in 1819 in London and died in 1901. She had been the longest-reigning British monarch until Elizabeth II. Understand that she was the ruler of the British Empire. Understand that the Empire was made up of countries around the world which Britain had invaded and were ruled by Queen Victoria, including India, Australia and Jamaica. Understand that life for children changed a lot during her reign. When she was born, most children had to work; when she died more children went to school.	Elizabeth I Charles II Victoria Prince Albert Elizabeth II Charles III	-Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	
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			Understand that Victoria married Albert, who was from Germany. They had 9 children and spent a lot of time in Osborne House on the Isle of Wight. Understand that Albert planned the Great Exhibition and built the Crystal Palace in London for it to take place. Albert died when he was 42 in 1861. Queen Victoria dressed in black clothes for the rest of her life, which was another 40 years.			
		Substantive concepts: Power and influence: monarchs rules over a country – they made the rules and laws. Invasion: William the Conqueror invaded from France. Dunster Castle was built to defend Somerset for William				
		<u>Trip/visit/experience</u> Somerset Heritage Service – resources to order.				
2	Local study – how did Taunton change in the Victorian period?	Link to Brunel’s railway Review of Queen Victoria’s reign Transport before trains – from castles unit Review of Year 1 geography unit focused on Taunton’s geography	Understand that Taunton grew quickly during the Victorian period. Know that Taunton was an important market town, which attracted new people to live here. Children recognise the following Victorian buildings/developments in Taunton: Burmese Warm Memorial (1885-86) Taunton train station (1842) Jellalabad Barracks (1881) Vivary Park (1907) Taunton and Bridgwater Canal	Victorians Industrial revolution Growth Market Migration Developments War memorial Train station Barracks Park Population Architecture	Chronological understanding -Sequence photographs etc. from different periods. Range and depth of historical knowledge -Recognise why people did things, why events happened and what happened as a result. Interpretations of history -Compare pictures or photographs of people or events in the past. Historical enquiry	2) Events beyond living memory that are significant nationally or globally 4) Significant historical events, people and places in their own locality

					-Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	
		Substantive concepts: Change: Taunton's size and the buildings built there changed as part of the Industrial Revolution Invasion: population growth of Taunton – why people move to a new place – job opportunities/				
		<u>Trip/visit/experience</u> Local walk in Taunton – identifying Victorian buildings and their impact on the town				

Key Stage 2

Year Group	History unit	Prior learning	Key knowledge/objectives	Vocabulary	Skills	National curriculum objectives
3	Through the ages – stone age and iron age	Review of chronology – lots of history takes place before living memory.	Understand that there were 3 period in the Stone age – palaeolithic, Mesolithic, neolithic. Understand that during the stone age, people started to become farmers, growing plants and animals, rather than hunter-gatherers. Understand that in the iron age people started to use different tools to farm. Know about the role of the Cheddar man and Otti in developing our understanding of the Stone Age. Beaker people – art link. Understand the Beaker people’s importance in creating useful pottery during the stone age.	Stone Tool Cave Flint Hunter Prehistoric Bronze Iron Metal Armour Spear Fire Tribe Workshop Axe Farming Palaeolithic Mesolithic Neolithic	Chronological understanding -Understand more complex terms eg BC/AD - Place times studied on a timeline Range and depth of historical knowledge -Compare with our life today. -Find out about the lives of people in the time studied Interpretations of history -Look at representations of the time studied – museum images, cartoons etc. -Identify changes that took place. Historical enquiry -Observe small details in artefacts and pictures. -Use a range of sources to find out about a period.	1) Changes in Britain from the Stone Age to the Iron Age
Substantive concepts: change: changes that took place in farming and the link to today.						
<u>Trip/visit/experience</u> Museum of Somerset workshop						

3	Emperors and Empires – Romans	Queen Victoria and the British Empire – concept of empire and invasion. Invasion by William the Conqueror. Review of chronology in previous history learning.	Understand that the Romans built an empire all over Europe and North America, invading England in AD43. Understand why the Romans invaded Britain – they wanted to build their empire as big and powerful as possible and wanted natural resources: gold, iron, tin and cattle. Understanding that the Roman Army was powerful because of training, discipline and stamina. Knowing that Roman invaders came from all over the Roman Empire, including from Africa. Understanding the importance of Boudicca and her role in leading a revolt by the Celts against the Romans. Understand that the Romans left in AD410 because Rome was under attack and the soldiers needed to return to defend it. Understand the changes that Romans led in Britain – roads, using money instead of bartering, introduction of Christianity, Roman architecture (Roman Baths visit)	Trade Citizens Invade Conquer Empire Boudicca Celtic Tribes Chariot Citizen Conquer Emperor Empire Gladiator Government Hillfort Legion Mosaic Picts Public bath Rebellion Roman Governor Saxons Scots Taxes	Chronological understanding -Place the time studied on a time line. -Use dates and terms related to the study unit and passing of time. -Sequence several events or artefacts. Range and depth of historical knowledge -Find out about every day lives of people in time studied. -Compare with our life today. -Identify reasons for and results of people's actions. -Understand why people may have wanted to do something. Interpretations of history -Look at representations of the period museum, cartoons etc. Historical enquiry -Begin to use the library and internet for research. -Use a range of sources to find out about a period. -Observe small details – artefacts, pictures.	2) The Roman Empire and its impact on Britain
		Substantive concepts: Change: The Romans put in place changes which still affect us today: money, roads, Christianity, architecture. Invasion: The Romans invaded countries across Europe to create an Empire – link to Queen Victoria's reign during the British Empire.				

		<u>Trip/visit/experience</u> Bath – Roman Baths
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4	Invasion – Anglo Saxons and Vikings	Review of prior learning about Romans. Links to Key Stage 1 learning about the purpose of castles and defences.	Understand that the Anglo Saxons invaded Britain from many places in Europe. There were 3 main tribes: Angles, Saxons and Jutes. Understand that Britain was divided into 5 parts by the different tribes of Anglo Saxons: Mercia, Kent, Wessex, East Anglia and Northumbria. Understand that the Anglo Saxons stayed in Britain because the land was fertile and they could grow lots of crops. Understand where Anglo Saxon settlements were located. Understand that most Anglo Saxons were farmers or craftsmen and that we know this because of artefacts that have been left behind. Understand that the Viking invasion began by a Viking raid in 793 on a monastery called Lindisfarne. Understand that there were lots of battles between the Vikings and Anglo Saxons over who should control Britain. Understand that King Alfred tried to give the Vikings gold to keep peace but this failed and he beat them at the Battle of Wessex. England was split into Wessex and Danelaw after this. Understand that the Viking Era in England ended in 1066 when King	Tribes Settlements Monastery Era Bayeux Tapestry Beowulf Lindisfarne Lyre Mead Offa's Dyke Runes Sutton Hoo helmet Thatch Wattle-and-daub	Chronological understanding -Place events from period studied on time line -Use terms related to the period and begin to date events Range and depth of historical knowledge -Identify key features and events of time studied. -Look for links and effects in time studied. -Offer a reasonable explanation for some events. Interpretations of history -Look at the evidence available. -Begin to evaluate the usefulness of different sources. -Use text books and historical knowledge. Historical enquiry -Use evidence to build up a picture of a past event. -Choose relevant material to present a picture of one aspect of life in time past -Ask a variety of questions. -Use the library and internet for research.	3) Britain's settlement by Anglo-Saxons and Scots 4) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
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			Harold beat the Vikings at the Battle of Stamford Bridge. William the Conqueror defeated King Harold later the same year to become king of England.			
		Substantive concepts: Invasion: The Vikings invaded successfully but did not take full control like The Romans. The Anglo Saxons and Vikings lived alongside each other. Power/influence: Alfred the Great was the first ruler of a unified England – link to learning about monarchs in Year 2.				
		Trip/visit/experience The Rural Life Museum, Glastonbury – Saxon Somerset workshop				
4	Ancient Egypt	Review of chronological order learned in previous years. Understanding of monarchy and how monarchy is passed on to family members.	Understand that the Ancient Egyptian civilisation started around 3,100BC when 2 lands (Lower and Upper Egypt) joined together to make Egypt. Understand that the River Nile was important to Ancient Egypt as it was a source of water, food, travel and trade. Understand that the civilisation lasted for another 3,000 years, with 170 pharaohs and ended when the Romans invaded Egypt. Place significant events on a timeline. Find out about Egyptian Gods and their significance. Understand that Egypt was a hierarchical society and the six classes within the society. Focus on three parts of the hierarchy: Pharaohs: understand they were the supreme leader and a connection to the gods, understand that pharaohs were	Canopic jar Cartouche Hieroglyphics Irrigation Enslavement Civilisation Hierarchy Mummy Mummification Sarcophagus Scarab Tomb Papyrus Pyramids Pharaoh Scribe Slave	Chronological understanding -Place events from period studied on time line -Use terms related to the period and begin to date events Range and depth of historical knowledge -Identify key features and events of time studied. -Look for links and effects in time studied. -Offer a reasonable explanation for some events. Interpretations of history -Look at the evidence available. -Begin to evaluate the usefulness of different sources. -Use text books and historical knowledge. Historical enquiry -Use evidence to build up a picture of a past event. -Choose relevant material to present a picture of one aspect of life in time past	7) The achievements of the earliest civilizations

			dynastic, understand that pharaohs were mummified, including the process of mummification, and buried in their own tombs (pyramids). Scribes: understand that Egyptians used hieroglyphics to write and the role of the scribes. Slaves: understand what it meant to be a slave and that if you were born a slave, you stayed a slave in Egyptian society.		-Ask a variety of questions. -Use the library and internet for research.	
		Substantive concepts: Rich and poor: the role of slaves compared with the pharaohs. Power and influence: understanding the hierarchy within the Egyptian society and how this determined individuals' power in the society.				
		<u>Trip/visit/experience</u> Museum of Somerset – Ancient Egypt workshop				

Year Group	History unit	Prior learning	Key questions/objectives	Vocabulary	Skills	National curriculum objectives
5	Groundbreaking Greeks	Review of power and influence studied previously. The impact of the Romans on today – understanding that a previous civilisation/society can still impact life today.	Place the following periods on a timeline: Minoans (2,200BC), Mycenaean (1450BC), Dark Age (1100BC), Archaic (800BC), Golden age (480BC), being conquered by Rome (320BC). Understand that Rome retained much of Greek civilisation as they saw it as being so advanced. Understand important Greek Gods and the significance of the Olympics in honouring Zeus, the father of the Greek Gods. Understand that Ancient Greece was a collection of city states. Understand how Sparta and Athena differed in organisation and daily life – including Athena being a democracy and Sparta a military state. Understand the differences in the lives for women in each. Understand the significance of Ancient Greek inventions (artefact – Pythagoras cup): democracy, Olympics, cartography (maps), alarm clock. Explain the impact of the Ancient Greeks on modern Western life.	Democracy Oligarchy Acropolis Ancient City state Civilisation Mount Olympus Parthenon Temple Theatre Sparta Athens Athena Slaves Column Myths Pottery Philosophy Zeus Demi-gods Siege	Chronological understanding -Know and sequence key events of time studied. -Use relevant terms and period labels Make comparisons between different times in the past. Range and depth of historical knowledge -Study different aspects of different people - differences between men and women. -Examine causes and results of great events and the impact on people. -Compare life in early and late 'times' studied. -Compare an aspect of life with the same aspect in another period Interpretations of history Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events. Historical enquiry -Identify primary and secondary sources. -Use evidence to build up a picture of a past event. -Select relevant sections of information.	8)Ancient Greece – a study of Greek life and achievements and their influence on the western world

					-Use the library and internet for research with increasing confidence.	
		Substantive concepts: Change: Athena's role in establishing democracy; Greek inventions and how they continue to impact lives today. Power and influence: understanding the different power structures in Ancient Greece: Athena as a democracy; Sparta as an military state (oligarchy)				
		Trip/visit/experience Westminster and The Houses of Parliament – developing understanding of democracy and link to the impact upon our lives today				
5	Local history – Bristol and the slave trade	The role of slaves in Ancient Egypt – understanding that slavery has been a concept for thousands of years. Review of Domesday Book by William the Conqueror – recording everything that was owned. Link to payments for abolition of slavery.	Children understand the triangle of slavery – export of slaves from Africa; raw materials from the Caribbean and manufactured goods from Europe. Understand that Bristol in the 1700s gained much of its wealth from the slave trade. Understand what life was like for a slave owner in Bristol – link to Georgian House visit. Understand that slaves didn't accept their situation and some of the ways they rebelled against being slaves – link to the 'Abolition token' artefact: does this show a true reflection of slaves' character? Understand that the movement to end slavery was called the abolitionist movement. Know key individuals in this movement, including Hannah Moore, an abolitionist from Bristol. Understand that there were abolitionists in America as well as Europe, including Harriet Tubman	Abolition Auction Slave Resistance Triangular trade Indentured Plantation Profit Shackles slave colony Transatlantic Overseer Master Underground railroad Harriet Tubman	Chronological understanding -Know and sequence key events of time studied. -Use relevant terms and period labels Make comparisons between different times in the past. Range and depth of historical knowledge -Study different aspects of different people - differences between men and women. -Examine causes and results of great events and the impact on people. -Compare life in early and late 'times' studied. -Compare an aspect of life with the same aspect in another period Interpretations of history Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events. Historical enquiry -Identify primary and secondary sources. -Use evidence to build up a picture of a past event.	5) A local history study

			Know that slave owners were compensated when slavery was abolished in 1834. Know that Bristol slave owners were given a total of over £2 billion in today's money. Be able to discuss whether this was right.		-Select relevant sections of information. -Use the library and internet for research with increasing confidence.	
		Substantive concepts: Rich and poor: developing understanding of slavery – the concept of a person being a possession owned by another person Change: understanding the change that came with emancipation: a person was free to make their own decisions. Understanding this did not necessarily bring equity/equality.				
		Trip/visit/experience M-Shed (Colston) and harbour boat tour				
6	Britain at War	Concepts of invasion from Romans/Anglo Saxons/Vikings	Understand the First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities. Understand the First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist. Know that the key causes of the First World War include alliances, imperialism, militarism and nationalism. To understand the terms the Western Front, the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917) and their significance within the war.	Air raid Allied Powers Alliance Appeasement Armistice Battle Blackout Blitz Campaign Colony Combat Conflict Conscription dictator enlist evacuation reparation fascism imperialism invasion militarism munitions no man's land propaganda	Chronological understanding -Understand overall time scales and how they affected events -Place events in order of occurrence -Impact of timings Range and depth of historical knowledge -Examine cause and effect of significant events -Understand specialised vocabulary linked to aspects of history. Interpretations of history Compare accounts of events from different sources – fact or fiction. Offer reasoning for different versions of events. Historical enquiry -Use different sources to build up a clear picture of events. -Identify fact and opinion	6) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

			To understand what life was like in the trenches. To understand how war impacted on everyday life. To understand the First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day. To know the Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished. To understand the key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement. To know that reparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign. To know The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland To understand the significance of The Battle of Britain and how Britain's	trench truce	-Identify primary and secondary sources -Define the authenticity of evidence	
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			victory over the Luftwaffe prevented Germany from invading and occupying Britain. To know who Anne Frank was and understand she wrote a diary which was published after her death. To know what D-Day is 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation To understand the importance of The Battle of the Bulge leading to Germany's surrender in 1945. To know that The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki. To know that people in Britain celebrated VE day on 8th May 1945.			
		Substantive concepts: Invasion: the role of invasion in World War 2 (Poland) and World War 1 (Belgium) and England/France's commitment to defend both countries. Power and influence: how the Nazis breaking the Treaty of Versailles allowed them to become a strong military capable of invading Poland.				
		Trip/visit/experience Somerset Heritage Service – Somerset in Wartime (WW2) War Memorial visit – Taunton. Andrew Powell-Thomas – historian/author to visit and speak about Somerset during WW2.				
6		Link suffragettes to slavery – a group	To understand how the NASA computers were treated due to their race.	Suffragettes Trail blazers	Chronological understanding	6) A study of an aspect or theme in

	Trailblazers – ‘Hidden Figures’	with few rights who fought for greater rights. Review of previously introduced historical figures:	To define the impact of the NASA computers on the space race. To understand the changes that were made due to the computer’s successes and their significance on how people of colour were perceived in America. To understand the how pioneers break barriers. To understand that all people were not treated the same. To understand the change that EP impacted on British society. To understand how standing up for what you think is right can come at a price. To understand how opinion of historical figures can change over time. Aerospace engineer - Judith Love Cohen Suffragettes – Emmeline Pankhurst – British Political activist. Alan Turing – The enigma machine Mary Seacole: she was a ‘free’ person because her dad was a white officer.		-Placing historical figures in their respective era through knowledge of their impact. Making comparisons with modern day. Range and depth of historical knowledge -comparing and making comparisons of historical icons. -Comparisons over time. Interpretations of history -to understand how people are viewed from different perspectives -to understand change of opinion and changes made to society due to someone’s actions. Historical enquiry -to use a range of resources to find information. -to decide on the reliability of a source	British history that extends pupils’ chronological knowledge beyond 1066
		Substantive concepts: Change: understanding that the way we perceive historical figures and their significance can change over time. Power/influence: understanding how power and influence have changed over time. Who has power and influence today? Has this changed over time? Does living in a democracy mean that everyone has equal power and influence?				
		Trip/visit/experience: NASA – Museum online				