

Progress model (skills that build in challenge) with a scaffold of opportunities. EYFS Historians	What EYFS Historians need to know:	How can the children show they are Historians?
Chronology - that times passes in sequential order.	Order and sequence: <ul style="list-style-type: none"> • The order of the days of the week • Seven days in week, fifty two weeks in a year. • The order of the seasons. • Times of the day. • Twenty four hours in a day, 60 minutes in an hour. • Changes in weather at different times of the year. • Language related to time, before, later, in the evening, the weekend, last year. 	<ul style="list-style-type: none"> • Name the days of the week and seasons. • Use language about times of the day, what is happening during the seasons. • Talk about their daily and weekly routines.
Chronology - in relation to family and the children's own history.	Order and sequence: <ul style="list-style-type: none"> • Family make up (types of family groups). • Growth from babies to adults. • Family trees. • Family timelines. • Change within families in response to time - going to school, college, university, marrying, getting a job, setting up own home, birth and death. 	<ul style="list-style-type: none"> • Discuss the chronology of their own life story and family history. • Talk about before they were born. • Create timelines of their own life. • Recount memories and explain who and what was happening in photographs. • Recognise changes in themselves. • Notice and celebrate newly acquired skills in themselves. • Sort household items and their clothes from today and in the past.
Chronology - in relation to homes, school and transport.	Order and sequence: <ul style="list-style-type: none"> • The age of homes we know and live in. • The age of the school and any additions to it. • The age of cars, bicycles, buses, trains, 'planes and toys old and new. 	<ul style="list-style-type: none"> • Recognise that some homes are older than others by going on a local area walk. • That parts of the school are younger/older than others by exploring areas of the school and considering documents and photographs. • Compare the similarities and differences in forms of transport today and in the past.
Chronology - interpretations of history and the use of evidence. The passage of time changes the world around us.	<ul style="list-style-type: none"> • Know about people who lived at different times in different places through stories. • Know about significant local people from history. • Know where we get our information about change from; books, internet, adult experiences. 	<ul style="list-style-type: none"> • Retell accounts from the past, discussing similarities and differences. • Explain the difference between fiction and non-fiction. • Understand the cause and consequences of events (something happened because of and this means.....). • Begin to understand how historians use evidence by naming various types of evidence and talking about visiting a museum.
Chronology - events that happen regularly at specific points of the year	<ul style="list-style-type: none"> • Celebrations of special days and special times throughout the year (Christmas, birthdays, eid). • Celebrations of people from the local community. 	<ul style="list-style-type: none"> • Recount events and why they are celebrated. • Recall information from local people/visitors to the school. • Explain the significance of places by visiting memorials in the local town, park and places of worship.
Chronological vocabulary associated with all of the areas above.	<ul style="list-style-type: none"> • The past tense of verbs. • The concept of before and after. • Ordering language, first, next, after, in the end. • Language associated with family groups and communities. • Language associated with events and places. • Language associated with the passing of time. 	<ul style="list-style-type: none"> • Use the past tense accurately. • Sequence events/stories. • Explain the difference between fiction and non-fiction.

YEAR 1

Year Group	Term	Substantive historical content	Recurring substantive themes, ideas and language (the ultimate role of the content).	Subject rationale: what is this section doing within pupils' wider history curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in history.
1	Autumn	KS 1 National Curriculum History Pupils should be taught about: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	The knowledge from this unit will give the children an understanding of how school has remained the same but has also changed over a period of time. It will begin to further develop their historical skills through the introduction of a different time period.They will sequence events and consider sources of evidence from the time. It will give them an understanding of how their own school has had to adap and change as it has grown.	As a result of learning about and using: <ul style="list-style-type: none"> timelines historical language clues and evidence the children will start to become competent in the historical skills needed to help them begin to investigate and interpret sources and identify simple answers as young historians. They will recognise the difference between the past and present in their own and the lives of their parents and grandparents, through an investigation of their experiences of going to school. The children will develop an awareness of the past, using relevant vocabulary and phrases relating to the passing of time. This unit will prepare children for: the investigation of further chronological sequencing of items in different periods of time. It will also help them develop the skills to find answers about the past and how some things stay the same while others change.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
1	Spring	KS 1 National Curriculum History Pupils should be taught about : <ul style="list-style-type: none"> 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 	This unit compares two individuals who had similar lives in different time periods and were significant pioneers in their contribution to nursing.The children will further their historical understanding through an investigation into both nurses lives and careers. They will sequence events in chronological order and consider continuity and change in practices.This will help build a range of historical vocabulary and subject knowledge. The children will be encouraged to ask and answer questions, choose to use different sources of information to further their historical understanding.	As a result of learning about and using: <ul style="list-style-type: none"> chronology timelines photographs accounts primary and secondary sources vocabulary relating to the passing of time the children will further their understanding of chronology and increase their subject knowledge of significant individuals in different periods of history . This unit will prepare children for: the investigation of other significant individuals in history, building their historical subject knowledge. They will continue to deepen their understanding and use of historical vocabulary and their sense of chronology. It will prepare them to ask and answer their own enquiry based questions .	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
1	Summer	KS 1 National Curriculum History Pupils should be taught about: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	This unit gives the children the opportunity to gain knowledge of an item namely toys, and how they have changed within living memory. It is an introduction to sequencing, creating timelines and gaining an understanding of chronology. Starting with the exploration of common toys they will became to look for clues about what life was like in the children's grandparents time. The learning will be enhanced in the classroom with a Toy museum.	As a result of learning about and using: <ul style="list-style-type: none"> timelines historical language clues and evidence the children will start to become competent in the historical skills needed to help them begin to investigate and interpret sources and identify simple answers as young historians. They will recognise the difference between past and present in their own and the lives of their parents and grandparents . The children will develop an awareness of the past, using relevant vocabulary and phrases relating to the passing of time. This unit will prepare children for: the investigation of further chronological sequencing of items in different periods of time. It will also help them develop the skills to find answers about the past from other artefacts and sources .	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length

YEAR 2

Year Group	Term	Substantive historical content	Recurring substantive themes, ideas and language(the ultimate role of the content).	Subject rationale: what is this section doing within pupils' wider historical curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in history
2	Autumn WHY DO WE REMEMBER?	KS 1 National Curriculum History : Pupils should be taught about: events beyond living memory that are significant nationally or globally	This unit allows the children to go back in time and consider why it is important for people to remember the past. It introduces the concept of Remembrance Day and the children learn about the wearing of poppies in November as a symbol of remembering those who died in the First World War. They will discover how the tradition started with a poem written by a World War I surgeon who was struck by the sight of red flowers on a ravaged battlefield. The unit is a significant event beyond living memory and allows the children to consider the importance of anniversaries, the yearly procedures and recognise that significant events in history should not be forgotten.	As a result of learning about and using: <ul style="list-style-type: none"> artefacts accounts/reports paintings/ photographs diaries/ first hand experiences the children will start to become more proficient in using 'reliable evidence and sources'. They will sequence events in chronological order and give reasons why events happened and how and why people acted as they did. They will begin to understand how to deduce facts, understand what happened and show empathy. This unit will prepare children for: further investigations into historical events beyond living memory that are significant both nationally and internationally. It will prepare the children for further evaluation of how we find out about the past and how we commemorate events and people.It will help the children generate questions about similarities and differences between ways of life now and in the past.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
2	Spring WALTER TULL	KS 1 National Curriculum History Pupils should be taught about: <ul style="list-style-type: none"> significant historical events, people and places in their own locality. 	The knowledge from this unit will give the children an understanding of a significant historical individual, namely Walter Tull. The unit considers his childhood and football career and what happened when he fought in World War I. It will begin to further develop their historical skills through the introduction of a different time period.The children will consider why he was different from most people and will compare his experiences with that of Nicola Adams the Gold Olympian Boxer. The unit will sequence events and sources of evidence from the different times. The children will extract evidence, use timelines and make comparisons. They will devise questions and begin to explore the term racism. It will give the children an understanding of individuals that gained international recognition in different ways at different times.	As a result of learning about and using: <ul style="list-style-type: none"> simulations accounts/reports/photographs primary and secondary sources recounts/ timelines This unit will prepare children for: further investigation and understanding of significant individuals in the past and more recent history. It will prepare them for an historical study of other significant individuals and at KS 2. The children will begin to know where significant individuals such as Walter Tull and Nicola Adams fit within a chronological framework and begin to identify similarities and differences between ways of life in different periods.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length
2	Summer CHRISTOPHER COLUMBUS & NEIL ARMSTRONG	KS 1 National Curriculum History: Pupils should be taught about: <ul style="list-style-type: none"> 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, 	This unit compares two individuals who had significant international lives at different periods of time. As a result of previous learning the children will have begun to understand that history is what has happened in the past and this can span hundreds of years. The children will study the experiences of some of the most famous explorers. They will sequence events in chronological order, match objects and artefacts to two explorers of different ages.This will help build a range of historical vocabulary and subject knowledge. They will ask and answer questions and choose to use different parts of stories to further their historical understanding.	As a result of learning about and using: <ul style="list-style-type: none"> chronology timelines photographs video clips primary and secondary sources vocabulary relating to the passing of time the children will further their understanding of chronology and increase their subject knowledge of significant individuals in different periods of history . This unit will prepare children for: the investigation of other significant individuals in history building their historical subject knowledge. They will continue to deepen their understanding and use of historical vocabulary and their sense of chronology. It will prepare them to ask and answer their own enquiry based questions .	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length

YEAR 3

Year Group	Term	Substantive historical content	Recurring substantive themes, ideas and language (the ultimate role of the content).	Subject rationale: what is this section doing within pupils’ wider history curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in history	Key indicative vocabulary
3	Autumn	KS 2 National Curriculum History: Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age	This unit gives the children the opportunity to really explore chronology and pre history. The children will learn that people have been living in Britain for a long time. They will investigate both continuity and change that occurred over 10,000 years during the Stone, Bronze and Iron Age.They will investigate how the people went from hunter gatherers to farmers. They will learn how the people lived and protected themselves from enemies. Finally the will discover how weapons and tools changed with the use of bronze and iron.	As a result of learning about and using: <ul style="list-style-type: none"> secondary sources timelines artefacts the lack of primary sources , the children will begin to build a picture of life 10, 000 years ago.They will become more proficient in using ‘reliable evidence and sources’ whilst understanding the lack of primary sources for this period. They will sequence events in chronological order and give reasons how life continued and changed for the people during this time.They will investigate similarities and differences between objects, people and events. This unit will prepare children for: further investigations into historical periods through the continuous use of timelines. Studying the people and way of life, will help the children understand where this period fits within the overall history chronological framework. It will prepare the children for further evaluation of how we find out about the past and how to identify different ways in which it is represented. It will help the children generate questions about similarities and differences between ways of life in different periods.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length	Hill fort Hand axe Bronze Iron Neolithic Prehistory Skara Brae Stonehenge Cave dweller Fur pelt Flint Brace Mounds Circles Hunter gatherer Roundhouse
3	Spring	KS 2 National Curriculum History: Pupils should be taught about: the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	This unit begins with an overview of the earliest civilisations followed by a depth study of Ancient Egypt.The children will consider life for different classes in society 3000years ago in Ancient Egypt.They will consider the wealth of primary and secondary sources that archaeologists have discovered to enable us to gain much information about the daily life of both slaves and pharaohs. The children will consider the achievements of this civilisation in terms of their buildings, their writing systems, literature, art mathematics, medicine and their irrigation techniques to maximise the use of the fertile River Nile.	As a result of learning about and using: <ul style="list-style-type: none"> primary and secondary sources artefacts images timelines accounts and diaries the children’s understanding and knowledge of this period will allow them to compare the achievements of the Egyptians with those of the early civilisations.It will help them understand how the past can be constructed from a range of sources. This unit will prepare children for: a comparison with the achievements of the Ancient Greeks. It will help them to further develop ways of constructing informed responses that involve selection and organisation of historical information.The children will begin to use AD and BC confidently with other periods they study.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length	Pyramid Chariot Papyrus Hieroglyphs Valley of the Kings Shadoof Silt Annual flooding Pharaoh Kingdom Sarcophagus Scarab Tomb
3	Summer	KS 2 National Curriculum History Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world.	This unit begins with an overview of the earliest civilisations followed by a study of Ancient Greece, Greek life, achievements and their influence on the western world. The children will learn about Greek achievements (Olympic Games, theatres, architecture ,literature, democracy).They will consider the wealth of primary and secondary sources that archaeologists have discovered to enable us to gain much information about the daily life of the people and their rulers. The children will consider the achievements of this civilisation and how their legacy continues to influence the modern world today.	As a result of learning about and using: <ul style="list-style-type: none"> primary and secondary sources artefacts images timelines photographs/images accounts and books the children’s understanding and knowledge of this period will allow them to compare the achievements of the Ancient Greeks with those of other early civilisations.It will help them understand how the past can be constructed from a range of sources. It will give them an understanding of how an ancient civilisation has influenced the western world and left a long legacy. This unit will prepare children for: a comparison with the achievements of the further civilisations, namely The Maya. It will help them to further develop ways of constructing informed responses that involve selection and organisation of historical information.The children will begin to use AD and BC confidently with other periods they study.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length	City state Sparta Athens Tireme Agora Legacy Hellenistic Democracy Achievement Influence Minoan Myth Urn Parthenon

YEAR 4						
Year Group	Term	Substantive historical content	Recurring substantive themes, ideas and language(the ultimate role of the content).	Subject rationale: what is this section doing within pupils’ wider history curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in history	Key vocabulary
4	Autumn THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN	KS 2 National Curriculum History: Pupils should be taught about: The Roman Empire and its Impact on Britain	This unit gives the children the opportunity to investigate how the Roman Empire flourished and how The Roman Emperor Julius Caesar attempted to invade in BC 55. Romans visited Britain in BC 54 & BC 55 They landed near Dover and crossed the Thames. There were skirmishes with local Celtic tribes It was not until 43 AD that they actually invaded and began the process of establishing Roman Imperial rule over Britannia.The children will consider what impact the Romans had on Britain and conclude with the examining the return to the Celts to examine the resistance and two of the most famous leaders, Boudicca and Caratacus	As a result of learning about and using: <ul style="list-style-type: none">artefactsprimary and secondary sourcestimelinesaccountshistorical sites the children begin to build a picture of life during Roman times.They will become more proficient in using ‘reliable evidence and sources’ and considering the evidence from historical sites . They will sequence events in chronological order and give reasons how life continued and changed for the people during this time.They will investigate similarities and differences between objects, people and events. This unit will prepare children for: further investigations into historical periods through the continuous use of timelines. Studying the people and way of life, will help the children understand where this period fits within the overall history chronological framework. It will prepare the children for further evaluation of how we find out about the past and how to identify different ways in which it is represented. It will help the children generate questions about similarities and differences between ways of life, using appropriate vocabulary associated with different periods.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length	Hadrian’s Wall Villa Mosaic Hypocaust Empire Rebellion Legionary Invasion Tribe Gladiator Centurion Romanisation Celt Source Boudicca
4	Spring ROMANISATION	KS 2 National Curriculum History: Pupils should be taught about: The Roman Empire and its Impact on Britain	This unit is a standalone unit that further develops the children knowledge of the impact The Romans had on Britain. Romanisation is understood as the adoption of Roman ways of behaviour, culture, and religious practices by the native people.The children will investigate much of what was been credited with as a ‘Roman’ invention yet has often been found on further investigation to be the taking or copying of an idea, mastering or improving it.The children will	As a result of learning about and using: <ul style="list-style-type: none">artefactsprimary and secondary sourcestimelinesaccountshistorical sites the children begin to build a more extensive picture of life during Roman times and the influence the Romans had on everyday life. The children will further their knowledge of homes, technology, gods and what we can learn from historical sites Studying these aspects will help the children understand where this period fits within the overall history chronological framework. This unit will prepare children for: further evaluation of how we find out about the past and how to identify different ways in which it is represented. It will help the children generate questions about similarities and differences between ways of life, using appropriate vocabulary associated with different periods.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length	Invention Mastery Enhancement Mangonel Aqueduct Myth Martyr Villa Mosaic
4	Summer BRITAIN’S SETTLEMENT BY ANGLO-SAXONS AND SCOTS	KS 2 National Curriculum History: Pupils should be taught about: Britain’s settlement by Anglo-Saxons and Scots	This unit gives the children the opportunity to learn about what happened to Britain after the withdrawal of The Romans.They will learn about the Anglo-Saxon people and Scots discovering where the invaders came from. The children will examine settlements and discover how the people lived, considering how society was organised.They will also investigate the legacy of the people.They will begin to note connections and contrasts and trends over time using timelines with increasing confidence.	As a result of learning about and using: <ul style="list-style-type: none">secondary sourcestimelinesartefacts (Sutton Hoo collection)primary sources the children will begin to understand how the Anglo-Saxon settlements developed. They will become more proficient in using ‘reliable evidence and sources’ whilst understanding that the discovery of primary sources for this period gives a real insight into the period. They will sequence events in chronological order and give reasons how life continued and changed but also consider the connections and contrasts. This unit will prepare children for: further investigations into historical periods through the continuous use of timelines. Studying the people and way of life, will help the children understand where this period fits within the overall history chronological framework. It will prepare the children for further evaluation of how we find out about the past and how to identify different ways in which it is represented, particularly with the use of artefacts and primary sources. It will help the children generate questions about similarities and differences between ways of life in different periods.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length	Place name Sutton Hoo Kingdom Monk Scribe Settlement Pagan Christian Administration Mead Thatch Craftsmen Immigrant

YEAR 5						
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5	Autumn THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND	KS 2 National Curriculum History: Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England	This unit will continue their learning of British history. The emphasis will be upon the struggles of the Vikings and Anglo-Saxons. They will consider to explore the themes of invasion and settlement.They will recall early periods of Anglo-Saxon and Scots and Roman invasions. The children will explore the widely believed accounts of the first landings of the Vikings on Dorset shores. The children will investigate and draw conclusions about the notorious Viking raiders who attacked along the coasts in their shallow longboats.	As a result of learning about and using: <ul style="list-style-type: none">primary and secondary sourcesartefactsimagestimelinesaccounts and diaries the children’s understanding and knowledge of this period will allow them to compare the different people and their way of life on British soil.It will help them understand how the past can be constructed from a range of sources., considering continuity and change, significant events that give rise to considering both the causes and consequences. This unit will prepare children for: a comparison with settlements and how and if life changed for the majority of people. It will help them to further develop ways of constructing informed responses that involve selection and organisation of historical information.The children will begin to recall previous periods and start to have a deepened and continuing understanding of the chronological narrative of British history.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length	Long boats Exploration Danelaw Yorvik Lindisfarne Incursion Feud Chronicle Invader Democracy Treaty
5	Spring THE MAYAN CIVILISATION	KS 2 National Curriculum Pupils should be taught about: The Mayan Civilisation	This unit gives the children the opportunity to study a non-European society that provides contrasts with British history, the Mayan civilisation. In this unit they will draw on their knowledge of other civilisations and compare and contrast the cultures, life styles and achievements. It will allow them to extend their knowledge by examine similarities and differences between The Maya and British history. Examining and evaluating a range of sources will help deepen the children’s understanding of another civilisation whilst developing their skills as historians .	As a result of learning about and using: <ul style="list-style-type: none">primary and secondary sourcesartefactsimagestimelinesphotographs/imagesaccounts and books the children’s understanding and knowledge of this period will allow them to compare and contrast the Mayan civilisations to British history. It will help them understand how the past can be constructed from a range of sources. It will give them an understanding of how an ancient civilisation has influenced the western world and left a long legacy. This unit will prepare children for: comparisons with the achievements of other civilisations at KS3. It will help them to further develop ways of constructing informed responses and questions about civilisations that involve selection and organisation of historical information.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length	Civilisation Cacao Obsidian Maize Codex Chichen Itza Jungle Maize Sacrifice Jade Strategic Urbanisation Impoverished
5	Summer BIRMINGHAM	KS 2 National Curriculum History: Pupils should be taught about: a local history study	This unit links with the geographical local area study unit by investigating the historical aspects of Birmingham. It covers a brief history of the local area and then concentrates and examines the history of the city where the children live and allows them to discover how the area has grown and evolved through changing times.	As a result of learning about and using: <ul style="list-style-type: none">accountsprimary and secondary sourcesrecountsvisits the children will be able to examine how Birmingham has evolved as an important part the West Midlands. This unit will prepare children for: further investigation and understanding of significant places in history. It will prepare them for further historical studies.The children will begin to know where significant places and fit within a chronological framework. It will allow the children to debate the history and discuss how we can learn why places change and evolve and the reasons behind this change.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4.Historical Enquiry 5. Communication 6.Writing historically at length	

YEAR 6

Year Group	Term	Substantive historical content	Recurring substantive themes, ideas and language(the ultimate role of the content).	Subject rationale: what is this section doing within pupils' wider history curriculum journey? What later content is this preparing for? (the proximal role of the content)	Basic disciplinary training in history	Key vocabulary
6	Autumn WORLD WAR II	KS 2 National Curriculum History: Pupils should be taught about: an aspect of British history that extends their knowledge beyond 1066. World War II	This unit gives the children the opportunity to learn about an aspect of British history that extends their knowledge beyond 1066. The children will look at the causes and consequences of World War II and ask valid questions related to The Blitz and its relationship with the rest of the war. They will use timelines to track key events and consider the similarities and differences in how the war affected locations and the experiences of people. They will develop their subject knowledge and historical language of this period.	As a result of learning about and using: <ul style="list-style-type: none"> • artefacts • primary and secondary sources • timelines • accounts • historical sites • images, clips , photographs, letters the children begin to build a picture of life during World War II. They will become more proficient in using 'reliable evidence and sources' whilst also considering the evidence from studying the experiences of those involved such as evacuees. They will sequence events in chronological order and give reasons how life continued whilst the war was happening. This unit will prepare children for: further investigations into more recent historical periods through the continuous use of timelines. Studying events, people and way of life, will help the children understand where this period fits within the overall history chronological framework. It will prepare the children for further evaluation of how we find out about the past and how to identify different ways in which it is represented. It will help the children generate questions about causes and consequences, using appropriate vocabulary associated with a different period.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length	Spitfire Messerschmitt Pill box Home guard Dunkirk Evacuee Rationing Andersen shelter
6	Spring WHY WE MIGRATE	KS 2 National Curriculum History: Pupils should be taught about:	This unit will consider if the children's parents or grandparents or friends migrated to Britain. It will consider new terminology associated with migration. The children will explore the key questions of why people migrate and the factors that affected migration to Britain in the past. Case studies will be used to consider the issues of escape from famine, war and persecution. Links will be made with previous history studies, namely, The Romans, The Saxons and The Vikings. The unit will conclude with discussions about the term discrimination.	As a result of learning about and using: <ul style="list-style-type: none"> • accounts • primary and secondary sources • recounts • experiences the children will be able to examine how and why people migrated to Britain. They will learn new vocabulary and consider the term discrimination. This unit will prepare children for: further investigation and understanding of the movement of people to Britain will link with previous work covered on The Romans, Saxons and Vikings. It will help the children prepare for further exploration historical studies and the movement of people. The children will begin to appreciate through further case studies and current issues happening today, the reasons for migration.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length	
6	Summer BE HISTORY READY	KS 2 National Curriculum Aims: Pupils should be taught about: Be History Ready	This unit focuses on revisiting the subject knowledge and historical skills that children are required to cover at Key Stages 1 and 2 of the History National Curriculum (2014). It is intended to help the children retrieve the historical skills that have been taught during KS1 and KS2, helping them transfer skills and knowledge into their long term memory. It will revise and consolidate learning to test that knowledge and skills are not forgotten and can be applied appropriately by the children.	As a result of learning about and using: this final unit, the children and their teachers can spend time addressing any of their shortfalls or anxieties. The unit can act as guide to questioning and discussing responses and listening to any area of which the children may feel unsure. The activities are supported with visual clips explaining many of the skills, vocabulary revision and conclude with multiple choice quizzes that the children make (a low stakes form of testing). This unit will prepare children for: applying the history that is expected for KS2, in preparation for their studies at KS3.	1. Chronological Understanding. 2. Historical Knowledge 3. Interpretations 4. Historical Enquiry 5. Communication 6. Writing historically at length	