

## History overview

### EYFS

#### Communicating ideas in history

##### Content (Knowledge)

- Begin to make sense of their own life-story and family's history
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Early learning goals that link to history are: EYFS Understanding the world ELG Past and present
- -Talk about the lives of people around them and their roles in society.
- -Know some similarities and difference 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.
- In foundation stage the children... Look at pictures of themselves now and themselves as babies and talk about how they have changed.
- Look at life cycles of plants and animals – explore how these stages change and grow over time.
- Learn about families – children, parents, grandparents – and relate to the past, e.g. parents were once babies, then children etc. Intergenerational history.
- Learn vocabulary that helps them to talk about the past, present, and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.
- Listen to stories that are set in the past.
- Compare things in the past and now, linked to our topics (e.g. emergency vehicles, houses, space rockets etc).
- Learn the names of some significant people from the past, such as Guy Fawkes-Van Gough (linked to our topics)
- Developing language and key vocabulary is of high importance.

##### Constructing the past

- Identifying that things from the past might be different from today – technology, cars, houses etc.

##### Sequencing the past/Chronology

- Identifying that things have happened in the past, relating to themselves and within living memory
- Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents

##### Continuity and change (connecting)

- Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.

##### Cause and effect

- Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.

### **Comparing**

- Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.

### **Significance and interpretation**

- Understanding that some events and people from history are important because they have achieved something or had an effective.

### **Carrying out a historical enquiry**

- Starting to ask simple questions about people or events from within living memory.

### **Vocabulary and communication**

- Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event.

## **Year 1**

### **Communicating ideas in history**

- A range of learning activities are used including, drawing discussions, role play and games.

### **Content (Knowledge**

#### **Toys Then and Now**

- learn about changes within living memory by exploring modern toys.  
think about familiar toys and use a variety of adjectives to describe them.
- start to understand that toys were different in the past and think about ways in which we could find out what toys used to be like.
- be introduced to some of the toys their parents and grandparents might have played with, and ask questions about what they were like.
- use sources to ask and answer questions.
- learn where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- investigate which toys were popular in the past.
- find out when some popular toys today (such as Lego or Barbie dolls) were first invented.
- identify similarities and differences between ways of life in different periods.
- Links are made with Science Materials unit as children explore the changing materials of toys throughout history.

### **Victorian Children**

- finding out some basic information about the Victorian period and what life would have been like for Victorian children.

- finding out about the lives of poor children in Victorian Britain and why many children had to work as soon as they were able.
- discovering some of the dangerous jobs that children had to do to survive.
- finding out about the lack of laws to protect children in the early Victorian period before moving on to look at some of the laws and changes that were introduced in order to protect children.
- finding out about the work of Dr Barnardo (if time Lord Shaftsbury) and consider why some people were against the changes they introduced.
- considering the differences between modern and Victorian schooling (the structure of Victorian classrooms, what subjects were taught and how classrooms were organised).
- considering and comparing modern and Victorian leisure time for children.
- finding out what home life was like for Victorian children, for example clothes, food and housing.

### **Monarchs of the UK and the power they held.**

- Find out about the role of monarchs in British history and understand their connection with present-day society.
- Look at William I, King John and how their reigns changed the UK
- Find out how the title of king or queen is inherited.
- Explain how the monarchy continues through the royal family.
- Learn about the government and the prime minister's role.
- They identify the key roles of a monarch through interactive activities and develop an understanding of how our values match up to British values of the past.

### **Constructing the past**

- Identifying that events have happened in the past and that significant people from the past have helped shape the present – Victorians and Monarchs

### **Sequencing the past/Chronology**

- Identifying that events and people from the past may have occurred across a greater period of time than just themselves (living and beyond living memory)
- Identifying that events and changes have happened in order – Victorians, Grandparents, parents, themselves and today.
- Begin to understand that there are different periods of time in history –Victorians

### **Continuity and change (connecting)**

- Identifying that changes have happened in history that can impact on today – Victorians King John and the Magna Carta
- Identifying that there are reasons for continuities and changes and stating some of these.

### **Cause and effect**

- Identifying that certain events and individuals have had major consequences in history – Victorians, King John/Magna Carta.
- Identifying that history can affect the local area, as well as nationally and globally – Schools, government/democracy, Monarchy

- Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' – child labour in Victorian times and the introduction of schools.
- point out some similarities and differences between the ways of life of different people - rich and poor/toys now and then.

### **Comparing**

- point out some similarities and differences between the ways of life of different people - rich and poor/toys now and then.

### **Significance and interpretation**

- Identifying why certain people/events are significant in history – achievements, impact etc.
- Identifying why some individuals are significant both locally and nationally –
- Begin to understand what makes someone or something significant.

### **Carrying out a historical enquiry**

- Ask and answer simple questions about the past.
- Guided enquiry using knowledge from topic
  
- Big question – How have toys changed from the past to the present?
- Big question – How are our lives different to the lives of Victorian children?
- Big question – What is a monarch?

### **Using sources as evidence**

- Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event.

### **Vocabulary and communication**

- Using simple phrases and words to describe the passing of time -e.g. 'past' 'before' 'now' 'then'
- 'Long ago' 'before I was born' 'changes to now' 'timeline' 'living memory' 'beyond living memory'
  
- Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'important.

## **Year 2**

### **Communicating ideas in history**

- Present findings about past using speaking, writing, drama and drawing skills.

### **Content (Knowledge**

#### **The Great Fire of London**

- Talk about how people lived in 1666
- Sequence of inventions: How the fire started, spread, was overcome and London rebuilt
- Look at significant people – Thomas Farriner, Samuel Pepys, John Evelyn, Christopher Wren
- Ask questions about what these people did, and why it was important.
- Examine photos/models of houses now or in the past – make comparisons.
- Discuss how homes have changed. How London was rebuilt. Compare it from before the fire to after and today.

### **A Significant Briton – George Cadbury**

- Talk the origins of the cocoa bean and how it came to Europe.
- Sequence the history of chocolate (throughout unit of work).
- Look at significant people in development of chocolate (George Cadbury and the Cadbury family)
- Ask questions about what these people did, and why it was important.
- Examine photos/examples of chocolate bars/Bournville now or in the past – make comparisons.
- Discuss how George Cadbury changed people's lives in Birmingham: helping those less privileged than himself, every Sunday morning Cadbury taught classes at the Birmingham Adult School, houses for key workers, Saturday half days and Bank Holiday closing, sporting and recreational facilities, a kitchen for heating up food and later a works canteen, medical and dental treatment etc.
- Talk about how people lived in before and after the Cadbury family built their factory.

### **Leisure time in Great Britain**

- About the changes that took place in the way that people spent their leisure time during Queen Victoria's reign.
- How the invention of the steam engine changed leisure time in Britain (including the invention of bank holidays to encourage holidays and leisure).
- How the growth of the railways meant that people began to travel more and visiting the seaside became a popular pastime (bathing costumes, Punch and Judy, bathing machines, photography and entertainment).
- That the railways also allowed local sporting teams to travel and so sports like cricket, football and rugby began to be organised with agreed rules and national competitions, such as the FA Cup.
- That in earlier years, leisure activities were more community oriented but the changing landscape during the years of the industrial revolution led to activities being more often defined by class than by community.
- About the railways ever decreasing fares making travel holidays affordable for the working class and seaside holidays became universally popular during the mid-nineteenth century.

### **Constructing the past**

- Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – George Stevenson (steam engine) George Cadbury (social change)
- Identifying that the past is remembered or ‘constructed’ in different ways -diaries, photographs and paintings

### **Sequencing the past/Chronology**

- Identifying and comparing people from a period of time – Thomas Farriner, Samuel Pepys, John Evelyn, Christopher Wren
- Identifying how periods of time can impact on individuals and events – Change in housing materials, leisure time
- Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – invention of the steam engine meant people could travel more easily. More people moved to the city to work in factories.

### **Continuity and change (connecting)**

- Identifying and comparing people from a period of time – Thomas Farriner, Samuel Pepys, John Evelyn, Christopher Wren
- Identifying how periods of time can impact on individuals and events – Change in housing materials, leisure time
- Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – invention of the steam engine meant people could travel more easily. More people moved to the city to work in factories.
- Identifying that changes throughout history have had important consequences – George Stephenson and the development of trains; changes in seaside holidays, understanding of how the GFOL changed housing etc.
- Identifying WHY some things have stayed the same throughout history – people living in towns/cities, leisure time at the seaside.

### **Cause and effect**

- Identifying that certain events and individuals have had major consequences in history –George Stephenson’s developments led to national railways, GFOL changed the housing in London and the rest of the country.
- Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night
- development of railways and exporting of ideas to other countries
- Identifying specific causes and effects from different periods and beginning to establish links between them – the impact of George Cadbury’s philanthropy on the lives of his workers and the Bournville area.

### **Comparing**

- -describe some similarities and differences between people and events in the past and now.

### **Significance and interpretation**

- Identifying why certain people/events are significant in the wider context of history – George Cadbury on Birmingham, Samuel Pepys’ diaries
- George Stephenson – growth of the area, growth of railways nationally etc.
- Identifying that certain individuals and events have had an impact locally, nationally and internationally – George Cadbury, George Stevenson

### **Carrying out a historical enquiry**

- Ask and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'
- Estimate the ages of people by studying and describing their features.
- Guided enquiry using knowledge from topic
- Making semi-independent decisions and using evidence provided to justify
- Big question – Why was the great fire of London 'great'?
- Big question – What did George Cadbury do for Birmingham?
- Big question – Why is leisure time important?

### **Using sources as evidence**

- Understanding the difference between primary and secondary sources
- Look carefully at pictures or objects to find information about the past.
- Make reasoned interpretations about individuals and events by using a small selection of focused sources

### **Vocabulary and communication**

- Using phrases and words to describe the passing of time -
- e.g. 'past' 'before' 'now' 'then' 'present' 'period'
- 'Long ago' 'changes to now' 'stayed the same' 'timeline' 'living memory' 'beyond living memory'
- Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact'

## **Year 3**

### **Communicating ideas in history**

- In written work, try to: organise answers well; state conclusions; give reasons for ideas; begin to use some dates and historical terms.

### **Content (Knowledge**

#### **Stone Age, Iron Age and Bronze Age**

- Changes in Britain from the Stone Age - Iron Age – Bronze Age - late Neolithic hunter-gatherers and early farmers.
- English prehistory, from the Stone Age to the Iron Age History would have been impossible without prehistory. It was during prehistory that Britain acquired its languages, landscape and regional identities.
- The practical side of life: how tools changed through time; how buildings were constructed; how villages operated; how inland and maritime transport developed; how people defended themselves.
- Consider why prehistoric people regarded time as cyclical, rather than continuous, as we do today.
- Changes in settlements, farming and culture.
- Pre-Roman farm animals, examined through examples that still exist today (Soay sheep; Tamworth pigs, Dexter Cattle and Dartmoor ponies).

- Prehistoric domestic skills link modern children to the sources of such basic things as their food and clothes; examples include spinning (with a spindle whorl), weaving (with and without a loom) and grinding corn with a quern (or pestle and mortar) to produce flour.
- Big Human timeline is introduced. Children understand that, not a lot happens for a very long time, yet in another sense dramatic changes occur at irregular periods.
- They learn that humans move from hunter-gatherer to farmer, from rural to urban, from fighting for survival to sophisticated society.

### **Ancient Egypt**

- identify where Egypt is, the continent and capital
- the attitudes, beliefs, and ways of life, compared to today
- build a picture of a past society through the study of evidence
- the Gift of the Nile – where the river flows and why it was so important to the ancient Egyptians
- the pyramids- archaeology, artefacts – buildings, tombs, burials, tomb paintings, written evidence – tomb paintings, inscriptions – Howard Carter
- the centrally important religious beliefs - over 200 different names for Gods in Ancient Egypt. Some looked human, some looked like animals, some were a combination of the two.
- the way we can work out details of people’s daily lives by interpreting the fragments of evidence that have survived
- sequence the stages of mummification and explain the importance of correct preparation for the afterlife

### **Ancient Greece**

- The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.
- Similarities and differences between our schools and schools in ancient Greece.
- How to place the ancient Greek civilisation in time.
- The difference between Athens and Sparta and the term democracy.
- Ancient Greek scholars’ contribution to our knowledge and understanding of the world
- The ancient and modern Olympic games.

### **Constructing the past**

Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:

- achievements,
- housing,
- society,
- food and farming,
- entertainment,
- beliefs



Building a coherent knowledge of the earliest civilisations (in-depth Egyptians and Ancient Greece), their chronological place in history and their impact on future civilisations

- achievements,
  - housing,
  - society,
  - food,
  - entertainment,
  - beliefs
- And by drawing comparisons to KS1 topics such as Stephenson and Victorian Seaside Holidays

### **Sequencing the past/Chronology**

- Placing Stone, Bronze and Iron Ages into wider chronological contexts – include to Ancient Egypt and pyramids/achievements and Ancient Greece
- Developing an understanding of concurrence of civilisations around the world during these times (Ancient Egypt and Ancient Greece)
- Placing early civilisations into chronological context – in-depth Egyptians
- Placing the Ancient Greeks into the wider context of historical chronology
- Reviewing and placing previously learnt periods into context and identifying their impact – see KS1

### **Continuity and change (connecting)**

Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:

- housing,
- society,
- food,
- entertainment,
- beliefs

Identifying the continuity and changes in the Ancient Egypt and Ancient Greece civilisations

- achievements
- society (including democracy and entertainment – Greece)
- impact
- beliefs

### **Cause and effect**

- Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally
- Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life

- Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)
- Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.

### **Comparing**

- Describing a greater number of similarities and differences between some people, events and beliefs within a period of history.
- Make comparisons between the ancient and modern Olympics. Begin to make comparisons across civilisations.

### **Significance and interpretation**

- Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.
- Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence.
- Identifying how ancient Greek scholars have contributed to our knowledge and understanding of the world.
- Understand the significance of the Ancient Olympics.

### **Carrying out a historical enquiry**

- Did Ironstone Mining improve our area?
- Were the Ancient Greeks all that important for us now?
- Small independent enquiry using pre-selected primary and secondary sources. E.g. impact of the Greeks on western civilisation
- Begin to make independent decisions and use evidence to justify
- Big question – When do you think it was better to live – Stone Age, Bronze Age or Iron Age?
- Big question – What was it like to live in ancient Egypt?
- Big question – Would you have liked to have lived in Ancient Greece?

### **Using sources as evidence**

- Did Ironstone Mining improve our area?
- Were the Ancient Greeks all that important for us now?
- Small independent enquiry using pre-selected primary and secondary sources. E.g. impact of the Greeks on western civilisation
- Begin to make independent decisions and use evidence to justify
  
- Big question – When do you think it was better to live – Stone Age, Bronze Age or Iron Age?
- Big question – What was it like to live in ancient Egypt?
- Big question – Would you have liked to have lived in Ancient Greece?

### **Vocabulary and communication**

- Using phrases and words to describe the passing of time -

- e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'
- 'Long ago' 'before I was born' 'changes to now' 'stayed the same' 'living memory' 'beyond living memory'
- Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' 'democracy' 'democracy'

#### Year 4

#### Communicating ideas in history

- Write answers that are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons.
- Make use of dates and historical terms.

#### Content (Knowledge

##### Echoes of an Empire

- The Roman Empire and its impact on Britain - army, invasion and conquest, technology, culture beliefs, British resistance.
- the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.
- why the Romans built new roads
- the resistance of Queen Boudicca and understanding different perspectives
- when, how and why Hadrian's Wall was built.
- the religious beliefs and the gods and goddesses that the Romans worshipped.
- Roman baths were and know about the different amenities they contained.

##### Anglo Saxons

- Britain has been invaded and settled numerous times and place into context.
- priorities of invaders and settlers and the reasons for their decisions.
- different tribes invaded Britannia after the Romans left in the early 5th century.
- Britain was a suitable place to settle and where the tribes came from originally.
- what Anglo-Saxon tribes would have been looking for in the lands they invaded.
- the needs of individuals and communities when planning a new settlement.
- Anglo-Saxon farming methods.
- the different leisure activities of the Anglo-Saxons.
- the pagan beliefs of the Anglo-Saxons and the rise and fall of Christianity during the Anglo-Saxon times.
- the Anglo-Saxon system of recompense (wergeld/ wergild) and the types of punishment given to criminals.
- the different social groups in Anglo-Saxon society.
- about King Offa of Mercia, his dyke and his coinage.
- why Alfred was 'Great' and what the Danegeld was introduced.

### **Britain's Invasion by the Vikings**

- recap of British and world history, add in the Vikings (when they raided and invaded Britain.
- learn when and where the Vikings came from and why they raided Britain (including the attack on Lindisfarne).
- learn about the different aspects of Viking life including social, religious and cultural contexts (clothes and jewellery; religion/burial/gods/mythology; houses and food; rhyme and writing; art and craft.)
- the Viking methods of travel and trade as an important part of their way of life.
- who King Ethelred II was and the problems he faced before introducing Danegeld.
- recap when and why Danegeld was introduced.

### **Constructing the past**

Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:

- achievements,
- housing,
- society,
- food,
- entertainment,
- beliefs

Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:

- achievements,
- housing,
- society,
- food,
- beliefs

### **Sequencing the past/Chronology**

- Reviewing and placing previously learnt periods into context and identifying their impact.
- Placing Ancient Romans and Roman Britain into the wider context of historical chronology
- Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology
- Deeper understanding of concurrent civilisations around the world and their impact on later civilisations (Ancient Egypt and Ancient Greece, Romans)

### **Continuity and change (connecting)**

Identifying the continuity and change throughout Roman Britain through comparison of:

- housing
- society

- food
- entertainment
- beliefs

Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:

- housing
- society
- food
- entertainment
- beliefs

### **Cause and effect**

- Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today
- Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.
- Identifying that one event can have multiple effects – invasions of Britain by AS and V

### **Comparing**

- Describe similarities and differences in society, culture and religion in Britain at local and national levels.

### **Significance and interpretation**

- Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified
- Identify why Boudicca is such a significant individual for both British and Roman British history
- Identify why interpretation of these sources is critical to our understanding of the past.
- Identify why King Offa of Mercia, his dyke and his coinage are significant locally.
- why Alfred was 'Great' and what the Danegeld was introduced.
- Identify who King Ethelred II was and the problems he faced before introducing Danegeld.
- recap when and why Danegeld was introduced.

### **Carrying out a historical enquiry**

- How much did the Romans, Anglo Saxons and Vikings really impact Britain?
- Begin using independent enquiry using a range of primary and secondary sources
- Make independent decisions and using evidence to justify
-

- Big question – How did ancient Rome impact modern Britain?
- Big question – Who made the bigger difference to people in Britain – the Romans or the Anglo-Saxons?
- Big question – How should we remember the Vikings?

### Using sources as evidence

- Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio
  - Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence
  - understand the difference between primary and secondary sources of evidence.
  - compare sources of evidence to help identify reliable information.
- **Vocabulary and communication**
  - Using phrases and words to describe the passing of time -
  - e.g. 'duration' 'period' 'era' 'concurrent'
  - 'during this time' 'previously' 'compared to'
  - Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable' 'farmer-warrior' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'

## Year 5

### Communicating ideas in history

- Select, organise and use relevant information to produce structured work, make use of dates and terms.

### Content (Knowledge

#### Early Islamic Civilisations

- A non-European society providing contrasts with British history –early Islamic civilization, including a study of Baghdad c. AD 900
- Who Muhammad was and that he was the founder of Islam.
- The cultural and economic significance of Baghdad and how its geographical location was important.
- What the House of Wisdom is and some key individuals who studied there.
- The work of the early Islamic doctors and how it impacted on modern medicine.
- The impact of early Islamic inventions and discoveries made on the wider world.
- Why Muslims split into two separate groups after the death of Muhammad and some of the beliefs of these groups.
- The role of the caliphate and the differences between Sunni and Shia Muslims.

### Local History Study

**A study of a site dating from a period beyond 1066 that is significant in the locality. Aston Hall and Sir Thomas Holte.**

### **The life of significant person who has contributed to national and international achievements. William Shakespeare**

- Holte - Family, children, rumours around temper/murder, wealth, beliefs, Aston Hall, links to royals, Aston Hall (one of Birmingham's most historic buildings, Grade I listed Jacobean house, involved in the Civil war, damaged by Parliamentary troops in 1643, owned by James Watt Junior, visited by both Charles I and Queen Victoria, opened as a public museum).
- Shakespeare - Stratford-Upon-Avon, Family, children, beliefs, London, The Globe, plays, links to royals (Elizabeth I), death

### **Discrimination Through the Ages**

- learn about the concept of suffrage and compare to modern day women's rights.
- learn about the methods of protest used by the suffragettes.
- celebrate the richness of pre-war Jewish culture and listen to stories of survival, e.g. through the Kindertransport.
- focus on the normality of life for Jewish communities across Europe before the war, with images of individuals enjoying family holidays, celebrating birthdays and engaging in everyday matters like going to school.
- understand what was lost through the Holocaust, and avoid seeing Jews only as victims.
- look at life under the Nazis and the anti-Jewish laws.
- learn about Apartheid, the former social system in South Africa, where black people and people from other racial groups were forced to live separately from white people and did not have the same rights as white people.
- understand the origins of Apartheid, the 1913 Land Act, the National Party winning the election in 1948.
- learn about apartheid laws and how they were unfair to black people (not allowed to vote, could not travel in white areas without special papers, many kicked out of their houses and made to live in homelands, white and black students learning separately, signs where only white people were allowed).
- learn about apartheid in the 1950s (protest against the laws, the Defiance Campaign, the African National Congress, Nelson Mandela).
- learn about apartheid in the 1980s (world governments asking the South African administration to end apartheid, the United Nations condemning the laws of apartheid, countries like the US and UK stopping doing business with South Africa, the South African government crumbling).

### **Constructing the past**

#### **Building a coherent knowledge of Anglo-Saxon and Viking history to Early Islamic Civilisations by comparison on:**

- achievements
- trade
- society
- learning
- beliefs

and understanding the reasoning for similarities/differences between each civilisation

#### **Building on British history through a local area study focusing on:**

- achievements
- significance,

- Aston Hall
- Monarchy

**Building a coherent knowledge of discrimination focusing on:**

- significance
- Suffragette movement
- Holocaust
- Apartheid

**Sequencing the past/Chronology**

- Reviewing and placing previously learnt periods into context and identifying their impact.
- Placing Early Islamic Civilisations into the wider context of historical chronology
- Placing events from local history into the wider context of historical chronology
- Review chronology through discrimination through the ages.
- Continued development of concurrent civilisations around the world and their impact on later civilisations

**Continuity and change (connecting)**

**Identifying the continuity and change throughout Iron Age Britain to Early Islamic Civilisations through comparison of:**

- achievements
- trade
- society
- learning
- beliefs

**Identifying the continuity and change throughout in the Local Area through comparison of:**

- achievements,
- significance,
- Aston Hall,
- Monarchy

**Identifying the continuity and change throughout in the discrimination through the ages and understanding the impact on modern society:**

- significance
- Suffragette movement
- Holocaust



- Apartheid

### **Cause and effect**

- Identifying the reasons for the development of Bagdad in AD 900. Explaining the effects of this on modern society.
- Identifying the significance of Aston Hall during the civil war and as a result, its place in Birmingham's history.
- Identifying the causes and effects of discrimination over time and explaining the effects of this on modern society.

### **Comparing**

- describe similarities and differences in society, culture and religion in Britain and the world.
- describe similarities and differences in society, culture and religion over time
- Significance and interpretation

### **Significance and interpretation**

- Identifying and explain the significance of Bagdad at AD 900 and on modern society.
- Identifying and explain the significance of Aston Hall during the Civil war and on modern Birmingham.
- Explain the significance of the holocaust, suffragette and Apartheid in history and on modern society.
- Using sources as evidence

### **Carrying out a historical enquiry**

#### **Independent enquiries**

- use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
- ask a range of questions about the past.
- choose reliable sources of evidence to answer questions.
- understand that there is often not a single answer to historical questions.
- Big question – How did the early Islamic civilisation impact our modern-day ideas?
- Big question – How did the early Islamic civilisation impact our modern-day ideas?
- Big question – What can we learn from the past to help better our futures?
- Vocabulary and communication

#### **Using sources as evidence**

- Using sources to interpret viewpoints, including bias
- Identify why viewpoints differ and why bias might skew these viewpoints
- Identify why the amount of written primary sources varies depending on individual time periods
- Take account of a range of information (such as the author, audience and purpose of a source) when evaluating its accuracy and usefulness.
- Explain my evaluation of particular pieces of information and particular sources.

## **Vocabulary and communication**

- Using phrases and words to describe the passing of time and context of civilisations -e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'
- Using words and phrases to describe events and people from the past – e.g. '

## **Year 6**

### **Communicating ideas in history**

- Select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.

### **Content (Knowledge**

#### **Crime and Punishment Throughout History**

- The differences between minor and serious crimes – the most serious being rebellion against the Emperor - then compare with the severity of the punishment received.
- Typical Roman crimes and accompanying punishments
- The legacy of the Romans in the current justice system through the use of a court, judge, jury and law.
- The Anglo-Saxon Justice System, tithing, hue and cry, wergild and punishments.
- What would happen in Anglo-Saxon trials and the main types of ordeals people suffered.
- The two crimes that preoccupied the Tudors – vagrancy and treason. The reasons for these being major crimes. (The rich and people in communities felt threatened by people who travelled through begging; they were considered criminals. The Tudor monarchs were very worried about treason due to the amount of claims from other families to the throne.)
- Different Tudor punishments, such as the scold's bridle, ducking stool, etc.
- The introduction of the police force by Sir Robert Peel.
- The development of prisons during this time in history, giving extra information about the main types of hard labour used.
- Advances of science such as forensics in modern day crime detection.
- Which modern-day methods are used to prevent, detect crime, or both.

#### **The Changing Roles and Power of Monarchs**

- To develop an understanding of chronology. (APK - Make sure these monarchs are referenced and added to time line: Y1 – Victoria (1837 – 1901 – Hanoverian queen), Elizabeth II (1952 - present day – Windsor queen), Y2 - some knowledge of Charles II (1660 – 1685 - Stuart king) (GFoL), Y5 some knowledge of Charles I (1625 – 1649 - Stuart king) (Aston Hall))
- William I (1066 – 1087 – Norman king) - The Norman invasion, The Battle of Hastings, the establishment of the Norman monarchy and the transfer of power from Saxons to Normans at all levels of society; the extent of the power of the monarch and the barons by 1087, The Domesday Book.
- John (1199-1216 – Plantagenet king) (+ to working wall timeline.)– Struggles over power, The Magna Carter, Baronial strength and reasons for challenging John.
- Richard III (1377 – 1399 – York king) – the princes in the tower, The Wars of the Roses, The Battle of Bosworth,

- Elizabeth I (1558 – 1603 – Tudor queen). – religion (restored England to Protestantism), the role of Parliament under Elizabeth I - The role of Parliament in advising Elizabeth and governing the country, Elizabeth's relations with parliament. Also mention Sir Walter Raleigh and the claim to America (USA is a geography unit in SUM1 so it would be worth having a little bit of history background here) and the East India Company (world trade in covered a great deal in geography so it would be good to have the historical details here). If time, discuss the Spanish Armada.
- Anne (1702-1714 - Stuart queen) - Role and responsibility of monarchs after 1688, War of the Spanish Succession, The role of Parliament, Methods of maintaining power in the 1700s – political 'parties' e.g. Tories and Whigs, the extent of power of monarchs, challenges to power in parliament

### **Significant Britons**

- Boudicca, a British noble woman in the Iceni tribe in south-east England, led a revolt against Roman rule in 60AD. Her revolt is story of winning by losing. Even though she ultimately lost, she took on the strongest military power of that time and she won successive battles, before finally losing.
- Elizabeth Fry 1780-1845 (statue at the Old Bailey/photograph on the old five-pound note). A middle-class Quaker and pioneering campaigner for better conditions in prisons during the Victorian Period.
- Emmeline Pankhurst 1858–1928 (statue at Victoria Tower Gardens in Palace of Westminster). Founded the Women's Social and Political Union, used militant tactics to fight for women's suffrage. Imprisoned many times.
- Stephen Hawking 1942-2018 (ashes buried in Westminster Abbey).
- Explaining the origins of the universe and black holes. Overcoming the difficulties of motor neuron disease.
- Tim Berners-Lee 1955 – (Olympic Stadium) Inventor of the World Wide Web, the system that delivers webpages over the internet. Created HTML (Hypertext Markup Language) which most web pages are written in.

### **Constructing the past**

#### **Building a coherent knowledge of crime and punishment over time and their impact on today's world by comparison of:**

- Romans
- Anglo Saxons
- Tudors
- Modern day

#### **Building a coherent knowledge of British monarchs focusing on:**

- achievements,
- society,
- significance,

#### **Building a coherent knowledge of significant Britons focusing on:**

- achievements,
- society,
- significance,

### **Sequencing the past/Chronology**

- Reviewing and placing previously learnt periods into context and identifying their impact.
- Review chronology through Crime and punishment through the years, the changing roles and power of monarchs and significant Britons.
- Continued development of concurrent civilisations around the world and their impact on later civilisations

### **Continuity and change (connecting)**

#### **Identifying the continuity and change from Victorian Britain to the modern day through comparison of:**

- housing,
- society,
- education
- entertainment

#### **Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:**

- housing,
- society,
- food,
- entertainment,
- beliefs

### **Cause and effect**

- Identifying the causes and effects of crime and punishment over time and explaining the effects of this on modern society.
- Identifying the effect of Victorian inventions on today's world as either positive or negative
- Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?

### **Comparing**

- describe similarities and differences in society, culture and religion in Britain and the world.
- describe similarities and differences in society, culture and religion over time

### **Significance and interpretation**

- Explain the significance of crime and punishment in history and on modern society.
- Analyse the significance of monarchs and significant Britons and their impact on the modern world.

### **Carrying out a historical enquiry**

#### **Independent enquiries**

- identify and use different sources of information and artefacts.
- evaluate the usefulness and accurateness of different sources of evidence.
- select the most appropriate source of evidence for particular tasks.
- forms opinions about historical events from a range of sources.
- Big question – When was the best time to be a criminal?
- Big question – When was the best time to be a criminal?
- Big question – Which Briton was most significant?

### **Using sources as evidence**

- Identify the effectiveness of sources as evidence
- Use sources of evidence as the basis for an opinion
- Begin to make references to evidence as justification
- Use sources as evidence in a debate
- Take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness.
- Discuss how and why different arguments and interpretations of the past have been constructed.

### **Vocabulary and communication**

- Using phrases and words to describe the passing of time and context of civilisations -
- e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'
- 'the duration of...' 'the narrative of history'
- Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'