

History Progression Document



History

Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles:

Resilient: Every child is resilient.

Emotionally Literate: Every child is aware of their feelings and those of others.

Aspirational: Every child aspires for more in their learning and in life.

Communicators: Every child is an effective communicator.

Happy: Every child has the right to be happy. Bilton Community Federation

Our vision is to empower children to make a positive impact on the world and to apply the values they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**



History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. It enables children to find out about how and why the world, our country, culture and local community have developed over time and how the past can have direct consequences for our future. Study of the past builds a chronological framework for children's knowledge of historical events and people as well as encouraging deep thought and reflection which can influence attitudes, ideas and values. At Bilton C of E Junior School our aim when teaching History is to stimulate children's curiosity to develop knowledge, skills and understanding.

We teach the National Curriculum, with a focus on a progression of historical skills as well as knowledge. Skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

During each new historical topic, the children study the chronology of that period. This places the era in context and encourages children to develop their understanding of how periods of time fit together and to consolidate the learning from previous topics. It is also an opportunity to discuss the cause and effect of historical issues as children gain a wider understanding of the past.

To spark children's curiosity, it is important to allow first-hand experience of historical periods; so whether that be evaluating historical sources, visiting a museum or handling artefacts from that era all of these help children to empathise with people in the past and build a rounded picture of what life was like. At Bilton C of E Junior School we study a wide range of units which reflect changes in Britain as well as the wider world. We celebrate history from around the world and champion those people who have sometimes been forgotten.

By the time the children at Bilton C of E Junior leave our school they should have developed:

A secure knowledge and understanding of people, events and contexts from the historical periods covered.
The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.

The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources. • The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.

A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Curriculum Overview

Topic 1

Topic 2

Topic 3

Year 3 **Stone Age—Bronze Age**
Museum Workshops

Local History
Visit to Rugby radio site

Ancient Egypt
Museum Workshops

Year 4 **The Romans**
Lunt Fort and Rugby
Museum

The Maya
Cadbury World

Crime and Punishment
Oakham Castle

Year 5 **The Victorians**
Blist Hill

Invaders and Settlers

The Shang Dynasty

Year 6 **VWI**
Staffordshire
Regimental Museum

WWII

Local History /Ancient
Greece

Our Christian Values

Care: we encourage our children to express empathy and compassion through their work in History.

Honesty: child learn about deception and dishonesty and historical conflicts that have led lead to disastrous consequences. They learn that this sort of deception and dishonesty is morally wrong.

Respect: we teach the children about diversity within the subject and how we should give thanks and respect to the sacrifices that historical figures have made.

Co-operation: we provide opportunities for collaborative historical work and children to value the understanding of others.

Forgiveness: we encourage the children to explore forgiveness and healing in their topics.

Resilience: We teach children to experiment and face creative challenges. We teach how resilience contributes to positive change based on our knowledge of past events.

What makes our curriculum unique?

Where possible, we use the local environment to support learning. These learning opportunities encourage children to recall and draw upon their experiences wherever in the world they continue their education. We capitalise the on the vast historical opportunities within the local environment.

These include:

A visit to Cadbury World to explore the Mayans

A visit to Oakham castle and museum to support and deepen learning for 'Crime and Punishment'

A visit to Rugby museum when learning about the Romans

A visit to Rugby School in connection with local history

A visit to Blist Hill Victorian Village to support learning in the Victorians topic

An experience in the trenches at Staffordshire Regiment Museum when learning about WWI

We capitalise on other opportunities through assemblies and visitors to support learning in History.

Knowledge categories within topics

Year group	Breadth of study	Knowledge Categories									
		Chronology	Belief	Culture	Location	Settlement	Food and farming	Travel and exploration	Conflict	Society	Empire
3	Local history	✓	✓	✓	✓	✓				✓	
3	Stone age to Bronze age	✓	✓	✓	✓	✓	✓			✓	
3	Ancient Egypt	✓	✓	✓	✓		✓		✓	✓	✓
4	The Maya	✓	✓	✓	✓	✓	✓			✓	
4	Romans	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Crime and Punishment	✓	✓	✓					✓	✓	
5	Victorians	✓	✓	✓		✓	✓	✓		✓	✓
5	Invaders and settlers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Benin	✓	✓	✓	✓	✓		✓		✓	✓
6	WW1	✓		✓	✓				✓	✓	✓
6	Ancient Greece	✓	✓	✓	✓		✓		✓	✓	✓
6	Local history	✓		✓	✓					✓	✓

Progression in knowledge

Ongoing Historical Vocabulary

Civilisation Exploration Conflict Empire Settlement
 Ancient Uncharted Colony Century Decade
 Missionary Democracy Rebellion Revolution Heir Descendent
 Parliament Government Account Ancestor Economy Law
 Eyewitness Raid Monarch Archaeologist Mediaeval Legacy
 Artefact Conquer Expedition Royal Significant Family tree
 Source Evidence



Example Knowledge Organiser

History - Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

AD (Anno Domini) 	The Latin for 'in the Year of the Lord', a term used to date the years after Jesus was born.
archaeology	Using remains to learn about the past.
barter 	To exchange goods without using money.
BC (Before Christ) 	A term used to date the years before Jesus was born.
hunter-gatherers	A group of people who move around hunting or collecting food.
settlement 	A place where people live together as a community.
trade 	The buying and selling of goods (objects) and services (labour).
tribe	A group of people who lived together in a hill fort and shared the same language and ideas, usually led by a chief or king.

Trade

Goods like bronze and copper were exchanged for other items. Trade between Britain and Europe increased during the Iron Age. To start with, bartering was used to exchange goods, but the arrival of the first coins ended this.



Key vocabulary

Settlements

In the Neolithic period, people started to live in groups together as communities. One example of this is Skara Brae.



By the Iron Age, people were living in community groups called tribes led by a chief or a king. These were often based around hill forts which were built to defend the tribe.



Year 5 - What did the Greeks ever do for us?

achievement	Something reached through hard work or effort.	direct democracy	A system of government in ancient Greece which gave all men the right to vote.
assembly	A democratic organisation in ancient Athens where all men could vote on laws.	oligarchy	A system of government in ancient Greece in which only a few people held power.
Athens	The largest and one of the most influential city-states in ancient Greece.	philosophy	The 'love of wisdom' in which people think and ask basic questions about human life.
city-state	A city or town that, with the surrounding countryside, is an independent state.	Sparta	One of the most powerful city-states in ancient Greece, known for its fierce army.
Classical Golden Period	The period from 480 BC to 323 BC in which the Greeks built temples, created democracy and made scientific discoveries.	Zeus	In Greek mythology, the god of the sky and the supreme ruler of the Olympian gods.

Gods and goddesses



The ancient Greeks believed 12 gods and goddesses lived on Mount Olympus. The Greeks prayed to them at home and in temples and ran sporting events and festivals in their honour. They believed that if something went wrong, the gods were unhappy with them. The characters, images and abilities of the Greek gods and goddesses have influenced modern-day movies, animations, books, comics and video games.

Democracy



Athenian democracy was one of the first in the world. It was a direct democracy in which the citizens themselves voted for laws in the assembly. Modern Britain has a representative democracy where people elect a representative (Member of Parliament) to make decisions on their behalf. Citizens over 18 can vote in Britain; however, in ancient Athens, only adult males born in Athens could vote.

Key Skills Year 3 and 4

Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period.

Using dates to work out the interval between periods of time and the duration of historical events or periods.

Using BC/AD/century.

Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Placing the time studied on a timeline.

Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Noticing connections over a period of time.

Identifying reasons for change and reasons for continuities.

Identifying what the situation was like before the change occurred.

Comparing different periods of history and identifying changes and continuity.

Describing the changes and continuity between different periods of history.

Identifying the links between different societies.

Identifying reasons for historical events, situations and changes.

Identifying similarities and differences between periods of history.

Explaining similarities and differences between daily lives of people in the past and today.

Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Using a range of sources to find out about a period.

Using evidence to build up a picture of a past event.

Observing the small details when using artefacts and pictures.

Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.

Evaluating the usefulness of different sources.

Understanding how historical enquiry questions are structured.

Asking questions about the main features of everyday life in periods studied, e.g. how did people live.

Creating questions for different types of historical enquiry.

Using a range of sources to construct knowledge of the past.

Extracting the appropriate information from a historical source.

Identifying primary and secondary sources.

Interpreting evidence in different ways.

Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.

Making links and connections across a period of time, cultures or groups.

Asking the question "How do we know?"

Reaching conclusions that are substantiated by historical evidence.

Constructing answers using evidence to substantiate findings.

Identifying weaknesses in historical accounts and arguments.

Creating a structured response or narrative to answer a historical enquiry.

Describing past events orally or in writing, recognising similarities and differences with today.

Key Skills Year 5 and 6

Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.

Using the terms AD and BC in their work.

Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age

Developing a chronologically secure understanding of British, local and world history across the periods studied.

Placing the time, period of history and context on a timeline.

Relating current study on timeline to other periods of history studied.

Comparing and making connections between different contexts in the past.

Making links between events and changes within and across different time periods / societies.

Describing the links between main events, similarities and changes within and across different periods/studied.

Describing the links between different societies.

Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.

Analysing and presenting the reasons for changes and continuity.

Giving reasons for historical events, the results of historical events, situations and changes.

Starting to analyse and explain the reasons for, and results of historical events, situations and change.

Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Making links with different time periods studied.

Describing change throughout time.

Identifying significant people and events across different time periods.

Comparing significant people and events across different time periods.

Explain the significance of events, people and developments.

Recognising primary and secondary sources.

Using a range of sources to find out about a particular aspect of the past.

Describing how secondary sources are influenced by the beliefs, cultures and time of the author.

Comparing accounts of events from different sources.

Evaluating the usefulness of historical sources.

Addressing and devising historically valid questions.

Understanding that different evidence creates different conclusions.

Evaluating the interpretations made by historians.

Identifying methods to use to carry out the research.

Asking questions about the interpretations, viewpoints and perspectives held by others.

Using different sources to make and substantiate historical claims.

Developing an awareness of the variety of historical evidence in different periods of time.

Distinguishing between fact and opinion.

Recognising 'gaps' in evidence.

Identifying how sources with different perspectives can be used in a historical enquiry.

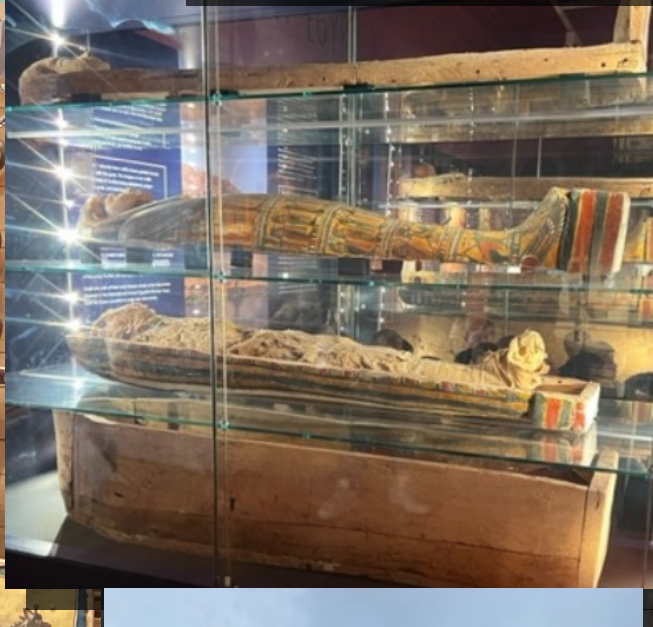
Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.

Making increasingly complex interpretations using more than one source of evidence.

Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.

Constructing explanations for past events using cause and effect.

Using evidence to support and illustrate claims.



Where do we go?

Year 3 Stone Age to Bronze Age

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	When was the Stone Age?	Timeline Stone age around 10,000 BCE Bronze age around 3000 BCE Iron Age around 200 BCE	Timeline, chronology, Mesolithic	Changes in Britain from the Stone Age to the Iron Age
Knowledge	What was life like in the Stone Age?	http://www.howcomyou.com/selfnews/viewnews.cgi?newsid106786940120578.shtml <u>What was life like in the Stone Age? -how they fed and clothed themselves</u>	nomadic	
Knowledge	What impact did farming have on life in the Stone Age?	Transition from a nomadic existence to settling/farming.	Farming Nomadic settlement	
Historical Enquiry	How are our ideas about the Stone Age changing?	Work of archaeologists is discovering more all the time. https://www.bbc.co.uk/history/ancient/archaeology/oldest_house_01.shtml Who invented clothes? (Guardian) http://www.theguardian.com/science/sifting-the-evidence/2013/may/20/who-invented-clothes-palaeolithic-archaeologist Use one of the examples to explain how recent thinking has changed about the Stone Age	Archaeologists	
Knowledge	How did life change in the Bronze and Iron age?	Changes in weaponry and tools during Bronze and Iron age and the impact this had on every day life. Which era was best to live in and why?	Weapons Tools	

Additional Vocabulary

Ancestors
Consequences
Climate
Nomadic
Communal
History sources
Archaeologists
Density
Migrate
Scavenging
Predators
Permanent
Identity
Technology

Understand that prehistory was a long time ago.
 Accurately place AD and BC on a timeline.
 Identify conclusions that are certainties and possibilities based on archaeological evidence.
 Explain the limitations of archaeological evidence.
 Use artefacts to make deductions about the Amesbury Archer's life.
 Identify gaps in the knowledge of the Bronze Age.
 Explain how bronze was better than stone and how it transformed farming.
 Explain how trade increased during the Iron Age and why coins were needed.
 Identify changes and continuities between the Neolithic and Iron Age periods.
 Explain which period they would prefer to have lived in, providing evidence for their choice.

By the end of this topic children will be able to:

Locate key areas of Rugby on a map

Talk about how Rugby radio site had an impact on the town

Discuss changing technology

Key skills:

Chronology

Historical Enquiry

Knowledge

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Knowledge	Where is my local area?	Where is Rugby in relation to the rest of the UK? Where is UK in relation to Europe? Where is Europe in relation to the world?	Local Locality UK Europe Warwickshire Rugby	A study of an aspect of history which is significant in the locality.
Historical Enquiry	What are the significant landmarks of Rugby?	What do we know about Rugby – key areas e.g. market, Rugby school, Lawrence Sherriff school. Discuss. Use Google Earth to locate. Locate radio mast site and discuss.	Landmark Local Rugby School Market Lawrence Sherriff Radio site	
Chronology	What is the chronology of the Rugby radio site?	Discuss old/new technology – look at pictures. Talk about what the Rugby radio site used to do. Create a timeline of technology and place Rugby radio site on it.	Telecommunications Radio Mast technology	
Knowledge	What did the Rugby radio site do?	Discuss the radio site and explain its importance to Rugby and the rest of the world.	As above	
Historical Enquiry	What is the legacy of the Rugby radio site?	How did the site change Rugby – look at old maps. How is the site used today? Visit to the site.	Transformation Legacy Impact	

Key Learning

Understand that prehistory was a long time ago.
Accurately place AD and BC on a timeline.
Identify conclusions that are certainties and possibilities based on archaeological evidence.

Explain the limitations of archaeological evidence.
Use artefacts to make deductions about the Amesbury Archer's life.
Identify gaps in their knowledge of the Bronze Age.
Explain how bronze was better than stone and how it transformed farming.
Explain how trade increased during the Iron Age and why coins were needed.
Identify changes and continuities between the Neolithic and Iron Age periods.

Explain which period they would prefer to have lived in, providing evidence for their choice.

By the end of this topic children will be able to:

Say when the Ancient Egyptian era was

Explain what the Ancient Egyptians believed in

Explain what life was like in Ancient Egypt with reference to historical artefacts.

Key Skills:

Chronology

To examine artefacts and sources and make inferences about AE life and beliefs.

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	When was the Ancient Egyptian era?	Timeline use of AD/BC – make links with previous topic Stone Age Ancient Egypt around 3100 BCE – around 352 BCE	Timeline Chronology era	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared
Knowledge	What impact did the Nile have on Ancient Egyptian life?	Map of Egypt, locate Nile. Discuss how the Nile flooded creating fertile land.	Nile Red land Black land Flooding trade	
Knowledge	What did the Ancient Egyptians believe?	AE religion – look at Gods e.g. weighing of the heart ceremony. Mummies – afterlife.	Gods, mummies, pyramids.	
Knowledge	What can we learn from what the Ancient Egyptians left behind?	Howard Carter/Tutankhamun	Artefact Pyramid Tutankhamun Howard Carter	
Historical Enquiry	What can we learn from what the Ancient Egyptians left behind?	Look at artefacts and what that shows us about AE life e.g. - Use of hieroglyphics as a writing system - Shabti figures showing everyday life - Aspects of religion e.g. veneration of certain animals.	Shabti Hieroglyphics Religion	

Key Learning

Identify the ancient civilisations and key periods in ancient Egypt.
Describe the physical features of Egypt.
Explain the Egyptian creation story.
Identify the characteristics of important gods or goddesses.
Explain why the pyramids were built.
Identify the stages and challenges of building a pyramid.
Explain the links between ancient Egyptian beliefs and mummification.
Name sources that can be used to find out about ancient Egyptian beliefs.
Explain some Egyptian beliefs about the afterlife.

Aspiration

Through the Year 3 Curriculum we inspire children to consider the world of work:

The local history topic covers the work of planning officers, surveyors, architects and environmental officers. Through their topic of the Stone Age they get to learn about the roles of anthropologists and archaeologists and the knowledge and skill involved. The Egyptian topic shared the roles of anthropologists, Egyptologists, architects, builders, surveyors, artists and archaeologists.

Year 4 The Maya

By the end of this topic children will be able to:

Explain where and when the Maya lived

What life was like for the Maya

Explain that 90% of the Maya 'disappeared' at around 900 AD

Key Skills:

Chronology

To use written and pictorial sources to find evidence of everyday life

Use evidence to make a hypothesis about the decline of the Maya

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	When did the Maya live?	Timeline - comparisons with Stone Age Britain. Around 2600 BCE – 900 AD Map of the area	BCE AD Chronology	A non-European society that provides contrasts with British history.
Knowledge	Where did the Maya live? How did they live?	Google earth of the area – problems of sustaining life in the rainforest. What was everyday life like?	Cenote Chultuns	
Knowledge	How did the Maya communicate?	Writing and number system	Logograms syllabograms.	
Historical Enquiry	What do Frederick Catherwood's drawings tell us about the Maya?	Look at sketches and make inferences about what they show us. Are there limitations to these images? - Catherwood has added his own interpretation to them.	Camera lucida lithograph	
Historical Enquiry	Why did the Maya disappear?	See the Historical Association's 'History Mystery' https://www.history.org.uk/primary/categories/934/module/8747/resource-sharing-hub-key-stage-2/9839/non-european-society Children decide which reason is the most likely for the Maya's disappearance.	Drought Climate change	

Key Learning

Sequence the key periods of the Ancient Maya civilisation.

Identify periods that were happening in Britain at the same time.

Explain how the Ancient Maya settled in the rainforest and the challenges they faced.

Describe Ancient Maya beliefs.

Name the features of the Ancient Maya cities.

Make deductions about the Ancient Maya cities.

Evaluate the reasons for the decline of the Maya civilisation.

Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.

Year 4 The Romans

By the end of this topic children will be able to:

Say when the Roman era was

Explain why the Romans invaded Britain

Explain the impact of the Romans on Britain

Key Skills:

Chronology

To examine written sources and make inferences

To present and communicate their understanding of the impact of the Romans on Britain

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	When was the Roman era?	Time line around 625 BCE – 476 AD Make links with previous topics e.g. Ancient Egypt, the Romans took control in 30BC	Chronology AD/BCE era	The Roman Empire and its impact on Britain
Knowledge	Why did the Romans invade Britain?	Previous attempts at invading Britain had failed: Julius Caesar's attempted invasion in 55-54 BC. Emperor Claudius succeeded in AD43 Discuss what minerals and commodities the Romans wanted to control.	Minerals Slaves Invasion Attempt Emperor Empire BCE	
Knowledge	Why was the Roman army so successful?	Look at weapons, armour. Organisation and discipline in the army. Visit to Lunt Fort.	Gladius Shield Sword Helmet	
Historical Enquiry	How do we know about life on Hadrian's Wall?	https://www.vindolanda.com/blog/fact-file-writing-tablets Read and discuss what the fragments of the writing tablets tell us about everyday life of Roman soldiers in Britain.	Emperor Hadrian Wall Celts Vindolanda	
Knowledge	Did the native Britons welcome the Romans or resist them?	Story of Boudicca	Boudicca Revolt Iceni Tribe	
Historical Enquiry	How do we know what Boudicca looked like?	Images of Boudicca displayed Read Cassius Dio's description: https://penelope.uchicago.edu/~grout/encyclopaedia_romana/britannia/boudicca/boudiccanrevolt.html#:~:text=In%20stature%20she%20was%20very,was%20fastened%20with%20a%20brooch. How do we really know? Cassius was a Roman historian writing 100 years later.	Bias Boudicca	
Knowledge	What was the impact of the Romans in Britain?	What did the Romans bring to Britain? Roads, baths, buildings, stability, language, food. https://www.youtube.com/watch?v=SaivHgJTy3E Make comparisons with what life had been like before the Romans: https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zqp2m39 Work in groups to create a presentation to show what impact the Romans had.	Legacy	

Key Learning

Explain the meaning of empire and invasion.

Understand the chronology of the Roman invasion of Britain.

Identify the consequences of the Roman invasion.

Create an interpretation of Boudicca using sources.

Explain why the Romans needed a powerful army.

Identify a soldier's equipment.

Explain how the Roman army was organised and perform simple manoeuvres and drills.

Make observations about an artefact.

Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.



Year 4 Crime and Punishment

By the end of this topic children will be able to:

Explain how crime and punishment has changed in Britain

Explain why crime and punishment has changed in Britain

Explain what they think of Dick Turpin

Key Skills:

Chronology

To examine written sources and make inferences

To present and communicate their understanding of how crime and punishment has changed

Key Learning

To know in more detail about crime and punishment in the Roman period.
To know in more detail about crime and punishment in the medieval and Tudor periods.
To know in more detail about crime and punishment in the Victorian period.
To compare crime and punishment and compare it to today.
Know how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished.
Were some punishments harsh and unjustified by today's standards.
Compare Victorian case studies.
Know about the life and work of Elizabeth Fry.
Make links and explain comparisons.
To know in more detail about crime and punishment in the Anglo-Saxon and Viking period.
Were the Victorians cruel? Explain your answer.
Were all criminals punished in the same way? How did social status impact?

Aspiration

Through the Year 4 Curriculum we inspire children to consider the world of work: Through the Romans topic children learn about the roles architects, builders, surveyors, artists, archaeologists and military roles and the knowledge and skill involved. The Maya topic allows for the children to learn about the roles architects, builders, artists, archaeologists, anthropologists and astronomers and the knowledge and skill involved and the Crime and Punishment topic encourages children to consider the roles of solicitors, criminal lawyers, criminologists, forensic scientists, investigators and prison roles.



Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Knowledge	What is crime? What is punishment?	Knowledge harvest. Introduce terms.	Crime Punishment Prison Police	a study of an aspect or theme in British history that extends pupils' chronological beyond 1066
Knowledge	What did crime and punishment look like in Roman Britain?	Re-cap Romans What was Roman punishment like? Was it fair? Legacy today.	Deterrent Court Trial Evidence Jury	
Knowledge	What did crime and punishment look like in Anglo Saxon Britain?	What was Anglo-Saxon punishment like? Was it fair?	Tithings Wergild Exile	
Historical enquiry	Was Dick Turpin a hero or villain	Read sources and make inferences about Dick Turpin.	Highwayman Bias Evidence	
Historical enquiry	Why did punishments become so bloody in the eighteenth century?	Bloody code – more crimes punishable by death. No police force yet. Look at Hogarth's Tom Idle engraving.	Bloody code smuggling poaching and highwaymen Ducking stool Scold's bridle	
Knowledge	What did crime and punishment look like in Victorian Britain?	New police force, prisons.	Prison reform Police officer Robert Peel	
Chronology	How has crime and punishment changed?	Timeline of crime and punishment.		

Year 5 The Victorians

By the end of this topic children will be able to:

Explain when the Victorian era was

Give a description of Queen Victoria

Describe changes that impacted on everyday life

Explain how Rugby changed in the Victorian era.

Key Skills:

Chronology

To use written and pictorial sources to find evidence of everyday life

To present and communicate their understanding of change during this era and to formulate an opinion about this change

To compare changes in Rugby to changes nationally during the Victorian era

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	When was the Victorian era?	Timeline – link to Y4 topic Crime and punishment – what do we already know about the Victorians?	Timeline AD Queen Victoria era	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Knowledge	Who was Queen Victoria?	Biography of Queen Victoria. Discussion of her impact.	Queen Victoria Legacy Empire Empress	
Knowledge	What was the industrial revolution?	Movement of working classes from farming to factories. Use of new technology.	Cities Rural Urban Factories	
Enquiry	Did the industrial revolution make life better?	Discussion. Children present their ideas.	Cities Rural Urban Factories	
Knowledge	What impact did the railway have?	Discussion of the railway and how this impacted Rugby: Nearly all rail traffic between London and the north passed through Rugby, making it one of the most important railway junctions in the country.	Railway Station transport	
Knowledge	What was life like in Victorian Britain?	Workhouses, factories, schools, famous inventions	Poor law Reform Cane Lord Shaftesbury	
Historical enquiry	What was life like in Victorian Britain?	Use portraits/paintings to find evidence to show what life was like in Victorian Britain.		
Knowledge historical enquiry	What impact did the Victorians have on Rugby?	Visit to Rugby – including Rugby school. Talk about Victorian buildings, workhouse (where the Orchard Centre is now), railway Link with Prince Alamayu – a young boy from Ethiopia who was brought to England and went to Rugby school and became a favourite of Queen Victoria. See: https://en.wikipedia.org/wiki/Prince_Alamayehu	Rugby Railway bridge Great Central Rugby School Tom Brown	

Key Learning

List the dates of significant inventions during the Victorian era and British Empire.

Describe what life was like in factories/ workshops in Britain in the Victorian era. Describe what is meant by the word 'innovation'.

Use a timeline to identify significant events in the Victorian era.

Suggest reasons why the Victorian era was a time of rapid scientific development.

Describe the experience of children in Victorian times.

Know the impact of new scientific discoveries on religious beliefs.

Describe the difference between the lives of the rich and poor in the Victorian era.

Know what impact the Industrial Revolution had on political and social organisation.

List some significant technological innovations during the Victorian era.

Know how much of the world was ruled by the British during the Victorian era.

Know how trade changed during the Victorian Period.

Describe how Britain governed new territories in which it had built settlements.

Compare and contrast rural and urban settlements.

Year 5 Invaders and Settlers

By the end of this topic children will be able to:

Explain why groups settled in Britain

Explain how they managed living near each other (danegeld)

Explain what was important about the discovery at Sutton Hoo

Describe the changes that happened during this era

Key Skills:

Chronology

Formulate a hypothesis using evidence from Sutton Hoo

Read sources with an awareness of bias

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	What happened when the Romans left?	Timeline Link with Romans – left suddenly in 410 AD, what impact did this have? Link with Crime and punishment from year 4 – what can you remember?	Anglo-Saxon Viking Scot Migration Settler Settlement Timeline	Britain's settlement by Anglo-Saxons and Scots.
Knowledge	Why did these people move from where they were born?	Investigate the reasons why the Scots, Anglo-Saxons and Vikings wanted to settle in Britain.	Anglo-Saxon Viking Scot Migration Settler Settlement	
Historical enquiry	What do we know about these groups?	Stereotypical images – e.g Viking with horned helmet. How true are these images? What evidence do we have e.g. Beowulf, Sutton Hoo hoard, Bede. Mainly Anglo Saxon evidence. What can we deduce?	Bias Anglo-Saxon Viking Scot	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Historical enquiry	How were new settlements formed?	What key features would new settlers need?	Water Close to source of energy and materials e.g forest.	
Knowledge	How did the Anglo Saxons and Vikings get on with each other?	Read accounts of Viking raids e.g. Lindisfarne monastery. Discuss technical know-how of the Vikings e.g. longships enabled the Vikings to travel large distances. How the AS responded – Kings, emergence of Wessex.	Longship Raid Monastery King Wessex	
Knowledge	Was Alfred really great?	Listen to the story of King Alfred and how he formed the 'Danelaw' with the Viking leader. Discuss if this was a good thing to do?	Danelaw King Alfred King Guthrum	
Historical Enquiry	What does Sutton Hoo tell us?	Find out about Sutton Hoo and the artefacts buried there. From the evidence explain who or what kind of person was buried there.	Sutton Hoo Archaeologist Mound	
Knowledge	What was life like at this time?	Everyday life during this time.	Danelaw Tension	

Key Learning

Explain where the Vikings came from and why they invaded Britain.
 Sequence events according to their significance for groups of people.
 Find evidence and make inferences from sources.
 Name Viking trade routes.
 Explain why trade routes were important to the Vikings.
 Identify the differences between Viking sagas.
 Evaluate the impact of Viking achievements.

Year 5 Shang Dynasty

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	To place the Shang Dynasty on a timeline	Time line, locate China.	Dynasty Civilisation Archaeological BCE BC CE AD	The achievements of early civilisations.
Knowledge	Everyday life in the Shang Dynasty	A day in the life of ...	Social hierarchy Sources Evidence Rich and poor	
Historical Enquiry	How do we know about religion in the Shang Dynasty?	In groups look at sources of evidence and draw conclusions about Shang religion.	Evidence Worship Ancestor Tombs Burial customs	
Knowledge	What are oracle bones?	Description of a divination ceremony.	Dragon bone medicine Oracle Wang Yirong Malaria	
Historical Enquiry	To examine an artefact and make inferences about it	Pictures/artefacts. Children work in groups to examine and then come up with own conclusions as to what the artefacts tell us about Shang.	Archaeological Artefact Inferences	

By the end of the topic children will be able to:

Locate China and explain when the Shang Dynasty was.

Talk about everyday life in the Shang Dynasty.

Describe Shang religion.

Explain what artefacts tell us about the period.

Key skills:

Chronology

Making comparisons of similar eras

Knowledge of the era

Investigating Shang religion

Interrogating artefacts

Key Learning

- To place the Shang Dynasty on a timeline and compare with other civilisations of a similar time
- To discuss everyday life in the Shang Dynasty
- To find out about religion in the Shang Dynasty
- To examine artefacts

Aspiration

Through the Year 5 Curriculum we inspire children to consider the world of work: The Victorian topic covers the roles of **historians, architects, tradesmen, explorers and industry** along with the knowledge and skills involved. The Maya topic includes the roles architects, builders, artists, archaeologists and military roles. Through Crime and Punishment children get to know about the roles of **historians, archaeologists, architects and tradesmen** and the knowledge and skills involved.

Year 6 WWI

By the end of this topic children will be able to:

Place WW1 within a timeframe

Explain the factors that caused WW1

Describe conditions in the trenches

Describe what life was like on the home front – with some reference to Rugby

Give at least one example of how Britain changed as a result of WW1

Key Skills:

Chronology

Read sources and extricate aspects that show bias

Read sources and make inferences from them

To present and communicate their understanding of change during this era and to formulate an opinion about this change

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	To place WW1 in chronological context	Timeline of events. Link to other topics.	World War One Chronology	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Knowledge	What was the cause of WW1?	Assassination of Franz Ferdinand – alongside military arms race, imperialism, nationalism and patriotism.	Assassination Franz Ferdinand Militaristic Arms race Imperialism Nationalism Patriotism	
Knowledge	What was it like to sign up?	Role-play with a carousel of events in the hall.	King George V Patriotism Oat Army	
Knowledge	What was life on the home front like?	Children's lives Role that women played 'exchequers of the home' Rugby housewives dealing with inflation Animals in WW1	Guides Scouts Lady Dorothea Fielding Inflation	
Historical enquiry	How was propaganda used in WW1?	WW1 recruitment posters.	Propaganda	
Knowledge/historical enquiry	What was life like in the trenches?	Visit to Staffordshire regiment museum. Read real letters from the trenches.	Trench Rats Duckboard No Man's Land	
Knowledge	What was the Christmas truce?			
Historical enquiry	Legacy of the war How did Britain change as a result of WW1?		Representation of the People Act Addison Act Homes fit for heroes Board of Health	

Key Learning

- to place WW1 in chronological context
- to understand the causes of WW1
- life on the home front
- life in the trenches
- the role of women
- the legacy of WW1

Year 6 WW2

By the end of the topic children will be able to:

Describe how WW2 started.

How WW2 impacted life in the UK.

The legacy of WW2.

Key skills:

Chronology.

Reading and evaluating sources detailing local accounts of the Blitz.

Assessing the impact of WW2 in the UK.

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Knowledge	Why did Britain go to war in 1939?	Kapow lesson	Invasion Appeasement War Allies Treaty of Versailles	A significant turning point in Britain's history.
Knowledge	How did Hitler achieve power democratically?	Discuss how Hitler was elected to power	Hyper inflation Treaty of Versailles Weimar Germany Scape goat	
Knowledge	How did the Battle of Britain affect the RAF?	Kapow lesson	RAF Battle of Britain Spitfire Luftwaffe	
Historical Enquiry	How was our locality affected by the Blitz?	Use of old maps to pin-point factories in Coventry. Match up with sites of bombings.	Blitz Coventry cathedral Shelter Target	
Knowledge	What was life like on the Home front?	Kapow lessons	Evacuation Land Army Factories Home Guard	
Knowledge/Historical Enquiry	How did WW2 change the UK?	Investigate the legacy of the Second World War. Children create a presentation of an element of the legacy of war.	NHS Four wants Beveridge Report Housing	

Key Learning

- Describe why Britain went to war in 1939
- Explain how Hitler came to power democratically in 1933
- Discuss key events in WWII
- Understand what life on the Home Front was like
- Analyse sources and discuss the Coventry Blitz
- Communicate how WWII changed Britain
- Explain the legacy of WWII

Year 6 Ancient Greece

By the end of this topic children will be able to:

Explain when the Ancient Greeks were at their most powerful

Make comparisons between Athens and Sparta

Identify at least two things that the Ancient Greeks gave the world

Talk about Ancient Greek life with reference to how they know this information

Key Skills:

Chronology

Make conclusions and form opinions based on evidence.

Read sources and make inferences from them

To present and communicate their understanding of change during this era

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	How can Ancient Greece be placed on a timeline?	Timeline. Earliest Greeks around 9000 BCE – 3000 BCE 332 BCE Alexander the Great conquers Egypt 146 BCE – becomes part of the Roman empire Link to Romans, Ancient Egypt	BCE Chronology Empire Conquer Egypt Roman Greece	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Knowledge	Who were the Ancient Greeks?	Locate Greece on a map. Discuss how its geography helped to shape its history e.g. large coastline, position, mountainous regions made travelling by land difficult,	Trade Coastline Boat-building Mountainous	
Knowledge	How were Athens and Sparta different?	Discuss the two city states and make comparisons between the two. Class debate.	Democracy Parliament Voting Representation	
Knowledge/historical enquiry	What was surprising about the Battle of Marathon?	Retell the story of the Battle of M. The Athenians were predicted to lose – how did they overcome this?	Marathon Pheidippides Tactics Sparta Persian empire	
Historical enquiry	How can we find out about life in Ancient Greece?	Look at sources from the time. Paintings Pots Language What can we draw from these?	Olympic games Agora	
Knowledge/enquiry	To explore a classic text Homer's 'The Odyssey'	Listen to extract. Introduce the painting 'Penelope and the suitors' by John William Waterhouse. What does the imagery tell us?	Imagery Odysseus Epic	
Knowledge	What is the legacy of the Ancient Greeks?	Language, democracy, learning, architecture	Legacy Democracy	

Key Learning

Describe the features of ancient Greece.
 Identify the key periods in the ancient Greek civilisation.
 Make inferences about Greek gods.
 Research a Greek god.
 Compare Athens and Sparta.
 Understand the different types of democracy.
 Explain how Athenian democracy worked.
 Explain what philosophy is.
 Identify the achievements of the ancient Greek philosophers.
 Identify the ancient Greeks' legacies and their impact.

Year 6 Local Study

By the end of this topic children will be able to:

Talk about aspects of change and aspects of continuity in post-war Britain

Explain how ska and two tone are linked to Coventry

Explain how the music scene in Coventry reflected the whole country

Key Skills:

Chronology

Read and interpret lyrics

To present and communicate their understanding of change during this era

Topic Area (Knowledge, Chronology, Historical Enquiry)	Learning Intention	Activities	Vocabulary	National Curriculum area
Chronology	How has Britain changed since 1945?	Create a timeline with key events from 1945 – present day. Discuss what has stayed the same and what has changed?	Change Continuity	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Knowledge	What was important about Coventry's music scene in the 1980s?	Read 'A Two Tone Tale'	Ska Two tone	
Knowledge/enquiry	What was important about Coventry's music scene in the 1980s?	Listen to the music Look at pictures of Coventry at that time. Read accounts of what Coventry and the country was like at that time.	Recession Unemployment Racial tensions	

Additional Learning

Identify the type of information the census gives about people.
Use the census to make inferences about people from the past.
Identify and describe the changes between periods of time using the census.
Use other primary and secondary sources to verify the data in a census.
Use a range of sources, including the census, to build an understanding of a period.
Describe the changes in the 1921 census.
Plan a local history enquiry using the census.

Aspiration

Through the Year 6 Curriculum we inspire children to consider the world of work:
Through the WW1 topic children get to know about the roles within the **military** and the knowledge and skill involved. The Ancient Greece topic focuses on the roles architects, builders, artists, archaeologists and military roles.
The local history topic revisits the work of planning officers, surveyors, architects and environmental officers.