

**Potters Gate Primary & St Andrew's Infant Schools**  
**Curriculum Subject Progression – History**

History	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<u>Knowledge</u> What will children know at the end of this unit of work?	<u>Our Wonderful World</u>  Children will know about themselves and things that have happened in their own past.  Learning about space – the history of space, the planets.	<u>Celebrations/Autumn</u>  Changes in season.  The history of the celebration of Christmas.	<u>Brilliant Beasts</u>  Learning about dinosaurs and their existence on earth before us.  Looking at fossil and that dinosaurs are extinct. The history of the Earth.  Know that fossils are remains of ancient organisms.  Know the history of the planet – dinosaurs' existence, pre- human.  Chinese New Year story 'The Great Race'	<u>People Who Help us</u>  Compare past to present – emergency vehicles of the past and from now.	<u>Mini beasts</u>  Natural history – the history of a butterfly, frog etc.	<u>Happily Ever After (Traditional tales)</u>  Preparing for year 1 and celebrating the history of their time in reception.  Looking to the future – ambitions, etc.
	<u>Skills</u> As an expert in this subject children will be able to ...	Talk about their past and about themselves in positive terms.  Talk about the routine of a day.  Ask questions to find out about the past of other.	Talk about their experience of Autumn.  Talk about season and how they change.	Compare the environment then and now.  Use fact books and computers to learn about the past.  Ask questions to find out about the past.	Comparing the past to the present.  Talk about the past from looking at photos and books.  Talk about their personal past – when has someone helped them.	Understand that nature has formed part of our history.  Talk about life cycles.	Be able to talk about the past in positive terms and look at how their past year is part of their own history.
	Creativity & Cultural Development	Family history.	Autumn painting.  Creative language.	Making fossils using clay.	Role play. Farm trip <b>LOTG</b>	Bishop's Water meadow. <b>LOTG</b>	

		Different places people come from.		Role play dinosaur museum.			
	Spiritual Development	Creation of the universe	The story of the birth of Christ- Religious history.				
	Community & Courageous Advocacy	Sense of belonging to their new school community. Sense of belonging in the universe.	Looking at the local weather within our community and how our seasons are.		Sense of belonging to the local area.	Looking after our immediate environment and caring for our garden/school pond.	Thinking about our place within the school community and our aspirations for our future.
	Health & Wellbeing	Sense of belonging. What you need to become an astronaut.	Noticing changes in seasons. How to protect ourselves – wrap up warm in winter. Wear sun cream in summer etc.		Healthy eating – growing food. Where your food comes from. Staying safe – calling 999. Role of doctors – link to COVID.	Growing healthy food. Growing flowers, gardening and spending time in nature.	Understanding that the children have lots to celebrate and be proud of – personal well-being.
	Aspiration	That you can be an astronaut.		Palaeontology. Working in a museum	Becoming a paramedic, doctor, vet etc...	Entomologist	That you can be anything you want.
	<u>Vocabulary</u> What key vocabulary will children know that is new?	past, memory, yesterday, last year, first, next, universe	year, seasons, Autumn,	extinct, past, history, time	different, compare,	life-cycle, first, next, becomes,	first next, in the end. future
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Friendship – working together to talk about past experiences.	Working together – friendships and trust.	Working together – friendships and trust.	Building trust of people around us in the community that can help us.	Working together – friendships and trust.	Building resilience by reflecting on experience.
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Understand the role of the teacher and headteacher – keeping us safe. How Christians believe God made the universe. Respecting people's personal history and our differences.		Tolerance of other beliefs and seeing similarities – Chinese New Year.	The role of the police		Understanding that we are all individual and have different things to celebrate but to have mutual respect.

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Year 1	<u>Knowledge</u> What will children know at the end of this unit of work?		<u>Antarctica</u> Robert Falcon Scott and Oates expedition to the Antarctic- how the lives of significant local	<u>Queen Victoria</u> Understand that Queen Victoria was a significant person from history	<u>John Henry Knight and Mike Hawthorn (Local historical figures)</u> How the lives of significant local individuals of the past		<u>Victorian and Modern-Day</u> Seaside Holidays Changes beyond living memory.

			<p>individuals of the past have contributed to national and international achievements.</p> <p>How the lessons and challenges from the past have impacted on modern day explorers.</p>	<p>Victorian school life - changes beyond living memory.</p>	<p>have contributed to national and international achievements.</p> <p>Who these men were and what they did.</p> <p>How inventors learn from the past to improve the present and the future.</p> <p>How they look at what is needed by individuals.</p> <p>How the achievements of these two men created a sense of pride within the town and how we remember them.</p>		
	<p><u>Skills</u></p> <p>As an expert in this subject children will be able to ...</p>		<p>To begin to understand the chronology of history and the position of key events/time periods on a timeline.</p> <p>How to use diary entries, films and artefacts to ask questions and answer questions about the past.</p>	<p>Enquiry method - Becoming historians (History detectives)</p> <p>Ask and answer questions about artefacts from the past to deepen understanding and acquire knowledge.</p> <p>Use primary and secondary sources to compare and contrast the past with the present.</p> <p>To begin to understand the chronology of history and the position of key events/time periods on a timeline.</p>	<p>Questioning and using a variety of evidence.</p> <p>To begin to understand the chronology of history and the position of key events/time periods on a timeline.</p>		<p>Enquiry method -Becoming historians (History detectives)</p> <p>Ask and answer questions about artefacts from the past to deepen understanding and acquire knowledge.</p> <p>Use primary and secondary sources to compare and contrast the past with the present.</p> <p>To reflect and talk about own experiences.</p>
	Creativity & Cultural Development		<p>Visit to Gilbert White Museum (local).</p> <p><b>LOTG</b></p> <p>Using artefacts from past to understand the difficulties faced and paint picture in mind of the children of the past.</p>	<p>Museum box with artefacts of Victorian school day</p> <p><b>LOTG</b></p> <p>Victorian School day at Farnham Museum.</p> <p><b>LOTG</b></p> <p>Washday visit to pump house in church lane. Role Play</p>	<p>LFinding evidence of the JHK and MH in Farnham.</p> <p><b>LOTG</b></p> <p>Either as local visit or homework challenges.</p> <p>Inventing your own machine and vehicles.</p>		<p>Museum outreach visit about a Victorian Seaside Holiday</p> <p>Museum box of Artefacts.</p> <p>Trip to beach.</p> <p><b>LOTG</b></p>
	Spiritual Development		<p>Development of empathy, discussing right and wrong choices. Understanding the consequences of their behaviour and</p>	<p>Sense of enjoyment in learning about the past and reflecting on the impact that has had on their own life. Sense of pride in the achievements of others.</p>	<p>Sense of enjoyment in learning about the past and reflecting on the impact that has had on their own life. Sense of pride in the achievements of others.</p>		<p>Awe and wonder of the seaside. Finding joy in the world God has created. To find your happy space.</p>

			actions. Sense of pride in the achievements of others.		To always use your talents that God has given you.		
	Community & Courageous Advocacy		Understanding of what courageous means- better to try and fail than to never try. Do things you believe in and no-one has done before. Oates- sacrifice for his fellow man.	Comparing the life of the rich and poor. Comparing the opportunities of boys and girls past and present. Developing debating skills.	Understanding the impact that an individual has locally, nationally and internationally.		The rights of workers to have a holiday- company holiday days of Victorians.
	Health & Wellbeing		The need for good mental and physical health to achieve your goals, stay safe and well. The need of a healthy diet.	To find joy and love of learning. To appreciate what we have. Learning to learning skills	Inventing things that people need to help them. Enjoying doing things that you love and helping others to enjoy them to, developing a sense of pride in others.		Finding your happy place and taking time to relax. The benefits of being outside.
	Aspiration		Being an explorer. Striving to be the best you can. Becoming a part of a team.	Understanding and using the opportunities that children have today.	To understand that people from Farnham can become famous and contribute to national and international achievements.		To be happy, to find time to enjoy the opportunities of the world. To become a lifeguard.
	<u>Vocabulary</u> What key vocabulary will children know that is new?		History, past, present, future, compare and contrast, timeline, artefact, enquiry, evidence, significant, explorer, expedition.	artefact, museum, evidence, Queen Victoria, the Victorians. Topic related words eg pen, ink, dunce hat, mangle	Inventor, memorial, sources, evidence, petrol driven, significant, national and international, sequence.		Topic related words-eg penny lick, bathing machine, bed and breakfast, bathing suit, parousel.
	<u>School Values</u> Friendship, Resilience. Justice, Trust		Friendship, trust, resilience and justice- talk about and reflect upon the values that an explorer has.	All values developed through learning strategies.	Resilience- achievements made by hard work and determination. Friendship collaborative history work looking at evidence		All values developed through learning strategies. Trust in those that keep us safe at the seaside.
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs				Rule of Law, individual liberty- Invention of the car led to invention of road signs and rules.		

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Year 2	<u>Knowledge</u> What will children know at the end of this unit of work?	<u>History of Farnham</u>  To find out about jobs in the past in Farnham	<u>Great Fire of London/Gunpowder Plot</u>  Who was Samuel Pepys?	<u>Castles (Far far away)</u>  Jobs in a castle  Name some different castles in Britain	<u>Let's Get Moving (flight and space travel)</u>  Who was Amelia Earhart?		

		Learn about famous people linked to industry  Know that jobs have changed through out History and why.  Follow the heritage trail.	How did the fire start?  Why did the fire spread?	Understand why castles are located in their places	Know key dates in space travel		
	<u>Skills</u> As an expert in this subject children will be able to ...	Chronology: Timeline of local history.  Compare historical buildings.	Examining artefacts linked to the past.  Key dates on a timeline.  Sequencing events from the past.  Use different sources and analyse their effectiveness	Identify features of a castle.  Research roles within a castles, kings and queens, weaponry.  Compare different types of castles.	Research the history of flight and famous names. Compare Neil Armstrong and Tim Peake.  Timelines for space travel dates.		
	Creativity & Cultural Development	Art - weaving/dying, Farnham industry.	Design and create a Tudor house. <b>LOTC</b>	Make trebuchet to defend/attack the castle.  Coats of arms and researching what the colours and animals mean.	Design and make a space vehicle OAA for testing. <b>LOTC</b> Create hot air balloons, OAA. <b>LOTC</b>		
	Spiritual Development	St. Andrew's Church, school buildings. <b>LOTC</b>	Catholics/protestants.	The role of religion within a castle and disputes between religions.			
	Community & Courageous Advocacy	Sense of belonging to their local area.	Link with St. A to recreate Pudding Lane and the fire. Reflecting on the past links with the Plague	Links to Farnham Castle. Thinking about people's lives at those times and comparing it to their own.	Ambitions e.g. Amelia Earheart, Miss Todd, both women who overcame challenges.		
	Health & Wellbeing	Reflections - where they live and surroundings.	Plague – rats and death – links to COVID		What it takes to be an astronaut.		

	Aspiration	Famous Farnham people.	What they knew and what they found out.	Choosing which role in the castle they would like and why.	Thinking about their own ambitions and challenges.		
	Vocabulary What key vocabulary will children know that is new?	Victorian, Georgian, Bronze age, Iron age. Borelli, William Cobbett, Harold Faulkner.	Parliament, Samuel Pepys, King Charles, Christopher Wren, Guy Fawkes, 1666, Pudding Lane, Monument, London.	motte and bailey, Norman, William the Conqueror, stone, battlements, murder hole, drawbridge, moat, arrow slits, tower, keep, knight, blacksmith, cook etc.	Amelia Earheart, Neil Armstrong, Tim Peake, the Montgolfier Brothers, Wright Brothers. Aeroplane, biplane, hot air balloon, Apollo 11, astronaut.		
	School Values Friendship, Resilience. Justice, Trust	Trust/resilience - trail.	Resilience - burning of Tudor houses. Discussing justice.	Justice – who and what is right and wrong.	Friendship, working together to achieve a goal. Resilience to create a new model.		
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Links to parliament and famous people. Local politics.	Laws, following rules. Individual liberty. Tolerance of other beliefs. (Guy Fawkes)	Democracy, laws, mutual respect and tolerance of others.	Individual liberty – respect for women in achieving their goals.		

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Year 3	Knowledge What will children know at the end of this unit of work?	<u>Stone Age</u>  How Stone Age people got food: hunters and gatherers  Where Stone age people lived  Roles of children and the community  Understand why there is a lack of sources  Why they used natural resources to help hunt and gather	<u>Bronze/Iron Age</u>  How lifestyles changed  Animals – development of farming  Discovery of metals and how that impacted them			<u>Romans</u>  The chronology of the Roman Era- Boudica's downfall and the invasion of the Romans.  What impact have the Romans had on Britain?  What is their legacy?  Religion, roads, water system, currency.	

						The Roman Army and soldiers and Roman life.	
	<p><u>Skills</u></p> <p>As an expert in this subject children will be able to ...</p>	<p>Place the Stone Age on a timeline</p> <p>Sequence events/artefacts within Stone Age,</p> <p>Compare/contrast the lifestyles of Palaeolithic to Neolithic, use inference and deduction skills to uncover facts about the Stone Age given there are no written documents (prehistory) so make observations from artefacts</p> <p>Ask key questions to research and find answers from the library and internet,</p> <p>Identify and give reasons for why the past is represented in different ways.</p>	<p>Place the Bronze/Iron Age on a timeline</p> <p>Sequence events/artefacts within the Bronze/Iron Age and compare/contrast with Stone Age</p> <p>Use inference and deduction skills to uncover facts about the Bronze/Iron Age given there are no written documents (prehistory)</p> <p>Make observations from artefacts</p> <p>Ask key questions to research and find answers from the library and internet, identify and give reasons why the past is represented in different ways.</p>			<p>Place the Roman Era on a timeline</p> <p>Sequence events/artefacts within the Roman Era</p> <p>Evaluate the effectiveness of different types of sources.</p> <p>Use dates related to the passing of time and compare to today</p> <p>Use a range of sources to find out about the period, observe small details from artefacts/pictures, select and record information related to the study</p> <p>Compare/contrast with Iron Age and in Britain today to see their legacy</p> <p>Ask key questions to research and find answers from the library and internet,</p> <p>Identify and give reasons for why the past is represented in different ways</p>	

	Creativity & Cultural Development	Butser Farm: visiting recreated houses, creating jewellery/clay pots, quarry and grind chalk, creating a wall using traditional techniques and take part in archaeological dig. Creating Stonehenge out of biscuits. Using torches to replicate the solstices. LOTG	Butser Farm: visiting recreated houses, creating jewellery/clay pots, quarry and grind chalk, creating a wall using traditional techniques and take part in archaeological dig. LOTG			Fishbourne Palace: understand Roman life through practical activities and appreciating the construction and workings of the Roman villa. LOTG  Roman Day: creating mosaics, making a shield, acting out different army formations, making Roman food. Reinforcing knowledge and understanding through Forest School by providing tools/equipment to make aqueducts and Roman food etc. LOTG	
	Spiritual Development	Research and understand Stone Age spiritual beliefs	Research and understand Bronze/Iron Age spiritual beliefs			Research Roman spiritual beliefs and recognise the significance of the Romans bringing Christianity to the British shores	
	Community & Courageous Advocacy	Sense of belonging to the local area (Farnham Museum, Butser, Stonehenge, Skara Brae)	Sense of belonging to the local area (Farnham Museum and Butser)			Sense of belonging to the local area.	
	Health & Wellbeing	Reflections – where they live and surroundings	Reflections – where they live and surroundings			Reflections - where they live and surroundings.	
	Aspiration	Butser Farm Visiting Farnham Museum to learn	Butser Farm Visiting Farnham Museum to learn			Fishbourne Roman Palace - visiting a historic sight and	



		about/handle Stone Age artefacts	about/handle Stone Age artefacts Butser Farm.			learning first-hand about the legacy of the Romans but also the importance of archaeology in our understanding of the past.	
	<u>Vocabulary</u> What key vocabulary will children know that is new?	Palaeolithic, Mesolithic, Neolithic, timeline, flint, hunter, gatherer, archaeologist, prehistory, roundhouses	Bell Beaker, tribal kingdoms, Celtic, tools, weapons, bones, enclosure, copper mines, gods/goddesses, earthwork			Romans, chariot, myth, emperor, Basilica, toga, Julius Caesar, mosaic, soldier, sword, slave, villa, standard, Pantheon, baths, sewer, amphitheatre, shield, mythology, aqueduct, coin	
	<u>School Values</u> Friendship, Resilience, Justice, Trust	Working collaboratively in our learning	Working collaboratively in our learning			Working collaboratively in our learning.	
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Learning about our British ancestors and understanding of a different way of life/beliefs.	Learning about our British ancestors and understanding of a different way of life/beliefs.			Learning about our British ancestors and understanding of a different way of life/beliefs.	

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Year 4	<u>Knowledge</u> What will children know at the end of this unit of work?	<u>Anglo Saxons</u> - what was daily life like for Anglo Saxons - Runes - Society of the churls, thralls and thanes - where the Anglo Saxons are on a History timeline	<u>Vikings</u> - who tried to invade the Anglo Saxons (the Vikings) - Anglo Saxon Kings during the Viking invasions - understand some Kings that reigned England during this time	<b>Geography</b>	<u>Egyptians</u> - how we know Ancient Egyptians existed - research and discover Ancient Egyptians Gods - decipher hieroglyphics (LOtC) - using research to understand Ancient Egyptian life	<b>Geography</b>	<b>Geography</b>

		<ul style="list-style-type: none"> <li>- use evidence available to learn about communication in the A-S era</li> <li>- what an Anglo Saxon warrior looks like</li> </ul>	<ul style="list-style-type: none"> <li>- Battle of Edington</li> <li>- identify Vikings Gods and begin to understand why Vikings believed in them</li> </ul>		<ul style="list-style-type: none"> <li>- understand the idea of afterlife and what a canopic jar is used for</li> <li>- Why were the pyramids important to Egypt history? (LOtC)</li> </ul>		
	<u>Skills</u> As an expert in this subject children will be able to ...	<ul style="list-style-type: none"> <li>- sequence key events in British History (based on previous learning)</li> <li>- use relevant sources to learn where Anglo-Saxons settled</li> <li>- ask and answer questions about the arrival of the Anglo-Saxons in Britain</li> <li>- make comparisons between Roman soldiers and Anglo Saxon warrior</li> <li>- Chronology of British History learnt so far, being able to place Anglo Saxons on a time line</li> </ul>	<ul style="list-style-type: none"> <li>- Chronology of British History learnt so far, being able to place Vikings on a time line</li> <li>- Use internet to research Viking Gods</li> <li>- Significance of important kings during the reign of the Vikings and Anglo-Saxons (King Aethelred &amp; King Alfred)</li> <li>- inference skills to identify artefacts</li> </ul>		<ul style="list-style-type: none"> <li>- Chronology of British History learnt so far, being able to place Ancient Egyptians on a time line</li> <li>- Understand more complex terms, such as AD and BCE</li> <li>- make inferences about artefacts</li> <li>- evaluate the usefulness of different sources (interpreting)</li> <li>- use of text books to research historical knowledge</li> <li>- hierarchy of people in Ancient Egyptians</li> </ul>		

		<ul style="list-style-type: none"> <li>- ask a variety of questions to find out more about the topic</li> <li>- interpreting History by discussing the usefulness of different sources</li> </ul>					
	Creativity & Cultural Development	Anglo-Saxon workshop: an Anglo-Saxon 'warrior' visits the school <b>LOTC</b>	Loan box from the museum of artefacts  Visit to the Farnham Museum <b>LOTC</b>		Egyptologist visit (Mr Egypt) Egyptian dance Creating canopic jars <b>LOTC</b>		
	Spiritual Development		<ul style="list-style-type: none"> <li>- Viking Gods</li> <li>- Vikings becoming Christians</li> </ul>		- Egyptian Gods		
	Community & Courageous Advocacy	Hierarchy in the community			Hierarchy in the community		
	Health & Wellbeing	Daily life, cooking & food			Daily life		
	Aspiration	Archaeologists, Historians	Archaeologists, Historians		Work ethic		
	<u>Vocabulary</u> What key vocabulary will children know that is new?	The five Kingdoms names on England, Thanes, Churls, Thralls (society roles) Some settlement suffixes, e.g. ford was often a bridge of a river Runes	Invade Settle Artefacts Danegeld		Hieroglyphics Decipher Mummification Artefacts Scribes Pharoah		
	<u>School Values</u> Fellowship, Resilience. Justice, Trust	Trust: which Kings were right their role and whether they could be trusted to do it  Fellowship: link to hierarchy in people	Fellowship between Vikings and Anglo-Saxons  Trust in their relationships with each other (and how that		Fellowship: link to hierarchy in people		

			was often not successful)				
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	The Rule of Law and how it has changed  Democracy: how Kings ruled different Kingdoms of Britain	Tolerance of those with different beliefs  The Rule of Law and how it has changed  Democracy – how Kings ruled different Kingdoms of Britain, which others challenged		Tolerance of those with different beliefs  Respect: Hierarchy  Democracy: how Kings ruled different Kingdoms of Britain		

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<p>Year 5</p>	<p><u>Knowledge</u> What will children know at the end of this unit of work?</p>		<p><b>Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>- how and why empires grow.</li> <li>- how the Olympics have changed over time and how they have stayed the same.</li> <li>- To know there are different city states.</li> <li>-To retell the Battle of Marathon.</li> <li>-To find out about Ancient Greek gods and goddesses</li> <li>- what was the Trojan War?</li> </ul>	<p><b>Tudors</b></p> <p>Behaviour/lifestyles of Tudor people.</p> <p>Their diet, jobs, clothes.</p> <p>Who was Henry VIII?</p> <p>How did the Tudors come into power?</p> <p>Why the Church of England was formed</p> <p>Why is Henry famous for having so many wives?</p>	<p><b>Tudors</b></p> <p>Behaviour/lifestyles of Tudor people.</p> <p>Their diet, jobs, clothes.</p> <p>Who was Henry VIII?</p> <p>How did the Tudors come into power?</p> <p>Why the Church of England was formed</p> <p>Why is Henry famous for having so many wives?</p>		<p><b>Childhood Games</b></p>
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	Skills As an expert in this subject children will be able to ...		<ul style="list-style-type: none"> <li>- To recognise the chronology of events in Ancient Greece.</li> <li>-To explain and compare the political system worked in Ancient Greece.</li> <li>-To learn about the past from sources including art.</li> <li>-To create a timeline to compare events</li> <li>- Interpret various primary and secondary sources</li> <li>- ask historical questions, explore and explain historical developments.</li> <li>- To compare the different city states.</li> <li>- offer some reason for different versions of a story, e.g. Persians vs Spartans</li> </ul>	<ul style="list-style-type: none"> <li>-To create a timeline to compare events</li> <li>- interpret various primary and secondary sources</li> <li>- ask historical questions, explore and explain historical developments.</li> </ul>	<ul style="list-style-type: none"> <li>-To create a timeline to compare events</li> <li>- interpret various primary and secondary sources</li> <li>- ask historical questions, explore and explain historical developments.</li> </ul>		<ul style="list-style-type: none"> <li>-To create a timeline to compare events</li> <li>- interpret various primary and secondary sources</li> <li>- ask historical questions, explore and explain historical developments.</li> </ul>
	Creativity & Cultural Development		Project Greek day LOTG				
	Spiritual Development		Gods and Goddesses				
	Community & Courageous Advocacy						
	Health & Wellbeing			Medicines	Medicines		
	Aspiration		Future historian/ archaeologist	Future historian/ archaeologist	Future historian/ archaeologist		Future historian/ archaeologist

	Vocabulary What key vocabulary will children know that is new?		myth Sources Battle of marathon Olympics Political system Democracy Pankration Chariot racing Athens Sparta Acropolis Gods Goddesses	Henry V11 Battle of Bosworth Breeches Corset Explorers Family Tree War of the Roses Settlement Chronological order Headsmen Spit-boy Groom of the stool Gong farmer Pin Maker Woad dyer Fishwife	Henry V11 Battle of Bosworth Breeches Corset Explorers Family Tree War of the Roses Settlement Chronological order Headsmen Spit-boy Groom of the stool Gong farmer Pin Maker Woad dyer Fishwife		
	School Values Friendship, Resilience. Justice, Trust		Resilience Justice	Resilience Justice	Resilience Justice		
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs			Rule of law Democracy Different faiths and beliefs	Rule of law Democracy Different faiths and beliefs		

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Year 6	Knowledge What will children know at the end of this unit of work?		<b><u>The Mayans</u></b> The key dates of the Mayan period.  The importance of worshipping the Mayan gods  The significance of the number and writing system they created  The culture of the Mayan people.		<b><u>WW2 and how it affected our local area</u></b> What were the causes of WW2?  Understand the key concepts behind rationing  What was evacuation?  The Blitz and D Day.	<b><u>WW2 and how it affected our local area</u></b>  What was VE day and explore how our local area was affected by WW2.	

	<u>Skills</u> As an expert in this subject children will be able to ...		To create a timeline to compare events  interpret various primary and secondary sources  ask historical questions  explore and explain historical developments and conduct their own research.		Sequence events, link sources.  Use primary and secondary sources to interpret and understand events.  Consider and evaluate different historical interpretations and conduct research using a variety of sources.	Use primary and secondary sources to interpret and understand events.  Consider and evaluate different historical interpretations and conduct research using a variety of sources.	
	Creativity & Cultural Development		Participation in a Mayan workshop <b>LOTG</b> Exploring dance and musical traditions. <b>LOTG</b> Creating their own number system using materials found outside.		Milestones trip <b>LOTG</b>	VE tea party <b>LOTG</b>	
	Spiritual Development		Mayan gods and beliefs.		Understanding the persecution of the Jewish faith in mature way.	Understanding the persecution of the Jewish faith in mature way.	
	Community & Courageous Advocacy					VE tea party inviting friends and family.	
	Health & Wellbeing				Dig for Victory gardens.		
	Aspiration		To continue to develop their skills in asking questions and using sources.		Encourages children to speak to grandparents, empathise with those whose lives were impacted by the war and research their own points of interest.	Encourages children to speak to grandparents, empathise with those whose lives were impacted by the war and research their own points of interest.	
	<u>Vocabulary</u>		Mayan, Maya, hieroglyphic, codices,		Nazis, evacuation, rationing, Axis, Allies,		



	What key vocabulary will children know that is new?		calendar and civilisation.		Chamberlain, Hitler and Churchill.		
	<u>School Values</u> Friendship, Resilience, Justice, Trust		Fellowship		Resilience, Trust and Justice.		
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs		Mutual respect and tolerance of those with different beliefs.		Individual liberty and democracy.		