



## Allenton Community Primary School

### Progression Map

#### History



Resilience



Reflectiveness



Resourcefulness



Reciprocity

## History Yearly Overview

|               | Autumn                                                          | Spring                                                                               | Summer                                                         |
|---------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>EYFS</b>   | All about me (family history)<br>Houses and Homes (old and new) | Superheroes (from our history)<br>Animals (know that dinosaurs were a long time ago) | Everything changes – Lifecycles<br>Let's pretend – Fairy tales |
| <b>Year 1</b> | History of Allenton                                             | Stone Age                                                                            |                                                                |
| <b>Year 2</b> | Ancient Egypt                                                   |                                                                                      | Significant People                                             |
| <b>Year 3</b> | Ancient Greeks                                                  |                                                                                      | Romans                                                         |
| <b>Year 4</b> |                                                                 | Vikings                                                                              | Normans<br>The Middle Ages<br>(The Black Death)                |
| <b>Year 5</b> |                                                                 | The Tudors<br>(British History)                                                      | The Victorians<br>(British History)                            |
| <b>Year 6</b> | World War 1                                                     |                                                                                      | World War 2                                                    |

## Links to Learning in EYFS

### Understanding the World

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Talk about the lives of people around them and their roles in society.

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

Understand the past through settings, characters and events encountered in books read in class and storytelling.

| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                          | Focus: History of Allenton                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                     |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                     |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Continuity and Change                                                                                                                                                                                                                                                                    | Cause and Consequence                                                                                                                                                                                             | Source Enquiry                                                                                                                                                                                                                                                                                                                 | Interpretation and Significance                                                                                                                                                                     |
| <p>Understand how people and things grow and change over time.</p> <p>Begin to order artefacts and pictures from significantly different periods <i>(Recognising and sort photographs and artefacts which show the changes in Allenton over time)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Understand how their local area has changed and why. <i>(Allenton shops &amp; buildings)</i></p> <p>Make comparisons between how they live and how their parents or grandparents lived. <i>(Use of grocers and bakers in Allenton in the past compared to supermarkets today)</i></p> | <p>Begin to understand that a range of people can and have impacted the lives they lead today.</p> <p><i>(Recognise what changes over time have made a difference to the way they live in Allenton today)</i></p> | <p>Begin to describe similarities and differences between historical artefacts and pictures.</p> <p><i>(Use old photographs to find out what Allenton was like over 100 years ago)</i></p> <p>Ask and respond to simple questions about the past using sources of information.</p> <p><i>Find Allenton/Derby on a map.</i></p> | <p>Be curious, discuss and question elements of where they live and the things around them.</p> <p><i>(Ask questions about what life was like in Allenton in the past and discuss findings)</i></p> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                     |
| <p><b>Whole School History Concepts:</b> <b>Empire</b>, <b>Community</b>, <b>Religion</b>, <b>Peace and Conflict</b></p> <ul style="list-style-type: none"><li>Know and identify changes in Allenton over the last 100 years (shops, buildings, jobs) and how communities have changed over time e.g. grocers, bakers are now mostly in larger supermarkets.</li><li>Know and understand the History behind the skeleton of the Allenton Hippopotamus.</li><li>Know that the Hippopotamus is the symbol for Allenton.</li><li>Know that the Allenton Fire station opened in 1891.</li><li>Know about key people in the community e.g. firefighters, police officers, librarians etc. and how their roles have changed over time.</li><li><b>Significant people:</b> Isaac Allen (Founder of Allenton) Joseph Wright (Landscape and Portrait painter from Derby)</li><li><b>Local links:</b> Allenton local area</li></ul> |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                     |

## Vocabulary

Museum, Chronological, Past, Present, City, Town, Village, Similar, Different, Community. Use of vocabulary to show passing of time (now, then, long ago, before, after).

Year 1

Focus: Stone Age

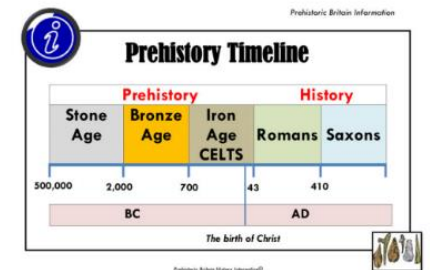
## Skills

| Chronology                                                                                                                                               | Continuity and Change                                                                                                                                                         | Cause and Consequence                                                                                            | Source Enquiry                                                                                                                                                                                                                                  | Interpretation and Significance                                                                                                                                                   |
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| Understand how people and things grow and change over time.<br><i>(Recognise and sort images that show how homes changed over time in the Stone Age)</i> | Use appropriate historical vocabulary to describe key features of the time period.<br><i>(Use specific vocabulary from to describe key features of life in the Stone Age)</i> | Begin to understand cause and effect by looking at significant moments in history and what happened as a result. | Ask and respond to simple questions about the past using sources of information.<br><br>Begin to describe similarities and differences between images.<br><i>(Use images to find out what life was like for people living in the Stone Age)</i> | Be curious, discuss and question elements of where they live and the things around them.<br><i>(Ask questions about what life was like in the Stone Age and discuss findings)</i> |

## Knowledge

**Whole School History Concepts:** **Empire**, **Community**, **Religion**, **Peace** and **Conflict**

- Understand life in the Stone Age, including what people ate, how they lived, what tools they used and how they farmed.
- 'Pre-history' is a term that describes a time in history when there were no written records.
- Tools from the Stone Age were made from natural materials such as rocks and stones.
- Tools were used for hunting, making fires and building.
- Homes changed through the Stone Age. Know that people used to live in caves and then they built tents from animal skin and then towards the end they built huts from stone and straw.
- Stone Age people made clothes from things they could find such as animal skins.
- Stone Age food varied over time and from region to region.
- Stone Age food included food typical of hunter gatherers: meat, fish, eggs, grasses, fruits, vegetables, seeds and nuts. They cooked on a fire.
- Local links:** Derby Museum



## Vocabulary

Roundhouse, Tribe, Hunter-gatherer, Settlement, Flint, Homosapien, Winter Solstice, Summer Solstice, Artefact, Agriculture. Use of vocabulary to show passing of time (now, then, long ago, before, after).

| Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                               | Focus: Ancient Egypt                                                                                                                                                                                                                                                       |                                                                                                                                                              |                                                                                                                                                                                   |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                                                                                                                   |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Continuity and Change                                                                                                                                                         | Cause and Consequence                                                                                                                                                                                                                                                      | Source Enquiry                                                                                                                                               | Interpretation and Significance                                                                                                                                                   |
| Order events in a period of history studied.<br><i>(Identify key points in Ancient Egyptian history and plot these on a timeline)</i><br><br>Understand how people and things grow and change over time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Use appropriate historical vocabulary to describe key features of the time period.<br><i>(Use specific vocabulary from to describe key features of life in Ancient Egypt)</i> | Begin to understand cause and effect by looking at significant individuals actions/significant moments in history and what happened as a result <i>(Explore achievements of the Ancient Egyptians that had a long-lasting effect - farming techniques, use of papyrus)</i> | Ask and answer questions about a range of historical sources.<br><br><i>(Use of images to ask questions and discuss what life was like in Ancient Egypt)</i> | Be curious, discuss and question elements of where they live and the things around them.<br><i>(Ask questions about what life was like in Ancient Egypt and discuss findings)</i> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                                                                                                                   |
| <b>Whole School History Concepts: Empire, Community, Religion, Peace and Conflict</b> <ul style="list-style-type: none"><li>• Know how people in the Ancient Egyptian times lived and worked and the difference between royals and the poor.</li><li>• Know what they wore and ate and during these times.</li><li>• The River Nile is the longest river in the world. Every aspect of life in Ancient Egypt depended on the Nile.</li><li>• The Nile was vital to ancient Egypt's civilization from nourishing agricultural soil to serving as a transportation route.</li><li>• Food included: bread, beer, green vegetables, lentils, figs, dates, fish, birds, eggs, cheese and butter.</li><li>• Most clothing from Ancient Egypt was made out of white linen as it kept the wearer cooler.</li><li>• Ancient Egyptians believed in more than one God.</li><li>• Understand Ancient Egyptian death and burial.</li><li>• When they died, they were mummified so the soul would return to the body. Know the process of mummification.</li><li>• Know and recognise famous landmarks, such as the pyramids (particularly of Giza) and The Sphinx and why they were built.</li><li>• Know the importance of the pharaohs and leadership.</li><li>• Pharaohs of Ancient Egypt were the supreme leaders of the land.</li><li>• <b>Significant people:</b> Cleopatra, Tutankhamun, Howard Carter</li><li>• <b>Local Links:</b> Derby Museum</li></ul> |                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                                                                                                                   |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                                                                                                                   |
| Sarcophagus, Canopic jars, mummification, Pharaoh, hieroglyphics, dynasty, Egyptologist, akhet, papyrus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                                                                                                                   |

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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                              |                                                                                                                                                                                                                 |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Continuity and Change                                                                                                                                                                                                                                                                                      | Cause and Consequence                                                                                                                                                                                                                                                                                                                                                                                              | Source Enquiry                                                                                                                                                               | Interpretation and Significance                                                                                                                                                                                 |
| Sequence the story of a significant historical figure.<br><i>(Create a timeline to show key events in the life of a selected significant person from the list below)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Describe some of the main changes in Britain, resulting from an event/actions of a significant person. <i>(Such as women now having the right to vote as a result of Emmeline Pankhurst’s campaign)</i><br><br>Use the stories of famous historical figures to compare aspects of life in different times. | Understand that a range of people can and have impacted on the lives they lead today. <i>(Identify what impact the 7 significant people from across the world have had on our lives)</i><br><br>Begin to understand cause and effect by looking at a significant individual’s actions and what happened as a result. <i>(Identify what happened as a result of the actions of the selected significant people)</i> | Ask and answer questions about a range of historical sources.<br><i>(Investigate news coverage, biographies, interviews etc linked to the significant people identified)</i> | Express an opinion on whether a person or event had a positive or negative impact on life in Britain. <i>(Using all the knowledge about the significant people, what opinions do the children have and why)</i> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                              |                                                                                                                                                                                                                 |
| <b>Whole School History Concepts: Empire, Community, Religion, Peace and Conflict</b><br>Children will learn and know: <ul style="list-style-type: none"><li>What they achieved/why they are significant, How they have impacted things today, Things to learn from them (their legacy) Any struggles they might have faced along the way.</li><li>Nelson Mandela – first black President from 1994 – 1999.</li><li>Emmeline Pankhurst – English political activist – organised the UK Suffragette movement, helping women win the right to vote.</li><li>The Wright Brothers – American Aviation Pioneers – invented, built and flew the world’s first successful motor-operated plane.</li><li>Usain Bolt – widely considered to be the greatest sprinter of all time – world record holder in the 100 meters.</li><li>Steve Irwin – ‘The Crocodile Hunter’ – Australian zookeeper, conservationist and TV personality.</li><li>Bruce Lee – Renowned for his martial arts prowess – starred in famous martial arts movies</li><li>Sir Earnest Shackleton – Anglo-Irish Antarctic Explorer who led three British Expeditions to the Antarctic.</li><li><b>Local Links:</b> Links with Rolls Royce for the Wright Brothers</li></ul> |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                              |                                                                                                                                                                                                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                              |                                                                                                                                                                                                                 |
| Significant, chronological, aspire, inspire, architecture, activist, civil rights, physicist, medicine, author, charity, segregation, equality, education.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                              |                                                                                                                                                                                                                 |

| Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                    | Focus: Ancient Greeks                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                   |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                    |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                   |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Continuity and Change                                                                                                                                                                                              | Cause and Consequence                                                                                                                                                                                                    | Source Enquiry                                                                                                                                                                                                                                                                                                                                                                 | Interpretation and Significance                                                                                                                                                   |
| Show understanding of chronology by beginning to realise that the past can be divided into different periods of time <b><i>(Place the Ancient Greeks on a timeline which makes connections to other time periods studied in previous years)</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Use appropriate historical vocabulary to describe key features of the time period. <b><i>(Use specific vocabulary from the knowledge organiser to describe aspects of the Ancient Greek period of history)</i></b> | To compare and contrast the lives of different historical periods <b><i>(Draw out the similarities and differences from the Ancient Egyptian and Ancient Greek times/how early civilisation/community developed)</i></b> | Suggest useful research questions and answer these using a range of historical sources. <b><i>(Use of images to ask questions and discuss what life was like in Ancient Greece)</i></b> Choose the most important source material for a task, showing awareness of a range of sources. <b><i>(Use of paintings from Greek vases/pots showing what daily life was like)</i></b> | Express an opinion on whether an event had a positive or negative impact on life in Britain <b><i>(Discuss how the concept of Democracy came from Ancient Greek politics)</i></b> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                    |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                   |
| <b>Whole School History Concepts: Empire, Community, Religion, Peace and Conflict</b> <ul style="list-style-type: none"><li>Understand how the Ancient Greeks lived, the clothes they wore and the food they ate.</li><li>Paintings on Ancient Greek vases and pots showed what daily life was like in Ancient Greece.</li><li>The main City-States in Ancient Greece were: <b>Athens, Sparta, Corinth, Thebes, Siracusa, Aegina, Rhodes, Argos, Eretria</b> and <b>Elis</b>. Each City-state ruled itself.</li><li>The ancient games featured many competitions that still take place in the modern Olympics, such as, <b>foot races, jumping, discus throwing, javelin throwing, wrestling, the pentathlon and boxing</b>.</li><li>Most Ancient Greeks wore Tunics (both men and women). These would drape over the body to keep them cool.</li><li>The Ancient Greek diet was very healthy consisting of: grains, wheat, barley, fruit, vegetables, breads and cake. The Ancient Greeks grew olives, grapes, figs and wheat and kept goats for milk and cheese. They ate lots of bread, beans and olives.</li><li>All men in a Greek City-State were expected to fight in the army.</li><li>A full set of armour included a shield, a bronze breastplate, a helmet and greaves that protected the shins.</li><li>Most soldiers carried a long spear called a Doru and a short sword called a Xiphos.</li><li>The main Greek soldier was the foot soldier called a ‘hoplite’. The name ‘hoplite’ comes from their shield which they called the ‘hoplon’.</li><li>The Battle of Marathon was fought between the Athenians and the Persians. The battle was the end of the first attempt by Persia, under King Darius 1, to conquer Greece.</li><li>What caused the Battle of Marathon, who fought in it and why.</li><li>The Ancient Greeks developed democracy and this is still the main form of government today, meaning that we get the chance to vote for our leaders.</li><li>Religion was important to the Ancient Greeks. There was a God for every aspect of their lives. Each of the Ancient Greek Goddesses had a quality that made them important.</li><li>The most important Greek Gods: <b>Zeus</b> (the Lord of the sky, the rain God), <b>Aphrodite</b> (Goddess of Love and Desire), <b>Poseidon</b> (Zeus’s brother and Lord of the Sea, worshipped by Seamen), <b>Hades</b> (Zeus’ brother, God of the Underworld) and <b>Ares</b> (Son of Zeus and God of War)</li></ul> |                                                                                                                                                                                                                    |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                   |

- **Significant people:** Alexander the Great (Conquered the Persian Empire), Socrates, Plato, Aristotle (Philosophers), Archimedes (Mathematician, engineer, inventor and astronomer), Pythagoras (Scientist and Philosopher who came up with Pythagoras Theorem (which is still used today))
- **Local links:** Derby Museum

### Vocabulary

Mount Olympus, the Parthenon, Ancient Civilisation, Athens, Myth, Empire, Hoplite, Tunic, Hydria

| Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                    | Focus: Romans                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                      |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                      |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Continuity and Change                                                                                                                                                                                                                                                                              | Cause and Consequence                                                                                                                                                                                                                                                         | Source Enquiry                                                                                                                                                                                                                                                                                                                                                                                               | Interpretation and Significance                                                                                                                                                                                                                      |
| <p>Show understanding of chronology by realising that the past can be divided into different periods of time. <i>(Place the Romans on a timeline which makes connections to other time periods studied in previous years)</i></p> <p>Understand the chronology of events which have made an impact on history. <i>(Create labelled timelines detailing key events during the Roman times)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Describe some of the main changes in Britain, resulting from the Roman period in history.</p> <p>Use appropriate historical vocabulary to describe key features of the time period. <i>(Use of the specific vocabulary on knowledge organisers to describe aspects of the Roman period)</i></p> | <p>Describe some of the main changes in Britain resulting from an event/period in history <i>(Languages, buildings, names directly influenced by the Romans)</i></p> <p>Explain how a significant figure of the period influenced change. <i>(Julius Caesar/Boudicca)</i></p> | <p>Suggest useful research questions and answer these using a range of historical sources. <i>(Use of a range of sources to ask questions and discuss what life was like in Roman times)</i></p> <p>Choose the most important source material for a task, showing awareness of a range of sources. <i>(Provide access to a range of source material linked to the Roman time – inc Caesar’s Memoirs)</i></p> | <p>Express an opinion on whether a person or event had a positive or negative impact on life in Britain. <i>(Discuss what impact the Romans have had on life in Britain today and share opinions about this. Why did the Roman Empire fall?)</i></p> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                      |
| <p><b>Whole School Concepts: Empire, Community, Religion, Peace and Conflict</b></p> <ul style="list-style-type: none"><li>• This time period overlapped the birth of Jesus.</li><li>• Understand that an empire is a set of lands or regions that are ruled by an Emperor or Empress. Empires would take over other countries by force (usually the way of the Romans) or by political means.</li><li>• First invasion of Britain – 55BC – Led by Julius Caesar but failed.</li><li>• Claudius invades Britain – 43AD – First successful invasion</li><li>• Rebellion against Romans – 60AD – Tribes lead by Boudicca attack Roman forces.</li><li>• Roman Empire – by 117AD, the Roman Empire stretched across Western Europe and into Asia. The Roman Empire was the largest Empire of the ancient world.</li><li>• Romans leave Britain – 410AD – Romans leave Britain and return to Italy.</li><li>• Significant people in Roman History: Emperor Claudius, Julius Caesar, Boudicca, Paulinus, Romulus and Remus.</li><li>• Caesar’s motivation for invading Britain was for natural resources (known as he recorded this in his memoirs)</li><li>• Understand the impact the Romans had on Britain including; languages, buildings and names. The main language of the Roman times was Latin.</li><li>• Understand the different types of Roman entertainment such as Gladiator fights and chariot races.</li><li>• Important Roman Battles, Roman armies and what life was like for a Roman Soldier</li><li>• Roman society, Roman jobs and slavery</li><li>• <b>Significant people:</b> Boudicca, Julius Caesar, Spartacus</li></ul> |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                      |



| Vocabulary                                                      |
|-----------------------------------------------------------------|
| Invasion, Legion, Emperor, Amphitheatre, Temple, Mosaic, Senate |

| Year 4                                                                                                                                                                                                                                                                                                                                       | Focus: Vikings                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                         |
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| Skills                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                         |
| Chronology                                                                                                                                                                                                                                                                                                                                   | Continuity and Change                                                                                                                                                                                                                                            | Cause and Consequence                                                                                                                                                                                                                                                                                                                                                                       | Source Enquiry                                                                                                                                                                                                                                                                                                                                                                                     | Interpretation and Significance                                                                                                                                                         |
| <p>Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.</p> <p>Understand the chronology events which have made an impact on history. <i>(Plot the Viking period on a timeline which shows the connection to other periods of history that have influenced Britain)</i></p> | <p>Describe some of the main changes in Britain, resulting from the Viking period in history.</p> <p>Use appropriate historical vocabulary to describe key features of the time period. <i>(E.g. use of the specific vocabulary on knowledge organisers)</i></p> | <p>Explain the impact of a significant historical figure on life in Britain. <i>(What impact did Rollo have during the Viking times? How did Viking times impact on life in Britain?)</i></p> <p>Explain how significant historical figures contributed to national and international achievements in a variety of eras. <i>(Linked to Erik the Red and how he colonized Greenland)</i></p> | <p>Ask and answer more complex questions through independent research. <i>(Use of books/iPads to research aspects of Viking life)</i></p> <p>Use a range of source materials to answer questions <i>(Look at sources informing us about Viking life)</i></p> <p>Choose the best way to record a range of historical information, giving reasons for the choice. <i>(Impact of Viking Gods)</i></p> | <p>Express an opinion on whether a person or event had a positive or negative impact on life in Britain. <i>(Discuss what impact the Vikings have had on life in Britain today)</i></p> |

### Knowledge

#### Whole School History Concepts: **Empire**, **Community**, **Religion**, **Peace and Conflict**

- Understand who the Vikings were. The Vikings were Norse people who came from an area called Scandinavia and they were great explorers who travelled the world.
- Know of key influential Vikings who made an impact in the world we live in today.
- **Significant Vikings:** Erik the Red – the first Viking to discover Greenland and is credited for giving the country its name ‘green land’. **Rollo – a Viking Warlord who would later become the first ruler of Normandy, which today we know as a region in Northern France.**
- Understand how and where the Vikings lived, clothes they wore, houses they lived in.
- **Know weapons the Vikings used** as well as their means of travel from country to country.
- Vikings used long-ships to make raids and carry their warriors.
- Weapons were critical for survival. Vikings used these for battle, hunting and safety. The most-used weapons were the spear and the long-knife. They also used swords and axes.
- Understand the impact the Vikings had on religion at the time.
- Viking afterlife and the way they were buried was directly influenced by the Gods and the lives the Vikings led.
- The Vikings came into contact with Christianity through their raids, and when they settled in lands with a Christian population, they adopted Christianity,
- Know Vikings Gods and Goddesses and how these impacted the lives they lead and the way they treated each other (particularly when someone died).
- The main Viking Gods and Goddesses: Odin, Thor, Loki, Freya, Frey, Hel.
- Know the impact the Vikings had on England (Jorvik). **Local links:** Derby Museum/Jorvik Viking Centre

### Vocabulary

Anglo-Saxon, Viking, Traders, Raiders, Plunder, Long-boat, Invade, Pagan, Exile, Danelaw, Monastery.

| Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                       | Focus: Normans                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                             |                                                                                                                            |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                       |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                            |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Continuity and Change                                                                                                                                 | Cause and Consequence                                                                                                                                                                                                                          | Source Enquiry                                                                                                                                                                                                                                                                                                              | Interpretation and Significance                                                                                            |
| <p>Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. <b>(Map out Romans/Vikings/Normans on a timeline)</b></p> <p>Understand the chronology events which have made an impact on history.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>To understand changes which have been made across Britain across time. <b>(Understand the impact of the Battle of Hastings had on Britain)</b></p> | <p>Explain how significant historical figures contributed to national and international achievements in a variety of eras.</p> <p>Explain the impact of a significant historical figure on life in Britain. <b>(William the Conqueror)</b></p> | <p>Ask and answer more complex questions through independent research. <b>(Use of books/iPads to research aspects of the Normans)</b></p> <p>Use a range of source materials to answer questions about the past.</p> <p>Choose the best way to record a range of historical information, giving reasons for the choice.</p> | <p>Express an opinion on who they think should have been King and why. <b>(Discuss and compare William and Harold)</b></p> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                       |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                            |
| <p><b>Whole School History Concepts: Empire, Community, Religion, Peace and Conflict</b></p> <ul style="list-style-type: none"><li>• Know clearly how the Vikings transitioned into the Normans and that these two time periods overlap (looking specifically at Rollo and Charles the Simple)</li><li>• <b>Rollo was the Viking who began the Norman Era.</b></li><li>• <b>The end of the Viking Gods came about during the Norman times.</b></li><li>• Understand why the time period is called the Normans and the impact this had on Francia (France) at the time – Normandy.</li><li>• <b>Learn about the events leading up to the Battle of Hastings – Edward the Confessor: 1042 – 1066 – died without an heir to the throne.</b></li><li>• Understand why a number of people felt that they should be the next King of England (Know the family tree and line of succession) – Harald Hardrada, Harold Godwinson, William of Normandy.</li><li>• Come to their own conclusions of how they thought should be the rightful king of England – William or Harold.</li><li>• Understand how the end of the Vikings Gods came about because of the Normans.</li><li>• <b>Understand the impact the Battle of Hastings had on Britain. William I known as William the Conqueror after he won the Battle of Hastings (First Norman-British Monarch)</b></li><li>• <b>Significant people:</b> Rollo, Charles the Simple, Harold Godwinson, William I</li><li>• <b>Local links:</b> Peverill Castle</li></ul> |                                                                                                                                                       |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                            |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                       |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                            |
| Feudal, Villein, Baron, Normans, Motte and Bailey, Stone Keep Castle, Taxes, Pope, Medieval, Chronology, Century.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                       |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                            |

| Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Focus: The Middle Ages (The Black Death)                                                                                            |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                               |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                     |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                               |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Continuity and Change                                                                                                               | Cause and Consequence                                                                                                                                                                  | Source Enquiry                                                                                                                                                                                                                                                                                                                         | Interpretation and Significance                                                                               |
| <p>Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. <i>(Map out on a timeline with historical periods studied previously)</i></p> <p>Understand the chronology events which have made an impact on history. <i>(Create a labelled timeline of events for the Middle Ages linking to the Black Death)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>To understand changes which have been made across Britain across time. <i>(Understand the impact of the Black Death had)</i></p> | <p>Explain how significant historical events contributed to national and international achievements <i>(Identify the cause of the Black Death and the consequences thereafter)</i></p> | <p>Ask and answer more complex questions through independent research. <i>(Use of books/iPads to research aspects of the Middle Ages)</i></p> <p>Use a range of source materials to answer questions about the past <i>(Sources linked to the Black Death)</i></p> <p>To question the use and reliability of a variety of sources.</p> | <p>Discuss and identify historically significant events. <i>(Why was the Black Death so significant?)</i></p> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                     |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                               |
| <p><b>Whole School History Concepts:</b> <b>Empire</b>, <b>Community</b>, <b>Religion</b>, <b>Peace and Conflict</b></p> <ul style="list-style-type: none"><li>• Understand that the Vikings and the Normans are all part of the Middle Ages (that the Middle Ages began at the fall of Rome/start of the Vikings and ended with the Black Death). <b>This is why this topic has a focus of the Black Death.</b> Know the chronology linked to these events.</li><li>• Understand the term ‘flagellation’ and why people would do this (religious reasons).</li><li>• Understand the three plagues and what their symptoms were.</li><li>• Understand the role of the plague doctors.</li><li>• Understand how the plagues spread and how people were alerted as to who had the plagues.</li><li>• Understand how the plagues were treated at the time.</li><li>• Understand things people did in order to stop the plague spreading through towns and cities in England.</li><li>• The Feudal System – this is important as it will give them knowledge which will support their learning about the Tudors. (To be taught at the end of the topic).</li><li>• <b>Significant people:</b> William Mompesson</li><li>• <b>Local links:</b> Eyam Plague Village - Mompesson’s well, museum &amp; tour of the village</li></ul> |                                                                                                                                     |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                               |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                     |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                               |
| Buboes, Disease, Contagious, Epidemic, Middle Ages, Monarch, Peasant, Quarantine, Urban, Rural, Population, Port.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                     |                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                               |

| Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                       | Focus: The Tudors                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                       |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Continuity and Change                                                                                                                                 | Cause and Consequence                                                                                                                                                 | Source Enquiry                                                                                                                                                                                                                                                                                                                                                                         | Interpretation and Significance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Independently place historical events or change on a timeline, remembering key facts from a period of history studied <b><i>(Incorporating periods of history studied previously)</i></b></p> <p>Understand the chronology events which have made an impact on history.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>To understand changes which have been made across Britain across time. <b><i>(Understand the impact of the Tudor Period on life today)</i></b></p> | <p>Explain how significant historical figures and events contributed to national and international achievements <b><i>(Identify the impact of Henry VIII)</i></b></p> | <p>Use of range of local history resources to describe how an event <b><i>(the Battle of Bosworth)</i></b> affected a local town or village. <b><i>(this could be completed through a trip to Bosworth Battle Field)</i></b></p> <p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p> | <p>Explain why people acted as they did <b><i>(Henry VIII married many times in order to produce an heir to the throne)</i></b>.</p> <p>Make connections between two periods of history, to begin to develop historical perspective. <b><i>(Links to the Feudal system work completed in Year 4)</i></b></p> <p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world <b><i>(Incorporating the impact of Tudor explorations)</i></b></p> <p>Describe how a significant individual or movement has influenced the UK or wider world. <b><i>(Henry VIII changing religion to Church of England: Main religion today)</i></b></p> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                       |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Whole School History Concepts: Empire, Community, Religion, Peace and Conflict</b></p> <ul style="list-style-type: none"><li>Understand how the Tudor dynasty began (with the war of the Roses ending with the Battle of Bosworth and understand why this was a civil war) and where the Tudor Rose came from.</li><li>Have an understanding of who the 5 Tudor Rulers were and brief recap on the Feudal System.</li><li>Knowledge of Henry VIII’s 6 wives and his quest for a male heir.</li><li>Understand how the Church of England came about and why.</li><li>Understand Henry’s Great Matter (linked to the understanding of the Church of England).</li><li>Understand Tudor exploration – Sir Francis Drake, Sir Walter Raleigh and Jon Cabot.</li><li>Knowledge of Elizabeth 1’s Reign and the battle with the Spanish Armada.</li><li><b>Significant people:</b> Henry VII, Henry VIII, Henry’s 6 Wives, Mary I.</li><li><b>Local links</b> to Battle of Bosworth. Wollaton Hall and Sir Francis Willoughby.</li></ul> |                                                                                                                                                       |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Vocabulary

Protestant, Catholic, Civil War, Armada, Reformation, Legacy, Annulment, Execute, Circumnavigation, Villeins/Serfs

| Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                              | Focus: The Victorians                                                |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                              |                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Continuity and Change                                                                                                                                                                                                                                                                                                                        | Cause and Consequence                                                | Source Enquiry                                                                                                                                                                                                                                                  | Interpretation and Significance                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Independently place historical events or change on a timeline, remembering key facts from a period of history studied. <i>(Map out key events during the Victorian times)</i></p> <p>Understand the chronology of events which have made an impact on history. <i>(The Industrial Revolution/the Suffragette movement)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Describe how their own lives have been influenced by a significant individual or movement. <i>(Women’s right to vote/impact on older family members/society)</i></p> <p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.</p> | <p>Explain why people acted as they did. <i>(Queen Victoria)</i></p> | <p>Use of range of local history resources to describe how an event affected a local town or village.</p> <p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p> | <p>Explain why people acted as they did <i>(Emmellne Pankhurst and the Suffragettes)</i></p> <p>Make connections between two periods of history, to begin to develop historical perspective.</p> <p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world</p> <p>Describe how a significant individual or movement has influenced the UK or wider world.<i>(The Industrial Revolution)</i></p> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                              |                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Whole School History Concepts: Empire, Community, Religion, Peace and Conflict</b></p> <p>NB, the Victorians had a huge impact on the Britain we live in today so applying the skill of: Describe how a significant individual or movement has influenced the UK or wider world.</p> <ul style="list-style-type: none"><li>Industrial Revolution (this needs to be understood before introducing new knowledge) Between 1750 and 1850, the development of power-driven machines transformed the lives of people first in Britain and then other European countries and the United States. This period is known as the Industrial Revolution.</li><li>The Victorian period began with the coronation of Queen Victoria in 1837 and ends with her death in 1901.</li><li>Understand the creation and reasons for creating the British Empire. By the end of the 19<sup>th</sup> Century, Great Britain’s Empire covered one-quarter of the Earth’s land surface. (Compare with that of the Roman Empire studied in Year 3)</li><li>Difference between rich and poor (with a focus on children)</li><li>Understanding of Victorian life in Schools vs the workhouse</li><li>Evolution of technology e.g. steam trains, mills, inventions etc. (the introduction of building machines to replace people).</li><li>Brief knowledge of the Boer War (South Africa trying to gain independence from Britain).</li><li>The ‘abolishment’ of slavery</li><li>Suffragettes and the impact on Britain today.</li><li><b>Significant people:</b> Queen Victoria, Lord Shaftsbury and Doctor Barnado</li><li><b>Local links:</b> Black Country Museum and Cromford Mills</li></ul> |                                                                                                                                                                                                                                                                                                                                              |                                                                      |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Vocabulary

Cholera, Great Exhibition, Hanging, Houses of Parliament, Library, Mines Act, Railways, Stamps, Steam Engine, Workhouse.

| Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                 | Focus: WW1                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Continuity and Change                                                                                                                                                                                                                                                                                                                                                                           | Cause and Consequence                                                                                                                                                                                                                                                                                    | Source Enquiry                                                                                                                                                                                                                                                                                                                                                                                                           | Interpretation and Significance                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Create, from memory, a timeline from dates/details/eras showing knowledge of how to check for accuracy. <i>(WW1 timeline of key events)</i></p> <p>Understand the chronology events which have made an impact on history.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Describe how their own lives have been influenced by a significant individual or movement. <i>(What impact has WW1 had on their lives today, related to significant leaders of the time)</i></p> <p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world. <i>(Linked to WW1)</i></p> | <p>Provide reasons for and outcomes of the main changes in historical periods, drawing on factual knowledge of aspects of Britain and the wider world <i>(Why WW1 began and the impact this had. Explore the consequences of decisions made during this period such as the Treaty of Versailles)</i></p> | <p>Independently investigate a complex historical research question.</p> <p>Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way <i>to develop an understanding of what life was like during WW1.</i></p> <p>Describe how different types of evidence tell us different things about the past and understand why contrasting interpretations occur.</p> | <p>Describe the negative or positive impact of a period of history on contemporary society.</p> <p>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history. <i>(The views held by different countries during WW1 &amp; the views of Adolf Hitler and how this supports understanding and interpretation of history)</i></p> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Whole School History Concepts: Empire, Community, Religion, Peace and Conflict</b></p> <ul style="list-style-type: none"><li>Know about the assassination of Franz Ferdinand and how this event began WWI.</li><li>Austria-Hungary declared war on Serbia and Germany threatened to invade France. Within a week, all of Europe was involved.</li><li>WW1 declared on July 28<sup>th</sup>, 1914.</li><li>Understand why the Treaty of Versailles was written and who the main people were who took part in this (the ‘big 4’).</li><li>Know some war heroes and discuss why they are considered heroes today.</li><li>Understand who the Allied Powers were and which countries were part of this.</li><li>Allies: Great Britain, France, Russia, Italy, Japan and USA.</li><li>Understand who the Central Powers were and which countries were part of this.</li><li>Central Powers: Germany, Austria, Hungary, The Ottoman Empire</li><li>Know and understand what life was like for a soldier during WWI – what did they wear? What weapons did they use? What was life in the trenches like?</li><li>Trenches: Long lines of trenches (walkways) were dug deep into the ground where soldiers could base themselves and fight from. Much of the war was fought between two opposing trenches with the land between them known as ‘No Man’s Land’.</li><li>Understand how the war ended, why and why this has led to us having Remembrance Day.</li><li>Allied forces gained ground quickly through 1918 and the Germans retreated. An armistice agreement was made (a truce to bring about the peace) on the 11<sup>th</sup> day of the 11<sup>th</sup> month at 11am.</li><li>Have an understanding of the role Adolf Hitler played in WWI (served first as an infantryman and then as a private in the 16<sup>th</sup> Bavarian Reserve infantry regiment).</li><li><b>Significant people:</b> Franz Ferdinand, Henry Johnson, Lloyd George of Britain, Vittorio Emanuele Orlando, George Clemenceau, Woodrow Wilson</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                  |

- **Local links:** Cosford RAF Museum

### Vocabulary

Air Force, Animals, Bayonet, Gas Mask, Navy, Poetry, Poppy, Propaganda, Rations, Zeppelins

| Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                         | Focus: WW2                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Continuity and Change                                                                                                                                   | Cause and Consequence                                                                                                                                                                                                                                                   | Source Enquiry                                                                                                                                                                                                                                                                                                     | Interpretation and Significance                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Create, from memory, a timeline from dates/details/eras showing knowledge of how to check for accuracy. <i>(WW2 Timeline relating back to the key events of WW1)</i></p> <p>Understand the chronology of events which have made an impact on history. <i>(Make connections with other periods of history explored in other year groups including WW1)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Describe how their own lives have been influenced by a significant individual or movement. <i>(What impact has WW2 had on their lives today)</i></p> | <p>Provide reasons for and outcomes of the main changes in historical periods, drawing on factual knowledge of aspects of Britain and the wider world <i>(Why WW2 began and the impact this had. Explore the consequences of decisions made during this period)</i></p> | <p>Independently investigate a complex historical question.</p> <p>Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose. <i>(Use of sources to understand more about life in WW2 including aspects such as rationing)</i></p> | <p>Describe the negative or positive impact of a period of history on contemporary society. <i>(The establishment of the NHS)</i></p> <p>Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective. <i>(WW1/WW2)</i></p> <p>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p> |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Whole School History Concepts: Empire, Community, Religion, Peace and Conflict</b></p> <ul style="list-style-type: none"><li>• Know and understand how WWII began (Adolf Hitler was outraged by the Treaty of Versailles and vowed he would liberate Germany).</li><li>• Understand how the events of WWI led to the events of WWII</li><li>• Outbreak of World War 2 – On 1<sup>st</sup> September 1939, Germany invaded Poland. Britain and France (Poland’s Allies) gave Germany notice to withdraw their troops. When they did not, Neville Chamberlain declared war on 3<sup>rd</sup> September 1939.</li><li>• Understand what countries were involved in the war and why some of the countries fought together (The British Empire – British Commonwealth of Nations as known today).</li><li>• Allied Powers: France, UK, Soviet Union, USA</li><li>• Axis Powers: Germany, Italy, Bulgaria, Japan.</li><li>• Know about and understand the Blitz – a prolonged period of German air raids on Britain. From the German ‘blitzkrieg’ which means ‘lightening war’.</li><li>• Understand the things people did during the Blitz to support each other and the roles people played both at home and away.</li><li>• Understand the impact the war had on Britain including rationing and evacuation of children.</li><li>• Know about and understand the Holocaust and why this happened.</li><li>• The Holocaust was a genocide committed by Germany before and during WW2.</li><li>• Know the key events in WW2 which eventually ended on the 2<sup>nd</sup> September, 1945. (Outbreak of WW2, Evacuation of children, The Holocaust, Evacuation of Dunkirk, Battle of Britain, attack on Pearl Harbour, D-Day Landings, Hitler’s suicide, Germany surrenders, USA drops atomic bombs on Japan, end of WW2)</li><li>• <b>Significant people:</b> Winston Churchill, Adolf Hitler, Anne Frank, Alan Turing.</li></ul> |                                                                                                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |

• **Local links:** National Holocaust Centre and Museum/Derby Museum/Bletchley Park – Milton Keynes

### Vocabulary

Air-raid, Anderson Shelter, Allies, Atomic Bomb, Axis Powers, Blackout, Blitz, Concentration Camps, Evacuation, Fascism, Fuhrer, Gas Mask, Genocide, Holocaust, Invasion, Liberated, Luftwaffe, Occupied, Nazi, Persecution, Propaganda, Rationing, Spitfire.