


Subject -  History	Year 3	Topics	Ancient Egyptians	Stone Age, Iron Age, Bronze Age
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organization of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and how these sources will originate from some form of bias.</p>				
Intent History fires pupils' curiosity about the past in Britain and the wider world. It aims to develop historical skills and concepts which are transferable to periods of history and equip children for future learning. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	Implementation One or two History based units will be delivered throughout each year. In each unit there will be some links to Geography. We teach history through a variety of teaching and learning styles. Inspire pupil's curiosity and develop enquiring minds. Equip them to ask perceptive questions, think critically, evaluate evidence and arguments and develop perspective and judgements. Create historical enquiry within pupils and enable them to transfer information from one area to another. Ensure factually accurate information is used. Deepen knowledge and historical skills of interpretation, change and enquiry, cause and effect and significance and interpretations.	Impact We would expect pupils to – have knowledge and understanding of the historical time periods taught. Gain historical perspective – cultural, economic, political, religious & social history- short and long term. understand how our knowledge of the past is constructed from a range of sources. formulate arguments and explore consequences. Develop a cultural capital by creating a depth of knowledge. make relevant links from history to other curriculum subjects such as geography and science. improve their enquiry skills about the world. Have a sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential. Pupils will achieve age related expectations across the wider curriculum.		

<p style="text-align: center;">Prior learning – KS1</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; Events beyond living memory that are significant nationally or globally (e.g. The Great Fire of London) The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p>	<p style="text-align: center;">Future learning – Year 4 - Romans</p> <p>Discover where the Romans came from. Investigate why they came to Britain. Find out what life in Britain was like before the Romans invaded. Understand why they were so successful as invaders. Discover what aspects of their own culture they brought with them. Understand why they ultimately failed as an Empire. Investigate what aspects of their invasion they left behind.</p>
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<p style="text-align: center;">Topic: Ancient Egypt Key Learning/Knowledge</p>	<p style="text-align: center;">Topic: Stone Age, Bronze Age and Iron Age Key learning/Knowledge</p>
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- Sequence a number of the most significant events, objects, themes, societies, periods and using some dates, period labels and terms.
E.g. the timeline of kings and queens in Ancient Egypt – including a study into Tutankhamun
- Know that the earliest civilisations, including ancient Egypt, were formed on the floodplains beside rivers because settled people needed a supply of water and good soil for growing crops; when rivers flood they deposit soil with lots of nutrients beside the river, making this a place where crops grow well, agriculture can thrive and livestock can be kept
- investigate and discover the hierarchy and structure of the Egyptian system. Significance of religion, death practices and the pyramids.
- Retell the mummification process and why this happened
- understand the importance of Tutankhamun
- Know that the pyramids, including the Great Pyramid at Giza, were built as monuments to dead pharaohs; recognise the Great Pyramid by sight
- Explore why and how pyramids were built
- Know that the Egyptians began using a form of writing called hieroglyphics at the very start of the ancient Egyptian civilisation
- Understand why Egyptians wrote in hieroglyphics
- Research relevant information. E.g. Why is Howard Carter important to Ancient Egypt?
- Compare and contrast differences in houses from ancient Egypt and another period in history

Key Vocabulary

- To know the key events of History in chronological order
- Know that time is divided into eras BCE and CE and are known that human prehistory is divided into three periods: stone age, iron age and bronze age
- Know that these ages are named after different materials that humans used as tools

Key knowledge in Stone Age

- Understand that the Stone Age was split into 3 parts:
Paleolithic – know that wood, bone and flint were used as tools
- Know that cave paintings exist (Lascaux), along with the tools these are historical sources
- Mesolithic** – humans acquire lots of their food by foraging for wild fruits and nuts (Hunter-gatherer)
- Understand that historians believed that humans during this era never lived in permanent homes.
- Howick House – evidence of holes in the ground in which stakes of wood were driven
- Neolithic** – understand humans began to settle in larger villages and stayed in one place
- Agriculture – the population grew which meant there was enough surplus food for people to begin specializing in different aspects of life.
- Know that Skara Brae offers a valuable view of the way people lived during this time.
- Study Stonehenge – varying opinions from historians. Some believe it was a place of healing (due to a number of graves); others believed it was a place to worship dead ancestors.

Key knowledge in Bronze Age

- Know it lasted until the Romans invaded.
- Iron was easier to manufacture and when it is combined with carbon made steel was much stronger than bronze or iron.
- Major advances in dwellings e.g. multiple rooms
- Know that Iron Age Britain was a violent place, with people living in clans that were part of tribes led by warrior kings, many people lived in hill forts to keep safe from attacks

Key knowledge in Iron Age

- To understand that humans smelted copper and added tin to make bronze metal.
- Know that early religions can be traced to this age such as the Ancient Egyptians
- Know that round houses were common at this time

Key Vocabulary

Ancient Egypt, Artefacts, location, River Nile, Pharaohs, hierarchy, viziers, craftsman, nobleman, priest, scribes, pyramids, hieroglyphics, mouth, tributary, meander, delta, source, mud hut, mummification, sarcophagus, tomb, discovery, Howard Carter, gods.

Advance, age, agriculture, artefact, ancestor, attack, clan, common, era, prehistory, tribe, weapon, worship, hunting, foraging, settle, materials, Skara Brae, Stonehenge, Lascaux.

change and development

- Address and devise historically valid questions about change, similarity and difference.
- Note connections, contrasts and trends over time.
- Establish clear narratives within and across the periods they study.
- Develop a chronologically secure knowledge and understanding e.g British, local and world history, establishing clear narratives.
- sequence events or artefacts – artefacts in school
- Suggest why certain events happened as they did in history.
- Strengthen their chronological understanding and their appreciation of how and why some things change and others remain the same.

using sources of evidence


- Recognise possible uses of a range of sources for answering historical enquiries.
- Begin to understand the use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Start to understand the difference between primary and secondary evidence and the impact of this on reliability.

cause and effect

- Address and devise historically valid questions about cause.
- Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. key events and people within Ancient Egypt and the influence and impact they had on society.

planning and carrying out historical enquiry

- devise independently significant historical enquiries to produce substantiated and focused responses.
E.g. use a range of sources and artifacts or information to form a presentation or debate about key historical. E.g - Why was the River Nile significant?
- Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, etc.

Subject - History	Year 4	Topic	Romans	UK
	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organization of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. They should understand how our knowledge of the past is constructed from a range of sources and how these sources will originate from some form of bias.</p>			

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>History fires pupils' curiosity about the past in Britain and the wider world. It aims to develop historical skills and concepts which are transferable to periods of history and equip children for future learning.</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>One or two History based units will be delivered throughout each year. In each unit there will be some links to Geography. In some units the geography will be stronger than others.</p> <p>We teach history through offering a wider variety of teaching and learning styles.</p> <ul style="list-style-type: none"> • inspire pupil's curiosity and develop enquiring minds • equip them to ask perceptive questions, think critically, evaluate evidence and arguments, and develop perspective and judgements. • Ensure factually accurate information, • Create historical enquiry within pupils and enable them to transfer information from one area to another. • Deepen knowledge and historical skills of interpretation, change and enquiry, cause and effect and significance and interpretations (specific skills are below) 	<p>We would expect pupils to –</p> <ul style="list-style-type: none"> • have knowledge and understanding of the historical time periods taught. • Gain historical perspective – cultural, economic, political, religious & social history- short and long term. • understand how our knowledge of the past is constructed from a range of sources. • formulate arguments and explore consequences. • Develop a cultural capital by creating a depth of knowledge. • make relevant links from history to other curriculum subjects such as geography and science. improve their enquiry skills about the world. • Have a sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential. • Pupils will achieve age related expectations across the wider curriculum.

Prior learning	Future learning
<ul style="list-style-type: none"> • Ancient Egypt – Investigate Tutankhamun/Howard Carter. Find out about the River Nile and compare it to others important rivers. • The Stone Age, Iron Age and Bronze Age – First settlements in Britain • History of Derby – Find out what region Derbyshire is in and the famous people like Florence Nightingale who came from Derby. 	<ul style="list-style-type: none"> • Victorians and the Industrial Revolution – Find out about the different lives of rich and poor children. • History of Space – Understand the chronology of the space race. How places have changed over time.

What pupils need to know or do to be secure

Topic – Romans	Topic – UK/Monarchy
Key learning / knowledge	Key learning/knowledge

- Know that maintenance of laws and stability in these ancient civilisations was provided by governments, usually led by powerful rulers like monarchs (Kings, Queens, emperors /empresses)
- Sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, labels and terms, e.g. Sequences many of the main features of Roman Times.
- Use terms related to the Romans and begin to date events.
- Recap and understand more complex terms e.g. BCE/AD.
- Understand Rome was founded on the River Tiber by Romulus and Remus (possible cover it in shared reading)
- Know that the Roman Republic was threatened by a military leader called Julius Caesar who made himself dictator for life
- Know that the Roman Empire also controlled the territory that is now called Palestine, where Jesus Christ was born; in the nativity story of the Bible, Mary and Joseph travelled to Bethlehem to take part in a census that was ordered by Augustus; Jesus' crucifixion was ordered by the governor of Judea, which was a Roman province.
- Understand the role of religion and polytheism
- Know that the Roman Empire was taken by its powerful and well organised military; men from all over the empire joined the Roman army with a promise of money or land if they served in the army for 25 years; there were people of a variety of ethnicities within the Roman army
- Know that a large fraction of the people living in ancient Rome, probably more than ¼ , were enslaved people from across the Roman Empire; these enslaved people were at the bottom of the social hierarchy and had no rights; much of ancient Rome's economy as built on enslaved people doing work so that others did not have to
- Recognise the resources which may be useful for answering historical enquiries. § human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Relate back to Iron Age and hill forts
- Know that the reason for conquering Britain was partly for the metals that could be mined in Britain and used across the Empire; it was also considered an achievement to conquer Britain precisely because of how far away it was from Rome
- identify details from local from local, national and global history, e.g. recall a number of details about the Romans and their achievements e.g. Fosse Way and Watling Street
- Know that many people in Britain felt that the conquest by Rome had robbed them of their freedom and way of living; many had their land taken away from them and they had to pay taxes to the Romans; the queen of a tribe called the Iceni from East Anglia called Boudicca was particularly aggrieved when a treaty that had been made with her husband did not continue after he had died and her land was taken away; when she protested this, she and her daughters were treated terribly by the Romans

- Understand what a monarchy is
- Investigate the changing power of monarchs – timeline of the monarchy.
- Understand the arrival of King William and the Normans in 1066
- Use evidence to find out about an aspect of a site from a period of 1066 – investigate where some of the most well-known castles are in the UK, e.g. Windsor/Edinburgh/Tower of London.
- Investigate how the stately homes of the UK came into being.
- Understand why King John was an important king
- Understand the significance of the Magna Carter in English history
- Investigate how Queen Anne helped to create Great Britain as a country
- Explore the modern monarchy and the impact it has on society (and the media)
- Find out about changes in an aspect of social history, such as leisure and entertainment in the 20th Century
- Use evidence to build up a picture to explain the history of royalty tourism


<ul style="list-style-type: none"> • Comment on a range of possible reasons for differences in a number of account, e.g. explain how and why there are different viewpoints about Boudica. • Explain why some aspects of historical account, themes or periods are significant, e.g. explain why Roman achievements were significant. 	
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Key vocabulary

Caledonia	Invasion	invade	Roman baths		Monarch	Edinburgh	Normans
Celts	tribes	Gallia	castle	battle			
dictator	roads	bathhouse	fort		Power	Tower of London	Battle of Hastings
Emperor	Roman Army	legions	gods/goddesses				
Iceni	empire	Claudius	turret		Castles	Significance	Tourism
Picts	soldiers	Boudicca	barracks				
Roman Empire	Julius Caesar	Hadrian's Wall	long/straight		Windsor	Magna Carter	

Key Skills

<p><u>change and development</u></p> <ul style="list-style-type: none"> • Address and devise historically valid questions about change, similarity and difference. • Note connections, contrasts and trends over time. • Establish clear narratives within and across the periods they study. • Develop a chronologically secure knowledge and understanding e.g British, local and world history, establishing clear narratives. • sequence events or artefacts – artefacts in school • Suggest why certain events happened as they did in history. • Strengthen their chronological understanding and their appreciation of how and why some things change and others remain the same. 	<p><u>cause and effect</u></p> <ul style="list-style-type: none"> • Address and devise historically valid questions about cause. • Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. • Comment on the importance of causes and effects for some of the key events and developments within topics, e.g. explain why some reasons were important in changing the nature of child hood during different historical periods. 	<p><u>significance and interpretation</u></p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Address historically valid questions about change, cause, similarity and difference, and significance. • Develop appropriateness of historical terms • Construct informed responses that involve thoughtful election and organisation of relevant historical information. • Consider different ways of checking the accuracy of interpretations of the past.
<p><u>using sources of evidence</u></p> <ul style="list-style-type: none"> • Recognise possible uses of a range of sources for answering historical enquiries. • Begin to understand the use of historical terms. • Understand how our knowledge of the past is constructed from a range of sources. • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. • Start to understand the different between primary and secondary evidence and the impact of this on reliability. 	<p><u>Planning and carrying out historical enquiry</u></p> <ul style="list-style-type: none"> • devise independently significant historical enquiries to produce substantiated and focused responses. E.g. use a range of sources and artifacts or information to form a presentation or debate about key historical. E.g. - Why was the River Nile significant? • Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, etc. 	

Subject - History	Year 5	Topics	Victorians & Industrial Revolution	Space
	<p>Key learning from national curriculum. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organization of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. They should understand how our knowledge of the past is constructed from a range of sources and how these sources will originate from some form of bias.</p>			

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>History fires pupils' curiosity about the past in Britain and the wider world. History aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning.</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>One or two History based units will be delivered throughout each year. In each unit there will be some links to Geography. In some units the geography will be stronger than others.</p> <p>We teach history through offering a wider variety of teaching and learning styles.</p> <ul style="list-style-type: none"> • inspire pupil's curiosity and develop enquiring minds • equip them to ask perceptive questions, think critically, evaluate evidence and arguments, and develop perspective and judgements. • Ensure factually accurate information, • Create historical enquiry within pupils and enable them to transfer information from one area to another. <p>Deepen knowledge and historical skills of interpretation, change and enquiry, cause and effect and significance and interpretations (specific skills are below)</p>	<p>We would expect pupils to –</p> <ul style="list-style-type: none"> • have knowledge and understanding of the historical time periods taught. • Gain historical perspective – cultural, economic, political, religious & social history- short and long term. • understand how our knowledge of the past is constructed from a range of sources. • formulate arguments and explore consequences. • Develop a cultural capital by creating a depth of knowledge. • make relevant links from history to other curriculum subjects such as geography and science. • improve their enquiry skills about the world. • Have a sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential. <p>Pupils will achieve age related expectations across the wider curriculum.</p>

Prior learning	Future learning
<ul style="list-style-type: none"> • Romans – Learn about Boudicca's' rebellion. As ruler of the Iceni tribe she formed an army because she didn't want her tribe to pay taxes. Why did Emperor Hadrian order a huge wall to be built? Romans built long straight roads and Roman baths where people went to relax and socialise. Early Roman people believed in many different gods and goddesses. 	<ul style="list-style-type: none"> • WWII (including Derby) • Islamic Civilizations

What pupils need to know or do to be secure

Topic – Victorians & Industrial Revolution

Topic – History of Space

Key learning / knowledge

Key learning /knowledge


Key Learning/Knowledge in Victorians

- Ordering events during the Victorian era
- Know the Queen Victoria was a monarch during this period and was very influential (the second longest reigning monarch after Queen Elizabeth II)
- Understand the impact the British Empire had on Britain and the rest of the world (good and bad). This had actually started from the Tudor period.
- Know that the British Empire played central role in the trans-Atlantic slave trade gaining a great deal of wealth from the practice in which enslaved people taken from parts of Africa were sold as property and forced to work in the colonies; (the first British ship to transport enslaved people took place during the reign of Elizabeth I); slavery was abolished across the British Empire in 1830s, not before it had transported over 3 million enslaved people with hundreds of thousands dying on the journeys
- Explore the role of minorities in Britain during this time E.g. Abdul (The Munshi), Pablo Fanque
- Knowing and comparing the lives of children in Victorian Britain differed greatly depending on how wealthy their family was; children from poor families often had to work to provide money for their family or were given as apprentices to businesses when their parents could not afford to keep them; these apprentices worked long hours for little or no pay and received very little education
- Understand the roles of factories and the different jobs people had
- Know that women faced discrimination during the Victorian era, continuing a pattern that extended throughout human history: they were not allowed to vote, to independently use the law to seek justice or to own property once they were married; towards the end of the Victorian era, feminist ideas spread and a movement seeking women's suffrage (the right to vote) began to develop
- Know that feminism is a movement that seeks equality for women
- The difference between suffragists and suffragettes and the Importance of the suffragette movement and the Impact of women on society today.
- Know that the lives of the rich and the poor differed starkly, and that the people who lived and worked in the same places in often poor conditions developed a sense of their shared interests as a 'working class', leading to social movements aimed at improving their lives; these were part of a broader humanitarianism led by individuals who felt it their moral duty to consider the welfare of others

- Understand the chronology of the space race and the significant events
- Show how places related to space travel have changed over time with a comparison to another significant similar place, concluding the impact this has had on the opportunities for space exploration.
- Understand the scientific and historical reason why animals were sent to space and what was learnt from this
- Understand how humans went to space and the chronology linked to this.
- To know who has been to space and what they achieved – Yuri Gagarin and Valentina Tereshkova
- Comparison of people in Space and the impact of this in the past and now – Hidden figures
- Find out about the space race between the USSR and USA and space exploration between 1940 and 1970.
- Investigate how astronauts got to space during different time periods.
- To know who landed on the moon and how this was achieved and why this was a huge accomplishment
- Explore the details of the Apollo 11 mission of 1969, the moon landing and who was involved
- Investigate that sometimes space travel can go wrong and what can be learnt from this
- Examining the different methods of space exploration used today.
- Explore the impact space tourism is having on society today

<ul style="list-style-type: none"> • Look at key figures during this period e.g. Florence Nightingale, Charles Dickens, Elizabeth Fry, Princess Sophia Duleep Singh etc • Describe how some of the things they have studied from the past affect life today. i.e. Victorian monarchy, Victorian inventions • Know that by the time of her death in 1901, Victoria was empress of an empire that controlled nearly ¼ of all the people on Earth 		
Key Learning/Knowledge in Industrial Revolution		
<ul style="list-style-type: none"> • Know that the Industrial Revolution started in Britain and spread through Europe and to parts of the rest of the world • Know that the Industrial Revolution consolidated and accelerated Britain’s power across the globe • Know that the Industrial Revolution is the name given to vast changes to the world that began in Britain and that accelerated the creation of the modern world as we understand it; in particular, the Industrial Revolution involved a shift from an economy where the vast majority of people worked on farms and/or made things by hand to one where the majority of production of goods depended on machines, often in factories • Know that science increasingly influenced new technologies and that iron (to make steel) and coal (to power machines) were key resources; the invention of new machines, especially engines that used steam to generate power, changed how quickly and efficiently things could be made • Describe similarities and differences between some people, events and objects (artefacts) they have studied. i.e -The differences between steam/diesel/electric engines • Know that factories containing these machines were built in urban areas and that people migrated to these places in search of work. The effects of locomotives/railways/canals had on industry and society 		
Key vocabulary		Key vocabulary
Key Vocab: Chronology Workhouses Mills Factories Diseases Society Mills Rat catchers Chimney sweepers Textile workers Locomotive Steam Diesel Electric Advancement Urbanisation, Industrialisation, Penicillin Cholera, Suffragists, Suffragettes abolition feminism colony empress engineering environment era gender influence production poverty technology territory transport travel	Key Vocab Moon, Planet Chronological Research , Timeline Russia Similarities USA Differences Rocket, Space Sputnik Astronaut Saturn V Moon Apollo 11 Planet Challenger	
Key skills – historical concepts		
<u>change and development</u> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time and develop the appropriate use of historical terms – making links and describing these. 	<u>cause and effect</u> <ul style="list-style-type: none"> • Address and devise historically valid questions about cause. 	<u>significance and interpretation</u> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources.

<ul style="list-style-type: none"> • Have chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • sequence events or artefacts – artefacts in school • Suggest why certain events happened as they did in history. • Strengthen their chronological understanding and their appreciation of how and why some things change and others remain the same. 	<ul style="list-style-type: none"> • Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. • Comment on the importance of causes and effects for some of the key events and developments within topics, e.g. explain importance in changing the nature of childhood during different historical periods. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Use appropriate historical terms in conversations and discussion. • Construct informed responses that involve thoughtful election and organisation of relevant historical information. • Consider different ways of checking the accuracy of interpretations of the past. • Understand how our knowledge of the past is constructed from a range of sources. • Give clear reasons why there may be different accounts of history. Visit the Space Centre in Leicester
<p>using sources of evidence</p> <ul style="list-style-type: none"> • Recognise possible uses of a range of sources for answering historical enquiries. • Understand how our knowledge of the past is constructed from a range of sources. • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. • Use primary and secondary evidence effectively and analyse the impact of this on reliability. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. 		<p>planning and carrying out historical enquiry</p> <ul style="list-style-type: none"> • devise independently significant historical enquiries to produce substantiated and focused responses. E.g. use a range of sources and artifacts or information to form a presentation or debate about key historical. E.g – why was the industrial revolution significant to . • confidently communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, etc.

Subject - History	Year 6	Topics	WWII	Islamic Civilizations
 <p>Key learning from national curriculum. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organization of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. They should understand how our knowledge of the past is constructed from a range of sources and how these sources will originate from some form of bias.</p>				
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Prior learning	Future learning KS3
<ul style="list-style-type: none"> Victorians and the Industrial Revolution History of Space Islamic – link to RE 	<ul style="list-style-type: none"> The development of Church, state and society in Medieval Britain 1066-15 the Wars of the Roses; Henry VII and attempts to restore stability the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066. At least one study of a significant society or issue in world history and its interconnections with other world developments. The development of Church, state and society in Britain 1509-1745. Ideas, political power, industry and empire: Britain, 1745-1901 Challenges for Britain, Europe and the wider world 1901 to the present day.

What pupils need to know or do to be secure

Topic – WWII	Topic Islamic Civilisations
Key learning / knowledge	Key learning / knowledge
<ul style="list-style-type: none"> • Use understanding of chronology and place the important dates related to WW2. • Know that World War 1 - known at the time as the Great War - was the first war in which countries from across the globe were dragged into one wide-reaching conflict; this was due to the empires that the European countries relied upon for resources and troops; however, many countries remained neutral and were not directly involved in World War 1 • Look at totalitarianism and totalitarian leaders such as key figures from WW2 and their roles in the conflict. Churchill, Chamberlain, Hitler. Investigate the life of Winston Churchill. • Know that as part of the war effort, women across Britain undertook many jobs that had become to be regarded as “men’s jobs” including the making of weaponry, working in chemical plants, working on farms and working with the army (though they were not permitted to fight); propaganda posters were used to encourage women to take on this work; by 1943 around 9 out of 10 women were directly involved in the war effort • Know that soldiers from across the empire fought on several fronts - including in Europe, Africa and Asia - often receiving the highest honour bestowed upon a person by the British military, the Victoria Cross (Havildar Gaje Ghale) • Investigate the life of an evacuee and the impact this had on children’s lives • Appreciate how Derby was protected during World War 2. • Compare schools in WW2 with schools of today. • Be able to explain the differences between historical sources and their limitations with reference to potential bias. • Understand who were the nations involved in World War 2. • Know that after the war Britain, exhausted from its war effort, agreed to the partition of the British Raj into India and Pakistan, both of which would become independent in 1947 • Investigate the use of ration books and the diet of children in WW2. Rationing. • Explain the different feelings felt on VE day. • Explore the role of Anne Frank and impact this had on society – diary 	<ul style="list-style-type: none"> • Appreciate that the people living in Arabia 1300 years ago were nomadic and why this might have been • Know and recognise who Muhammad is and how he links to this period of history and the impact he had on the world • Know the Umayyad caliphate spread Islam through conquest as far as the Iberian Peninsular (Spain and Portugal) in the west and as far as the Indus Valley in the east • Know that the Abbasid caliphate followed and ruled different parts of the world. Understand that the Abbasid caliphate founded the city of Baghdad in 762 – the largest and the most scientifically advanced in the world • Know that Baghdad became a key global centre of trade along the ‘Silk Routes’ (often known as the ‘Silk Road’) a network of land and sea routes that connected the civilisations of the East and West; the Silk Routes allowed trade of many luxury goods, and the routes get their name from the silk that was bought from China and travelled westwards • Explain how different countries during this historical period were connected by trade • Know that Baghdad became the largest city in the world and a leader in science, astronomy, poetry, mathematics, history, law and philosophy • Compare Baghdad to London in 1000 CE • Look at the role of Women in Islam – focus on Zaynab Al Shahda • Understand the importance of the House of Wisdom within the global community as well as Baghdad • Understand how the Golden Age ended • Know that the Mongols were a group of nomadic tribes who had been unified by a ruler called Genghis Khan; they rode on horseback and had a massive empire, which they won through being brilliant horse riders and through their ruthlessness in combat • Know that the sacking of Baghdad is considered by many historians to signal the end of the Golden Age of Early Islamic Civilisation; this destruction of Baghdad did not hamper the spread of Islam as a religion, which thrives across the globe to this day, with nearly ¼ of the world’s population describing themselves as Muslims • Understand the impact of the Islamic Empire has had on the world and its connections to how we live today • Investigate and explore the greatest thinkers and achievements
Key vocabulary	Key vocabulary

Conflict	Evacuee	WW11 in Europe			Arab	Hajj (pilgrimage to Mecca)	Arabesque	Halal
Rationing	War	Allies	leadership	World War Two	Caliph	Hijab	Caliphate	Mecca (birthplace of Muhammed)
Blitz	propaganda				Dinar		Mosque	
Winston Churchill		Commonwealth	VE day		Five pillars of Islam	Muhammed	Four Caliphs	Muslim
					Islamic Golden age	Nomad (people with no permanent home)	Hadith	

Key skills

<p><u>change and development</u></p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop the appropriate use of historical terms – making links and describing these. Have chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. sequence events or artefacts – artefacts in school Suggest why certain events happened as they did in history. Strengthen their chronological understanding and their appreciation of how and why some things change and others remain the same 	<p><u>cause and effect</u></p> <ul style="list-style-type: none"> Address and devise historically valid questions about cause. Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. Comment on the importance of causes and effects for some of the key events and developments within topics, e.g. explain importance in changing the nature of childhood during different historical periods. 	<p><u>significance and interpretation</u></p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Use appropriate historical terms in conversations and discussion. Construct informed responses that involve thoughtful election and organisation of relevant historical information. Consider different ways of checking the accuracy of interpretations of the past. Understand how our knowledge of the past is constructed from a range of sources. Give clear reasons why there may be different accounts of history.
<p><u>using sources of evidence</u></p> <ul style="list-style-type: none"> Recognise possible uses of a range of sources for answering historical enquiries. Understand how our knowledge of the past is constructed from a range of sources. Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Use primary and secondary evidence effectively and analyse the impact of this on reliability. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. 	<p><u>planning and carrying out historical enquiry</u></p> <ul style="list-style-type: none"> devise independently significant historical enquiries to produce substantiated and focused responses. E.g. use a range of sources and artifacts or information to form a presentation or debate about key historical. E.g. – why was the industrial revolution significant to. Confidently communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, etc. 	