

## History Curriculum Progression of Knowledge and Skills

Teaching of History at Thringstone is based on the aims and purposes outlined in the National Curriculum and has fidelity to the historical academic discipline.

Our curriculum is guided by the following academic fingerprint: Children will:

- Have secure knowledge and understanding of the past, on a local, national and global scale.
- Have a coherent chronological understanding, be able to analyse sources and weigh evidence, and confidently enquire and ask perceptive questions about the past.
- Become confident in their understanding of key historical concepts (disciplinary knowledge), including continuity and change, cause and consequence, similarity, difference, sources and evidence, interpretation, and significance.
- Use their knowledge and understanding to make connections, create historically valid questions, and create structured accounts, including, but not limited to, written responses.
- Grow in their curiosity and enthusiasm about the past and use this to understand the diversity of different cultures and societies, as well as their own identities.

We have carefully designed a knowledge-rich curriculum, underpinned by a progression of skills. Wherever possible, knowledge has been organised chronologically, to allow children to develop a clear chronological understanding of the past. The knowledge and skills build incrementally so that by the end of Key Stage 2 children can know, understand and apply the subject content taught, and be fully prepared for their secondary school History learning.

### Key Areas of Substantive Knowledge:

KS1	
<b>Changes within living memory</b>	Exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents.
<b>Events beyond living memory</b>	Learning about events beyond living memory which are significant nationally or globally.
<b>Significant People</b>	Learning about the life and achievements of important people in history and comparing them to each other.
<b>Local History</b>	Learning about significant people, places and events in the local area.

<b>KS2</b>	
<b>British History pre-1066</b>	The history of Britain from the Stone Age to the Saxons and Vikings. The children work through chronologically, to prepare them to learn about the Normans and Middle Ages in KS3.
<b>World History</b>	The study of non-British civilisations, including an example of a First Civilisation, Ancient Greece, and a Non-European Society
<b>Theme Study</b>	Studying a turning point in history (such as WWII), and a theme over time (e.g., railways)
<b>Local History</b>	Learning about significant people, places and events in the local area.

**Historical Threads:**

- Settlement
- Beliefs
- Culture
- Food and farming
- Travel and exploration
- Conflict
- Monarchy and politics
- Technological advances

**Key Areas of Disciplinary Knowledge:**

Disciplinary knowledge is defined as learning **how** historians have studied and analysed the past, and how they have constructed and presented accounts of the past. The areas of disciplinary knowledge taught are called second-order concepts. Each history unit has one or two focus second order concept(s). The concepts can be seen below:

<b>Cause and consequence</b>	How historians make judgements about why an event occurred, or the consequences of an event.

<b>Change and continuity</b>	How historians make judgements about the extent, nature or pace of change across time.
<b>Similarity and difference</b>	How historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period.
<b>Historical significance</b>	How historians and others give significance to historical people or events (deem them worthy of attention).
<b>Sources and evidence</b>	How historians use sources to make claims about the past.
<b>Historical interpretations</b>	How and why historical interpretations are different.

It is important to note that while focus concepts have been provided for KS1 units to help focus planning for teachers, this does not need to be taught explicitly to children. Children should instead focus on building substantive knowledge. In KS2, children should start to be introduced explicitly to the different second order concepts and understand how they are used by historians. Particularly in UKS2, children should be introduced to specific historians and their work, understanding how they have come to historical conclusions.

#### Key Historical Skills:

<b>Chronological Understanding</b>	Children sequence events, stories, pictures and periods over time to show how different times relate to each other and to contribute to a coherent understanding of the past. Includes the idea of change and continuity over time.
<b>Range of Historical Knowledge and Understanding</b>	Children gain knowledge of what life was like in a range of historical time periods and places, as well as studying key events and people. They can identify similarities and differences, as well as connections and trends. When looking at historical events, children should begin to explore the concept of cause and consequence.
<b>Sources and Interpretation</b>	Children learn how our knowledge of the past is constructed from a range of sources. They learn to assess the reliability of evidence and begin to understand that history is not always objective.
<b>Historical Enquiry</b>	Children are given opportunities to ask and research historical questions about change, cause, similarity, difference and significance. Children should answer these questions for themselves, selecting the relevant historical information.
<b>Organisation and Communication</b>	Children present their understanding in a variety of different ways, using age-appropriate historical vocabulary.

### Curriculum Map

	Autumn (unit 1)	Spring (unit 2)	Summer (unit 3)
<b>Year 1</b>	Childhood toys (Change in living memory – local)	Significant individuals: Neil Armstrong & Mae Jemison (living memory)	School days (Changes in living memory)
<b>Year 2</b>	Significant individuals: Charles Booth (beyond memory local)	Great Fire of London (event beyond living memory)	Significant individuals: Queen Elizabeth I & Queen Victoria (beyond memory)
<b>Year 3</b>	Stone age (British history)	Railways (local history)	Romans (British history pre -1066)
<b>Year 4</b>	Saxons (British history pre-1066)	Vikings (British history pre-1066)	Ancient Egypt (ancient civilisations)
<b>Year 5</b>	Coalville mining (local Whitwick mining disaster– post 1066)	Mayan Civilisation (non-European society))	Greece (ancient civilisations)

<b>Year 6</b>	Trans-Atlantic Slave Trade (British history)		Battle of Britain (Theme/local history- post 1066)
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**Disciplinary Knowledge**

<b>Disciplinary Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Cause and consequence</b>		Unit 2	Unit 2	Unit 1	Unit 3	Unit 2
<b>Change and continuity</b>	Unit 1, & 3		Unit 1		Unit 2	Unit 1
<b>Similarity and difference</b>	Unit 3			Unit 2 & 3		
<b>Historical significance</b>	Unit 2	Unit 1, 2 & 3	Unit 2		Unit 2	Unit 1 & 2
<b>Sources and evidence</b>		Unit 2	Unit 3	Unit 3	Unit 1 & 3	Unit 1 & 2
<b>Historical interpretations</b>			Unit 3	Unit 3	Unit 1	Unit 1 & 2

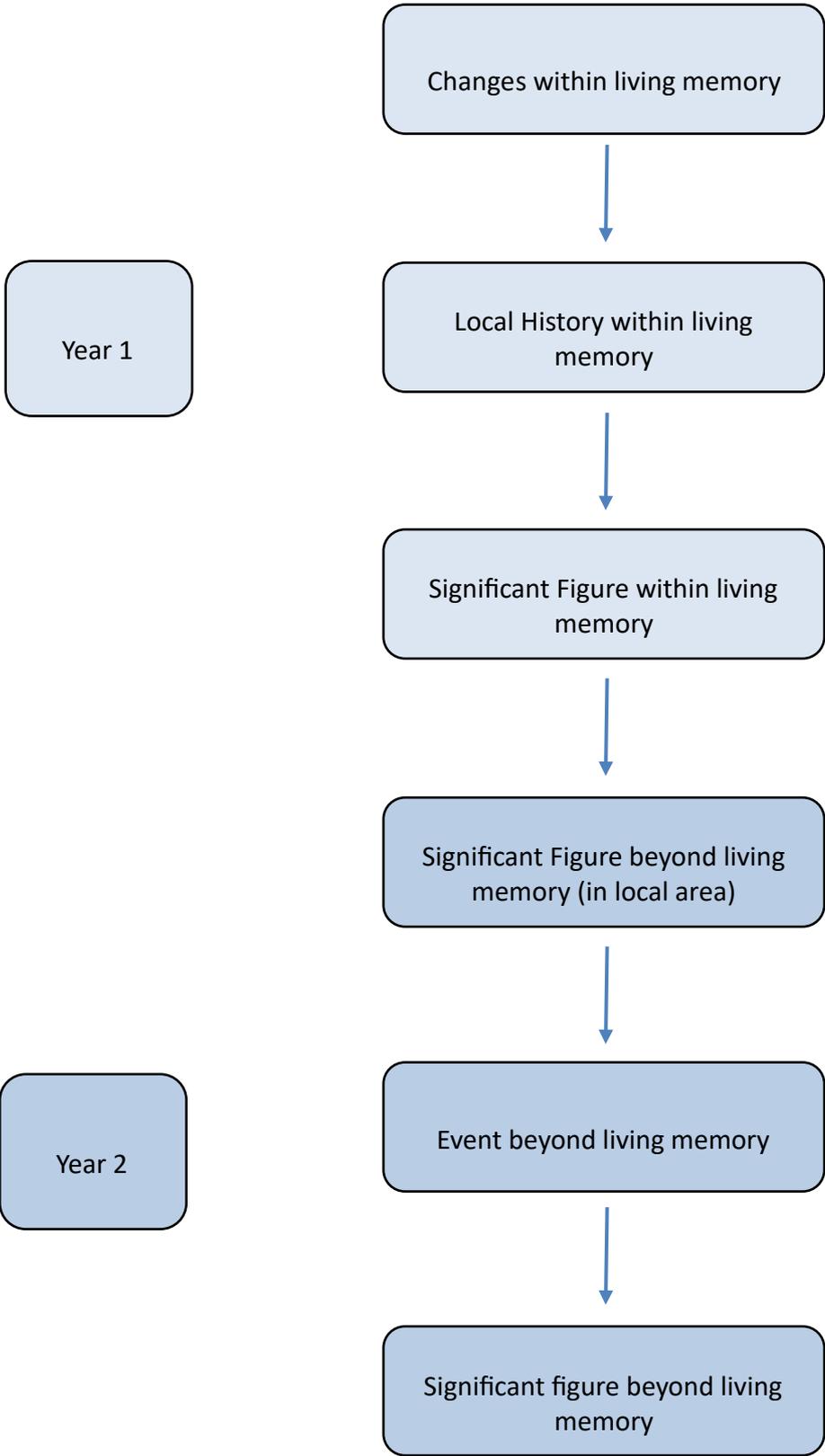
<b>Historical Thread</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Settlement</b>			Unit 1 & unit 3	Unit 1 & 2		
<b>Beliefs</b>		Unit 1	Unit 1, 3	Unit 1, 2 & 3	Unit 1 & 3	Unit 1
<b>Culture</b>	Unit 1 & unit 3	Unit 1 & 3		Unit 2 & 3	Unit 1, 2 & 3	Unit 1
<b>Food and Farming</b>			Unit 1	Unit 1 & 3	Unit 3	
<b>Travel and Exploration</b>	Unit 2		Unit 2 & unit 3	Unit 2		Unit 1

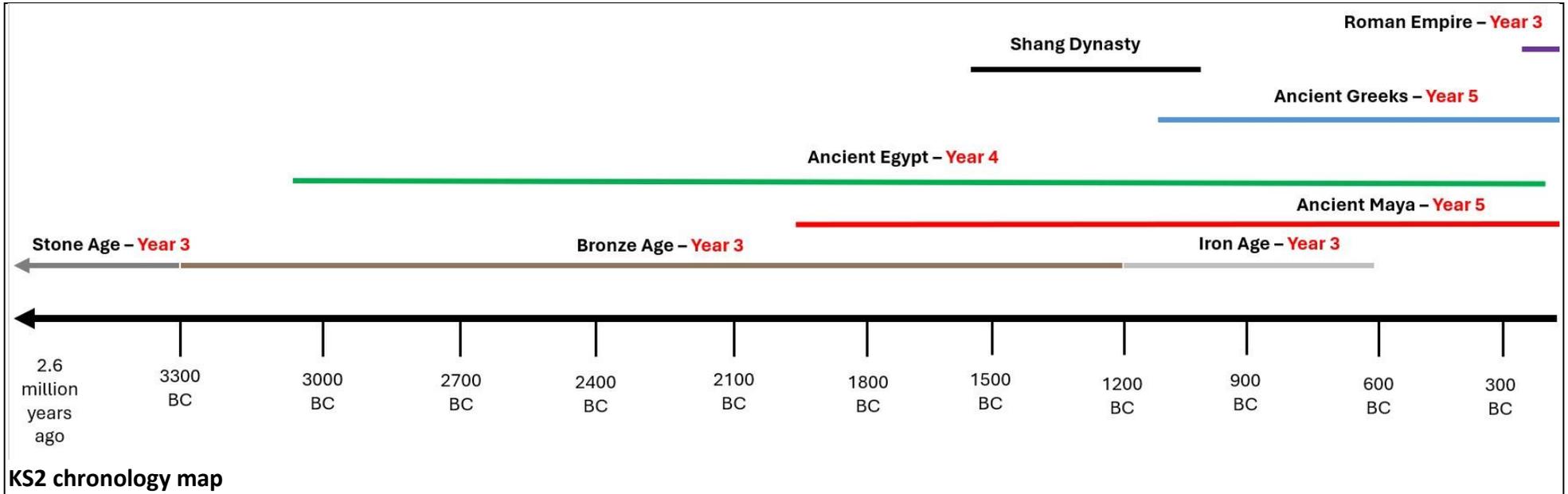
<b>Conflict</b>		Unit 3	Unit 3	Unit 1 & 2	Unit 2	Unit 1 & 2
<b>Monarchy and Politics</b>		Unit 3		Unit 1 & 2	Unit 1, 2 & 3	Unit 1
<b>Technological Advances</b>	Unit 1, 2 & 3	Unit 2	Unit 1, 2 &		Unit 1, 2 & 3	Unit 2

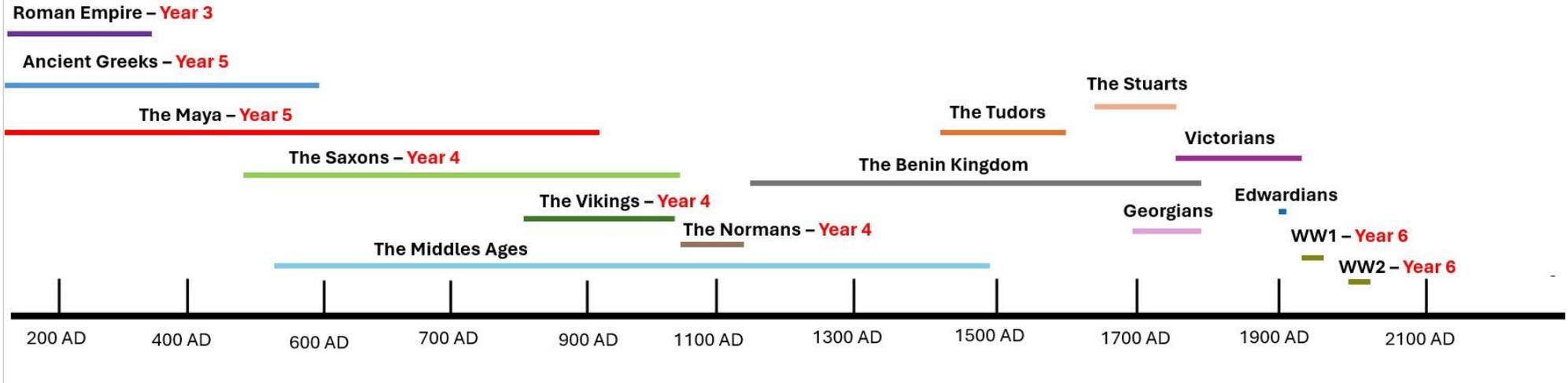


**KS1 Teaching Sequence for Progression**









**History in EYFS**

History in the Early Years is mainly taught through ‘Understanding the World’.

The EYFS Framework states:

Understanding the World

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.*

The table below outlines the aspects of the EYFS Curriculum that feed into our **History** curriculum progression:

EYFS (4-5 year olds)	Early Learning Goals
<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past i.e. homes, schools, transport.</li> <li>- Recognise that things happened before they were born.</li> <li>- Compare past and present photographs, noticing some of the differences.</li> <li>- Compare and contrast characters from stories and figures in history.</li> <li>- Organise events using basic chronology skills.</li> <li>- Explore key vocabulary in past and present events.</li> <li>- Compare and describe the changes from past to present in buildings, transport, school life, fashions, technology</li> <li>- Know some similarities and differences between things in the past and present, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>- Children can use vocabulary such as first, then, next.</li> <li>- Children can talk about their own past and key events that happen within this.</li> <li>- Children can describe how they have changed from a baby and some of the skills they have learnt.</li> </ul>	<p><b>ELG: Past and Present:</b></p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

- Children can talk about some of their family members and refer to moments' within these people's pasts.
- Children can identify and describe the roles of some key figures in today's world – Prime Minister, The Queen, famous Influencers and role models.
- Children know that some photographs are in colour, some are in black and white and some are painted.
- Understand the importance of using technology safely
- Children can talk about inventions and modernity.
- Children can use some mathematical language accurately when talking about the past (2 days ago, at the weekend, last week, at the start of the year)
- Children can talk about some figures in history
- Tell stories/recall information from books about fictional/non fictional characters from the past and present
- Show an interest in exploring pictures, artefacts and accounts from the past, explaining similarities and differences Describe one key past and present event
- Create video recordings and photos using an iPad and use these to enhance their learning.
- Recognise and discuss significant past and present events
- Compare maps and photographs of the local area from the past and now and describe the changes they can see
- Use the internet/technology with supervision to support and extend learning I.e using google images to find photographs of structures to recreate in building area.

**Vocabulary**

Family unique first then next old new past present timeline year similar different

KS1

Year 1	Knowledge	Vocabulary	Skills	Related Texts
	<p><b>Changes within living memory</b></p> <p><b>Toys</b></p> <ul style="list-style-type: none"> <li>- I can say what my favourite toy is.</li> <li>- I can discuss some of the toys that were popular when my parents /carers /grandparents were young.</li> <li>- I can name some of the toys that were popular in the 1950s, 60s, 70's and 80s</li> <li>- I know that a decade is 10 years</li> <li>- I can say how toys have changed over time</li> <li>- I know that Palitoy was in Coalville and made Barbie, Cindy and Star Wars toys</li> <li>-</li> </ul> <p><u>Historical Threads: Culture, Technological Advances</u> <u>Disciplinary Knowledge: Change and continuity</u></p>	<p>toy parent grandparent old new past present</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Put 3-4 concrete objects in chronological order.</li> <li>- Talk about how things were different when their parents and grandparents were children.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Know and recount episodes from stories about the past. <b><u>Sources and Interpretation.</u></b></li> <li>- Compare adults talking about the past and start to think about reliability.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Ask questions about the past.</li> <li>- Find out about the past by talking to an older person. <b><u>Organisation and Communication.</u></b></li> <li>- Tell stories about the past (role play).</li> </ul>	<p><b>Fiction</b></p> <p>Lost in the Toy Museum by David Lucas</p> <p>The Toymaker by Martin Waddell and Terry Milne.</p> <p>When I was a Child by Andy Stanton and David Litchfield.</p> <p><b>Non-Fiction</b></p> <p>Toys and Games by Sally Hewitt.</p>

<p><b>Significant Figures within Living Memory:</b> <b>Neil Armstrong and Mae Jemison</b></p> <ul style="list-style-type: none"> <li>- I know that Neil Armstrong was born in 1930 in Ohio, USA.</li> <li>- I know that he is significant because he was the first man to step on the moon, as part of the Apollo 11 space mission in 1969.</li> <li>- I know that Mae Jemison was born in 1956 in Alabama, USA.</li> <li>- I know that Mae Jemison was the first African American woman into space</li> <li>- I can find similarities and differences between Neil Armstrong and Mae Jemison</li> </ul> <p><b>Historical Threads:</b> <b>Technological Advances, Travel and Exploration</b> <b>Disciplinary Knowledge: Historical significance</b></p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Begin to use dates to talk about people or events from the past.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- Explain how people or events in history changed things nationally or internationally.</li> <li>- Find out about a famous or important individual.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Start to see how the past is represented in different ways.</li> <li>- Using stories, understand the difference between fact and fiction.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Show some understanding of how people find out about the past.</li> </ul> <p><b>Communication and Organisation</b></p> <ul style="list-style-type: none"> <li>- Talk, draw and write about aspects of the past.</li> </ul>	<p><b>Fiction:</b> Astro Girl by Ken Wilson Max. Look Up by Nathan Bryon.</p> <p><b>Non-fiction:</b> How to be an Astronaut and Other Space Jobs by Dr Sheila Kanani and Sol Linero. 13</p> <p>The Extraordinary Life of Neil Armstrong by Martin Howard.</p> <p>Ma Jemison by Isabel Sanchez Vegara &amp; Janna Morton</p>
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	<p><b>Changes within living memory/Local History</b></p> <p><b>School days</b></p> <ul style="list-style-type: none"> <li>- I know some features in a school.</li> <li>- I know how my school has changed.</li> <li>- I know significant events in my school's history</li> <li>- I know how school was the same/different when my parents or grandparents were young.</li> <li>- I know how a Victorian school was different to my own.</li> </ul> <p><b>Historical Threads: Culture, Technological Advances</b></p> <p><b>Disciplinary Knowledge: Change and continuity, Similarity and difference, Historical significance</b></p>	<p>school teacher desk slate chalk blackboard abacus interactive whiteboard ink bottle dip pen pencil</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Put 3-4 concrete objects in chronological order.</li> <li>- Talk about how things were different when their parents and grandparents were children.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- Know and recount episodes from stories about the past.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Using stories, understand the difference between fact and fiction.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Show some understanding of how evidence is collected.</li> </ul> <p><b>Communication and Organisation</b></p> <ul style="list-style-type: none"> <li>- Talk, draw and write about aspects of the past.</li> </ul>	<p><b>Non-Fiction</b></p> <p>You wouldn't want to be a Victorian Schoolchild by John Malam.</p> <p>Education Through the Years by Clare Lewis.</p>
<p><b>Non-Topic Specific Vocabulary:</b> year, decade, significant, museum, difference, toys, inventions, opinion, artefact, century, modern, timeline, similar</p>				

Year 2	Knowledge	Vocabulary	Skills	Related Texts
	<p><b>Local History: Significant Figure(s)</b> <b>Charles Booth</b></p> <ul style="list-style-type: none"> <li>- I know what is meant by significant</li> <li>- I know Charles Booth was born in Liverpool and died in Thringstone</li> <li>- I know Charles wrote about poverty in London</li> <li>- I know that in 1901 the Booth family bought a house in Thringstone called Thringstone House</li> <li>- I know the house provided a reading, games room and allotments</li> <li>- I know what the Charles Booth Centre is used for now</li> <li>-</li> </ul> <p><u><a href="#">Historical Threads: Beliefs, culture</a></u></p> <p><u><a href="#">Disciplinary Knowledge: Historical significance</a></u></p>		<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Connect new learning to events/people they have learnt about before and put on a timeline.</li> <li>- Start to understand that some things were different in the past (beyond living memory).</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Describe significant people from the past and their achievements.</li> <li>- Explain why some people in the past acted the way they did.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Choose and use parts of stories or sources to show that they understand events or people from the past.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Understand and talk about how people find out about the past.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Record what they have learnt by drawing and writing, including ICT.</li> </ul>	<p><b>Non-Fiction:</b> <a href="#">Who was Charles Booth?   Charles Booth's London (Ise.ac.uk)</a></p> <p><a href="#">Map   Charles Booth's London (Ise.ac.uk).</a></p> <p><a href="#">Charles Booth's poverty map at Museum of London - YouTube.</a></p>

	<p><b>Events beyond living memory:</b> <b>The Great Fire of London or Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>- I know that the Great Fire of London happened in 1666.</li> <li>- I know that the fire lasted five days.</li> <li>- I know that the fire started at Thomas Farriners</li> <li>- I know that Samuel Pepys wrote a diary and described the fire.</li> <li>- I know why the fire spread so easily</li> </ul> <p><u>Historical Threads:</u> Technological Advances,</p> <p><u>Disciplinary Knowledge:</u> Cause and consequence, Sources and evidence.</p>	<p>London fire firefighter baker Thomas Farriner Samuel Pepys diary</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Sequence 3-4 artefacts, photographs and events on a timeline.</li> </ul> <p><b>Historical Knowledge and Understanding</b> - Describe historical events.</p> <ul style="list-style-type: none"> <li>- Explain the causes of a historical event and what the consequences were.</li> <li>- Explain the impact of an event in the past on how we live today. <b>Sources and Interpretation</b></li> <li>- Choose and use parts of stories or sources to show that they understand events or people from the past.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Ask and answer questions about the past using sources.</li> <li>- Understand and talk about how people find out about the past.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>- Speak about how they have found out about the past, e.g., through role play.</li> </ul>	<p><b>Non-Fiction</b> The Great Fire of London by Emma Adams and James Weston-Lewis.</p> <p><b>Website</b> Museum of London Great Fire of London Story: <a href="https://www.fireoflondon.org.uk/story/the-fire/">https://www.fireoflondon.org.uk/story/the-fire/</a></p>
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	<p><b>Significant Figures beyond living memory</b> <b><u>Elizabeth I &amp; Queen Victoria</u></b></p> <ul style="list-style-type: none"> <li>- I know the role of the Monarch</li> <li>- I know Elizabeth I was queen of England</li> <li>- I know why Elizabeth was significant</li> <li>- I know who Queen Victoria was</li> <li>- I know why Queen Victoria was significant</li> <li>- I know the differences and similarities between Elizabeth I and Queen Victoria</li> </ul> <p><b>Historical Threads:)</b> Conflict, monarchy &amp; politics, culture</p> <p><b>Disciplinary Knowledge:</b> Historical significance</p>		<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Use dates to talk about people or events from the past.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Describe significant people from the past and their achievements.</li> <li>- Explain why some people in the past acted the way they did.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Start to explain why some sources may be more reliable than others.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Research the life of a hero of the past, using sources and the internet (guided by an adult).</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Record what they have learnt by drawing and writing including ICT.</li> </ul>	<p><b>Fiction:</b> Queen Victoria’s Bathing Machine by Gloria Whelan</p> <p><b>Non-Fiction:</b> Who was Queen Victoria by Jim Gagliotti</p> <p>Queen Victoria by Alan Macdonald</p> <p>Who was Queen Elizabeth I by Gloria Whelan</p> <p>Elizabeth I By Johnathon Melmoth</p>
	<p><b>Non-Topic Specific Vocabulary:</b> chronology, chronological order, era, Monarch, Queen, Empire, significant, figure, research, biography, historian, expert, evidence, sources</p>			

Year 3	Knowledge	Vocabulary	Skills	Related Texts
	<p><b>British History pre 1066: Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>- I know that the beginning of the Stone Age started in 800,000 BC</li> <li>- I know that the end of the Iron Age came in 43 AD, when the Romans invaded.</li> <li>- I know Skara Brae was a Neolithic village in Britain</li> <li>- I know that the Stone Age, Bronze Age and Iron Age are named after the main material used for tools and weapons at the time.</li> <li>- I know what life was like in the Stone, Bronze and Iron Ages</li> <li>- I know that most of our evidence for the Stone Age to the Iron Age comes from archaeology and artefacts.</li> </ul> <p><u>Historical Threads: Settlement, Beliefs, Food and Farming, Technological Advances</u></p> <p><u>Disciplinary Knowledge: Change and continuity</u></p>	<p>prehistory hunter gatherer nomad Palaeolithic Mesolithic Neolithic tribe Neanderthal homo sapiens beaker Celt bronze hillfort druid</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Begin to use dates and historical terms to describe events.</li> <li>- Begin to recognise some of the different time periods within British history.</li> <li>- Begin to understand the concept of change over time. <b><u>Historical Knowledge and Understanding</u></b></li> <li>- Begin to give a broad overview of what life was like in a historical period.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Look at representations from the period, such as artefacts.</li> <li>- Begin to compare different forms of evidence. <b><u>Historical Enquiry</u></b></li> <li>- Begin to use evidence to ask questions and find answers to questions about the past.</li> <li>- Begin to use research skills in finding out facts about the time period they are studying.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Begin to communicate their learning using age-appropriate historical terminology.</li> <li>- Communicate their knowledge and understanding through writing, drawing, data-handling, drama, storytelling and using ICT.</li> </ul>	<p><b>Fiction</b> Stone Age Boy by Satoshi Kitamura.</p> <p>The First Drawing by Mordecai Gerstein.</p> <p><b>Non-Fiction</b> The Secrets of Stonehenge by Mick Manning and Brita Granström.</p> <p>The History Detective Investigates: Stone Age to Iron Age by Clare Hibbert.</p>

<p><b>Local History: A Key Place/Event post 1066</b></p> <p><b><u>Birth of the railways</u></b></p> <ul style="list-style-type: none"> <li>- I know George Stephenson is considered the father of the railways</li> <li>- I know George Stephenson developed locomotive number 1 built 1825</li> <li>- I know Robert Stephenson was George's son</li> <li>- I know Robert created a line that reached New Swannington to transport coal</li> <li>- I know this led to the expansion of Coalville</li> <li>-</li> </ul> <p><b><u>Historical Threads: Travel and exploration, Technological Advancements</u></b></p> <p><b><u>Disciplinary Knowledge: Historical significance, cause and consequence,</u></b></p>		<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Place artefacts, events and historical figures on a timeline. <b><u>Historical Knowledge and Understanding</u></b></li> <li>- Begin to give reasons for why certain events happened in history, and why certain people acted as they did.</li> <li>- Discuss some of the causes and consequences of main events and changes in history.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Look at different representations from the period, such as artefacts or accounts from the time such as newspapers</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Begin to use evidence to ask questions and find answers to questions about the past.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Place artefacts, events and historical figures on a timeline.</li> </ul>	<p><b>Fiction:</b> First Class Murder by Robin Stevens</p> <p>The Railway Children by E Nesbit</p> <p><b>Non-Fiction:</b> See Inside History of Britain by Rob Lloyd Jones</p>
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	<p><b>British History pre-1066: The Roman Empire and its Impact on Leicester.</b></p> <ul style="list-style-type: none"> <li>- I know that the Romans invaded in 43 AD and ruled for about 400 years.</li> <li>- I know that Leicester was a Roman town</li> <li>- Leicester was known as Ratae</li> <li>- I know that Boudicca was a queen of the Iceni tribe and rebelled</li> </ul>	<p>Ratae</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Begin to recognise some of the time periods in British history, and the overlapping histories of groups that invaded Britain.</li> <li>- Use dates and historical terms more accurately to describe events.</li> <li>- Use a timeline to understand what caused big events to happen.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Suggest why certain events happened and people acted as they did in history.</li> </ul>	<p><b>Fiction:</b> Empire’s End - A Roman Story by Leila Rasheed.</p> <p>Across the Roman Wall by Theresa Breslin.</p> <p><b>Non-Fiction:</b> British Museum: So You</p>
	<ul style="list-style-type: none"> <li>- I know the Romans introduced straight roads, aqueducts, coins, laws and a written language (Latin).</li> <li>- I know that the Romans worshipped many gods and goddesses. Later, they became Christians.</li> <li>- I know that the Romans left Britain because of difficulties in their Empire.</li> </ul> <p><b><u>Historical Threads:</u> Settlements, Beliefs, Travel and exploration, Conflict, Technological Advances</b></p> <p><b><u>Disciplinary Knowledge:</u> Sources and evidence, Historical interpretations</b></p>		<ul style="list-style-type: none"> <li>- Suggest causes and consequences of some of the main events and changes in history.</li> <li>- Start to understand why Britain has been invaded and conquered.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Describe different accounts of historical events, explaining why the accounts may differ. <b><u>Historical Enquiry</u></b></li> <li>- Use evidence to ask questions and find answers to questions about the past.</li> <li>- Suggest suitable sources for enquiry and use more than one source to paint an accurate picture of the past.</li> <li>- Begin to identify primary and secondary sources. <b><u>Organisation and Communication</u></b></li> <li>- Communicate their learning in an organised and structured way using appropriate terminology.</li> </ul>	<p>Think You’ve Got it Bad, A Kids Life in Ancient Rome by Chae Strathie and Marisa Morea.</p> <p>Everything: Romans in Britain by National Geographic Kids.</p>
<p><b><u>Non-Topic Specific Vocabulary</u></b> period, era, BC/BCE, CE/AD, millennium, age, religion, nomad, prehistoric, ancient, archaeology, archaeologist, gods/goddesses, priests/priestesses, change, continuity, primary source, secondary source, myth, legend, settlement, agriculture, empire, civilisation, settlers, migration, tribe, kingdom, conversion, raid, culture, democracy, impact, achievement, effect, legacy, consequence, continuity, rails, train, mining, coal</p>				

<b>Year 4</b>	<b>Knowledge</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Related Texts</b>
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	<p><b>British History pre-1066: The Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>- I know that the Anglo-Saxon period was between 410 1066 AD.</li> <li>- I know that the Anglo-Saxons originally came from Germany, the Netherlands and Denmark. Many came to settle and to farm.</li> <li>- Know the Anglo Saxons had five Kingdoms</li> <li>- Know what materials the Anglo-Saxons used</li> <li>- Know that Anglo-Saxons grew their own food and made their own clothes and traded</li> <li>- Know Anglo-Saxon words and place names still exist today.</li> <li>- I know that during the Anglo-Saxon times, many people were Christians.</li> <li>- I know that a lot of our sources come from monks.</li> </ul> <p><b>Historical Threads: Settlement, Beliefs, Culture, Food and Farming, Conflict, Monarchy and Politics.</b></p> <p><b>Disciplinary Knowledge: Cause and consequence</b></p>	<p>Angles Saxons Jutes farmerwarrior wattleanddaub Sutton Hoo Lindisfarne Christianity monk Augustine Alfred the Great</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Recognise some of the time periods in British history, and the overlapping histories of groups that invaded Britain.</li> <li>- Use dates and historical terms to describe events.</li> <li>- Use a timeline to understand what caused big events to happen.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- Suggest why certain events happened and people acted as they did in history.</li> <li>- Suggest causes and consequences of some of the main events and changes in history.</li> <li>- Understand why Britain has been invaded and conquered. <b>Sources and Interpretation</b></li> <li>- Describe different accounts of historical events, explaining why the accounts may differ.</li> <li>- Begin to identify primary and secondary sources.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Use evidence to ask questions and find answers to questions about the past.</li> <li>- Suggest suitable sources for enquiry and use more than one source to gain an accurate picture of the past. <b>Communication and Organisation</b></li> <li>- Communicate their learning in an organised and structured way using appropriate terminology.</li> </ul>	<p><b>Fiction:</b> Beowulf either Usborne or Michael Morpurgo versions.</p> <p>Anglo-Saxon Boy by Tony Bradman.</p> <p>The Buried Crown by Ally Sherrick.</p> <p><b>Non-Fiction:</b> Men, Women and Children in Anglo-Saxon Times by Jane Bingham.</p> <p>The History Detective Investigates: Anglo Saxons by Neil Tonge.</p>
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	<p><b>British History pre-1066: The Vikings And Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>- I know that the Vikings came from Denmark, Norway and Sweden.</li> <li>- I know that the Vikings began to raid in 793 AD. I know that they attacked Lindisfarne in this year.</li> <li>- I know that they attacked monasteries for wealth</li> <li>- I know what everyday life was like for Vikings in Britain</li> <li>- I know that Athelstan was first king of all England</li> <li>- I know that some Vikings started to settle in England. In 894 AD, the Vikings started to rule Danelaw in the North East of England. Jorvik (York) was the major city.</li> <li>- I know that in 1066, the Normans started to rule Britain, and this was the end of Viking and Saxon rule.</li> </ul> <p><b>Historical Threads: Settlement, Beliefs, Culture, Travel and Exploration, Conflict, Monarchy and Politics,</b></p> <p><b>Disciplinary Knowledge: Similarity and difference (compare the Maya and the Vikings. Also compare the Vikings and the Anglo-Saxons).</b></p>	<p>longhouse chieftain beserker feast raid trade runes pagan Danelaw Asgard Valhalla</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Recognise some of the time periods in British history, and the overlapping histories of groups that invaded Britain.</li> <li>- Use dates and historical terms to describe events.</li> <li>- Use a timeline to understand what caused big events to happen.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Suggest why certain events happened and people acted as they did in history.</li> <li>- Suggest causes and consequences of some of the main events and changes in history.</li> <li>- Understand why Britain has been invaded and conquered.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Describe different accounts of historical events, explaining why the accounts may differ.</li> <li>- Begin to identify primary and secondary sources.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Use evidence to ask questions and find answers to questions about the past.</li> <li>- Suggest suitable sources for enquiry and use more than one source to gain an accurate picture of the past.</li> </ul> <p><b><u>Communication and Organisation</u></b></p> <ul style="list-style-type: none"> <li>- Communicate their learning in an organised and structured way using appropriate terminology.</li> </ul>	<p><b>Fiction</b></p> <p>Odd and the Frost Giant by Neil Gaiman. The Dragon's Hoard by Lari Don and Cate James.</p> <p><b>Non-Fiction</b></p> <p>Viking Longship by Mick Manning and Brita Granström. Viking Voyagers by Jack Tite.</p>
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<p><b>World History: Ancient Egypt</b> <i>Should mention all four first civilisations, Ancient Egypt, Ancient Sumer, The Indus Valley or the Shang Dynasty before detailed study on Egypt.</i></p> <ul style="list-style-type: none"> <li>- I know two main achievements of each ancient civilisation</li> <li>- I know that the Ancient Egyptian civilisation lasted from around 3000 BC to 0 AD.</li> <li>- I know what everyday life was like in Egypt</li> <li>- I know that Pharaohs were kings and queens of Egypt, who were also believed to be gods.</li> <li>- I know how important the Nile and agriculture was in Ancient Egypt.</li> <li>- I know the importance of scribes and hieroglyphics to life and power in Ancient Egypt.</li> <li>- I know that Tutankhamun was an Egyptian pharaoh.</li> <li>- I know that we know lots about him because his tomb was discovered in 1922.</li> </ul> <p><b>Historical Threads: Beliefs, Culture, Food and Farming, Monarchy and Politics.</b></p> <p><b>Disciplinary Knowledge: Similarity and difference (between first civilisation and Stone Age – Iron Age), sources and evidence, historical interpretations</b></p>	<p>Pharaoh papyrus scribe sarcophagus, afterlife, hieroglyphic, pyramid, scroll, Pharaoh, vizier, reed, ruler, dynasty, Nile, mummy, stone, burial, mummification, kingdom, divide, rule, ruler, god, tomb, authority,</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Place events, artefacts and historical figures on a timeline using dates.</li> <li>- Place the four earliest civilisations on a chronological framework</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Explain how events from the past have shaped our lives today, and the influence of past cultures on our culture.</li> <li>- describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <b><u>Sources and Interpretations</u></b></li> <li>- Use and analyse different sources artefacts, information texts and historical sources.</li> <li>- Compare and contrast different forms of evidence.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Recognise the role of archaeologists in understanding the past.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Communicate their learning using age-appropriate terminology.</li> </ul>	<p><b>Fiction</b> Marcy and the Riddle of the Sphinx by Joe Todd Stanton.</p> <p>Cinderella of the Nile by Beverley Naidoo.</p> <p><b>Non-Fiction</b> The Story of Tutankhamun by Patricia Cleveland-Peck and Isabel Greenberg.</p> <p>Egypt Magnified by David Long and Harry Bloom.</p>
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**Non-Topic Specific Vocabulary** empire, civilisation, settlers, migration, tribe, kingdom, conversion, raid, culture, democracy, impact, achievement, effect, legacy, consequence, continuity, period, era, BC/BCE, CE/AD, millennium, age, religion, nomad, prehistoric, ancient, archaeology, archaeologist, gods/goddesses, priests/priestesses, change, continuity, primary source, secondary source, myth, legend, settlement, agriculture.

Year 5	Knowledge	Vocabulary	Skills	Related Texts
	<p><b>World History: Non-European Society</b></p> <p><b>The Maya</b></p> <ul style="list-style-type: none"> <li>- I know that the Maya culture lasted from at least 1000 BC – 1697 AD.</li> <li>- I know that the Maya lived in Mesoamerica (Mexico and Central America).</li> <li>- I know that the Maya shared a common culture and religion, but each city had its own ruler and governed itself.</li> <li>- I know how society was structured</li> <li>- I know Mayans had written communication called glyphs</li> <li>- I know farming and trade was important</li> <li>- I know maize was a staple food</li> </ul> <p><b>Historical Threads: Beliefs, Culture, Monarchy and Politics, Technological Advances</b></p> <p><b>Disciplinary Knowledge: Sources and evidence, Historical interpretations</b></p>		<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Place features of historical events and figures into a chronological framework.</li> <li>- Describe the main changes in a period of history.</li> <li>- Identify periods of rapid change and contrast them to periods of little change.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- In one time period, study differences in life experiences for different groups, e.g., men and women.</li> <li>- Compare and contrast life in different time periods they have studied.</li> <li>- Begin to explore how cultures changed within a time period studied.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Understand how our knowledge of the past is constructed from a range of sources.</li> <li>- Understand that no single source of evidence can give a full picture of the past.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Devise historical questions about the period they are studying.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>- Present knowledge and understanding based upon given sources.</li> </ul>	<p><b>Fiction</b></p> <p>Rain Player by David Wisniewski.</p> <p>Popul Vuh: A Sacred Book of the Maya retold by Victor Montejo, Luis Garay and David Unger.</p> <p>The Great Kapok Tree by Lynne Cherry.</p> <p><b>Non-Fiction</b></p> <p>The History Detective Investigates: Mayan Civilisation by Claire Hibbert.</p> <p>The Maya and Chichén Itzá by Ben Hubbard.</p>

	<p><b>Local history</b></p> <p><b>Whitwick Colliery Disaster</b></p> <ul style="list-style-type: none"> <li>- I know mining was a major industry in Britain</li> <li>- I know mining conditions were hard</li> <li>- I know how conditions down mines changed</li> <li>- I know Whitwick Colliery opened in 1824 and closed in 1986</li> <li>- I know that mining was a major industry in Whitwick and Coalville</li> <li>- I know Whitwick was the first deep mine in Leicestershire 1824 sunk by William Stenson and gave birth to Coalville</li> <li>- I know that the disaster happened 19<sup>th</sup> April 1898</li> <li>- I know that 35 men died and there is a memorial</li> <li>- I know why coal mining began to decline</li> </ul> <p><u>Historical Threads: Conflict, technological advancements, Culture, monarchy and politics</u></p> <p><u>Disciplinary Knowledge: Change and continuity</u></p>	<p>Mining, mines, colliery, lamp, coal, pit, pick axe, labour, strike, action, industry, town, cage, drill, shaft, fire damp,</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Begin to understand the concepts of continuity vs change over time.</li> <li>- Begin to make connections and contrasts between different time periods and talk about trends over time. <b>Historical Knowledge and Understanding</b></li> <li>- Find out in detail about historical events, and information about historical figures they have studied.</li> <li>- Find out about beliefs, behaviours and characteristics of historical cultures, and recognise that they might differ within the culture itself.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Compare accounts from different sources and start to evaluate their reliability.</li> <li>- Identify primary and secondary sources.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Begin to use the library and internet to conduct independent research.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>- Present knowledge and understanding based upon given sources.</li> </ul>	<p><b>Fiction:</b> Pit Boy by Gordon Ottewell</p> <p><b>Non-fiction:</b> Wouldn't Want to Be 19th Century Coal Minby in England! By Malam.</p> <p>Coal House Diary Gwen Cartwright</p>
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	<p><b>World History: Ancient Greece</b></p> <ul style="list-style-type: none"> <li>- I know that the Ancient Greek civilisation started in around 800 BC, and ended in 146 BC, when it was taken over by the Roman Empire.</li> <li>- I know that there were many city states in Ancient Greece, including Athens and Sparta.</li> </ul>	<p>democracy city-state Parthenon Olympics Athens Sparta citizen theatre comedy</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Place events, artefacts and historical figures on a timeline using dates.</li> <li>- Understand the concept of change over time. <b><u>Historical Knowledge and Understanding</u></b></li> <li>- Explain how events from the past have shaped our lives today and the influence of past cultures on our culture.</li> <li>- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p>	<p><b>Fiction</b> Leo and the Gorgon's Curse by Joe Todd Stanton.</p> <p>The Ancient Greek Mysteries by Saviour Pirota.</p>
	<ul style="list-style-type: none"> <li>- I know that Greeks created western theatre, and most Greek towns would have had a theatre.</li> <li>- I know that the Ancient Greeks had gods and goddesses. They held many festivals to honour them.</li> <li>- I know that most Greek city states were democracies.</li> <li>- I know that the idea of history itself was formed by the Ancient Greek historian Herodotus.</li> </ul> <p><b><u>Historical Threads: Beliefs, Culture, Monarchy and Politics, Technological Advances</u></b></p> <p><b><u>Disciplinary Knowledge: Sources and evidence, Causes and consequences.</u></b></p>	<p>tragedy mythology god goddess</p>	<ul style="list-style-type: none"> <li>- Use and analyse different sources – artefacts, information texts and historical sources.</li> <li>- Compare and contrast different forms of evidence.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Recognise the role of archaeologists in understanding the past.</li> <li>- Devise historical questions about the period they are studying.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Present knowledge and understanding based upon given sources.</li> </ul>	<p>The Orchard Book of Greek Myths by Geraldine McCaughrean.</p> <p><b>Non-Fiction</b> British Museum: So You think You've Got it Bad: A Kid's Life in Ancient Greece by Chae Strathie and Marisa Morea.</p> <p>A Visitors Guide to Ancient Greece by Lesley Sims.</p>
	<p><b><u>Non-Topic Specific Vocabulary</u></b> nation, extent of change, extent of continuity, turning point, conversion, missionary, monk, invader, reliable, bias, excavate, astrology, astronomy, codex, culture, democracy, impact, achievement, effect, legacy, consequence, continuity.</p>			

Year 6	Knowledge	Vocabulary	Skills	Related Texts
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	<p><b>British History pre-1066-Trans-Atlantic Slave Trade</b></p> <ul style="list-style-type: none"> <li>- I know the term Maafa and what it means</li> <li>- I know Britain Transported 3 million enslaved people</li> <li>- I know the triangular slave trade consisted of three journeys</li> <li>- I know that enslaved people were subjected to racism on plantations: awful conditions and punishments</li> <li>- I know that enslaved people resisted, revolted or refused</li> <li>- Slavery Abolition Act 1833 abolished slavery altogether</li> </ul> <p><b>Historical Threads: travel and exploration, beliefs, conflict, culture, Monarchy and politics</b></p> <p><b>Disciplinary Knowledge: source and evidence, historical significance, historical interpretation, cause and consequence, continuity and change</b></p>	<p>abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, maafa, rebellion, resistance, slavery,</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Describe the main changes in a period of history, using historical terms (political, social, religious, cultural, technological).</li> <li>- Identify periods of change in history and contrast them with periods of little change.</li> <li>- Explain the chronology of different time periods, and how they relate to one another on a timeline.</li> <li>- Understand the concepts of continuity and change over time and represent them on a timeline.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- Explore the diverse beliefs, behaviour and characteristics of historical people, recognising that their views may differ to the pupils own, and that there may be varied views within the culture.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Start to link sources and work out how conclusions were arrived at.</li> <li>- Be aware that different evidence will lead to different conclusions and use evidence to analyse different sources. <b>Historical Enquiry</b></li> <li>- Devise historical questions about a period they are studying, thinking particularly about change, cause, similarities, difference, and significance.</li> <li>- Identify primary and secondary sources. <b>Organisation and Communication</b></li> <li>- Provide an account of a historical event based upon multiple sources, which may be conflicting.</li> </ul>	<p><b>Fiction</b></p> <p>Freedom by Catherine Johnson Windrush Child by Benjamin Zephaniah</p> <p><b>Non-fiction</b></p> <p>The Story of Slavery by Sarah Courtauld Africa and the Slave Trade by Dan Lyndon-Cohen Black History Matters by Robin Walker</p>
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	Local History / Theme	First World War	<u>Chronological Understanding</u>	Fiction
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	<b>Battle of Britain</b>	Second World	<ul style="list-style-type: none"> <li>- Use dates and historical terms accurately in describing events.</li> </ul>	
	<ul style="list-style-type: none"> <li>- I know WWII started September 1<sup>st</sup> 1939 and ended September 2<sup>nd</sup> 1945</li> <li>- I know some of the causes for the war</li> <li>- I know the leaders of the allied and axis powers</li> <li>- I know the role of the home front (including women) and can name some jobs – Coalville First Aid Patrols</li> <li>- I know Coalville was bombed because factories supplied: coal, webbing and spitfire parts</li> <li>- I know how the war ended in Europe and why Japan surrendered</li> <li>- I know that some children were evacuated to the country from cities during World War 2.</li> <li>- I know children from Birmingham were evacuated to Coalville</li> </ul> <p><b>Historical Threads: Conflict, Monarchy and Politics, Technological Advances</b></p> <p><b>Disciplinary Knowledge: Historical significance, Cause and consequence, Historical interpretations</b></p>	War Empire women evacuees	<ul style="list-style-type: none"> <li>- Place features of historical events and figures into a chronological framework.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- Examine causes and results of events, and how these have shaped the world today.</li> <li>- Confidently describe historical events and the lives of historical figures who they have studied.</li> <li>- Recall key dates, characters and events of the period studied.</li> <li>- Write an explanation of a past event focusing on cause and effect, using evidence.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Show an awareness of propaganda and analyse how this might affect the message of a source.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Test out a hypothesis, using a range of sources.</li> <li>- Suggest omissions in sources and explore ways of finding out this information.</li> </ul> <p><b>Communication and Organisation</b></p> <ul style="list-style-type: none"> <li>- Provide an account of a historical event based upon multiple sources, which may be conflicting.</li> </ul>	<p>Poems from the First World War, selected by Gabby Morgan (poetry).</p> <p>Private Peaceful by Michael Morpurgo.</p> <p>Goodnight Mister Tom by Michelle Magorian.</p> <p>Now or Never: A Dunkirk Story by Bali Rai.</p> <p><b>Non-Fiction</b></p> <p>DK Find Out: World War I.</p> <p>DK Find Out: World War II.</p> <p>The Missing: The True Story of my Family in World War II by Michael Rosen.</p>
	<p><b>Non-Topic Specific Vocabulary</b> represent, alliance, stereotype, traditional view, attitudes, variety of sources, different experiences, impression, propaganda, one sided, motive, eyewitness, oral history.</p>			

## Glossary of Terms

<b>AD</b>	Anno Domini
<b>alliance</b>	A formal agreement between two or more states to support in case of war.
<b>archaeology</b>	The study of the past through excavation of historical sites.
<b>artefact</b>	An object that has survived from the past.
<b>BC</b>	Before Christ – Before the Birth of Jesus Christ. Equivalent to BCE.
<b>BCE</b>	Before the Common Era equivalent to BC.
<b>causation</b>	the cause of an event.
<b>CE</b>	Common Era equivalent to AD
<b>chronology</b>	The study of a sequence of past events.
<b>civilisation</b>	The society, culture and way of life of a particular area.
<b>concrete object</b>	physical objects or artefacts.
<b>conflict</b>	A prolonged armed struggle.
<b>conquer</b>	To gain or acquire by force.
<b>consequences</b>	Impacts that occurred because of an event.
<b>continuity</b>	Things that stay relatively unchanged over time.
<b>culture</b>	The values shared by a society.
<b>diversity</b>	Respect for and appreciations of differences within a society or culture.
<b>empire</b>	A political construct in which one state rules over other states.
<b>enquiry</b>	An investigation undertaken to understand the past.
<b>era</b>	A period of time in history.

<b>evaluate</b>	The ability to reach an informed judgment about the value of a source, considering its usefulness and reliability.
<b>evidence</b>	Things that can help us understand the past. There are four main types of evidence written, oral, visual and physical.
<b>hypothesis</b>	An assumption that is created to be tested.
<b>invade</b>	To enter for conquest or plunder.
<b>legacy</b>	Something handed down from one period of time to another period of time.
<b>local history</b>	The study of past events of a local area.
<b>migration</b>	The permanent change of residence by an individual or group.
<b>monarchy</b>	A form of government in which a king or queen is the head of state.
<b>nation</b>	A territory where all people are led by the same government.
<b>omission</b>	Something left out from a source.
<b>period</b>	An era of history having some distinctive feature.
<b>prehistory</b>	The period before the development of writing.
<b>primary source</b>	A piece of evidence originating from the time being examined.
<b>propaganda</b>	Information that is used to persuade people to believe a certain set of facts or values.
<b>raid</b>	A surprise attack by a small force.
<b>representations</b>	Sources.
<b>secondary source</b>	A piece of evidence created later than the event being examined.
<b>settlement</b>	A colony or small community of people.
<b>settlers</b>	A person who moves to a new place with the intention to stay there.
<b>significance</b>	Importance of a person, place or event (Why do historians place worth on remembering them?).
<b>technological advances</b>	The history and improvement of tools and techniques over time.
<b>timeline</b>	A presentation of the chronological sequences of events.