

History

<p>Intent – what do we want to achieve?</p>	<p>In the Federation of Kymbrook and Thurleigh Primary Schools, we understand that in order for knowledge to become memorable, children need repeated encounters with a wide range of ideas, in a variety of contexts. If something seems familiar, it is easier to remember – therefore, children’s prior knowledge helps to makes new information meaningful.</p> <p>Our aim is for our children to know and understand significant aspects of the history of the wider world – such as the journey of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; then be able to link key concepts such as ‘empire’, ‘civilisation’, ‘invasion’ across their learning from Early Year to Year 6. We intend for children to understand continuity and change, cause and consequence, similarity, difference and significance. For them to be able to create their own accounts - including written essays, to explain their own thoughts and develop their understanding. To understand there are different ways to explore history and begin to explain how and why there is more than one side to an argument and how ideas and opinions may have changed through time.</p>
<p>Implementation – how will we achieve this?</p>	<p>Through our knowledge-rich, creative curriculum the children in the KT Federation will start by looking at their own past experiences, and also draw on the local environment, which will help them to gain an understanding of the world in which they live. Our teaching of history will encourage the children’s natural curiosity about past events in the UK and the wider world. Children will be taught to know and understand the history of our islands from the earliest times to the present day.</p> <p>In addition, we will provide a well-balanced view of history to ensure children learn about the diversity of people, groups and experiences. We will teach history to our children, through a range of different and exciting topics that are relevant to each stage of their education and follow the requirements of the National Curriculum. Our learning environments will be immersive and inviting and our curriculum will be adapted to the needs of all of our pupils and ambitious for all.</p>
<p>Impact – what will be the impact on learning?</p>	<p>Work in topic books will show that children have engaged in a variety of approaches that invite curiosity and develop historical inquiry. Outcomes will show that children understand key knowledge and themes that have been taught.</p> <p>The history subject leader will have access to current CPD/training and will support other staff with planning, delivering content and the assessment of the subject.</p>

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Cycle 1 - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Cycle 1 – Year 1 & 2						
	Autumn	Spring		Summer		
Threads	?????	Social Change		Exploration		
Topic	Let's Go Wild!	Once Upon A Time		Where in the World		
Knowledge	<ul style="list-style-type: none"> • Know the importance of the Great Fire of London & how long ago was this? • Know when the fire started on Sunday 2nd September, 1666. • Know how long the fire lasted, why so long and how was it put out? • Who was Samuel Pepys? • Know if anybody died in the Great Fire of London? • Know the impact of the Great Fire had on London. • Know has the Great Fire of London been remembered? • Be able to discuss and order the events surrounding The Great Fire of London. • Be able to recognise the significance of Samuel Pepys as a witness and why he and others acted as they did. 	<ul style="list-style-type: none"> • Know of the significant 1960s decade and the link with British pop music and fashion. • Know the significance of the Beatles • Understand the significant of the Moon Landing and who Neil Armstrong was. • Understand how and why the decade brought change to people's everyday lives. 		<ul style="list-style-type: none"> • Know about who Captain James Cook • Know why his voyages were significant. • Know that Captain Cook is one of the world's greatest explorers. • Know that he created the first accurate map of the Pacific Ocean. 		
Skills	Investigate and interpret the past: <ul style="list-style-type: none"> • Ask and answer questions, using stories, artefacts, pictures, and other sources. • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. 	Investigate and interpret the past: <ul style="list-style-type: none"> • Ask and answer questions, using stories, artefacts, pictures, and other sources. • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. Historical Enquiry:		Investigate and interpret the past: <ul style="list-style-type: none"> • Ask and answer questions, using stories, artefacts, pictures, and other sources. • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. Historical Enquiry:		

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	<p>Historical Enquiry:</p> <ul style="list-style-type: none"> Describe historical events and people from the past, within & beyond living memory. Identify similarities and differences between life in different periods. Describe historical events, people, and places in their own locality. Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. Understand where the people and events they study fit within a chronological framework. Recount changes that have occurred in their own life, developing an awareness of change over time. Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use words & phrases to describe the passing of time. E.g: a long time ago, recently, years, decades, and centuries. Identify and talk about simple similarities and differences. Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. <p>Begin to use questions to understand past events.</p>	<ul style="list-style-type: none"> Describe historical events and people from the past, within & beyond living memory. Identify similarities and differences between life in different periods. Describe historical events, people, and places in their own locality. Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. Understand where the people and events they study fit within a chronological framework. Recount changes that have occurred in their own life, developing an awareness of change over time. Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use words & phrases to describe the passing of time. E.g: a long time ago, recently, years, decades, and centuries. Identify and talk about simple similarities and differences. Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. <p>Begin to use questions to understand past events.</p>	<ul style="list-style-type: none"> Describe historical events and people from the past, within & beyond living memory. Identify similarities and differences between life in different periods. Describe historical events, people, and places in their own locality. Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. Understand where the people and events they study fit within a chronological framework. Recount changes that have occurred in their own life, developing an awareness of change over time. Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use words & phrases to describe the passing of time. E.g: a long time ago, recently, years, decades, and centuries. Identify and talk about simple similarities and differences. Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. <p>Begin to use questions to understand past events.</p>
Vocabulary	Samuel Pepys , Thomas Farriner, Eye-Witness River Thames, Pudding Lane, Bakery, King Charles I, Diary, Fire- hooks, Fire-breaks - St Paul's Cathedral.	Decade, Past, Present, Source, Primary source, fashion, the Beatles, John Lennon, Moon Landing, Neil Armstrong	Explorer, Aboriginal and Torres Strait Islander, Peoples, Native animals, Voyage, Captain Endeavour, Ocean Earth
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	Fantastic Finish - History off the Page Visit?	Marvellous Middle – “Swinging Sixties Day” - children dress up in 1960's clothes and celebrate the clothes, food, dancing, music and	Sparkling Start – Dress up as an Explorer Day. Children can be introduced to the idea of “exploration” – by going on a playground safari

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		some of the key events of the decade (e.g. the Moon Landing)	with “binoculars” and “telescopes” made from cardboard tubes
Assessment Opportunities			
Cycle 1 – Year 3 & 4			
	Autumn	Spring	Summer
Threads	Civilisation		Social Change
Topic	Rocks, Shocks, Shakes and Wild Weather	From Snozzcumbers to Perfect Potions	Dress to Impress
Knowledge	<ul style="list-style-type: none"> What prehistory is, when it was and the periods within it. How we find out about Prehistory and the role archaeologists play. The changes in Britain from the Stone Age to Iron Age, including: farming, food, tools and weapons, houses, art and culture, tribes, and travel. <p>What Skara Brae tells us about life in the late Stone Age.</p>	<ul style="list-style-type: none"> Know the significant events of Roald Dahl’s life and the impact these events had on his work. Know the importance of Roald Dahl and his influence on the writing and reading of children today. 	<ul style="list-style-type: none"> How British clothing has developed and changed from 1066 to the Present Day, understanding how and why fashion has changed over time. How materials and manufacturing processes have changed over time, understanding how these changes were brought about and the reasons for them. For example, the key changes and developments in spinning and weaving. The impact of developments in the textile industry on Britain, especially in the 18th and 19th Centuries. The influence of significant British designers throughout history, including Vivienne Westwood.
Skills	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Talk about historical events and the impact of these, making connections to the modern day. Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Talk about historical events and the impact of these, making connections to the modern day. Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Talk about historical events and the impact of these, making connections to the modern day. Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history.

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	<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. Suggest causes and consequences of some of the main events and changes in History. Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events. Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest and the modern day. Explore the social, ethnic, cultural, or religious diversity of society in the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. A detailed study of a famous person and their historical legacy. Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. Begin to use questions to understand significant events. Analyse the impact of significant people and events in history. 	<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. Suggest causes and consequences of some of the main events and changes in History. Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events. Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest and the modern day. Explore the social, ethnic, cultural, or religious diversity of society in the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. A detailed study of a famous person and their historical legacy. Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. Begin to use questions to understand significant events. Analyse the impact of significant people and events in history. 	<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. Suggest causes and consequences of some of the main events and changes in History. Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events. Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest and the modern day. Explore the social, ethnic, cultural, or religious diversity of society in the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. A detailed study of a famous person and their historical legacy. Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. Begin to use questions to understand significant events. Analyse the impact of significant people and events in history.
Vocabulary	Prehistory, Archaeologist, Artefact, Evidence, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, Civilisation, Tribes,	Timeline, significant events, works, influence, birth, death, occupation	Fashion, style, evolve, century, materials, fabric, manufacturing, spinning, weaving,

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	Hunter-Gatherers, Settlement, BC, AD, Chronology, Change.		embroidery, printing, tie dying, designer, Vivienne Westwood, change, industry
FLASHBACK –Links to previous learning	EYFS & Y1/2 – Cycle 1: Chronology of significant events.	Y1&2 – Autumn & Summer Cycle 1: History of significant events & individuals.	Y1&2 – Spring cycle 1: Beatles & 60's Fashion.
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	<p>Sparkling Start: Stone Age Day (Dressing, cooking, and living like a Stone Age man/woman).</p> <p>Marvellous Middle: Theatre of Widdershin's Stone Age Experience (Puppet Show, Stone Age Art Workshop and Creative Writing Workshop).</p> <p>Fantastic Finish: Forest School – Stone Age Activities (Campfire, Tools, Den Building)</p>	<p>Sparkling Start: Potions Workshop - Potions and creature making, creative/messy exploration, biscuit design and decoration</p> <p>Marvellous Middle: Science Day – Melting/freezing chocolate, other changes of state related to foods or Roald Dahl 'Revolt of the Revolving Recipes' Feast – dress up and cooking</p> <p>Fantastic Finish: Visit to the Roald Dahl Gallery at Bucks Museum, Aylesbury</p>	<p>Sparkling Start: Dress to Impress Day</p> <p>Marvellous Middle: Visit the Northampton Museum - shoes</p> <p>Fantastic Finish: Recycled Materials Fashion Show</p>
Assessment Opportunities			
Cycle 1 – Year 5 & 6			
	Autumn	Spring	Summer
Threads	Locality	Exploration Civilisation	Civilisation/invasion
Topic	How has the conflicts of World War Two shaped British History? - WW2	How should we unravel the past? - Ancient Egypt	Can chocolate transform the world? - Mayan
Knowledge	<ul style="list-style-type: none"> - Know when World War Two took place in history. - Know which countries were involved. - Know what the blitz was and how it affected people. 	<ul style="list-style-type: none"> - Know how much the people of Egypt depended on the River Nile - Know the major achievements of the civilisation, such as: architecture, mummification, communication, - Know about the different roles in society 	<ul style="list-style-type: none"> - Know the major achievements of the Maya civilisation. - Understand who they were, when and where they lived. - Know the religious beliefs and practices of the Maya people. - Know the significance of Mayan Gods

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	<ul style="list-style-type: none"> - Know about the experiences of children during the war, including those who were evacuated. - Know how WW2 affected people. Such as: The home front, rationing, make do and mend, land army, etc. Know the term propaganda and that the past has been represented in different ways - Know what daily life was like during WW2 - Know of significant leaders & decisions - Know the experiences of women during and post war. - Understand the impact of War locally and within staff/pupils families - Know how the war ended 	<ul style="list-style-type: none"> - Know how and why Egyptians used to mummify their dead - Know the significance of Egyptian Gods - Know the significance of the Pharaohs - Know about the exploration by Howard Carter of the tomb of Tutankhamun - Know why the Egyptians built pyramids - Know about the art and culture of the Ancient Egyptians. 	<ul style="list-style-type: none"> - Know the significance of the Mayan calendar and number system. - Know of the Mayan understanding of astronomy. - Investigate the Maya cities and some of the people who explored and documented them - Know about the Mayan writing system - Understand the importance of food to the Maya and its religious/cultural significance.
Skills	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about a historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context. • Hone lines of enquiry as appropriate. • Summarise how Britain has had a major influence on world history. <p>Understand Chronology:</p> <ul style="list-style-type: none"> • Describe the significant changes in a period of history (using terms such as: social, religious, 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about a historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context. • Hone lines of enquiry as appropriate. • Summarise how Britain has had a major influence on world history. <p>Understand Chronology:</p> <ul style="list-style-type: none"> • Describe the significant changes in a period of history (using terms such as: social, religious, 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about a historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context. • Hone lines of enquiry as appropriate. • Summarise how Britain has had a major influence on world history. <p>Understand Chronology:</p> <ul style="list-style-type: none"> • Describe the significant changes in a period of history (using terms such as: social, religious,

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	<p>political, technological and cultural).</p> <ul style="list-style-type: none"> Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and technical terms accurately when describing events. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Place features of historical events and people from the past societies and periods in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the schools and surrounding villages. Compare periods of times in relation to other historical events and the impact of these, linking to modern day. Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. A detailed study of a particular famous person and their historical legacy. Communicate knowledge and understanding orally and in writing and offer points of view based upon what you have learned out. Begin to use questions to understand significant events. Analyse and evaluate the impact of significant people/events in history. <p>Specific to topic:</p>	<p>political, technological and cultural).</p> <ul style="list-style-type: none"> Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and technical terms accurately when describing events. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Place features of historical events and people from the past societies and periods in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the schools and surrounding villages. Compare periods of times in relation to other historical events and the impact of these, linking to modern day. Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. A detailed study of a particular famous person and their historical legacy. Communicate knowledge and understanding orally and in writing and offer points of view based upon what you have learned out. Begin to use questions to understand significant events. Analyse and evaluate the impact of significant people/events in history. <p>Specific to topic:</p> <p>Describe what Egyptian life was like for different groups of people</p>	<p>political, technological and cultural).</p> <ul style="list-style-type: none"> Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and technical terms accurately when describing events. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Place features of historical events and people from the past societies and periods in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the schools and surrounding villages. Compare periods of times in relation to other historical events and the impact of these, linking to modern day. Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. A detailed study of a particular famous person and their historical legacy. Communicate knowledge and understanding orally and in writing and offer points of view based upon what you have learned out. Begin to use questions to understand significant events. Analyse and evaluate the impact of significant people/events in history. <p>Specific to topic:</p>
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	<p>Identify and explain my understanding of propaganda. Debate more than one version of an event and say how the author may be attempting to persuade or give a specific viewpoint Describe a key event from Britain's past using of different sources Communicate knowledge and understanding orally and in writing and offer points of view based upon what you have found out Use different sources of information in ways that go beyond simple observations to ask and answer questions about the past</p>	<p>Say how the Egyptian life has had an impact on modern society Explain why people chose to settle in certain areas in Ancient Egypt Compare what was happening in the Egyptian civilisation with what was happening in Britain at the same time Compare aspects of life such as achievements, society, beliefs, and architecture Present what you know about the Egyptians using a variety of skills – cross curricular Use appropriate vocabulary to communicate about the Egyptians</p>	<p>Analyse a variety of sources and use these to make inferences about the past - in particular about Mayan economy, culture, religious beliefs and society Examine the timeline of the Mayan civilisation and consider where there was rapid change; where there was very little change explain why this may be the case Compare what was happening in the Mayan civilisation with what was happening in Britain at the same time Compare the Mayans with the Greek and Egyptian civilisations using a Venn diagram. Describe the ideas, beliefs and attitudes of all groups of people in the Mayan civilisation Use appropriate vocabulary to communicate about the Mayans.</p>
Vocabulary	<p>Conflict, invasion, allies, axis, Blitz, evacuation, Home Guard, Land Army, rationing, VE day, propaganda, Holocaust, Luftwaffe, Royal Air force, United States Air force, 306 Bombardment Group, Adolf Hitler, Joseph Stalin, Benito Mussolini, Hideki Tojo, Winston Churchill, Neville Chamberlain, Franklin Roosevelt.</p>	<p>Civilisation, BC/ BCE, irrigation, silt, hieroglyphs, hieroglyphics, tomb, burial chamber, pyramid, afterlife, amulet, canopic jar, tomb, embalming, mummification, Pharaoh, River Nile, papyrus, scarab, Egypt, Howard Carter, Tutankhamun, Sphinx & Sarcophagus.</p>	<p>Civilisation, drought, ritual, jaguar, scribe, codices, cacao beans, priest, god, South America, Upperworld, Middleworld, Underworld (Xibalba), Maya, Mesoamerica, Deity Chichen Itza, Legend: mortal vs immortal being. Hieroglyph Maize Corn, Sacrifice.</p>
FLASHBACK –Links to previous learning	<p>Y1&2 Cycle 2 – Castles. Y3/4 – Autumn Cycle 2: Social Change – Medicine. Y3&4 - Summer Cycle 2: Romans, Anglo-Saxons & Vikings - Invasion</p>	<p>Y3&4 – Summer Cycle 2: Civilisations, invasion & society - Ancient Rome in Y3/4 as part of Invasion topic.</p>	<p>Y3&4 – Summer Cycle 2: Civilisations, invasion & society - Ancient Rome in Y3/4 as part of Invasion topic. Year 5&6 – Egyptian civilisation in previous term.</p>
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	<p>Stunning Start – Visit to the 306 Marv. Middle – Tractor visit/join local defense Fab Finish – Street Party</p>	<p>Stunning Start – Discover box with hieroglyphic message & Ancient Egyptian artefacts. Marv. Middle - Visits to the Fitzwilliam Museum in Cambridge. Fab Finish – Ancient Egyptian Day.</p>	<p>Stunning Start – Fairtrade speaker. Marv. Middle – Create chocolate bars. Fab Finish – Dragon's Den pitch to parents.</p>

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Assessment Opportunities			
Cycle 2 - EYFS			
	Autumn 1	Autumn 2	Spring 1
Topic	Spring 2	Summer 1	Summer 2
Cycle 2 – Year 1 & 2			
	Autumn	Spring	Summer
Topic	Castles	Growing	Under the Sea
Knowledge	<p>Know how we can find out about the past.</p> <p>Know how to use words relating to the passing of time.</p> <p>Know why something is old and something is new.</p> <p>Know what a timeline is and what it shows.</p> <p>Know when different castles were built and put them on a timeline.</p> <p>Know what castle life was like in the past.</p> <p>Know the roles of people in the castle – similarities and differences to jobs today.</p> <p>Identify the differences between life today and in the past in a castle.</p> <p>Know the history and chronology of Thurlough and Bedford Castle.</p> <p>Know who the Monarch of England was at various times in history</p>	<p>Know what an example of a source of information – reliable and not reliable sources identified.</p> <p>Know what a Victorian classroom looked like.</p> <p>Know that not all children would go to school, Queen Victoria made it compulsory for children to attend school.</p> <p>Know the types of lessons children would have in Victorian England.</p> <p>There were laws to help protect children from working long hours in poor and dangerous conditions so that they could attend school.</p> <p>Know that School was different for my Grandparents.</p>	<p>Know about the origins of piracy.</p> <p>Know about the history of Great Ouse River in Bedford being used for transport.</p> <p>Describe features of the seaside now and then and say what is the same is and what is different.</p> <p>Know how we can find out about the past.</p> <p>Know how to use words relating to the passing of time.</p> <p>Know why something is old and something is new.</p> <p>Describe the features of the seaside now and then, explaining the differences and similarities.</p>
Skills	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Ask and answer questions, using stories, artefacts, pictures, and other sources. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Ask and answer questions, using stories, artefacts, pictures, and other sources. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Ask and answer questions, using stories, artefacts, pictures, and other sources.

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	<ul style="list-style-type: none"> • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe historical events and people from the past, within & beyond living memory. • Identify similarities and differences between life in different periods. • Describe historical events, people, and places in their own locality. • Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. • Understand where the people and events they study fit within a chronological framework. • Recount changes that have occurred in their own life, developing an awareness of change over time. • Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use words & phrases to describe the passing of time. E.g: a long time ago, recently, years, decades, and centuries. • Identify and talk about simple similarities and differences. • Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? • Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. • Begin to use questions to understand past events. <p>Skills specific to topic:</p> <p>Understand that we have a Queen who rules us and that Britain has had a Queen for many years. Recount the life of someone famous from Britain who lived in the past.</p>	<ul style="list-style-type: none"> • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe historical events and people from the past, within & beyond living memory. • Identify similarities and differences between life in different periods. • Describe historical events, people, and places in their own locality. • Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. • Understand where the people and events they study fit within a chronological framework. • Recount changes that have occurred in their own life, developing an awareness of change over time. • Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use words & phrases to describe the passing of time. 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Put up to three objects in chronological order</p>	<ul style="list-style-type: none"> • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe historical events and people from the past, within & beyond living memory. • Identify similarities and differences between life in different periods. • Describe historical events, people, and places in their own locality. • Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. • Understand where the people and events they study fit within a chronological framework. • Recount changes that have occurred in their own life, developing an awareness of change over time. • Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use words & phrases to describe the passing of time. E.g: a long time ago, recently, years, decades, and centuries. • Identify and talk about simple similarities and differences. • Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? • Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. • Begin to use questions to understand past events. <p>Skills specific to topic:</p> <p>Explain how we can find out about the past. Give a plausible explanation about what an object was used for in the past. Recognise a story that may have happened a long time ago.</p>
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Vocabulary	Source, same time as, long before, long after, medieval, Middle Ages, medieval, Centuries ago.	Modern, newer, older, after, more recently, Victorian, today, 21 st Century	Before I was born, newer, older, within living memory, when I was younger, chronology, chronological order, newest, source, evidence, question a long time ago, research, earliest, latest
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	Stunning Start: Cinderella Visit. Marvellous Middle: Virtual tour around Buckingham Palace. Fabulous Finish: Visit to Mount Fitchet Castle. Royal banquet.	Stunning Start: Victorian School Day. Fabulous Finish Tour of the Village to find signs of Spring.	Stunning Start: Real to Fish draw. Marvellous Middle: Pirate Day. Fabulous Finish: Visit to River. Virtual Lighthouse and light boat talk RNLI.
Assessment Opportunities			
Cycle 2 – Year 3 & 4			
	Autumn	Spring	Summer
Threads	Civilisation	Locality /exploration	Civilisation/invasion
Topic	What's Going on Inside?	Around the World in 80 Days	Invasion!
Knowledge	<ul style="list-style-type: none"> Know of public health, surgery, and the treatment of disease and infection. Know this has developed and changed over time & why. Know of Early teachings and beliefs about disease. Know of early medicine, during The Roman Empire and The Middle Ages. 	<p>Study a site dating from a period beyond 1066 that is significant in the locality. The Castle Mound in Bedford.</p> <p>Children will learn to know...</p> <ul style="list-style-type: none"> How the area/locality of the school/village has changed over time. About the difference between primary and secondary sources of evidence and how to use them. 	<ul style="list-style-type: none"> About the Roman Empire and its impact on Britain. This will include: Julius Caesar's attempted invasion in 55-54 BC, The Roman Empire by AD 42 and the power of its army, the successful invasion by Claudius and conquest, the British resistance, and the 'Romanisation' of Britain. About Britain's settlement by the Anglo-Saxons and Scots. This will include:

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	<ul style="list-style-type: none"> • Know the significance of The Black Death. • About the significant developments and changes that happened during the twentieth and twenty-first centuries, which promoted progress and change towards modern medicine. For example: The development of penicillin, the birth of The National Health Service (NHS), advancements in surgery, organ transplantations and developments in radiation. • The influence key historical figures played in the developments and advancements of medicine. This will include: Edward Jenner, Florence Nightingale, Mary Seacole, Ignas Semmelweis (hand washing) or Edith Cavell. 	How to evaluate sources of evidence to determine their trustworthiness.	<p>Roman withdrawal from Britain and the fall of the western Roman Empire, the Scots invasions from Ireland to north Britain, the Anglo-Saxon invasions, settlements and kingdoms and Anglo-Saxon art and culture.</p> <ul style="list-style-type: none"> • About the Anglo-Saxon and Viking struggle for the Kingdom of England to the time of Edward the Confessor. This will include: Significant Viking raids and invasions, the resistance by Alfred the Great and Athelstan, the first King of England, Anglo-Saxon laws and justice and Edward the Confessor and his death in 1066. • Who the Anglo-Saxons were, why they invaded Britain and why the Romans left Britain. • Where the Anglo-Saxons built settlements and kingdoms and the meaning of their place names. • What life and culture was like in an Anglo-Saxon village. • How the Anglo-Saxons dressed and how they decorated themselves. • Religious beliefs of the Anglo-Saxons and Vikings. • Why the Anglo-Saxons became Christian. • Why the Vikings invaded by attacking Lindisfarne and the consequences of that. • The key events of King Alfred's life.
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			<ul style="list-style-type: none"> The importance of the Sutton Hoo treasures and what they signify.
Skills	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Talk about historical events and the impact of these, making connections to the modern day. Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. Suggest causes and consequences of some of the main events and changes in History. Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events. Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest and the modern day. Explore the social, ethnic, cultural, or religious diversity of society in the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Talk about historical events and the impact of these, making connections to the modern day. Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. Suggest causes and consequences of some of the main events and changes in History. Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events. Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest and the modern day. Explore the social, ethnic, cultural, or religious diversity of society in the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. A detailed study of a famous person and their historical legacy. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> Talk about historical events and the impact of these, making connections to the modern day. Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. Suggest causes and consequences of some of the main events and changes in History. Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events. Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest and the modern day. Explore the social, ethnic, cultural, or religious diversity of society in the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. A detailed study of a famous person and their historical legacy.

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	<ul style="list-style-type: none"> A detailed study of a famous person and their historical legacy. Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. Begin to use questions to understand significant events. Analyse the impact of significant people and events in history. 	<ul style="list-style-type: none"> Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. Begin to use questions to understand significant events. Analyse the impact of significant people and events in history. 	<ul style="list-style-type: none"> Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. Begin to use questions to understand significant events. Analyse the impact of significant people and events in history.
Vocabulary	Medicine, Public Health, Treatment, Disease, Illness, Developments, Advancements, Surgery, Infection, Medieval, Plagues, Epidemics, The Black Death, Radiation, Organ Transplants, The Four Humours, NHS, Superstitions, Progress, Modern Medicine	Location, chronology, historical importance, evidence, primary sources, secondary sources, evaluate, trustworthiness, change, study	Anglo-Saxons, Invasion, Settlements, Kingdoms, Art, Culture, Law, Justice, Lundenwic, Romans, Vikings, Scots, Edward the Confessor, Roman Empire, Conquered, BC, Resistance, Religion, Culture, Art,
FLASHBACK –Links to previous learning	Great Fire of London – Y1&2 Autumn Cycle 1. Significant people – Y1&2 Summer Cycle 1.	Explorers - Y1&2 Summer Cycle 1.	Castles & civilisations – Year 1&2 Spring cycle 1
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	Sparkling Start: The journey of poo (making intestines) Marvellous Middle: Visit from a dentist Fantastic Finish: Good gut food	Sparkling Start: Tea Party Marvellous Middle: Around the world the in 80 tastes. Fantastic Finish: Street Food Festival Visit: Village walk to see historical places	Sparkling Start: Roman Day Marvellous Middle: Viking Day Fantastic Finish: Visit to Bedford Museum or Cambridge Museum?
Assessment Opportunities			
Cycle 2 – Year 5 & 6			
	Autumn	Spring	Summer
Thread	Locality	Social Change	Civilisation/invasion
Topic	What makes us and our community marvellous?	What is the solution to pollution?	What puts the game in gaming? - Ancient Greeks

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Knowledge	Geography link – local	<ul style="list-style-type: none"> - Understand the impact of humans on the Earth since 1950's. - The history of plastic. - Know how the industrial revolution led to water and air pollution. - A detailed study of a particular famous person and their historical legacy from at least two different points of view. David Attenborough or Ranulph Fiennes 	<ul style="list-style-type: none"> - Know where and when the Ancient Greek civilisation existed and order events on a timeline. - Know about the history of the Olympics. - Know significant events from the history of Ancient Greece - Know about the significant influence of Ancient Greece on modern day. - Know about the Greek Empire, how it was established and maintained and the impact on the wider world - Know about Alexander the Great - Know about the religious beliefs of the Ancient Greek people and know some of the gods they worshipped - Know about the Ancient Greek writing system and know some well-known Greek writers and stories
Skills		<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about a historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context. • Hone lines of enquiry as appropriate. • Summarise how Britain has had a major influence on world history. <p>Understand Chronology:</p>	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about a historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context. • Hone lines of enquiry as appropriate. • Summarise how Britain has had a major influence on world history. <p>Understand Chronology:</p>

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		<ul style="list-style-type: none"> Describe the significant changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and technical terms accurately when describing events. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Place features of historical events and people from the past societies and periods in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the schools and surrounding villages. Compare periods of times in relation to other historical events and the impact of these, linking to modern day. Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. A detailed study of a particular famous person and their historical legacy. Communicate knowledge and understanding orally and in writing and offer points of view based upon what you have learned out. Begin to use questions to understand significant events. Analyse and evaluate the impact of significant people/events in history. 	<ul style="list-style-type: none"> Describe the significant changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and technical terms accurately when describing events. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Place features of historical events and people from the past societies and periods in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the schools and surrounding villages. Compare periods of times in relation to other historical events and the impact of these, linking to modern day. Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. A detailed study of a particular famous person and their historical legacy. Communicate knowledge and understanding orally and in writing and offer points of view based upon what you have learned out. Begin to use questions to understand significant events. Analyse and evaluate the impact of significant people/events in history.
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Vocabulary		Recycle, reuse, reduce, hazard, starvation, contaminate, micro-plastic, biodegradable, deforestation, disposable products, pollution, (air & plastic)	Acropolis, Polytheistic, Democracy, Mount Olympus, City-State, Olympics, Patron, Scholar, invasion, chronology, civilisation, culture, democracy, mythology.
FLASHBACK –Links to previous learning	Building on World War Two in understanding local area.	Significant individual – Y1&2 – Cycle	Year 1&2: Cycle 2 – Castles Year 3&4: Cycle 2 – Romans, Anglo-Saxons & Vikings.
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	Stunning start: What make us unique? Marvellous Middle: Cards made & delivered to village. Fabulous finish: Charity quiz for community	Stunning start: Protect our oceans – Plastic. Marvellous Middle: Become and Eco school. Fabulous finish: Undertake an environmentally conscious school project – Present findings.	Stunning start: Gaming day Marvellous Middle: Ancient Greek day Fabulous finish: Thurleigh Olympic game day
Assessment Opportunities			

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