

St Joseph's Whole School History Long Term Overview

Nursery and Reception

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.

Past and Present (Related to History):

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities (Related to History):

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.

Communication and Language:

- Conversations with peers and adults, echoing back any new vocabulary.
- Conversation, story telling and role play, where children can share their ideas through support and modelling from teachers.
- Sensitive questioning that invites children to elaborate and become comfortable with new vocabulary.

Personal, Social and Emotional Development:

- Strong, warm and supportive relationships with adults allows children to understand their feelings.
- Children to be supported to manage emotions.
- Set themselves simple goals and have confidence in their abilities.

Physical Development:

- Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness.
- Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.
- Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Nursery	Learning Objectives
Autumn 1	
All about me	<ul style="list-style-type: none"> • I am interested in photographs of myself and familiar people and objects • I am curious about people and show interest in stories about myself and my family • I can talk about what I was like when I was a baby • I can talk about places I have visited (e.g.: the park/ASDA)
Autumn 2	
Stories and celebrations	<ul style="list-style-type: none"> • I show interest in different occupations • I enjoy celebrating my birthday and that of others • I can make observations about my immediate environment • I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.
Spring 1	
Animal fun	<ul style="list-style-type: none"> • I can begin to make sense of my own life-story and family's history • I can identify where things belong in my environment (E.g. where my bottle/ coat/ painting goes) • I can talk about environment in stories
Spring 2	
Growing up	<ul style="list-style-type: none"> • I am beginning to notice changes in my environment • I can talk about an animal life cycle
Summer 1	
Adventures under the sea	<ul style="list-style-type: none"> • I can see my new friends have similarities and differences that connect them to, and distinguish them from, others • I can talk about what I can see • I can talk about what is special in our world
Summer 2	
A taste of the world	<ul style="list-style-type: none"> • I can use simple positional language • I am beginning to talk about and describe changes in my environment • I can talk about different places

Reception	Learning Objectives
Autumn 1	
Who helps us?	<ul style="list-style-type: none"> • Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me. • Show interest in the lives of other people who are familiar to me

	<ul style="list-style-type: none"> • Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. • Name and describe people who are familiar to them. • I can show an interest in different occupations and ways of life • I can ask questions about aspects of my familiar world such as the place where I live or the natural world
Autumn 2	
Into the woods	<ul style="list-style-type: none"> • Compare and contrast character from stories, including figures from the past: looking at clothes • I can talk about significant events in my own experience • I can talk about why things happen: making gingerbread • I can recognise and describe special times or events for family or friends • I can draw a simple map • I can talk about things I have observed such as animals, I show care for living things • I can recognise that people have different beliefs and celebrate special times in different ways • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals
Spring 1	
Space	<ul style="list-style-type: none"> • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. • Celebrate Chinese New Year • Recognising that people have different beliefs • Respecting difference Talk about lives of people around us • Talk about experiences at different points in the year (class calendar for each month)
Spring 2	
Minibeasts and Megabeasts	<ul style="list-style-type: none"> • I can describe special events (Easter) • I can understand the life cycle of a plant and animal • I can start to develop an understanding of growth, decay and changes over time • I can talk about some of the things I have observed such as plants, animals, nature and objects.
Summer 1	
Food Glorious Food	<ul style="list-style-type: none"> • Similarities and differences between countries/environments • Features of local environment • Places of Google Earth, how are they similar/different
Summer 2	
Imagine	<ul style="list-style-type: none"> • Compare and contrast past and present • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play • I can talk about ways in which I can look after the environment

Year 1	Learning Objectives	Key vocabulary
Autumn 1		
<p>History: My Family History</p>	<ul style="list-style-type: none"> To be able to identify and describe similarities and differences between my own childhood and a grandparent's childhood. (NC - identify similarities and differences between different periods). To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s. (NC - Develop an awareness of the past) To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s. (NC - identify similarities and differences between different periods). To be able to identify and describe similarities and differences between shops today and those when our grandparents were children. (NC – Changes within living memory). To be able to identify and describe similarities and differences between our own experience of school and our grandparents' experience. (NC – ask and answer questions, choosing parts sources to show that they know and understand key features). To be able to use my knowledge of Granparent's school to take part in a role play. (NC - Identify different ways in which it is represented). 	<p>Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, artefact, matching, modern, old, terraced house , flats, bungalow, semi-detached, detached, inventions, supermarket, shopping mall, shopkeeper, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, 3Rs (Reading, writing and arithmetic), school, chalkboard, dip pen and ink.</p> <p>National Curriculum Key words: changes, living memory, events, significant, nationally, individuals, contributed, compare, past, present, now, similarity, differences, timeline.</p> <p style="text-align: center;">NC – Use a wide range of vocabulary of everyday historical terms</p>
Spring 1		
<p>History: The Greatest Explorers</p>	<ul style="list-style-type: none"> To learn about what explorers did in history and do now, and explain their achievements. (NC – develop an awareness of the past, using common words and phrases relating to the passing of time). To learn about the life of Ibn Battuta and why his travels are important. (NC – learn about the lives of significant individuals in the past, events beyond living memory that are significant). To learn about Captain Cook's achievements, and why there are differing views about him deserving the title of a great explorer. 	<p>explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.</p> <p>Ibn Battuta Captain Cook Roald Amundsen Captain Robert Falcon Scott Sunita Williams</p>

	<p>(NC – learn about the lives of significant individuals in the past, events beyond living memory that are significant).</p> <ul style="list-style-type: none"> To understand why Roald Amundsen reached the South Pole before Captain Scott. (NC – learn about the lives of significant individuals in the past, events beyond living memory that are significant). To know and understand Sunita Williams’ achievements as an explorer. (NC – learn about the lives of significant individuals in the past, events beyond living memory that are significant). To consider who is the greatest explorer, and be able to explain the reasons. (NC – ask and answer questions, choosing and using sources to show what they know, events beyond living memory that are significant). 	<p>National Curriculum Key words: changes, living memory, events, significant, nationally, individuals, contributed, compare, past, present, now, similarity, differences, timeline.</p> <p>NC – Use a wide range of vocabulary of everyday historical terms</p>
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Summer 2

<p>History: Great Transport Inventions</p>	<ul style="list-style-type: none"> To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story. (NC – events beyond living memory that are significant nationally/globally). To know what early aeroplanes were like, and be able to compare them to modern aircrafts. (NC – events beyond living memory that are significant nationally/globally). To understand the importance of the aeroplane. (NC – events beyond living memory that are significant nationally/globally). To know what happened at the Rainhill Trials. (NC – understand some ways in which we find out about the past). To understand why the Rainhill Trials was an important event in railway history. (NC – develop an awareness of the past, ask and answer questions). To understand how important events can be commemorated. 	<p>inventor, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, canal, toll, source, locomotive, freight, significance, commemorate.</p> <p>Wright Brothers George Stephenson</p> <p>National Curriculum Key words: changes, living memory, events, significant, nationally, individuals, contributed, compare, past, present, now, similarity, differences, timeline.</p> <p>NC – Use a wide range of vocabulary of everyday historical terms</p>
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(NC – develop an awareness of the past).

Year 2	Learning Objectives	Key vocabulary
Autumn 2		
History: Fire, Gunpowder, Treason and Plot	<ul style="list-style-type: none">To understand what the Gunpowder Plot was. (NC – events beyond living memory that are significant).To understand why Guy Fawkes took the action he did in 1605. (NC – develop an awareness of the past, ask and answer questions).To understand how Bonfire Night has changed over the years, and why it is still celebrated. (NC – identify similarities and differences between ways of life in different periods).To know what happened during the Great Fire of London. (NC – significant historical events).To understand why the Great Fire of London spread so quickly. (NC – understand key features of the events).To understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire. (NC – identify ways in which it is represented, understand some ways we find out about the past). (Both events - Know where events they study fit within a chronological framework).	<p>Stuart period, King James I, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, eyewitness, diary, interpretation, consequences, impact, benefit.</p> <p>Guy Fawkes Samuel Pepys Christopher Wren</p> <p>National Curriculum Key words: changes, living memory, events, significant, nationally, individuals, contributed, compare, past, present, now, similarity, differences, timeline.</p> <p style="text-align: center;">(NC – Use a wide range of vocabulary of everyday historical terms)</p>
Spring 2		
History: Holidays	<ul style="list-style-type: none">To know what seaside holidays were like when our grandparents were children. (NC – identify similarities and differences between ways of life).To use photographs to provide information about seaside holidays in the recent past. (NC – understand some ways we find out about the past).To use sources to provide information about seaside holidays in the recent past.	<p>holiday, recent past, 20th century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, continuity, change, same, different, tourist, tourism, reconstruction, modern, interpretation.</p> <p>National Curriculum Key words: changes, living memory, events, significant, nationally, individuals, contributed, compare, past, present, now, similarity, differences, timeline.</p>

	<p>(NC – understand some ways we find out about the past, ask and answer questions).</p> <ul style="list-style-type: none"> To use stories to provide information about seaside holidays in the recent past. (NC – ask and answer questions choosing and using parts of a stories and other sources). To understand the diversity of holiday experiences from when our grandparents were children. (NC – develop an understanding of the past). To use our knowledge of the seaside in the past to create our own reconstruction. (NC – identify different ways the in which the past is represented). 	<p>NC – Use a wide range of vocabulary of everyday historical terms</p>
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Summer 2

<p>History: Local Heroes</p>	<ul style="list-style-type: none"> To understand what makes a hero, and identify some local heroes from the past. (NC – significant historical people in their own locality, where people fit within a chronological framework). To use an image as a source to find out about a person in the past. (NC – choose parts of sources to show that they know and understand key features of an event, ask and answer questions about sources). To use an object as a source to find out about a person in the past. (NC – choose parts of sources to show that they know and understand key features of an event, ask and answer questions about sources). To use a document as a source to find out about a person from the past. 	<p>portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects, document, information, museum, display, exhibit, curator.</p> <p>Local heroes: Personal, Islington and London</p> <p>National Curriculum Key words: changes, living memory, events, significant, nationally, individuals, contributed, compare, past, present, now, similarity, differences, timeline.</p> <p>NC – Use a wide range of vocabulary of everyday historical terms</p>
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	<p>(NC – choose parts of sources to show that they know and understand key features of an event, ask and answer questions about sources).</p> <ul style="list-style-type: none"> • To be able to use a visit or visitor to find out about a local hero. (NC – significant people, understand some of the ways in which we find out about the past and different ways this can be represented). • To decide who the greatest local hero is. (NC – identify differences and similarities). • To create a ‘local hero’ class museum to share findings. (NC – use parts of stories and other sources to show that they know and understand key features). 	
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Year 3	Learning Objectives	Key vocabulary
Autumn 1		
<p>History: The Stone Age</p>	<ul style="list-style-type: none"> • To define the ‘Stone Age’ and its different periods. (NC – develop a chronologically secure knowledge and understanding of British History). • To use sources to identify distinctive features of two time periods. (NC – identify similarities and differences between ways of life in different periods). • To compare change between the Neolithic period and earlier periods. (NC – identify similarities and differences between ways of life in different periods, note connections, contrasts and trends over time). • To know about life in Neolithic times from investigating historical and archaeological sources. (NC – understand how our knowledge of the past is constructed from a range of sources). • To provide valid reasons for the existence of monuments. (NC – devise historically valid questions, construct informed responses that involve thoughtful selection). • To perform a role play showing the extent of change during the Stone Age. (NC – note connections, contrasts and trends over time). 	<p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, Henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution</p> <p>National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.</p> <p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>

Spring 1

History: The Bronze and Iron Ages

- To understand the importance of the improvements made by using bronze.
(NC – changes in Britain from the Stone Age to the Bronze Age).
- To use sources in order to find out more about Bronze Age life.
(NC – understand how our knowledge of the past is constructed from a range of sources).
- To reach a conclusion about the scale of the achievements made in the Iron Age.
(NC – address and devise historically valid questions about trends and significance).
- To make a comparison between home life in the Bronze Age and the Iron Age.
(NC – note connections, contrasts and trends over time).
- To understand the dangers faced in Bronze and Iron Age Britain.
(NC – address and devise historically valid questions about change, cause, similarity, difference and significance).
- To reach an overall judgement comparing the Bronze Age to the Iron Age.
(NC – construct informed responses that involve the selection of relevant historical information).

impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.

National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.

NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.

Summer 1

History: Local History

- To understand what makes a building special.
(NC – develop an understanding of British and local history).
- To understand that there are a diverse range of reasons why buildings are listed.
(NC - address and devise historically valid questions about change, cause, similarity, difference and significance).
- To reach a decision on whether a building is worth saving.
(NC – construct informed responses that involve the selection of relevant historical information).
- To plan a campaign for an 'at risk' building.

significant, listed, architecture, buildings, time period, 20th century, Edwardian, Victorian, Stuart, Tudor, Medieval, Early Medieval, Roman, campaign, migration, leisure, worship, heritage.

Windrush Statute
Whittington Hospital

National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.

	<p>(NC – construct informed responses that involve the selection of relevant historical information).</p> <ul style="list-style-type: none"> To produce a creative response to our campaign buildings to show at an exhibition. <p>(NC – address and devise historical questions about change, cause, similarity, difference and significance and establish clear narratives within and across the periods).</p>	<p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>
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Year 4	Learning Objectives	Key vocabulary
Autumn 2		
<p>History: Local History – Highgate Cemetery</p>	<ul style="list-style-type: none"> To identify when and where Highgate Cemetery opened. (NC – develop a chronologically secure knowledge and understanding of British, local History). To compare the lives of rich and poor Victorian children. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). To research the history of Highgate Cemetery. (NC – address and devise historical questions about change, cause, similarity, difference and significance). To understand different symbolism on memorials. (NC – understand how our knowledge of the past is constructed from a range of sources). To explore the lives of people buried at Highgate Cemetery. (NC – develop a chronologically secure knowledge and understanding of British, local and world history). To record descriptions and findings based on a visit to Highgate Cemetery. (NC – establish clear narratives within and across the periods they study). To understand how and why conservation of Highgate Cemetery is being carried out. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). 	<p>Cemetery, graveyard, burial, coffin, catacomb, vault, monument, sarcophagus, chest tomb, mausoleum, columbarium, conservation, East, West, Highgate, erosion, monument, Egyptian Avenue, headstone, London Cemetery Company.</p> <p>Karl Marx Tom Sayers Elizabeth Jackson Claudia Jones Queen Victoria</p> <p>National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.</p> <p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>

Spring 2

History: Roman Britain

- To understand the reasons why the Romans wanted to invade and settle in Britain.
(NC – develop a chronologically secure knowledge and understanding of British history).
- To understand why the Romans were able to defeat the Celts.
(NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information).
- To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian’s Wall.
(NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information)
- To be able to reach a valid conclusion on whether Roman roads were a positive development.
(NC – note connections, contrasts and trends over time and construct informed responses that involve thoughtful selection and organisation of relevant historical information).
- To use evidence to decide which of the Roman developments has the greatest significance today.
(NC – address and devise historical questions about change, cause, similarity, difference and significance).
- To use evidence to re-enact experiences in the Roman army.
(NC – understand how our knowledge of the past is constructed from a range of sources and establish clear narratives within and across the periods).

invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion.

Julius Caesar
Claudius
Boudica
Septimius Severus

National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.

NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.

Summer 1

History: The Ancient Egyptians

- To identify reasons why the Ancient Egyptians are considered a successful civilisation.
(NC – study the achievements of the earliest civilisations).
- To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.
(NC – understand how our knowledge of the past is constructed from a range of sources).

ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.

Lord Carnarvon

	<ul style="list-style-type: none"> To understand how different groups of people contributed to Ancient Egyptian achievements. (NC – note connections, contrasts and trends over time). To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). To understand Ancient Egyptians beliefs about creation and the afterlife. (NC – address and devise historical questions about change, cause, similarity, difference and significance). To be able to identify the most important achievements of the Ancient Egyptians. (NC – develop a chronologically secure knowledge and understanding of British, local and world history). 	<p>King Tutankhamun Rameses III Akhenaten Cleopatra</p> <p>National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.</p> <p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>
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Year 5	Learning Objectives	Key vocabulary
Autumn 1		
<p>History: The Anglo-Saxons</p>	<ul style="list-style-type: none"> To know who the Anglo-Saxons were, and why and when they chose to settle in England. (NC – develop a chronologically secure knowledge and understanding of British and world history). To discover how the Anglo-Saxons lived using archaeological evidence. (NC – understand how our knowledge of the past is constructed from a range of sources). 	<p>invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench</p> <p>King Ethelbert of Kent Alfred the Great</p>

	<ul style="list-style-type: none"> • To be able to explain why the Staffordshire Hoard was so significant. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). • To know about some of the key documents related to Anglo-Saxon times and their limitations. (NC – address and devise historical questions about change, cause, similarity, difference and significance). • To produce a valid argument about whether this period deserves to be called a ‘Dark Age’. (NC – note connections, contrasts and trends over time and construct informed responses that involve thoughtful selection and organisation of relevant historical information). • To understand what can be discovered about the past from archaeological remains. (NC – understand how our knowledge of the past is constructed from a range of sources). 	<p>National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.</p> <p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>
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Autumn 2

<p>History: The Vikings</p>	<ul style="list-style-type: none"> • To understand why there are differing accounts of what happened during the raid on Lindisfarne. (NC – understand how our knowledge of the past is constructed from a range of sources). • To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave. (NC – note connections, contrasts and trends). • To know when, where and why the Vikings settled in Britain. (NC – develop a chronologically secure knowledge and understanding of British and world history). • To present a valid argument for whether King Alfred deserved the title ‘Great’. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). • To know what evidence, we have about the Vikings, and to evaluate the quality of the evidence. 	<p>raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga</p> <p>Leif Erikson</p> <p>National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.</p> <p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>
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	<p>(NC – understand how our knowledge of the past is constructed from a range of sources).</p> <ul style="list-style-type: none"> • To create a Viking saga reflecting what you know about the Vikings. <p>(NC – establish clear narratives within and across the periods).</p>	
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Summer 1

History: Journeys	<ul style="list-style-type: none"> • To know and understand why people undertake journeys. (NC – develop a chronologically secure knowledge and understanding of British and world history). • To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times. (NC – address and devise historical questions about change, cause, similarity, difference and significance). • To know and understand why the Irish 3rd class passengers travelled on the <i>Titanic</i>. (NC – establish clear narratives within and across the periods). • To know and understand why the Kindertransport took place. (NC – note connections, contrasts and trends). • To know and understand why people travelled on the <i>Empire Windrush</i>. (NC – understand how our knowledge of the past is constructed from a range of sources). • To know and understand why refugees risk their lives making journeys today. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). 	<p>journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant</p> <p>Tensing Norgay</p> <p>National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.</p> <p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>
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Year 6	Learning Objectives	Key vocabulary
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Autumn 1

History: The Ancient Greeks	<ul style="list-style-type: none"> • To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day. (NC – develop a chronologically secure knowledge and understanding of British and world history). • To compare the lives led by the Spartans and the Athenians. (NC – note connections, contrasts and trends). 	<p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact</p> <p>Socrates</p>
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	<ul style="list-style-type: none"> • To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). • To understand the importance of religion and the gods to the Ancient Greek people. (NC – address and devise historical questions about change, cause, similarity, difference and significance). • To utilise evidence to know and understand the importance of warfare in Ancient Greece. (NC – understand how our knowledge of the past is constructed from a range of sources). • To communicate my knowledge and understanding of the legacy of the Greeks. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). 	<p>Plato Aristotle Alexander the Great Archimedes</p> <p>National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.</p> <p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>
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Autumn 2

<p>History: The Impact of War</p>	<ul style="list-style-type: none"> • To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality. (NC – develop a chronologically secure knowledge and understanding of British and world history). • To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality. (NC – understand how our knowledge of the past is constructed from a range of sources). • To know and understand how the World Wars impacted daily life. (NC – address and devise historical questions about change, cause, similarity, difference and significance). • To be able to explain if it was more dangerous to live in our locality in the First or Second World War. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). 	<p>sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning</p> <p>Walter Tull Anne Frank Winston Churchill</p> <p>National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.</p> <p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>
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	<ul style="list-style-type: none"> • To design a memorial that reflects the contribution made by people in the locality in both World Wars. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). • To collect and present all our knowledge about the locality in wartime in an engaging and informative way. (NC – note connections, contrasts and trends). 	
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Summer 1

<p>History: The Maya Civilisation</p>	<ul style="list-style-type: none"> • To use evidence to reach conclusions about the lives of the Maya in the past and the present. (NC – understand how our knowledge of the past is constructed from a range of sources). • To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). • To know and understand why religion was important to the Maya. (NC – address and devise historical questions about change, cause, similarity, difference and significance). • To investigate Maya technology and culture and reach a conclusion on how advanced Maya society was. (NC – address and devise historical questions about change, cause, similarity, difference and significance). • To be able to provide valid reasons why the Maya disappeared around 900 AD. (NC – construct informed responses that involve thoughtful selection and organisation of relevant historical information). • To reach a conclusion about whether the Maya are a significant society and should be remembered. (NC – establish clear narratives within and across periods they study). 	<p>religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance</p> <p>National Curriculum Key words: chronologically, periods, change, cause, similarity, difference, significance, construct, development, civilizations, historical, world history, changes, enquiry, timeline.</p> <p>NC – Use a wide range of vocabulary and develop the appropriate use of historical terms.</p>
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