

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Objectives are progressive and build upon each other, year on year. Key words (blue) demonstrate the progression to higher order thinking skills (Bloom's taxonomy).						
Chronological Knowledge/Understand	Use common pairs of words relating to the passing of time: now and then, old and new, before and now	Use common words and phrases relating to the passing of time: yesterday, last week, last year, long ago, past, today, present, this week, future, tomorrow, next week, next year, new, old, time line, date order	Use common words and phrases relating to the passing of time, e.g. past, present, future, era, time frame, decade, modern, chronological order	Use common words and phrases relating to the passing of time: ancient, BC (before Christ), AD (Anno Domini), circa (c.), period	Use common words and phrases relating to the passing of time: decade, century, millennium	Use common words and phrases relating to the passing of time: BCE (before The Common Era), CE (the Common Era)	Use common words and phrases relating to the passing of time: names of centuries e.g. 18th century etc.
	Comment on images of fictional and real-life characters from the past.	Sort events, people and artefacts using passing of time vocabulary (e.g. now, long ago, then, before, after).	Sequence events, people and artefacts within a given chronological framework.	Begin to develop an understanding of the chronological order of periods studied.	Understand how the current period of study fits into the timeline of previously studied periods.	Sequence events on a timeline, comparing where it fits in with times studied previously.	Understand how dating by centuries works and places dates within in the correct century.
Historical Terms	Use vocabulary of everyday historical terms: history, historian, museum, tradition, same, different, remember, important, compare	Use a wide vocabulary of everyday historical terms: important, community, nation, war, excavate, memorial, eye witness, living memory, older generation, monarchy	Use a wide vocabulary of everyday historical terms: significant, evidence, inventions, technology, artefact, explorer, worldwide, indigenous, disease	Use a wide vocabulary of everyday historical terms: prehistory, hunter-gather, nomadic, archaeologist, paleontologist, period, settlement, migration, trade, emperor, empire, invasion, culture, religion, conquest, primary source, secondary source, reliability	Use a wide vocabulary of everyday historical terms: civilisation, pharaoh, priest, afterlife, ritual, achievement, tertiary sources,	Use a wide vocabulary of everyday historical terms: stereotype, attitudes, segregation, equality, diversity, trends, usefulness, one sided/biased, propaganda, parliament, government, evolution	Use a wide vocabulary of everyday historical terms: colonisation, massacre, peasantry
Historical Enquiry and Interpretation	Know that listening to stories can teach us about the past.	Know that we find out about the past by reading books, looking at artefacts, going to museums and talking to older people.	Know that we can find out about the past by using photographs, audio/visual recordings, taking part in/watching reenactments and the using the internet.	Understand how knowledge of the past is constructed from primary and secondary sources.	Understand how knowledge of the past is constructed from primary, secondary and tertiary sources.	Compare the usefulness of different sources in terms of how much information they provide about the past.	Evaluate the usefulness of sources in terms of how much information they provide about the past.
				Discuss the reliability/trustworthiness of a source.	Rate the extent of a source's reliability (extremely reliable - somewhat - not very reliable).	Compare the reliability of a range of sources.	Evaluate the reliability of a range of sources.
				Know that knowledge of the past can be limited due to the non-existence of written records.	Understand that different versions of the past may exist, giving some reasons for this.	Discern how and why contrasting arguments and interpretations of the past have been constructed. <i>[coal mine closures - political perspectives or agendas]</i>	Deduce how and why contrasting arguments and interpretations of the past have been constructed. <i>[Sutton Hoo discover and changing perception of The Dark Ages, Darwin's reluctance to share theory or not]</i>
	Answer 'how' and 'why' questions in response to stories or events.	Answer questions making general reference to the story and learning.	Answer questions by retrieving information from the story or a given source.	Answer questions by retrieving and inferring information from a given source.	Answer questions by retrieving and inferring information from multiple sources.	Answer questions by retrieving and inferring information from sources independently selected from a given range.	Answer questions by retrieving and inferring information from a range of self-selected sources.
	Ask 'what?' questions to clarify understanding.	Ask 'what?', 'when?' and 'where?' questions to find out more about people, places or events.	Ask 'how?' and 'why?' questions based to find out more about people, places or events.	With guidance, devise historically valid questions about similarity and difference, and significance.	Independently, devise historically valid questions about similarity and difference, and significance.	With guidance, devise historically valid questions about change, cause and consequence.	Independently, devise historically valid questions about change, cause and consequence.
Using Evidence & Communicating Ideas	Share thoughts about people, places and events in stories.	Use teacher selected parts of stories and other sources to show understanding of key concepts.	Choose parts of stories and other sources to support their opinion and show understanding on key concepts.	Construct informed responses by organising relevant historical information provided.	Construct informed responses by selecting and organising relevant historical evidence.	Construct informed responses to explain their perspective based on historical evidence.	Construct informed responses to explain their perspective and that of others based on historical evidence.
Continuity & Change	Develop understanding of growth, decay and changes over time.	Know what has changed linking to personal experience. <i>[fire precautions - safety measure such as school drills, monarch]</i>	Identify what has remained the same and what has changed linking to personal experience. <i>[Victorian transport]</i>	Make links between ways of life at different times, within the same locality. <i>[prehistoric periods - homes and settlements]</i>	Make links between ways of life at different times, within different localities. <i>[Ancient Egypt, Mayans and Britain development of large scale farming technology]</i>	Identify trends within historical periods. <i>[1940s-1980s fashion and technology - impact on people's lives]</i>	Examine turning points within historical periods. <i>[Alfred the Great's actions, Gandhi]</i>
Cause & Consequence	Recall why things happen and give simple explanations.	Discuss why things happen and give a simple explanation. <i>[fires, WWII]</i>	Explain why people did things, why events happened and what happened as a result. <i>[Victorian transport, James Cook, Colchester zoo conservation]</i>	Summarise reasons for, results of, historical events, situations or changes. <i>[Stone Age, Romans, Mary Anning]</i>	Identify and give reasons for, results of, historical events, situations or changes [Ancient Egypt, Maya decline]	Establish the reasons for, results of, historical events, situations or changes. <i>[coal mine closures, Alexander the Great]</i>	Compare reasons for, and results of historical events, situations or changes in difference periods. <i>[Anglo-Saxons or Vikings and British Empire in India]</i>

Similarities & Difference	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Make simple observations about similar and different types of remembrance in society. [local - barn fire, national and global - WWII]	Explain similarities and difference between different ways of life in different periods. [Victorian transport and modern day transport, including needs]	Summarise cultural and religious similarities and difference at different times, in Britain. [through the prehistoric period influenced by migration - Beaker people]	Identify cultural and religious similarities and differences in Britain and the wider world. [Mayans, Egyptians and Britain]	Compare within and across historical periods ethical diversity and attitudes of men, women and children in past societies with those held today. [Ancient Greece, 1940s Britain and current time.]	Compare within and across historical periods - social status with those held today. [Saxon kingdom, Ancient Greece and today]
Significance	Recognise and describe special times or lives for themselves, family and friends.	Talk about who was important e.g. in a simple historical account. [David Attenborough, Queen Elizabeth II, Winston Churchill]	Know what is meant by the terms 'famous' and 'significant' and to begin to explain the differences between the two. [The Wright Brothers, Nellie Bly, James Cook, Elon Musk]	Summarise the significance of a historical person and/or event. [Barrow Bush discovery, Mary Anning]	Compare the significance of historical people and/or events. [discoveries of Bronze Age and Ancient Egyptian artefacts]	Justify the significance of people and/or events in different historical contexts. [paleontologists - Richard Leakey and Mary Anning]	Conclude the significance of people and/or events in their historical context and in the present. [Sutton Hoo, Gandhi]
Knowledge	Within Last 500 Years		Overview		In-depth studies during history overarching theme (shaded cells)		
	Autumn Term	Autumn Term	Autumn Term	Autumn Term	Autumn Term	Autumn Term	Autumn Term
	<p>All about me: using the children's own lives to demonstrate change and passage of time</p> <p>* To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling. (Understanding the World: Past and Present) [Once There Were Giants by Martin Waddell]</p> <p>* To know they/children have gained new skills with the passage of time: sitting up, walking, talking, running, starting school.</p> <p>* To talk about the similarities and differences between themselves as babies/toddlers/young children compared with the adults in their immediate family. (Understanding the World: People, Culture and Communities)</p>	<p>Significant historical events...in their locality: Burwell Barn Fire</p> <p>* To know that the barn fire happened nearly 300 years ago, in 1729.</p> <p>* To know what caused the Burwell Barn Fire. cause and consequence</p> <p>* To know how our community remembers the event. [historical fieldwork - plaque and gravestone on St Mary's church] significance</p> <p>***PSHE keeping safe - rules, age restrictions</p>	<p>Events beyond living memory that are significant nationally or globally: The Victorians - inventors and inventions (everyday materials and their uses focuses on transport)</p> <p>* To know that Queen Victoria was the monarch and she was the Great-Great Grandmother of Queen Elizabeth II. (link back EYFS & Y1 signficant individuals)</p> <p>* To know how and why different methods of transport have changed over time (bicycle, horseless carriage and trains). similarities and differences continuity and change</p> <p>* To understand the role steam power played within the Victorian era. [The Industrial Revolution] significance</p> <p>* To know that Isambard Kingdom Brunel designed some of the most famous bridges, tunnels, railways and boats in the world. significance</p> <p>* To know how and why the railway network in Britain grew and changed over time. continuity and change</p> <p>* To know the positive and negative impact of the first railways on different aspects of society. cause and consequence</p> <p>* To know about Nellie Bly's journey around the world. significance</p>	<p>Changes in Britain from the Stone Age to the Iron Age: Basic overview of the Stone Age to the Iron Age</p> <p>* To know that the Stone Age is split into the Palaeolithic, Mesolithic and Neolithic periods.</p> <p>* To know that the Stone Age, Bronze Age and Iron Age are periods of prehistory, therefore, artefacts provide clues to how people lived.</p> <p>* To understand when and why humans moved from a nomadic lifestyle to settling (Stone Age periods). cause and consequence</p> <p>* To know how items such as tools and weaponry developed through the different periods due to the use on different materials. continuity and change</p> <p>* To know that Grime's Graves is one of only ten known prehistoric flint mines in England. [historical fieldwork - only open April-October]</p> <p>* To know around 2400 BC a new set of beliefs and practices, known as the Beaker 'package', arrived in Britain. (migration). similarities and difference</p> <p>* To know that the Beaker people developed Stonehenge as a prestigious place to bury their dead. continuity and change</p> <p>* To know some of the changes in homes and settlements through the different periods within the Stone Age, Bronze Age and Iron Age. continuity and change</p> <p>* To know some of the developments in landuse, food and trade through the different periods within the Stone Age, Bronze Age and Iron Age. continuity and change</p>	<p>The achievements of the earliest civilisation - an overview of where and when the first civilisations appeared and a depth study: Ancient Egypt</p> <p>*To know where and when the first civilizations appeared (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China)</p> <p>* To know that Ancient Egypt was one of the world's oldest civilisations and it is divided into three periods (Old Kingdom, Middle Kingdom and New Kingdom).</p> <p>* To understand that a civilisation is a large group of people who share advanced ways of living and working.</p> <p>* To know why the earliest civilisations developed by rivers. cause and consequence</p> <p>* To know that the Ancient Egyptain's achieved large scale farming by developing irrigation and inventing the ox drawn plough. continuity and change</p> <p>* To know about Ancient Egyptian medical discoveries and practices. significance (records on papyrus)</p> <p>Key figure: Howard Carter</p> <p>Event/legacy: discovery Tutankhamun's tomb</p> <p>* To know about the Egyptain's belief in the afterlife, including the importance of Osiris' role in life and death.</p> <p>* To know why the pyramids and later, tombs where built. [link to Y3 Bronze Age burial - compare] similarities and difference</p> <p>* To know why the find was significant for archaeologists significance comparison</p>	<p>Key figure: Louis Leakey and his son, Dr. Richard Leakey (paleontologists)</p> <p>Event/legacy: Cradle of Mankind - birthplace of earliest forms of Homo sapiens</p> <p>* To know that Louis Leakey led an expedition Lake Victoria, where they uncovered the oldest ape identified so far: the Proconsul africanus (25 million years ago). significance</p> <p>* To know that Richard Leakey discovered a black skull in West Turkana, which is the oldest specimen ever found of a species of early man (2.5 million years ago). significance</p> <p>* To know that the discoveries led paleontologists to believe that humankind evolved in Africa. significance comparison (Link to Y3 Mary Anning - comparison of significance)</p> <p>* To know that Homo sapiens have been shaped by millions of years of evolution.</p>	<p>Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle from the Kingdom of England to the time of Edward the Confessor: Anglo Saxons, Scots and Vikings - invasions, laws and justice, art and culture, impact on British life</p> <p>* To know where the Scots and Anglo-Saxons came from to invade Britain.</p> <p>* To know the Anglo-Saxons were made of three tribes called the Angle, Saxon, and Jute tribes, who were not united.</p> <p>* To know when, where and why the Scots and Anglo-Saxons invaded Britain.</p> <p>* To know what challenges were faced when establishing settlement. cause and consequence</p> <p>* To know how and why Anglo-Saxon homes and settlements differed from those established by the Romans. similarities and difference [Y3 Roman Britain]</p> <p>* To know that life in a Saxon Kingdom would differ dependent on class. similarities and differences comparison</p> <p>* To know where the Vikings came from to raid Britain.</p> <p>* To know when, where and why the Vikings raided Britain.</p> <p>* To know the key events associated with the raids. cause and consequence</p> <p>* To know how the actions of King Alfred the Great led to a turning point in Viking domination. continuity and change/significance</p>

<p>Important events in the past: Bonfire Night and Remembrance Day (national), birthday, Christmas and weddings (international)</p> <p>* To understand that the Burwell war memorial is special to members of his/her community. <i>(Understanding the World: People, Culture and Communities)</i> [historical fieldwork - Burwell memorial]</p> <p>* To comment on images of familiar situations in the past. <i>(Understanding the World: Past and Present)</i></p> <p>* Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class <i>(Understanding the World: Past and Present)</i> . (Changes/differences in own/family birthday celebrations over time)</p>	<p>Events beyond living memory that are significant nationally and globally: Great Fire of London</p> <p><i>Key figure: Samuel Pepys</i> <i>Event/legacy: importance of his diary</i></p> <p>* To know that the Great Fire of London happened over 350 years ago, in 1666.</p> <p>* To know what caused the Great Fire of London and how it spread. cause and consequence</p> <p>[comparison with Burwell Barn fire]</p> <p>* To know what changed as a result of the fire (building design and construction materials, including thatched roof) similarities and difference/significance</p> <p>* To understand why Samuel Pepys' diary is important in understanding the events. significance</p>	<p>Events beyond living memory that are significant nationally or globally: first aeroplane flight</p> <p>* To know some key dates and events in the history of flight.</p> <p>* To know how the Wright brothers conquered heavier-than-air flight, in 1903. significance</p> <p>* To know how flight developed as a result of the Wright brothers' work. continuity and change</p>	<p>Key figure: William Cunnington excavated for Sir Richard Colt Hoare Event/legacy: Barrow Bush - located the richest and one of the most significant examples of a Bronze Age burial in Britain.</p> <p>* To know that barrows are earthwork monuments of the prehistoric periods.</p> <p>* To know that Bronze Age burials included items which can tell us about the person's status. significance</p>	<p>A non-European society that provides contrast with British history: Mayan civilization</p> <p>* To know that the ancient Mayan civilisation is split into three main periods (Preclassic, Classic and Postclassic) but continues to modern times.</p> <p>* To know that the Mayan civilization is the only ancient civilization that developed without a river. (link back to Ancient Egypt)</p> <p>* To know that Ancient Maya achieved large scale farming using terrace farming with canals. continuity and change [farming in Britain at the time and link back to Ancient Egypt]</p> <p>* To understand the Maya social hierarchy similarities and difference (comparison with Y3 Britain at the time)</p> <p>* To know about religion within the ancient Maya culture, including religious rituals and the pyramids. similarities and difference (comparison with Y3 Britain - barrows, Stonehenge)</p> <p>* To know about the Mayan advances in mathematics and astronomy. significance</p> <p>* To know about the decline of the Maya civilisation cause and consequence</p>	<p>Key figure: Wangari Muta Maathai Event/legacy: Nobel Prize winner- Green Belt conservation</p> <p>* To know that Wangari Maathai was the founder of the Green Belt Movement, which encouraged farmers, primarily women, to plant lines of trees. similarities and difference (Kenyan landscape) (link back to Y4 Maria Silva)</p> <p>* To know how Wangari Maathai's actions began to alleviate poverty. cause and consequence</p> <p>* To know that Wangari Maathai was the first African woman to receive the Nobel Peace Prize. significance</p>	<p>A local history study: East Anglia Fens - Sutton Hoo; Devil's Dyke linked to defeating the Vikings, the impact of the discoveries on British historical understanding</p> <p><i>Key figure: Basil Brown, commissioned by landowner Edith Pretty</i> <i>Event/legacy: the Anglo-Saxon ship burial found in the King's Mound is the richest burial ever found in northern Europe.</i></p> <p>* To understand why the discovery of the ship burial at Sutton Hoo changed the historian's understanding of the time (Dark Ages). significance</p> <p>* To know that Devil's Dyke was constructed by the Anglo-Saxons as a form of defence and partly to control movement. [Historical fieldwork]</p>
<p>Spring Term</p>	<p>Spring Term</p>	<p>Spring Term</p>	<p>Spring Term</p>	<p>Spring Term</p>	<p>Spring Term</p>	<p>Spring Term</p>
<p>King and Castle:</p> <p>* To comment on images of familiar situations in the past. <i>(Understanding the World: Past and Present)</i> [King Charles III coronation]</p> <p>* To compare and contrast characters from stories, including figures from the past. [images of Queen Elizabeth II coronation and King Charles III, including balcony]</p> <p>* To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling. <i>(Understanding the World: Past and Present)</i> [Little People, Big Dreams - King Charles]</p> <p>* To know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class <i>(Understanding of the World: Past and Present)</i> [King Charles III home and children's homes]</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements: Queen Elizabeth II</p> <p>* To understand the term monarch.</p> <p>* To know that the UK monarch does not govern the country but they meet with the Prime Minister weekly.</p> <p>* To know that Queen Elizabeth II was the longest reigning monarch and know how this was celebrated over time. continuity and change (link back to EYFS)</p> <p>* To know that an important part of the Queen's work involved supporting, visiting charities and other organisations (patron) . significance</p> <p>* To know that the Queen was the head of the Commonwealth and she visited these countries as part of her duties over 200 times. (international) significance</p> <p>* To know that Prince Charles (King Charles III) became monarch of the UK when Queen Elizabeth II died on 8th September, 2022. (national)</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements: James Cook</p> <p>* To know that James Cook became commander of the HMS Endeavour in 1768.</p> <p>* To know about Cook's expeditions and that these were commissioned by King George III.</p> <p>* To know that King George III was Queen Victoria's grandfather. (link back to Y2 Victorians and Y1 Queen Elizabeth)</p> <p>* To know that Cook gained scientific and geographical knowledge about the world. significance</p> <p>* To know that Cook's encounters with indigenous people were not always peaceful. cause and consequence</p>	<p>The Roman Empire and its impact on Britain:</p> <p>* To know that the Romans, led by Julius Caesar, attempted to invade Britain in 55 BC and 54 BC.</p> <p>* To understand why and where the Romans invaded Britain.</p> <p>* To know the Romans, led by Claudius, invaded Britain in 43 AD.</p> <p>* To know that the 43 AD invasion brought an end to the Iron Age.</p> <p>* To know that Britain was divided into tribal groups and understand the social hierarchy.</p> <p>* To understand the difference between Celtic warriors and the Roman army. similarities and difference</p> <p>* To know the impact the invasion had on the Celtic beliefs and the rise of Christianity. continuity and change</p> <p>* To know that the Romans built roads and towns that still exist in Britain today. similarities and difference</p> <p>* To know that Burwell Castle was built on the site of a former Roman villa. [local fieldwork - source]</p> <p>* To understand the influence of the Roman language, Latin, on modern English. continuity and change</p> <p>* To know why the Romans left Britain. cause and consequence</p>	<p>Key figure: Alexander Bell Event/legacy: telephone</p> <p>* To know how and why Alexander Bell became interesting in sound. cause and consequence</p> <p>* To know how the telephone has changed over time. continuity and change</p> <p>* To know that Thomas Edison improved Alexander Bell's telephone design.</p> <p>Key figure: Thomas Edison Event/legacy: light bulb</p> <p>* To know how the invention of the light bulb changed over time. continuity and change</p> <p>* To know that Thomas Edison did not invent the lightbulb but he invented and marketed a design that was the first to be long-lasting enough to be practical for widespread use. significance</p> <p>* To understand the impact of Thomas Edison's lightbulb on everyday life. significance</p>	<p>Key figure: Katherine Johnson Event/legacy: Apollo missions</p> <p>* To know about segregation before the Civil Rights Act (1964 - America).</p> <p>* To know that the first legislation in the UK to address racial discrimination was the Race Relations Act (1965).</p> <p>* To understand how equality in the workplace developed from NACA to NASA. continuity and change</p> <p>* To understand the significance of Johnson's role in terms of her mathematical abilities, her gender and ethnicity. significance</p>	<p>Key figure: Charles Darwin Event/legacy: Theory of Evolution</p> <p>* To know that Charles Darwin was the first person to explain how evolution happens with his scientific theory of natural selection. significance (linking back to Y5 Cradle of Humanity)</p> <p>* To know about Charles Darwin's experiences and observations whilst onboard the HMS Beagle led to the development of his theory. cause and consequence</p> <p>* To know that Charles Darwin's reluctance to publicly share his theory <i>(contradicted the Christian view of the world)</i> has been contested. interpretation</p>

<p>Comparing our life now to life in the past: farming and shopping for food through the years</p> <p>* To know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class. <i>(Understanding the World: Past and Present)</i> [Burwell shops past and present, farming technology past and present - horses and tractors]</p> <p>* Talks about the lives of the people around him/her and their roles in society. <i>(Understanding the World: Past and Present)</i> [shopkeeper, butcher, baker, farmer]</p> <p>* Talks about members of his/her immediate family and community. <i>(Understanding the World: People, Culture and Communities)</i></p>	<p>Significant historical...people and places in their locality: David Attenborough and Cambridge University</p> <p>* To know that Sir David Attenborough was awarded a knighthood for his work on highlighting the natural world in TV shows and his campaigning to protect it. global significance</p> <p>* To know that he attended Clare College, Cambridge.</p> <p>* To know that Sir David Attenborough officially re-opened the University Museum of Zoology, Cambridge – one of the largest and most important natural history collections in the UK. [Possible fieldwork - linked to history and science] local significance</p> <p>* To know that Sir David Attenborough filmed part of The Green Planet series at the Cambridgeshire Botanic Gardens. [Possible fieldwork - linked to history and science] local significance</p>	<p>Changes within living memory: Elon Musk and space travel</p> <p>* To know that Elon Musk is in charge of SpaceX (an American spacecraft manufacturer, launcher, and a satellite communications corporation).</p> <p>significance</p> <p>* To know that Elon Musk is developing Starship, a huge rocket-spaceship duo designed to get people to Mars and other distant destinations. significance</p> <p>* To know that the wealthy can take part in space tourism. [Compare moral implications, power/control in different periods - linked to Cook]</p>	<p>Key Figure: Mary Anning Event/legacy: fossil/dinosaur discoveries</p> <p>* To know that Mary Anning was a palaeontologist during the Victorian era. (link back to Y2 Victorians)</p> <p>* To know that Mary Anning found many fossils including the first complete fossil of an Ichthyosaurus or ‘fish-lizard’, which are now showcase in the Natural History Museum. significance</p> <p>* To know why Mary Anning did not receive immediate credit for the discoveries. cause and consequence</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: 1940s- 1980s - changes and developments in society, jobs, technology, fashion, economy and the impact on everyday life</p> <p>* To know how and why perceptions about women and work changed during and following WWII. [link to learning in Y1] continuity and change</p> <p>* To know the developments in household technology and how this impacted people’s lives. continuity and change</p> <p>* To know the main fashion trends through the decades. continuity and change</p> <p>* To know that Margaret Thatcher was a significant Prime Minister (first female). significance</p> <p>* To know why the coal mine closures began and how this impacted on communities. cause and consequence</p>		
<p>Summer Term</p>	<p>Summer Term</p>	<p>Summer Term</p>	<p>Summer Term</p>	<p>Summer Term</p>	<p>Summer Term</p>	<p>Summer Term</p>
<p>Inspirational people from the past: Wilma Rudolph, Barack and Michelle Obama, Mary Seacole, Florence Nightingale, Wilhelm Roentgen</p> <p>* To compare and contrast characters from stories, including figures from the past <i>(Understanding the World: Past and Present)</i></p> <p>* To show an understanding of the past through settings, characters and events encountered in books read in class and storytelling. <i>(Understanding the World: Past and Present)</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements: Winston Churchill, role during WWII</p> <p>* To understand the role of a Prime Minister.</p> <p>* To know that Winston Churchill was the Prime Minister of the United Kingdom during WWII.</p> <p>* To know that Churchill’s actions gave hope to the British people and military (visits, speeches, key quotes). significance</p>	<p>Changes within living memory that reveal aspects of change in national life: Colchester Zoo (from 1983)</p> <p>* To know how and why Colchester Zoo developed significantly during the 1990s (size and design - enrichment). similarities and difference/continuity and change</p> <p>* To know how Foot and Mouth disease and Covid-19 lockdowns affected the zoo. cause and consequence</p> <p>* To know about the zoos involvement in conservation efforts and breeding programmes. cause and consequence (linking to Y1 David Attenborough)</p>	<p>Key figure: Antoni Gaudi Event/legacy: Architecture nationally and influence internationally</p> <p>* To know that Antoni Gaudi was a Spanish architect.</p> <p>* To know about Gaudi’s works in chronological order, including the incompleteness of the La Sagrada Família.</p> <p>* To know that the La Sagrada Família has become one of the most popular tourist destinations in Europe in the last century. significance</p> <p>* To know what influenced Gaudi’s work (nature and faith). similarities and difference</p>	<p>Key figure: Maria Osmarina da Silva Vaz de Lima Event/legacy: Brazilian environmentalist - impact on deforestation over time</p> <p>* To know that Maria Silve built support for environmental protection of the reserves as well as sustainable development in the Amazon region. significance</p> <p>* To know that Maria Silva has won a number of awards from US and international organizations in recognition of her environmental activism. significance</p> <p>* To know how rates of deforestation have changed over time. continuity and</p>	<p>Ancient Greece: Greek life and achievements and their influence on the western world</p> <p>* To know that Ancient Greece is divided into three periods.</p> <p>* To know that Ancient Greece was divided into city states.</p> <p>* To know that Athenians and Spartans’ life style, schooling, social hierarchy, values, beliefs etc. differed. similarity and difference</p> <p>* To know about the Army of Sparta.</p> <p>* To know that Greek women had virtually no political rights of any kind and were controlled by men at nearly every stage of their lives. [link to Y5 Britain 1940-1980s] similarities and difference</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: The British Empire and its impact in India</p> <p>* To know how and why the East India Company assumed a position of control in India. cause and consequence comparison</p> <p>* To know that Queen Victoria was crowned Empress of India in 1877. (link back to Y2 Victorians)</p> <p>* To know the British Empire comprised of Britain: the ‘mother country’; and the colonies: countries ruled to some degree by and from Britain.</p> <p>* To know about the positive and</p>

Changes within living memory that reveal aspects of change in national life: World War Two

- * To know when, where and why the Blitz occurred.
- * To know that there are some people alive today who were present (eye witnesses) and that we can learn from them.
- * To understand the impact of the Blitz had on communities in London [air raids, schooling]. **cause and consequence**
- * To know that St Paul's cathedral has changed over time [[link back to the Great Fire of London and WWII](#)] **continuity and change**
- * To know that children were evacuated to the countryside. **cause and consequence**
- * To know what Victory in Europe Day (VE day) signalled and how people celebrated. **cause and consequence**
- * To know how our community and the nation remembers those who fought and/or died in the war. **similarities and difference** [[building on EYFS & link back to local remembrance - barn fire](#)]

change

- * To know about Greek trade and how it spread goods and culture to the wider world.
- * To understand the different forms of government active in Ancient Greece.
- * To understand how democracy has developed over time [Ancient Greece and UK now] **continuity and change**
- * To understand the influence of the Ancient Greek language on modern English. **continuity and change** [[link back to Y3 Romans](#)]
- * To understand the origins of the Olympic games and how it has developed over time. **continuity & change**

Key figure: Alexander the Great
 Events/legacy: significant cultural changes in the lands he conquered and changed the course of the region's history
significance
 * To know why Alexander the Great's empire grew and how this affected the conquered. **cause and consequence**

negative impact on India following British colonisation. **cause and consequence comparison**

Key figure: Mahatma Gandhi (1869 – 1948)
 Event/legacy: Led protest to gain India's independence from British ruling.

- * To know that Gandhi led non-violent campaigns to end the British rule over India. **significance**
- * To know that after the Amritsar Massacre, India gained a lot of support for the Indian independence movement. **cause and consequence**
- * To know what led to Britain's departure from India. **cause and consequence**