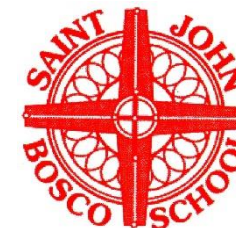


St John Bosco RC Primary School

With Jesus in our hearts, we love, pray, learn and play.

History Long Term Plan, Progression and Coverage January 2024



History learning at St John Bosco is based on the following substantive concepts: community, knowledge, invasion, civilisation, power and democracy.

History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1. Our History curriculum uses the CUSP scheme of work as a base but is adapted to suit the unique identity of our school.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied. History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by use of Socratic Quizzes and Kagan Strategies in our classrooms. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

We also teach the children to "Think Historically," via the following concepts: community; cause and consequence; change and continuity; similarity and difference; evidence and significance.

Our intention is that pupils become 'more expert' in History with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past.

Specific and associated historical vocabulary is taught sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3).

Substantive concepts are attached to the following units:

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS									
Community	Knowledge	Invasion	Civilisation	Power	Democracy				
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
<p>Understanding the world Past and Present 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</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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 and – when appropriate – maps</p>	<p>Changes within living memory COMMUNITY Nationality, Rights, Society</p>	<p>Events beyond living memory COMMUNITY DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age KNOWLEDGE COMMUNITY Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Anglo-Saxons INVASION POWER Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Compare non-European society with Anglo-Saxons (Maya) CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War Early Islamic or Benin to be written Spring 2022</p>	<p>Windrush Generation COMMUNITY DEMOCRACY Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>			
	<p>Lives of significant people KNOWLEDGE COMMUNITY Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Revisit events beyond living memory COMMUNITY DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Rome and its impact on Britain INVASION CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggles INVASION POWER Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Ancient Greeks POWER DEMOCRACY KNOWLEDGE Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Beyond 1066</p> <table border="1"> <tr> <td> <p>Monarchs POWER DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p> </td> <td> <p>Battle of Britain INVASION COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p> </td> </tr> </table>		<p>Monarchs POWER DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p>	<p>Battle of Britain INVASION COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
	<p>Monarchs POWER DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p>	<p>Battle of Britain INVASION COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>							
<p>More lives of significant people KNOWLEDGE COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Significant historical events, people and places in our locality COMMUNITY Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement,</p>		<p>Achievements of an ancient civilisation Egypt CIVILISATION POWER Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave Shang Dynasty, Sumer and Indus Valley to be written Spring 2022</p>		<p>Local history study COMMUNITY Guidance to be written Spring 2022</p>				

EYFS History

	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
Specific Area of Learning Understanding the World	<ul style="list-style-type: none"> • Talk about the lives of 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. 	<ul style="list-style-type: none"> • History • Historian • After • Before • New • Old • Now • Past • Present • Time 	<ul style="list-style-type: none"> • Know about personal history – birthdays, celebrations • Celebrating cultural diversity of children in the class • Traditional festivals and celebrations • Routines - Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. • Life cycles and growing plants to introduce change over time 	<ul style="list-style-type: none"> • Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. • Remembrance Day • Black History week – Rosa Parks • Bonfire Night – Guy Fawkes • R.E themes taught through Discovery RE • Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. • London past and present – Link 'The Naughty Bus,' story. <ul style="list-style-type: none"> • Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. • Child led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally
	People, Culture and Communities	<p>Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>			
	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • 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. 				

Progression through the year groups:

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1</p> <p>Unit 1</p> <p>Changes within living memory</p>	<p>COMMUNITY</p> <p>Nationality, Rights, Society</p>	<p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Stages</p> <p>What are the stages in my life?</p> <p>Changes</p> <p>What did I play with when I was a baby? Why was that?</p> <p>What did I play with when I was 1 or 2 years old? Why was that?</p> <p>What did I play with when I was 3 or 4 years old? Why was that?</p> <p>What did I play with when I started school? Why was that?</p> <p>Explain it</p> <p>What changes have happened in my lifetime?</p>	<p>toddler</p> <p>timeline</p> <p>different</p> <p>compare</p> <p>memory</p>	<p>construction</p> <p>physical</p> <p>imagination</p> <p>lifetime</p> <p>stages</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1</p> <p>Unit 2</p> <p>The lives of significant people</p>	<p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Science Animals, including humans</p> <p>Plants</p> <p>Past and Present Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Mary Anning Who was Mary Anning? What did she do?</p> <p>What did Mary Anning discover?</p> <p>David Attenborough Who is David Attenborough? What does he do?</p> <p>What has David Attenborough achieved?</p> <p>Compare Compare the lives of Mary Anning and David Attenborough.</p> <p>What was similar and what was different?</p>	<p>legacy</p> <p>inspire</p> <p>revealed</p> <p>explore</p> <p>similar</p>	<p>fossil</p> <p>documentary</p> <p>significant</p> <p>naturalist</p> <p>expedition</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1</p> <p>Unit 3</p> <p>More lives of significant people</p>	<p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>Science</p> <p>Animals, including humans</p> <p>Plants</p>	<p>Pioneer</p> <p>Who was Neil Armstrong? What did he achieve?</p> <p>Explorers</p> <p>Who is Mae Jemison? What did she achieve?</p> <p>Who is Bernard Harris Jr? What did he achieve?</p> <p>Who is Tim Peake? What did he achieve?</p> <p>Remember</p> <p>Compare the achievements of two significant individuals. What was similar and what was different?</p>	<p>legacy</p> <p>inspire</p> <p>pioneer</p> <p>explore</p> <p>similar</p>	<p>orbit</p> <p>racism</p> <p>significant</p> <p>astronaut</p> <p>expedition</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
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<p>Y2</p> <p>Unit 1</p> <p>Events beyond living memory</p>	<p>COMMUNITY DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Science</p> <p>Everyday materials</p>	<p>When and where?</p> <p>Where is London?</p> <p>When was the Great Fire of London?</p> <p>What?</p> <p>How did the fire start? Why did the fire spread so quickly?</p> <p>Study Sunday 2nd September 1666 - Where did the fire spread to?</p> <p>Study Monday 3rd and Tuesday 4th September 1666 - Where did the fire spread to?</p> <p>Study Wednesday 5th and Thursday 6th September 1666</p> <p>Evidence and change</p> <p>How do we know about the Great Fire of London?</p> <p>Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn.</p> <p>What effect did the fire have on London?</p> <p>As a consequence of the fire, what changes were made to London?</p>	<p>bustling</p> <p>raged</p> <p>extinguished</p> <p>merchant</p> <p>engulfed</p>	<p>flammable</p> <p>devoured</p> <p>possessions</p> <p>ineffective</p> <p>doused</p>
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Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2</p> <p>Unit 2</p> <p>Significant historical events, people and places in Blackley</p>	<p>COMMUNITY</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement,</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p>	<p>Blackley today Remember - what is Blackley like today?</p> <p>Blackley in the past What things happened there? What did it look like?</p> <p>What I know about Blackley? Blackley: what do you remember about the past?</p>	<p>jockey</p> <p>chronology</p> <p>memorial</p> <p>devastated</p> <p>converted</p> <p>founded</p>	<p>monarch</p> <p>common</p> <p>code</p> <p>papal monument</p> <p>racecourse</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2</p> <p>Unit 3</p> <p>Significant historical events, people and places</p>	<p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>Science</p> <p>Animals, including humans</p> <p>Plants</p>	<p>Pioneer</p> <p>Who was Mary Seacole? What did she achieve?</p> <p>What significant events took place during her life.</p> <p>Remember</p> <p>Compare the achievements of two significant individuals. What was similar and what was different?</p>	<p>legacy</p> <p>inspire</p> <p>racism</p> <p>explore</p> <p>similar</p> <p>nurse</p>	<p>significant</p> <p>cholera</p> <p>herbalist</p> <p>Crimean war</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3</p> <p>Unit 1</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>KNOWLEDGE COMMUNITY</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p> <p>Revisit events beyond living memory</p> <p>Science</p> <p>Rocks</p>	<p>Stone Age</p> <p>Introduce the three periods of time in the Stone Age.</p> <p>What were Palaeolithic times like? How do we know?</p> <p>What were Mesolithic times like? How do we know?</p> <p>What were Neolithic times like? How do we know?</p> <p>Bronze Age</p> <p>When was the Bronze Age?</p> <p>What was the Bronze Age like? How do we know?</p> <p>How was the Bronze Age different to the Stone Age?</p> <p>Iron Age</p> <p>When was the Iron Age?</p> <p>What was the Iron Age like? How do we know?</p> <p>What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>	<p>ancient</p> <p>community</p> <p>dense</p> <p>extinct</p> <p>roaming</p> <p>prehistory</p>	<p>domesticated</p> <p>arid</p> <p>gatherer</p> <p>nomad</p> <p>reared</p> <p>submerged</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3</p> <p>Unit 2</p> <p>The Roman Empire and its impact on Britain</p>	<p>INVASION CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p> <p>Revisit events beyond living memory</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Science</p> <p>Rocks</p>	<p>People and belief</p> <p>Who were the Romans?</p> <p>What was it like to live in Rome?</p> <p>The invasion of ancient Britain</p> <p>Remember the Celtic people: what was it like to live during the Iron Age?</p> <p>When did the Romans invade Britain?</p> <p>Resistance and change</p> <p>Who resisted the Roman invasion?</p> <p>Technology: how did Britain change under Roman rule?</p> <p>Review session - can be used to elaborate or catch-up study</p> <p>Belief: how did Britain change under Roman rule?</p> <p>SUMMARISE IT: what was the impact of the Roman Empire on Britain?</p>	<p>previously</p> <p>conquered</p> <p>rebellion</p> <p>luxurious</p> <p>culture</p> <p>settlement</p>	<p>amphitheatre</p> <p>emperor</p> <p>aqueducts</p> <p>invasion</p> <p>barbarian</p> <p>forum</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3</p> <p>Unit 3</p> <p>Black History in Manchester</p>	<p>COMMUNITY KNOWLEDGE</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p> <p>Revisit events beyond living memory</p>	<p>People and belief</p> <p>Research and explore the lives of two famous Black Mancunians? What did they achieve?</p> <p>What significant events took place during their lives.</p> <p>Remember</p> <p>Compare the achievements of two significant individuals. What was similar and what was different?</p> <p>Resistance and change</p> <p>Who resisted the influence of</p> <p>SUMMARISE IT:</p>	<p>Racism</p> <p>Equality</p>	

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4</p> <p>Unit 1a</p> <p>Significant people from Black History</p>	<p>COMMUNITY KNOWLEDGE</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p> <p>Revisit events beyond living memory</p>	<p>People and belief</p> <p>Research and explore the lives of : Martin Luther King Rosa Parks Nelson Mandela</p> <p>What significant events took place during their lives.</p> <p>Remember</p> <p>Compare the achievements of two significant individuals. What was similar and what was different?</p> <p>Resistance and change</p> <p>Who resisted the influence of</p> <p>SUMMARISE IT:</p>	<p>Racism</p> <p>Equality</p>	

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4</p> <p>Unit 1</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>INVASION POWER</p> <p>Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	<p>Cause Why did the Anglo-Saxons come to Britain?</p> <p>Where did the Anglo-Saxons come from?</p> <p>Anglo-Saxon life in Britain What was life like for Anglo-Saxons in Britain?</p> <p>What kingdoms were formed by the Anglo-Saxons?</p> <p>Evidence How do we know about the Anglo-Saxons?</p> <p>Religion How did religion influence the Anglo-Saxons? How do we know this?</p>	<p>abandoned</p> <p>defenceless</p> <p>dominant</p> <p>missionary</p> <p>pagan</p> <p>reliant</p>	<p>heptarchy</p> <p>laden</p> <p>sporadic</p> <p>vanquish</p> <p>viewpoint</p> <p>migration</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4</p> <p>Unit 2</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>INVASION POWER</p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Origins What was life like for Vikings? When did the Vikings attack Britain?</p> <p>Settlement Where did the Vikings invade and settle? Why were the Vikings so feared and successful?</p> <p>Struggle for power When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings?</p> <p>Consequence What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England?</p>	<p>contested</p> <p>exile</p> <p>descendant</p> <p>heir</p> <p>plunder</p> <p>truce</p>	<p>decimated</p> <p>incursion</p> <p>ransack</p> <p>severed</p> <p>martyr</p> <p>marauding</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4</p> <p>Unit 3</p> <p>The achievements of the earliest civilizations Ancient Egypt</p>	<p>CIVILISATION POWER</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>People and place</p> <p>Who were a few of the earliest civilisations and what did they achieve?</p> <p>Who were the ancient Egyptians and where did they live?</p> <p>Ancient Egyptian kingdoms</p> <p>The Old Kingdom: who was significant and what did they achieve?</p> <p>The Middle Kingdom: who was significant and what did they achieve?</p> <p>The New Kingdom: who was significant and what did they achieve?</p> <p>Achievements and beliefs</p> <p>Achievements: how and what did the ancient Egyptians write?</p> <p>Achievements: How did the ancient Egyptians use the River Nile?</p> <p>Gods: what did the ancient Egyptians believe in?</p> <p>Evidence: what do we know about Tutankhamun?</p>	<p>colossal</p> <p>stability</p> <p>society</p> <p>civilisation</p> <p>irrigation</p> <p>mysteriously</p>	<p>funerary</p> <p>hieroglyphs</p> <p>artefact</p> <p>pillaged</p> <p>obelisk</p> <p>pharaoh</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5</p> <p>Unit 1</p> <p>A non-European society that provides contrasts with British history Maya c.AD 900</p>	<p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p>	<p>People and place Where did the Maya live? What were the significant events in the Maya's history?</p> <p>City-states What were Maya city-states like?</p> <p>City-state study – Tikal, Palenque or Chichen Itza</p> <p>Inventions What did the Maya invent?</p> <p>Consequences What happened to the Maya city-states?</p> <p>Comparisons Remember Britain and the Anglo-Saxons</p> <p>Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p>	<p>population</p> <p>famine</p> <p>descendant</p> <p>declining</p> <p>citizen</p> <p>native</p>	<p>deforestation</p> <p>codex</p> <p>sacrifice</p> <p>astronomy</p> <p>warrior</p> <p>polytheistic</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5</p> <p>Unit 2</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>POWER DEMOCRACY KNOWLEDGE</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p>	<p>People and belief Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold?</p> <p>Powerful city-states City-states: what was the difference between Athens and Sparta? What was democracy like in Athens?</p> <p>Ancient Greek way of life (culture) Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create?</p> <p>Pivotal battles What happened at the Battles of Marathon and Salamis? Why were they important?</p> <p>Legacy Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p>	<p>democracy</p> <p>honour</p> <p>phenomenal</p> <p>deteriorated</p> <p>armoured</p> <p>oppressive</p>	<p>city-state</p> <p>tyrant</p> <p>sanctuary</p> <p>tactical</p> <p>valiantly</p> <p>unified</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
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<p>Y5</p> <p>Unit 3</p> <p>The lives of black people in Tudor times.</p>	<p>POWER DEMOCRACY KNOWLEDGE</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p>	<p>People and belief</p> <p>Tudor way of life (culture)</p> <p>Pivotal battles</p> <p>Legacy</p>	<p>democracy</p> <p>honour</p> <p>phenomenal</p> <p>deteriorated</p> <p>armoured</p> <p>oppressive</p>	
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Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6</p> <p>Unit 1</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p> </p> <p>Windrush generation</p>	<p>COMMUNITY DEMOCRACY</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>People and place Where are the Caribbean islands? What's their history?</p> <p>Migration and settlement How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?</p> <p>Why did people migrate from the Caribbean to England in 1948?</p> <p>What was life in London like for the Windrush pioneers?</p> <p>Who was Sam King and what did he do?</p> <p>Who was Norma Best and what did she do?</p> <p>Application How did the Windrush migration change Britain for the better?</p>	<p>intolerance</p> <p>immigrate</p> <p>prejudice</p> <p>colony</p> <p>emigrate</p> <p>discrimination</p>	<p>racism</p> <p>segregation</p> <p>diversity</p> <p>disembarked</p> <p>demobilised</p> <p>iniquitous</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
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<p>Y6</p> <p>Unit 2a</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p> </p> <p>Monarchs through time</p>	<p>POWER DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King</p> <p>Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament</p> <p>Society, Rules / law, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Windrush generation</p>	<p>William the Conqueror How is William I remembered? What legacy did he leave?</p> <p>Henry VIII How is Henry VIII remembered? What legacy did he leave?</p> <p>Elizabeth I How is Elizabeth I remembered? What legacy did she leave?</p> <p>Charles II How is Charles II remembered? What legacy did he leave?</p> <p>Queen Victoria How is Queen Victoria remembered? What legacy did she leave?</p> <p>Summary In your opinion, who was the greatest past monarch? Why is that?</p>	<p>lucrative</p> <p>prosperity</p> <p>republic</p> <p>plundered</p> <p>arrogant</p> <p>duplicitous</p>	<p>aristocracy</p> <p>monastery</p> <p>dissolution</p> <p>privateers</p> <p>industrialisation</p> <p>annulment</p>
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Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6</p> <p>Unit 2b</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Battle of Britain</p>	<p>INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Windrush generation</p> <p>Monarchs through time</p>	<p>Cause Why did Britain declare war on Germany in 1939?</p> <p>Food shortage Why was rationing introduced?</p> <p>Threat Why were people evacuated from cities?</p> <p>Battle of Britain What happened in the Battle of Britain?</p> <p>Bombing cities The Blitz: how did Hitler continue to attack Britain?</p> <p>Consequence How did conflict change society in the Second World War?</p>	<p>ferocious</p> <p>infantry</p> <p>civilians</p> <p>intercept</p> <p>radar</p> <p>occupation</p>	<p>anti-Semitic</p> <p>Luftwaffe</p> <p>blitzkrieg</p> <p>evacuated</p> <p>rationing</p> <p>blackout</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6</p> <p>Unit 3</p> <p> </p> <p>Local history study</p> <p>Peterloo Massacre</p>	<p>COMMUNITY</p>	<p>Coming soon</p>	<p>Coming soon</p>	<p>Coming soon</p>	<p>Coming soon</p>

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nur	Exploring Me- my family my pets/ My friends/ my class, my school/birthdays/describe events in detail Black History Month	Traditions and special days- celebrations. Remembrance		Life cycles of humans including thinking about when they were babies, then toddlers	Journeys children have made – eg to shop, holidays etc	
Rec	Explore Me- my family my pets/ My friends/ my class, my school/birthdays/describe events in detail Black History Month	Traditions and special days- celebrations. Remembrance		Life cycles of humans including thinking about when they were babies, then toddlers	Significant journeys - Sir Edmund Hillary's journey? Shackleton? First flight – Emilia Earhart?	

Y1 cusp 18 lessons 3 vocab units	Cusp unit 1 Changes within living memory 6 lessons Plus vocab unit	Cusp Unit 2 The lives of significant people Mary Anning & David Attenborough 6 lessons Plus vocab unit	Cusp Unit 3 More lives of significant people: Tim Peakes Bernard Harris Jr Mae Jemison 3 lessons Plus vocab unit	Unit 4 revisit changes in living memory 3 lessons No Vocab unit
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Y2 cusp	Cusp unit 1 Events beyond living memory – Great Fire of London 6 lessons Plus vocab unit	Unit 2 Significant historical events, people and places in their own locality Teacher to write unit 6 lessons	Unit 3 : Significant people and events Mary Seacole life and work.	
Y3 cusp	Unit 1 Changes in Britain from the Stone Age to the Iron Age 7 lessons Plus vocab unit	Unit 2 The Roman Empire and its impact on Britain 8 lessons Plus vocab unit	Black history of Manchester. Teacher to write this unit. 6 lessons Plus vocab unit to be made	Local study = Manchester Suffragettes Teacher to write unit.
Y4 cusp 20 lessons 3 vocab modules	Unit 1a Black History Nelson Mandela Rosa Parks Martin Luther King	Unit 1 Britain's settlement by Anglo-Saxons and Scots 6 lessons Plus vocab module	Unit 2 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 7 lessons Plus vocab module	Unit 3 The achievements of the earliest civilizations Ancient Egypt 7 lessons Plus vocab module
Y5 new 19 lessons Plus vocab mode	Y5 Unit 1 A non-European society that provides contrasts with British history Maya c.AD 900	Cusp Unit 2 Ancient Greece – a study of Greek life and achievements and their influence on the western world 7 lessons Plus Vocab Mode	No unit 3 Black people in Tudor times Teacher to write unit 6 lessons	
Y6 New 18 lessons 3 vocab units	Unit 1 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Windrush generation 6 lessons Plus vocab module	Unit 2b A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Battle of Britain 6 lessons	Unit 2a A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Monarchs through time 6 lessons plus vocab module	If there is time in the summer term: Local Study – Peterloo Massacre WW1 to be covered by a special day in November / Remembrance

History National Curriculum Coverage

	Bullet point in national curriculum, Development Matters or Early Learning Goals	Where do we cover it at SJB?
EYFS	Children aged 3-4 will: Begin to make sense of their own life-story and family's history. (Development Matters).	Aut1 - Exploring Me- my family my pets/ My friends/ my class, my school/ birthdays/ describe events in detail Aut2 - Traditions and special days- celebrations. Spring 2 - Life cycles of humans including thinking about when they were babies, then toddlers
	Comment on images of familiar situations in the past. (Development Matters).	Autumn2 - Remembrance
	Compare and contrast characters from stories, including figures from the past. (Development Matters).	
	Talk about the lives of people around them and their roles in society. (ELG)	People who help us??
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG).	
Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG).		

KS1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Y1 Cusp Unit 1
	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	Y2 Cusp Unit 1
	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher	Y2 Rosa Parks & Emily Davison Unit (or Mary Seacole & Edith Cavill) Teacher to write the unit

	Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	
	Significant historical events, people and places in their own locality.	Y2 –Teacher needs to write this as the Cusp unit is based on East Anglia – can use Cusp as a proforma.
KS2	Changes in Britain from the Stone Age to the Iron Age Examples (non statutory) could include: <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 	Y3 Cusp Unit 1
	The Roman empire and its impact on Britain. Examples (non-statutory) could include: <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica • ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	Y3 Cusp Unit 2
	Britain’s settlement by Anglo-Saxons and Scots Examples (non statutory) This could include: <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	Y4 Cusp Unit 1
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non statutory) could include: <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld 	Y4 Cusp Unit 2 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

	<ul style="list-style-type: none"> • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	
	<p>A local history study</p> <p>Examples (non statutory) could include:</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p>Y3 The suffragettes of Manchester Teacher to write unit</p> <p>Y5 Victorian Manchester</p>
	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Examples (non statutory) could include:</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, for example, the first railways or the Battle of Britain 	<p>Y6 Unit 1 Windrush generation</p> <p>Tudors – Y5 Black history unit Victorians Y5 Local History WW1 – special day in November</p> <p>Cusp Y6 2b WW2 – battle of Britain</p>
	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Y4 Cusp Unit 3</p> <p>The achievements of the earliest civilizations: Ancient Egypt</p>
	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Y5 Cusp Unit 2</p>
	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Y5 Cusp Unit 1</p>