

Threads and Progression of vocabulary in History TSM

Thread 1 : Historical knowledge- constructing the past

Thread 2: Historical knowledge- sequencing the past

Thread 3: Historical concepts- change and developments/similarity and differences

Thread 4: Historical concepts- cause and effect

Thread 5: Historical concepts- Significance and Interpretations

Thread 6: Historical enquiry- Planning and Carrying out a Historical Enquiry

Thread 7: Historical Enquiry- Using sources as evidence



Golden threads

- ❖ Monarchy and religion
- ❖ Invasion and settlement
- ❖ Society and legacy
- ❖ Exploration and empire

EYFS-

EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to..)	It's Good to be Me!	Celebrations	The World Around Us/Animals	Adventure Above and Under the Clouds	Growing	The Great Outdoors
Possible Ideas / lines of enquiry Reception These mini ideas within the themes may change or be replaced depending on child interest or fascination.	-Starting School -All about me -my family -my local community -houses and homes - (Important people at school, important people in our community) -Seasons	-Autumn -Birthdays -special events / weekly news -Halloween -Bonfire Night -Diwali -Christmas / Toys of the past. -Seasons	-Winter -Weather -Changing world around us (animals and plants) -(Comparing our weather to other countries -Chinese New Year.	-Spring -Above the Clouds and beyond -Space - Vehicles now and in the past -Our local world (maps) -recycling. -Easter	-Plants -exploring food (healthy food choices) -gardening -Dinosaurs	-Summer -Mini beasts (insects) -Ourselves (growing and moving on)
Planned Experiences Reception These experience may change or be replaced or added to depending on the children's interests	Local area walk – studying different houses and local features.	Autumn walk around school/local area Visit from key workers (police, nurses, doctors etc) Christmas nativity. Food tasting from different cultures. Helping others - collecting food for the food bank.	Winter Hunt Making ice experiment	Launching rockets, Bottle cap experiment, local litter walk. Space rocket crash Visit/videos/photos from relatives about moon landing and their childhood Easter egg hunt. Spring walk - signs of spring.	Sunflower growing competition, growing / harvesting vegetables, farmshop visits. Gardening the edible garden.	Butterfly life cycles Exploring Minibeasts Outdoors (Forest School Day/ Foxburrow Farm)

EYFS-

Understanding The World

UTW	Autumn1	Autumn 2	Spring	Summer
UTW: People Culture and Communities Reception	<p>I can talk about my house and what things I have there.</p> <p>I know there are different places in the world.</p>	<p>I can talk about my home and my school and what I like about them.</p> <p>I can talk about how different people celebrate e.g. Diwali, Christmas</p> <p>I can start to use stories and pictures to talk about differences in life in other countries</p>	<p>I know what a map is for and can draw information from a simple map</p> <p>I can talk about some special places for people in our and other communities e.g church, link to India</p> <p>I can draw information from a simple map eg map of the world – find India</p> <p>I can start to talk about the differences in lives in other countries</p>	<p>I can follow a simple map to find objects or features in school.</p> <p>I can talk about the similarities and differences between religions and cultures within my country (UK)</p> <p>I can talk about what is the same and different in life in this country and in other countries.</p>
UTW: The Natural World Reception	<p>I can talk about what I can see outside using a wide vocabulary.</p> <p>I can talk about some of the animals and plants I have observed. (e.g thats an elephant, it has big ears)</p>	<p>I can describe what I can see, hear and feel outside I am beginning to explore the natural world around me and describe what i can see, hear and feel.</p> <p>I can talk about the area I live in, including the weather etc.</p> <p>I can talk about forces I feel e.g. push, pull etc.</p> <p>I can talk about the weather linked to seasonal change</p> <p>I can name different materials.</p>	<p>I can describe animals and plants (both from photos and real life experiences) (talk about animals in different countries e.g. India, talk about how plants grow and naming some plants)</p> <p>I can describe my own environment and local area I can describe another environment e.g. desert, Artic/India etc.</p> <p>I can talk about the weather linked to seasonal change</p> <p>I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)</p> <p>I can talk about the differences in materials</p>	<p>I can explore the natural world around me, making observations of animals and plants and I can use these observations to draw pictures (talk about animals in different countries e.g. India, talk about how plants grow and naming some plants, talk about life-cycles)</p> <p>I can contrast the natural world around me with different environments</p> <p>I can talk about some of the changes in the natural world (including seasons and changing states of matter)</p>
UTW: Past and Present Reception	<p>I can name some members of my family and talk about them.</p>	<p>I can talk about my family and the jobs that people do around me. E.g. parents, staff in school</p>	<p>I can talk about different jobs and people who help us. in society.</p> <p>I can talk about the past e.g. transport, toys, using photos and physical artefacts</p>	<p>I can talk about the lives of people I am familiar with</p> <p>I can talk about the roles of people in society.</p>

EYFS-

	<p>I can talk about myself and some of the ways I have changed <i>e.g. when they were a baby</i></p>	<p>I am becoming more aware of the past linked to myself and my family and how it has changed <i>e.g. Timeline</i></p> <p>I can talk about what I can see in pictures of the past <i>e.g. picture talk pictures from Gingerbread Man (old cookers)</i></p>	<p>I can talk about what I have heard and seen in stories and picture books and how this is different/ the same <i>e.g. Peepo</i></p>	<p>I can give similarities and differences between the past and now <i>e.g. bears – there's lots of bears, but in the past they were different</i></p> <p>I can talk about the past using books and stories talking about the characters, settings and events</p>
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EYFS-

Links to KS1 Readiness History

Using Language associated with the past

- Use words associated with the past including yesterday, last week, last year
- Use past tense when speaking about things that happened in the past

Remembering and discussing their own lives

- Share their memories of significant events in their own lives.
- Talk about things that have changed.
- Begin to put these events in order

Talking about things they have done with people special to them

- Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
- Begin to put events in order.

Recognising Chronology within stories

- Talk about the order of events in a range of familiar stories.
- Recognise language in stories that shows the story happened in the past.

These experiences provide foundations for the teaching of our key stage 1 units of work:

History	Autumn	Spring	Summer
Year 1	My Family History Rising Stars	The Greatest Explorers Rising Stars	Great Inventions - Transport Rising Stars
Year 2	Bonfire Night and The Great Fire of London Rising Stars	Our Local Heroes - Florence Nightingale Rising Stars	Holidays Rising Stars

Units of work

Year 1

History: My Family History

What was life like when our grandparents were children?

History: The Greatest Explorers

Who were the greatest explorers?

History: Great Inventions - Transport

How did the first flight change the world/Why were the Rainhill trials important?

Year 2

History: Bonfire Night and the Great Fire of London
Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?

History: Our Local Heroes

Who are our local heroes?

Who are our hero nurses from the past?

History: Holidays

How have holidays changed over time?

Year 1-

History: My Family History
What was life like when our grandparents were children?

Historical knowledge- sequencing the past

Historical concepts- change and developments/similarity and differences

Historical Enquiry- Using sources as evidence

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
<ul style="list-style-type: none"> To be able to identify and describe similarities and difference between my own childhood and grandparent's childhood 	<p>Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 21st century, 1950s, 1960s, grandparent, growing up, year</p>	<p>EYFS-It's Good to be Me!</p> <ul style="list-style-type: none"> -All about me -my family -my local community -houses and homes <p>Understanding The World</p> <ul style="list-style-type: none"> I can talk about myself and some of the ways I have changed e.g when they were a baby 	<ul style="list-style-type: none"> Visit from grandparents Letters home and questionnaires to members of the community Bringing old toys/resources in
<ul style="list-style-type: none"> To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s. 	<p>Clue, object/artefact, matching, modern, old, past, vocabulary related to different types of house: terraced, flats, bungalow, semidetached, and features of houses: bathrooms, heating etc.</p>		
<ul style="list-style-type: none"> To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950/1960s 	<p>Inventions, materials, condition, design, packaging, similar, comics, classify</p>	<p>Understanding The World</p> <ul style="list-style-type: none"> Exploring Toys of the past and creating an exhibition of inventions. 	
<ul style="list-style-type: none"> To be able to identify and describe similarities and difference between shops today and those when our grandparents were children 	<p>Locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing</p>		

Year 1-

YEAR 1 UNIT 2 – Spring The Greatest Explorers Who were the greatest explorers?



❖ Exploration and empire
Historical knowledge- sequencing the past
Historical concepts- Significance and Interpretations
Historical enquiry- Planning and Carrying out a Historical Enquiry

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
<ul style="list-style-type: none">To learn about what explorers did in history and do now, and explain their achievements	Explorer, map, discover, equipment, adventure, trade, great		<ul style="list-style-type: none">Explorer dress up day
<ul style="list-style-type: none">To learn about the life of Ibn Battuta and why his travels are important	Explorer, map, discover, desert, caravan, Hajj		
<ul style="list-style-type: none">To learn about Captain Cook's achievements and why they are differing views about him deserving the title of great explorer	Uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica		
<ul style="list-style-type: none">To understand why Roald Amundsen reached the South Pole before Captain Scott	Polar, hero, equipment, expedition, race		

Year 1-

YEAR 1 UNIT 3 – Summer

Great Inventions: Transport

How did the first flight change the world?



❖ Exploration and empire

Historical knowledge- constructing the past

Historical concepts- change and developments/similarity and differences

Historical concepts- cause and effect

Historical concepts- Significance and Interpretations

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
<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	Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider	EYFS–Understanding The World <ul style="list-style-type: none">Exploring Toys of the past and creating an exhibition of inventions.	
<ul style="list-style-type: none">To know what early aeroplanes were like, and be able to compare them to modern aircrafts	Modern, cockpit, elevators, engine, fuselage, jet, landing gear, propeller, rudder	EYFS –Adventure Above and Under the Clouds <ul style="list-style-type: none">–Above the Cloudsand beyond–Space– Vehicles now and in the past	
<ul style="list-style-type: none">To understand the importance of the aeroplane	Impact, trade, leisure		
<ul style="list-style-type: none">To know what happened at the Rainhill Trials	Inventor, canal, toll, source, evidence, locomotive		

Year 2-

YEAR 2 UNIT 1 – Autumn

Bonfire Night and the Great Fire of London

Should we still celebrate Bonfire Night?
Did the Great Fire make London
a better or worse place?



❖ Monarchy and religion

Historical knowledge- constructing the past

Historical knowledge- sequencing the past

Historical concepts- cause and effect

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To understand what the Gunpowder plot was	Stuart period, King James I, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally	EYFS-Celebrations -Bonfire Night • Understanding The World -I can talk about how • different people celebrate	Visit from local fire station to talk about fire safety
To understand why Guy Fawkes took the action he did in 1605	Hero, villain, terrorist, Catholic, Protestant, treason	Year 1- Great inventions-transport	
To know what happened during the Great Fire of London	Now, then, cause, important, Stuart period		
To understand why the Great Fire of London Spread so quickly	Cause, important, water squirt, fire bucket, fire hook		

Year 2-

Our Local Heroes

Who are our local heroes?



❖ Society and legacy

Historical concepts- Significance and Interpretations

Historical Enquiry- Using sources as evidence

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To understand what makes a hero, and identify some local heroes from the past- Florence Nightingale, Mary Seacole and Edith Cavell	Portrait, hero, significant, local, courage, past, sequence, chronological order	<ul style="list-style-type: none">• Prior looking at evidence and documents from Year 1 and Samuel Pepys	Local hero from Norwich- Edith Cavell
To use an image as a source to find out about a person in the past	Source, image, photograph, experts, observe, local, heroes, past		Heroes museum- to invite parents
To use an object as a source to find out about a person from the past	Source, evidence, clues, artefact, fragile, experts, objects (and related words, e.g. texture, material, inscription)		
To use documents as a source to find out about a person from the past	Source, evidence, clues, document(plus vocabulary related to types of document, e.g. census return, handwritten)		

Year 2-

Holidays

How have holidays changed over time?

Historical knowledge- sequencing the past

Historical Enquiry- Using sources as evidence

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To know what seaside holidays were like when our grandparents were children	Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday	EYFS-It's Good to be Me! <ul style="list-style-type: none">-All about me -my family-my local community - houses and homes Understanding The World <ul style="list-style-type: none">I can talk about myself and some of the ways I have changed e.g when they were a baby	Family visitors to talk about their holidays and bring in photos etc
To use photographs to provide information about seaside holidays in the recent past	Recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall	Year 1- My family history- What was life like when our Grandparents were children?	
To use sources to provide information about seaside holidays in the recent past	Souvenir, value		
To use stories to provide information about seaside holidays in the recent past	Fiction, fact, research		



Year 3-

❖ Invasion and settle

The Stone Age

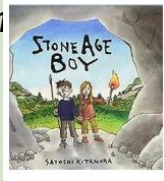
What was new about the New Stone Age?

Historical knowledge- constructing the past

Historical concepts- change and developments/similarity and differences

Historical concepts- cause and effect

Historical Enquiry- Using sources as evidence

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To define the Stone Age and its different periods	Prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, Stone Age	<i>change and developm</i> 	
To use sources to identify distinctive features of two time periods	Forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement , community		
To compare change between the Neolithic period and earlier periods	Slave, Neolithic, crop, revolution, settlement , role, significance		
To describe some of the key features of significant monuments and understand that there are different interpretations of the sites.	Inference, saddle quern, midden, dresser		



Year 3-

- ❖ Invasion and settlement
- ❖ Society and legacy
- ❖ Monarchy and religion

The Bronze Age and the Iron Age

Which was more impressive – the Bronze Age or the Iron Age?

- Historical knowledge- constructing the past
- Historical knowledge- sequencing the past
- Historical concepts- Significance and Interpretations
- Historical Enquiry- Using sources as evidence

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To understand the importance of the improvements made by using bronze	Impressive Smelting Bronze/Ore Status Evidence, Interpretation	Stone Age previous term	
To use sources in order to find out more about Bronze Age Life	Inference Beliefs Afterlife Persuasive argument Technology	<i>change and development</i>	
To reach a conclusion about the scale of the achievements made in the Iron Age	Tribe Viewpoint Roundhouses Crannog Hill fort		
To make a comparison between home life in the Bronze Age and the Iron Age			



Year 3-

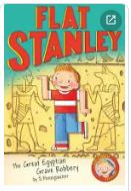
- ❖ Monarchy and religion
- ❖ Society and legacy

Ancient Egypt

How much did the Ancient Egyptians achieve?

Historical knowledge- constructing the past
Historical knowledge- sequencing the past
Historical Enquiry- Using sources as evidence

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To identify reasons why the Ancient Egyptians are considered a successful civilisation	Impressive Smelting Bronze/Ore Status Evidence, Interpretation	Civilisations and settlements Stone Age Iron Age	
To understand the types of evidence used to reach conclusions about Ancient Egyptian life	Inference Beliefs Afterlife Persuasive argument Technology	Achievements/inventions that impact today's society-change and development	Visit to Christchurch mansion- museum
To understand how different groups of people contributed to Ancient Egyptian achievements	Tribe Viewpoint Roundhouses Crannog Hill fort scribe, pharaoh , agriculture		Ancient Egyptian- dress up day
To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids	Ancient, civilisation, fertile, irrigation, achievement		





Year 4-

Roman Britain

What happened when the Romans came to Britain?

Historical knowledge- sequencing the past
Historical concepts- Significance and Interpretations
Historical enquiry- Planning and Carrying out a Historical Enquiry

- ❖ Society and legacy
- ❖ Invasion and settlement
- ❖ Exploration and empire

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To understand the reasons why the Romans wanted to invade and settle in Britain	Invade, invasion , conquer, republic, empire , emperor, status, glory, barbaric, legacy , settle	Links back to Year 3 Bronze Age – Iron Age	
To understand why the Romans were able to defeat the Celts	Resistance, primary evidence, interpretations, conquer , client kings, centurion	Achievements/inventions that impact today's society – <i>change and development</i>	
To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's wall	Tablet, Picts, heritage, forts, garrisons		
To be able to reach a valid conclusion on whether Roman roads were a positive development	Camber, groma, impact, transport system		



Year 4-

❖ Society and legacy

Crime and Punishment

How has Crime and Punishment changed over time?

Historical concepts- change and developments/similarity and differences

Historical concepts- cause and effect

Historical Enquiry- Using sources as evidence

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To understand how and why laws and punishments change over time	Rules, society , crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes		Mini museum to share with friends and family
To explain how attitudes towards crime have changed over time	Execution, vagabond, poaching, highwayman, smuggling	Achievements/inventions that impact today's society- <i>change and development</i>	
To understand how and why police force has changed over time	Police, respect, hostile, truncheon, cartoon		
To understand that views on what is a punishment have changed over time	Severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum		

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To understand what makes a building special	Significant Listed Period names Architecture	Our local heroes– Year 2	
To understand that there are a diverse range of reasons why buildings are listed	Names of features related to buildings Architectural terms Terms related to time periods		
To reach a decision on whether a building is worth saving	Migration Leisure		
To plan a campaign for an ‘at risk’ building	Campaign Worship Heritage		

Year 5-



- ❖ Monarchy and religion
- ❖ Invasion and settlement
- ❖ Exploration and empire

YEAR 5 UNIT 1 – Autumn
The Anglo-Saxons
Was the Anglo-Saxon period
really a Dark Age?

Historical knowledge- sequencing the past

Historical concepts- change and developments/similarity and differences

Historical concepts- Significance and Interpretations

Historical enquiry- Planning and Carrying out a Historical Enquiry

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To know who the Anglo-Saxons were, and why and when they chose to settle in England	Invasion, settle , reconstruction, Dark Ages, pagan , plunder, Scandinavia	Roman Britain – year 4	Visit to Sutton Hoo
To discover how the Anglo-Saxons lived using archaeological evidence	Grave goods, reconstruction, archaeologist, excavation, function, sceptre, garnet, millefiori		Local media information and finds
To be able to explain why the Staffordshire Hoard was so significant and the findings at Sutton Hood	Hoard, metal detecting		Community involvement in week 6 archaeological dig
To know about some of the key documents related to Anglo-Saxon times and their limitations	Saga, chronicle, illuminated manuscript, ecclesiastical , conversion, monastery, Old English		

Year 5-

The Vikings

Would the Vikings do anything for money?



- ❖ Monarchy and religion
- ❖ Invasion and settlement
- ❖ Exploration and empire

Historical knowledge- constructing the past

Historical concepts- cause and effect

Historical concepts- Significance and Interpretations

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To understand why there are differing accounts of what happened during the raid on Lindisfarne	Raid, raider, monk, monastery , Viking, sacked, looted, Abbey	The Anglo-Saxons- year 5 Roman Britain- Year 4	Community- sharing of the Big finish- Viking Saga
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	Migrate, settle , overpopulation, inheritance		
To know when, where and why the Vikings settled in Britain	Causes, invader, settler , raider, push and pull factors		
To present a valid argument for whether King Alfred deserved the title 'Great'	Significant, Wessex, monarch , cult		

Year 5-

The Maya Civilisation

Why should we remember the Maya?

Historical knowledge- constructing the past
Historical concepts- Significance and Interpretations



- ❖ Monarchy and religion
- ❖ Invasion and settlement
- ❖ Society and legacy
- ❖ Exploration and empire

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To use evidence to reach conclusions about the lives of the Maya in the past and the present	Religious, social, economic, cultural, political, civilisation , pyramid, temple, conclusion, evidence	The Stone Age- year 3 The Ancient Egyptians -Year 3	Community- sharing of the Big finish- making a Maya- style codex
To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long	Reconstruction, archaeology, city state, pyramid, temple, sacrifice, Meso-America, nobles		
To know and understand why religion was important to the Maya	Creation, hierarchy , sacrifice, bloodletting, conquistadors		
To investigate Maya technology and culture, and reach a conclusion on how advanced Mayasociety was	Technology, culture, Meso-American, glyphs, agriculture, astronomy, calendar, trade		

Year 6-

Black History: Nelson Mandela

Why do we still remember Nelson Mandela today?

Historical knowledge- constructing the past
 Historical concepts- cause and effect
 Historical Enquiry- Using sources as evidence



❖ Society and legacy

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To use evidence to reach conclusions about what we know about Nelson Mandela's early life?	Massacre Democracy Apartheid Segregation Discrimination Tragedy Chief	Prior learning can me made with links to Black History month	Big finish to share with others- Create a non-fiction book all about the life and times of Nelson Mandela
To understand what an apartheid is and the impact	Terrorist Elected Government Inciting Overthrow Charter Comrades	Year 2- Mary Seacole	
To use evidence to reach conclusions about what we know about what happened in Sharpeville	Petition Sabotage Trial Treason Emancipate Protest		
To know and understand why Mandela was imprisoned and how he became president	Guilty Freedom Fighter Racism Cell Peace		
To understand the significance of why we still remember Nelson Mandela today	Passbook Future Role model hero Illegal Elected		

Year 6-



- ❖ Monarchy and religion
- ❖ Invasion and settlement
- ❖ Society and legacy
- ❖ Exploration and empire

The Ancient Greeks

What did the Greeks do for us?

Historical knowledge- constructing the past
Historical concepts- cause and effect
Historical Enquiry- Using sources as evidence

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day	Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, civilisation, culture, terrain, predict	Year 4- Roman Britain Year 5- The Mayan Civilisation	Big finish to share with others-Creative way to share their information
To compare the lives led by the Spartans and the Athenians	Polis, democracy, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage		
To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparisons with the modern Games	Stadium, Olympic, revival, marathon		
To understand the importance of religion and the gods to the Ancient Greek people	Myth, temple, priest		

Year 6-



- ❖ Invasion and settlement
- ❖ Society and legacy
- ❖ Exploration and empire

The Impact of War

Did WWI or WWII have the biggest impact on our locality?

Historical concepts- change and developments/
similarity and differences

Historical concepts- cause and effect

Historical enquiry- Planning and Carrying out a Historical Enquiry

Historical Enquiry- Using sources as evidence

Key learning	Progression of Vocabulary	Prior learning and links to be made	Community opportunities
To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality	Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian , inscription, casualty	Year 1- Grandparents Year 2- Local heroes-war	Local community memories Documentation Local visit to an air raid shelter if possible- Clifford Road
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	Protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook		
To know and understand how the World Wars impacted daily life	Rationing, imports, rural, urban, propaganda		
To be able to explain if it was more dangerous to live in our locality in the First and Second World war	Home guard, Zeppelins, Luftwaffe, barrage, shells, bombs		