



## St Nicholas Catholic Primary School

### Curriculum Flight Path: Subject

Year A	Nursery	Reception	Year 1/2	Year 3/4	Year 5/6
<p><b>Possible Themes</b></p>	<p style="text-align: center;"><b>My Timeline</b> (focussing on vocabulary and chronology)</p> <p>ELG: Talk about the lives of the people around them.</p>	<p style="text-align: center;"><b>My Timeline</b> (focussing on vocabulary and chronology)</p> <p>ELG: Talk about the lives of the people around them.</p>	<p style="text-align: center;"><b>Toys/Play Communication</b></p> <p>(changes within the children’s lifetime and family lifetime –linked to changes in technology and family life)</p> <p><b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on an individual/theme – short 1/2 week unit)</p>	<p style="text-align: center;"><b>Achievements of Early civilizations</b> (when and where the first Civilizations appeared)</p> <p><b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on an individual/theme Nelson Mandela/Rosa Parks/Martin Luther King – short 2 week unit)</p>	<p style="text-align: center;"><b>Life in Britain During WWII</b> -</p> <p>(a study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066)</p> <p><b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on an individual Nelson Mandela/Rosa Parks/Martin Luther King – short 2 week unit)</p>
<p><b>Substantive knowledge</b> <i>As a historian, I am learning about</i></p>	<p><i>my own life story and family history (3-4)</i></p> <p><i>the differences between people (3-4)</i></p> <p><i>identify people’s age by a number</i></p>	<p><i>members of my immediate family and community - R</i></p> <p><i>people who are familiar to me R</i></p> <p><i>notice how my life and a family are similar or different to ‘others’ in my class.</i></p>	<p><i>how to describe the characteristics of familiar toys - its materials and uses.</i></p> <p><i>how different materials were used in different time periods and how this affected play.</i></p> <p><i>the term decade is 10 years and this is the average</i></p>	<p><i>how the ability to get fresh water and have good farming land was crucial to the ability of people to stay in one place.</i></p> <p><i>the writing systems of pictograms/hieroglyphics and cunifrom and how they enabled people to communicate. the concept of trade and how early</i></p>	<p><i>the impact of WW2 on children in cities - e.g. evacuation, refugees</i></p> <p><i>the impact of WW2 on the lives of women e.g. taking on unfamiliar roles and how this changed society roles after the war</i></p> <p><i>the impact of bombing - air raid shelters, building community spirit</i></p>

		<p><i>Create a simple chronology of my life from baby until now.</i></p>	<p><i>amount of time that toys are played with.</i></p> <p><i>when significant popular toys were introduced and why this was e.g. yoyo, lego, barbie/dolls, cars, electronics</i></p> <p><i>The difference between old and dirty and traditional</i></p> <p><i>a similar toy from different decades e.g. soft toy, car and discuss the differences and why this might be.</i></p>	<p><i>civilisations traded with each other</i></p> <p><i>the first number systems developed in Sumer, Egypt and the Shang Dynasty and how these are different from each other and to the modern number system.</i></p> <p><i>early inventions like the wheel and water transporting systems.</i></p> <p><i>the link between technology and the change in buildings e.g. mud houses to pyramids</i></p>	<p><i>the strategies used to sustain food/clothing supplies - make do and mend, dig for Britain, rationing.</i></p> <p><i>the use of propaganda to maintain morale</i></p>
<p><b>Disciplinary Knowledge</b> <i>As a historian, I am learning to</i></p>	<p><b><u>Chronology</u></b> I understand some talk about immediate past and future, eg. 'before', 'later' or 'soon'.</p> <p><b><u>Change and continuity:</u></b> <i>I understand that things change over time.</i></p> <p><b><u>Change and continuity:</u></b> <i>I can explain my understanding of changes over time through oral time sequencing/drawing/role-play</i></p>	<p>use everyday language related to time</p> <p>order and sequence familiar events</p> <p>talk about past and present events in their own lives and in the lives of family members.</p> <p>use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>sequence events or objects in chronological order.</p> <p>sequence events photos etc. from different periods of their life</p> <p>describe memories of key events in their lives</p> <p>Begin to describe similarities and differences in artefacts</p>	<p>place the time studied on a timeline sequence events or artefacts</p> <p>place events from period studied on a timeline use terms related to the period</p> <p>Use evidence to reconstruct life in time studied</p> <p>identify key features and events and offer a reasonable explanation for some events</p>	<p><b><u>Chronology:</u></b> <i>I have a clear understanding of when WW11 happened within the 20th Century</i></p> <p><b><u>Evidence and interpretation:</u></b> <i>I can identify primary and secondary sources. I can evaluate the reliability of a sources and understand that there are different points of view and there may be missing information/bias</i></p> <p><b><u>Cause and consequence:</u></b></p>

	<p><u>Historical significance:</u> <i>I can remember and talk about significant events in my own experience.</i></p>	<p>record, using marks that they can interpret and explain.</p> <p>communicate understanding by simple time sequences/drawing drama/role play /writing (labelling,) ict</p>	<p>Use a range of sources to find out characteristic features of the past</p> <p>compare adults talking about the past – how reliable are their memories?</p> <p>use speaking and listening (links to literacy) to ask and answer questions related to different sources and objects</p> <p>make simple conclusions based on evidence</p> <p>use a source and ask why, what, who, how, where questions</p> <p>Find answers to questions by using a source</p>	<p>look for links and ‘cause and effect’ in time studied</p> <p>evaluate the usefulness of different sources use of textbooks and historical knowledge</p> <p>use evidence to build up a picture of a past event</p> <p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p> <p>discuss and compare the importance of different achievements e.g. technology, trade, buildings, farming techniques, writing and be able to justify their conclusions on which ones are the most important.</p>	<p><i>I can write explanations of a past event in terms of cause and effect using evidence to support and illustrate my explanation</i></p> <p><u>Change and continuity:</u> <i>I can evaluate what changed for women due to historical events.</i></p> <p><u>Similarity and difference:</u> <i>I can identify key similarities and differences in how people lived during wartime and how we live today in peacetime.</i></p> <p><u>Historical significance:</u> <i>I can identify some long term results of WWII</i></p>
Possible leading enquiry question	<b>Have I always looked the same?</b>	<b>How have I changed?</b>	<b>What do the toys tell you about changes in materials and what people like to do?</b>	<b>What enables people to build a ‘civilization’?</b>  <b>What is a civilization?</b>	<b>What was life like for ordinary people during World War Two?</b>

Vocabulary linked to substantive content	baby young old	baby toddler young old	plastic wooden construction traditional rag doll	technology Sumer Shang Dynasty uniform hieroglyphics trade system	evacuee Evacuation Blitz Rationing Air raid Shelter Make do and Mend Land girl
Vocabulary (progressive – so what are the new words?)	new today tomorrow when I was ..... different same now	Today/Day/Tomorrow Week/Month Long ago/ The past The present New/Recent Timeline Lifetime/Change/Remember	Living memory/Lifetime/Memory/ Modern Artefact/Evidence Similarity/Difference Different/Similar Important/Significant Because/Reason Explain/Link Empathy Represent/Display Label/Annotate	Era/period B.C.E (Before the Common Era/C.E (Common Era)/A.D (Anno Domini)/B.C (Before Christ) Hypothesis/Infer Explanation/Cause/s Result/Legacy/ Achievements Compare/ Significance Civilization/Community/ Tradition Archaeologist/Historian Museum Evidence Documents/Sources/ Primary source/Secondary source Discussion/Debate/ Collaboration Data interpretation/ Data - graphs/Tables	Propaganda Broadcast Objectivity/Subjectivity
Possible Themes	<b>Old and New</b> (focusing on similarities and differences)	<b>Old and New</b> (focusing on similarities and differences)	<b>The Great Fire of London</b> (Significant national event in the past)	<b>Ancient Egypt</b> (in depth study of early civilization)	<b>Britain's settlement by Anglo-Saxons</b>  (Precedes Viking invasions but after Roman empire. –

	Know similarities and differences between now and then ( ELG)	Know similarities and differences between now and then ( ELG)	Its impact on City building and how societies are affected by collective disaster		focus is on development of a mixed ethnic nation with different cultures and adaption/adoption of different systems, culture and language – Conversion to Christianity)
<p><b>Substantive knowledge</b> As a historian, I am learning about</p>	<p><i>a collection of materials that are similar and different properties</i></p> <p><i>how something may appear older due to its condition</i></p>	<p><i>a collection of materials that are similar and different properties</i></p> <p><i>objects and images from the past (R )</i></p> <p><i>what identifies something as old and new based on material used</i></p>	<p><i>how the Great Fire of London is represented in different images and recounts</i></p> <p><i>how London was different in 1666 from today</i></p> <p><i>how the fire was started, why it spread and how much of London was affected.</i></p> <p><i>how the events were recorded by Samuel Pepys (Primary source)</i></p> <p><i>the reasons for the fire lasting so long such as housing, firefighting techniques, the actions of the king and other officials, and the weather</i></p> <p><i>what changed in London after the Fire</i></p>	<p><i>where Egypt is on a map and find out the difference between ‘ancient’ and ‘modern’.</i></p> <p><i>the importance of the Nile to ancient Egyptian settlements.</i></p> <p><i>how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life.</i></p> <p><i>the Rosetta stone and why it was such an important discovery for translating hieroglyphics.</i></p> <p><i>Howard Carter and the discovery of Tutankhamen’s tomb in 1922. They will look at some of the artefacts found in the tomb, including the sarcophagus and death mask.</i></p>	<p><i>what an archaeologist is and what they do and understand the limitations of what they do.</i></p> <p><i>where the Anglo Saxons period sits on a timeline of Britain and what comes before and after</i></p> <p><i>the Picts and the Scots , where they lived and the differences in their cultures</i></p> <p><i>the story of Beowulf and how it can be used to illustrate some parts of Anglo-Saxon everyday life and values</i></p> <p><i>the finds of Sutton Hoo and what it can tell us about Anglo Saxons</i></p>

				<p><i>everyday life in ancient Egypt such as food, clothing, farming and religion.</i></p> <p><i>mummification and what this evidence shows about beliefs and scientific knowledge.</i></p>	<p><i>how Christianity spread in the period of the Anglo-Saxons.</i></p> <p><i>the seven Anglo-Saxons kingdoms and the constant struggle for power between them.</i></p>
<p><b>Disciplinary Knowledge</b> <i>As a historian, I am learning to</i></p>	<p>talk about what I see using a wide vocabulary (3-4)</p> <p>developing an understanding of changes over time.</p> <p>beginning to understand 'why' and 'how' questions.</p> <p>retrieved information from computers</p> <p>communicate my historical understanding through drawing</p>	<p>use everyday language related to time</p> <p>know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Compare and contrast characters and figures from the past (R )</p> <p>use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>explains own knowledge and understanding, and</p>	<p>find out about people and events in other times</p> <p>use a range of sources to find out characteristic features of the past - primary and secondary sources</p> <p>to distinguish between fact and fiction by reading stories and recounts</p> <p>compare pictures or photographs of people or events in the past to be able to identify different ways to represent the past</p> <p>use a source to generate why, what, who, how, where questions and find answers</p> <p>make simple conclusions based on evidence</p>	<p>explain what we can learn about ancient Egypt from artefacts found by archaeologists and evaluate the usefulness of these resources</p> <p>place events from period studied on a timeline</p> <p>Find out about everyday lives of people in time studied and compare it with our life today</p> <p>identify reasons for and results of people's actions develop a broad understanding of ancient civilisations</p> <p>look at representations of the period and artefacts – museum, cartoons and evaluate their usefulness</p>	<p>place current study on time line in relation to other studies use relevant dates and terms</p> <p>relate current studies to previous studies make comparisons between different times in history (link to knowledge of Romans and Vikings from Y3/4</p> <p>write explanations of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>link sources and work out how conclusions were arrived at</p>

		<p>asks appropriate questions of others.</p> <p>record understanding, using marks that they can interpret and explain.</p> <p>communicate my historical understanding through simple time sequences/drawing/writing and labelling</p>	<p>discuss the effectiveness of a resource and understand that it may not tell the whole story.</p> <p>represent historical understanding through, models , annotated photographs, reports, recounts, drama, and drawing</p>	<p>select and record information relevant to the study and use evidence to build up a picture of a past event</p> <p>ask a variety of questions to develop enquiry of an aspect of the past</p>	<p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past.</p> <p>suggest omissions in sources and the means of finding out</p> <p>describe social and cultural diversity in Britain and the wider world</p> <p>describe religious and ethnic diversity in Britain and the wider world</p> <p>use appropriate terms, matching dates to people and events</p> <p>bring knowledge gathered from several sources together in a fluent account</p>
Possible leading enquiry question	<b>How can I tell if this is old or new?</b>	<b>How can I tell if this is old or new?</b>	<b>Why was the Great Fire of London important?</b>	<b>How do we know Ancient Egypt was a successful civilization?</b>	<b>What happened in Britain after the Romans left?</b>

Vocabulary linked to substantive content	material wood plastic metal	material wood plastic metal traditional modern	Samuel Pepys Primary recount evidence Pudding Lane fire hazards artefact source of information	hieroglyphics pharaoh shaduf artesian screw Rosetta stone mummification natron inundation The River Nile Tutankhamen Canopic Jar amulet	Picts, Scots Anglo- Saxons Beowulf invade, settle Sutton Hoo Iona, Lindisfarne Christian, Pagan
Vocabulary (progressive – so what are the new words?)	same/different worn	Future Similarity/Difference Explain/Reason Question/Information	Date Century Primary Source Secondary Source Reliable Opinion Fact/Fiction Deduce/Deduction Effective investigate	Evaluate Monarchy (Pharaoh) Useful Usefulness Relevance	Result/Influence/Significance Population Archaeology/Excavate Represent Continuity Reliable/Interpretation Infer/Impression/Conclusion Social/Cultural/Diversity/ Religious/Ethnic/Culture
Possible Themes	<b>Objects , People and Evidence</b> (focusing on looking at evidence/artefacts and asking questions and reasoning) ELG: Understand the past through settings, characters and events	<b>Objects , People and Evidence</b> (focusing on looking at evidence/artefacts and asking questions and reasoning) ELG: Understand the past through settings, characters and events			<b>Early Islamic Civilisation</b> (A non – European society that provides contrasts with British History)
<b>Substantive knowledge</b> <i>As a historian, I am learning about</i>					<i>the differences between London and Baghdad in AD900</i>



					<p><i>the location of Baghdad and why its location made it important</i></p> <p><i>the House of Wisdom's role in developing education and knowledge</i></p> <p><i>some of the key discoveries of Islamic scholars and the impact of their discoveries on the wider world</i></p> <p><i>the role of Mohammed, the founding and purpose of the Caliphate and the role of the four caliphs in the development of knowledge</i></p> <p><i>Baghdad's role in trade and the type of goods that were traded. They will understand the impact of trade and money in terms of cultural development and influence.</i></p>
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<p><b>Disciplinary Knowledge</b>  <i>As a historian, I am learning to</i></p>					<p>place current study on timeline in relation to other studies</p> <p>use relevant dates and terms</p> <p>sequence key events of time studied</p> <p>study different aspects of life of different people – differences between men and women</p> <p>Find out about beliefs, behaviour and characteristics of people</p> <p>examine causes and results of great events and the impact on people</p> <p>compare beliefs and behaviour with another period studied (Compare with Anglo-Saxon Britain)</p> <p>consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>use evidence to build up a picture of life in time studied</p>
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					<p>select relevant sections of information confident use of library, e-learning, research</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>work independently and in groups showing initiative</p>
Possible leading enquiry question					<p><b>What effects do the discoveries of this time and place have on the rest of the world?</b></p>
Vocabulary linked to substantive content					<p>caliph Al-Mansur  mosque  House of Wisdom  scholars  Al-Khwarizmi  algebra  astronomical observatory  siege , Mongol legacy  Muhammad ibn Zakariya Razi (medecine)  Abu al-Qasim Khalaf ibn al-Abbas Al-Zahrawi, (medecine)  Abu 'Abdullah Muhammad Ibn Musa Al-Khwarizmi,(algebra)  Ibn al-Haytham(optics)  Abu Bakr  Ali Sunni /Shia  trade, economy, Silk Road</p>

Vocabulary (progressive – so what are the new words?)					Purpose Attitude Comparison Evaluate/Debate
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**St Nicholas Catholic Primary School**

**Curriculum Flight Path: Subject**

Year B	Nursery	Reception	Year 1/2	Year 3/4	Year 5/6
Possible Themes	<p><b>My Timeline</b> (focussing on vocabulary and chronology)</p> <p>ELG: Talk about the lives of the people around them.</p>	<p><b>My Timeline</b> (focussing on vocabulary and chronology)</p> <p>ELG: Talk about the lives of the people around them.</p>	<p><b>Amazing Nurses</b> <b>Florence Nightingale, Mary Seacole and Edith Cavell</b> (lives of significant individuals in the past and their contribution to national achievements)</p> <p><b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on an individual/theme – short 1/2 week unit)</p>	<p><b>Britain from the Stone Age to the Iron Age</b> (changes in settlements and technology)</p> <p><b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on an individual/theme Nelson Mandela/Rosa Parks/Martin Luther King – short 2 week unit)</p>	<p><b>Exeter through Time</b> (a local history study linked to local geography study)</p> <p><b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on Windrush and Immigration to the U.K. in the 20<sup>th</sup> Century – short 2 week unit)</p>
<p><b>Substantive knowledge</b> <i>As a historian, I am learning about</i></p>			<p><i>the key events of Florence Nightingales 's life and how her nursing ideas improved nursing.</i></p> <p><i>the key events in Mary Seacole's life and the impact her nursing ideas had on soldiers and how her use of herbal remedies improved nursing. Also link</i></p>	<p><i>the term 'prehistory' (before written evidence so understanding is based on artefacts and building remains)</i></p> <p><i>the Stone Age, Bronze Age and Iron Age and understand that this terminology is based on use of materials for tools.</i></p>	<p><i>the Roman settlement of Isca and what attracted the Roman to this area.</i></p> <p><i>why the Roman wall was extensive and what this tells you about the importance of the settlement</i></p> <p><i>the conflicts between the Anglo-Saxons and Vikings</i></p>

			<p><i>the racial prejudice and her travelling.</i></p> <p><i>key events in Edith Cavell's life and the impact her nursing ideas had on soldiers from both sides and how she was convicted of treason and executed</i></p> <p><i>nursing activities and conditions in WW1</i></p> <p><i>nursing today in order to make comparisons with the past</i></p>	<p><i>how and why people first came to Britain (hunter/gatherers - Land bridge) and the types of animal that they hunted.</i></p> <p><i>about the changing coastline linked to ice sheets and about the location of Doggerland.</i></p> <p><i>when and where agriculture started to develop.</i></p> <p><i>some key stone age sites such as Stonehenge and Avebury, Kent's Cavern and hypothesis about their use based on artefacts found. (location)</i></p> <p><i>early mining of iron and how it changed warfare and agriculture</i></p> <p><i>the use of hillforts and how they were organised</i></p>	<p><i>including the Viking raid of 876 and the burning of Exeter in 1003 and the founding of an abbey by King Canute</i></p> <p><i>the development of Exeter during Norman and medieval times</i></p> <p><i>the importance of the wool trade to Exeter's development</i></p> <p><i>the growth of wealth in Tudor and Stuart times and the buildings that date from that period</i></p> <p><i>the lives of rich and poor during the Victorian period</i></p> <p><i>the bombing of Exeter during WWII and the damage that it caused and the areas that were rebuilt</i></p>
<p><b>Disciplinary Knowledge</b> <i>As a historian, I am learning to</i></p>			<p><b><u>Chronology:</u></b> I can place events and people on a timeline. I can use some dates where appropriate.</p>	<p><b><u>Chronology:</u></b> I can place prehistoric ages in order of time and begin to understand the meaning of their names.</p>	<p>place current study on time line in relation to other studies use relevant dates and terms</p>

			<p><u>Evidence and interpretation:</u> I can observe or handle some evidence to ask questions about the past.</p> <p><u>Cause and consequence:</u> I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p> <p><u>Change and continuity:</u> I can describe changes and with support, the historical events they led to.</p> <p><u>Similarity and difference:</u> With support I can use pictures, stories and film footage to find out about the past and identify similarities and differences to today</p> <p><u>Historical significance:</u> I can describe significant people and events from the past and with support, explain why they are important.</p>	<p>I can place artefacts within their correct age.</p> <p>With support, I can use BCE.</p> <p><u>Evidence and interpretation:</u> With support, I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p> <p>I can identify and give reasons for different ways in which the past is represented</p> <p><u>Cause and consequence:</u> With support, I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p><u>Change and continuity:</u> With support, I can begin to explain the concept of change over a long period of history.</p>	<p>compare life in early and late times studied</p> <p>link sources and work out how conclusions were arrived at</p> <p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past.</p> <p>suggest omissions and the means of finding out</p> <p>bring knowledge gathered from several sources together in a fluent account</p> <p>select aspect of study to make a display</p>
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				<p><u>Similarity and difference:</u> I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p><u>Historical significance:</u> With support, I can suggest suitable sources of evidence to find out about significant people/events</p>	
Possible leading enquiry question			<b>Why were the achievements of these women so important?</b>	<b>What does evidence tell us about life in Britain from the Stone Age to the Iron Age?</b>	<b>What do these buildings tell you about the history of Exeter as a city?</b>
Vocabulary linked to substantive content			significant / important famous , reason nurse/ healer Florence Nightingale/ Mary Seacole/ Edith Cavell challenges overcome racial prejudice British Hotel herbal remedies hospital Crimea, Crimean War, Soldiers, injured World War One Belgium,, Germany Allied arrest, treason	Doggerland Bronze age Stone age Iron age hillfort ice sheet Stonehenge neolithic agriculture gatherer prehistory	Fuller Rougemont cholera Blitz slum clearance

			execution		
<b>Vocabulary</b> (progressive – so what are the new words?)			<b>Date</b> <b>Decade</b> <b>Impact</b> <b>Report</b> <b>Website</b> <b>Similarity</b> <b>Difference</b> <b>Compare</b>	<i>If starting with YB new vocabulary =</i> <b>Era/period</b> <b>B.C.E (Before the Common Era</b> <b>B.C (Before Christ)</b> <b>Hypothesis/Infer/Deduction</b> <b>Change/Effects/Consequence/Result/Significance</b> <b>Community</b> <b>Archaeologist/Historian</b> <b>Museum</b> <b>Sources/Evidence</b> <b>Useful/Usefulness</b> <b>Discussion/Debate</b> <b>Reconstruct</b>	<b>Cause/Motive</b> <b>Rural/Urban</b>
<b>Possible Themes</b>	<b>Old and New</b> (focusing on similarities and differences) Know similarities and differences between now and then ( ELG)	<b>Old and New</b> (focusing on similarities and differences) Know similarities and differences between now and then ( ELG)	<b>Discovery and Explorers</b> (Christopher Columbus and Neil Armstrong (lives of significant individuals in the past and their contribution to international achievements)	<b>The Roman Empire and its impact on Britain</b>	<b>Industrial Revolution</b> (a study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066)
<b>Substantive knowledge</b> <i>As a historian, I am learning about</i>			<i>who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe.</i>	<i>how to define the terms ‘invade’ and ‘settle’</i>  <i>why the Romans came to Britain linked to wool, tine, silver and people</i>	<i>key inventions of the 19th century and their impact on people’s lives</i>  <i>the key elements that caused the Industrial</i>



			<p><i>what life was like in the 15th century and how it differs to life today</i></p> <p><i>the fact that Christopher Columbus landed in America instead of Asia as intended.</i></p> <p><i>what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492.</i></p> <p><i>why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects Columbus brought back.</i></p> <p><i>how exploration of the world changed after Columbus and think about other possibilities in exploration.</i></p> <p><i>Neil Armstrong and explore what the world was like in the 1960s.</i></p>	<p><i>where the Roman occupation fits on a timeline of Britain</i></p> <p><i>how the Roman army was organised and how this enabled them to invade and settle in Britain</i></p> <p><i>Julius Caesar and Claudius and their role in the expansion of the Roman Empire</i></p> <p><i>different aspects of Roman life and organisation e.g. roads, towns , construction, public baths and how these affected the lives of the people of Britain</i></p> <p><i>Boudicca and how Britons and Romans may have viewed her differently</i></p> <p><i>when and why the Romans left Britain</i></p> <p><i>what elements of Roman Britain continued e.g. roads, laws, buildings, heating systems, and why this may be</i></p>	<p><i>Revolution and their relative importance</i></p> <p><i>the different types of energy used - water, steam, coal - their advantages and disadvantages</i></p> <p><i>the conditions of coal mining</i></p> <p><i>the growth of factories and clothing mills and the working conditions</i></p> <p><i>the importance of the Factory Act linked to working conditions and education of children.</i></p> <p><i>the growth of Railways and their importance in the economy of the U.K.</i></p> <p><i>a famous inventor or invention of the 19th century and it's lasting impact on life.</i></p>
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			<p><i>the Apollo 11 mission and man's first landing on the moon.</i></p> <p><i>how Armstrong and the other astronauts might have felt</i></p> <p><i>what everyday items have been developed thanks to space exploration.</i></p>		
<p><b>Disciplinary Knowledge</b> <i>As a historian, I am learning to</i></p>			<p>sequence events or objects in chronological order</p> <p>look at pictures of both Columbus and Armstrong to identify differences.</p> <p>compare two men, their lives and their achievements.</p> <p>use different ways to portray my understanding, such as Venn diagrams and role-play.</p> <p>compare the achievements of Christopher Columbus and Neil Armstrong and make decisions about who they think was the greater explorer,</p>	<p>place events from period studied on a timeline</p> <p>use terms related to the period</p> <p>begin to date events understand more complex terms e.g. BC/AD</p> <p>identify key features and events</p> <p>identify reasons for and results of people's actions</p> <p>study change through the lives of significant individuals (e.g. Julius Caesar and Boudicca)</p>	<p>place current study on timeline in relation to other studies use relevant dates and terms</p> <p>sequence up to ten events on a timeline</p> <p>study different aspects of life of different people – differences between men and women and children</p> <p>examine causes and results of great events and the impact on people</p> <p>recognise that not everyone shares the same views and feelings and will represent their views in different ways</p>

			<p>giving reasons for my choices and conclusions based on resources</p>	<p>identify and give reasons for different ways in which the past is represented</p> <p>distinguish between different sources and evaluate their usefulness</p> <p>look at representations of the period – museum, cartoons</p> <p>use evidence to build up a picture of a period in the past</p> <p>select and record information relevant to the study</p> <p>use the library, e-learning for research to ask and answer questions</p> <p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>write explanations of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>compare accounts of events from different sources. fact or fiction</p> <p>consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>use primary and secondary sources to define the events of a period</p> <p>select relevant sections of information confident use of library, e-learning, research</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>bring knowledge gathered from several sources together in a fluent account</p>
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					carry out individual investigations
Possible leading enquiry question			How are the achievements of Christopher Columbus and Neil Armstrong similar and different?	What did the Romans do for Britain?	How did this period of time change people's lives?
Vocabulary linked to substantive content			Christopher Columbus Neil Armstrong Apollo 11 NASA America discovery exploration	Julius Caesar Boudicca Celts aqueduct hypocaust centurion cohort battalion invade settle legacy	Factory Act Migration Workhouse Workplace hazards Urban, Rural Invention Production, market Richard Trevithick James Watt Thomas Arkwright Alexander Bell Thomas Edison Nikola Tesla
Vocabulary (progressive – so what are the new words?)			<i>If starting with YB new vocabulary</i> Timeline/Date/Decade/ Century New/Recent Living memory Similarity/Difference/ Different/Similar Opinion/Fact/Evidence Deduce/Deduction Important/Significant/ Impact Because/Reason/Deduce/ Explain/Link Empathy Investigate/Report/Websites	Chronological Event Change Effects Consequence Individual Reputation Empire Invasion Government Governed Re-enact Reconstruct	Agricultural/Industrial Propaganda/Writer bias Objectivity/Subjectivity Eye witness/Bias/One sided Mistake/Ambiguous Independent research/Investigation

			Represent/Display Label/Annotate		
<b>Possible Themes</b>	<b>Objects , People and Evidence</b> (focusing on looking at evidence/artefacts and asking questions and reasoning) ELG: Understand the past through settings, characters and events	<b>Objects , People and Evidence</b> (focusing on looking at evidence/artefacts and asking questions and reasoning) ELG: Understand the past through settings, characters and events	<b>Mary Anning and the discovery of dinosaurs</b>  (significant historical events, people and places in own locality)	<b>Vikings – Settlers and Invaders</b> (the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)	<b>Ancient Greece</b> (a study of Greek life and achievements and their influence in the western world – philosophy, law, democracy, government, art)
<b>Substantive knowledge</b> <i>As a historian, I am learning about</i>			<p><i>about Mary Anning's life and what she discovered.</i></p> <p><i>the fact that Mary Anning was a woman and young was significant and the male dominated cultural norms of discovery of the time.</i></p> <p><i>how Lyme Regis and the Jurassic Coast was affected by Mary Anning's discovery - development of tourism and conservation.</i></p> <p><i>how Mary Anning's discovery impacted the development of palaeontology and our</i></p>	<p><i>the first Viking invasions, and that Vikings was the collective name for people who came from Scandinavia .</i></p> <p><i>at the events surrounding the attack on Lindisfarne in AD793.</i></p> <p><i>subsequent Viking invasions after Lindisfarne. the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.</i></p>	<p><i>the three main types of government of Ancient Greece: monarchy, oligarchy and democracy. They will discuss the advantages and disadvantages of these types of government</i></p> <p><i>the powerful city states of Athens and Sparta and evaluate the differences and similarities between them.</i></p> <p><i>the importance of the Ancient Greek polytheistic religion and its influence on everyday life.</i></p> <p><i>the terms philosopher and scholar and look at the importance of people such</i></p>

			<p><i>knowledge of animals in the past</i></p>	<p><i>the beliefs of Vikings as a warrior people and how modern archaeological finds have suggested that this was exaggerated. - link to looking at craftsmanship and trade /skill of shipbuilding</i></p> <p><i>the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.</i></p> <p><i>what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.</i></p> <p><i>the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will look</i></p>	<p><i>as Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes and their effect on modern thought and society.</i></p> <p><i>how Greek language, sport, government, art has left a legacy on Europe. They will compare this to the influence of Ancient Egypt.</i></p>
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				<i>at the role various people played and order events into a coherent chronological narrative.</i>	
<b>Disciplinary Knowledge</b> <i>As a historian, I am learning to</i>			<p>use books and the internet to find out information about the past.</p> <p>distinguish between facts and opinion based on stories and pictures</p> <p>understand the impact that a single person's actions can have on changing knowledge and how people were treated in the past.</p> <p>evaluate the effectiveness of sources</p> <p>understand the impact that a single person's actions can have on a particular area.</p>	<p>place events from period studied on a timeline use terms related to the period</p> <p>Find out about everyday lives of people in time studied compare with our life today</p> <p>identify reasons for and results of people's actions</p> <p>understand why people may have had to do something</p> <p>identify key features and events</p> <p>offer a reasonable explanation for some events</p> <p>identify and give reasons for different ways in which the past is represented</p> <p>look at representations of the period – museum, cartoons</p>	<p>will understand the difference between a primary and secondary source and use them to find out about a specific aspect of daily life in Ancient Greece.</p> <p>will bring knowledge gathered from several sources together in a fluent account</p> <p>will carry out individual investigations</p> <p>will examine causes and results of great events and the impact on people</p> <p>place current study on timeline in relation to other studies use relevant dates and terms</p>

				<p>begin to evaluate the usefulness of different sources use of text books and historical knowledge</p> <p>ask and answer questions about the past based on evidence available</p> <p>use the library, e-learning for research to find information about the past.</p> <p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p> <p>work independently and in groups</p>	
Possible leading enquiry question			What impact did Mary Anning have on our knowledge of the past and Devon?	How do people react to invasions?	How has Ancient Greece influenced us today?
Vocabulary linked to substantive content			<p>Mary Anning</p> <p>Palaeontologist</p> <p>fossil</p> <p>ichthyosaur</p> <p>geology</p> <p>discovery</p>	<p>Danelaw</p> <p>Lindisfarne</p> <p>King Alfred the Great</p> <p>King Edmund</p> <p>invasion</p> <p>Anglo-saxon</p>	<p>Pythagoras, Socrates</p> <p>Hippocrates, Plato</p> <p>Aristotle, Archimedes</p> <p>oligarchy, monarchy</p> <p>democracy, polytheistic</p> <p>Sparta, Athens</p>



			Lyme Regis Jurassic tourism conservation science	Kingdoms united Northumbria Mercia, East Anglia Essex , Kent Sussex Wessex Edward the Confessor	city-state philosopher scholar citizen constitution Western Society Hellenistic Oracle Olympics legacy
<b>Vocabulary</b> (progressive – so what are the new words?)			<b>Source</b> <b>Artefact</b> <b>Discovery</b> <b>Impact</b> <b>Report</b> <b>Website</b>	<b>Conclusion</b> <b>Bias</b> <b>Reliable</b>	<b>Parliament</b> <b>Democracy/Dictatorship</b> <b>Patriotism</b> <b>Influence</b>