

### **Our History Intent**

Our History curriculum is based on the National Curriculum and will take our pupils on a chronological journey through history. The aim of history teaching here at Christ Church Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this, they develop a sense of identity and a cultural understanding based on their historical heritage. Pupils will also have the opportunity to develop their historical interpretation and enquiry. Pupils will be engaged and enthused about the past and will have the opportunity to enrich their learning further by going on a variety of school visits throughout their school journey. The curriculum here at Christ Church has been tailored and been made bespoke to the pupils by having links to the local area.

### **Our History Implementation**

We have developed a creative curriculum and use a topic approach as the basis for our curriculum planning in history, from Foundation Stage through to Key Stage 2. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. Historical topics are taught in chronological order from KS2 although it is made clear when topics are taught out of this order i.e. to show how historical civilisations ran concurrently to each other i.e. Ancient Egypt and the Stone Age. This also develops the children's global understandings of History. There is a two year rolling cycle of topics in KS1.

History is taught within Topic lessons, which presents opportunities for cross curricular links, however it is made explicit by the class teacher when History skills are being taught and developed.

History will be promoted through displays, historically based days, school trips and opportunities to share new knowledge e.g. through assemblies.

Assessment is ongoing through the topics, informs future planning and teachers are able to clarify misconceptions and challenge pupils further. At the end of the topics, pupils are given an open-ended question/task based on their topic and/or historical skills they have been developing. Class teachers will be able to assess this looking at a given mark scheme and assess pupils accurately. Teachers are also able to use end of topic quizzes to assess children's sticky knowledge and critical learning.

### **Christ Church Historians will ...**

Talk of a love of History.

Develop an inspired curiosity to learn more about the past.

Demonstrate a good chronological understanding of life in Britain and knowledge of wider world events. Interpret and understand different accounts of history.

Recognise that people from the past have been represented in different ways.

To know significant events, people and places in their locality.

### Nursery – Understanding the world

Objective	Knowledge	Vocabulary
Begin to make sense of their own lifestory and family's history.	Talk about their family, who lives in their house and share family news. Recall different celebrations and special occasions such as birthdays, Christmas, Eid, Diwali, Bonfire night, pancake day etc. Begin to learn about people from the past such as famous artists, astronauts and explorers.	Yesterday Today Long time ago

### Reception – Understanding the world

Objective	Knowledge	Vocabulary

<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>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.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Talk about their family, who lives in their house and share family news.</p> <p>Recall different celebrations and special occasions such as birthdays, Christmas, Eid, Diwali, Bonfire night, pancake day etc and how they were celebrated.</p> <p>Learn about people from the past such as famous artists, astronauts, explorers and people who are special to us.</p> <p>Talk about similarities and differences between self and others. Sequence different events and stories using Tales Tool Kits.</p>	<p>Yesterday</p> <p>Today</p> <p>Long time ago</p> <p>Past</p> <p>Present</p> <p>Family tree</p>
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<b>Year 1 – Autumn 1 (1<sup>st</sup> Year cycle) – Nurturing nurses</b>			
Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation

<p>To know who Florence Nightingale was and what she is famous for.</p> <p>To know about the creation of the NHS.</p> <p>To know about events beyond living memory that are significant nationally.</p>	<p>Describe things that happened to themselves and other people in the past.</p>	<p>NHS</p> <p>Infections</p> <p>Timelines</p> <p>Hygiene</p> <p>Insanitary Legacy</p> <p>Influential</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p>
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### Year 1 – Autumn 2 (1<sup>st</sup> year cycle) – How do we reach the moon?

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know about the moon landing</p> <p>To explore the space race</p> <p>To know who were the first people to land on the moon.</p> <p>To know about events within living memory.</p>	<p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p> <p>Understand the difference between things that happened in the past and the present.</p>	<p>Astronauts</p> <p>Orbit</p> <p>Saturn V</p> <p>Lunar</p> <p>Apollo</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>

### Year 1 – Spring 1 and 2 (1<sup>st</sup> year cycle) – Great fire of London – London’s Burning

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation

<p>To know when the Great Fire of London happened. To know what contributed to and had an impact on the fire starting and spreading. To know how long the fire lasted and how it was put out. To know who Samuel Pepys was.</p>	<p>Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>Fire hook Accelerated Oven Baker River Thames Horse and cart Leather bucket Water squirt</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past. Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p>
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### Year 1 – Summer 1 (1<sup>st</sup> year cycle) – Where do I live?

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know about Jesse Howarth To know about the building of Christ Church Walshaw Primary School To know why the school was built To know how the local area has changed over time.</p>	<p>Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>Blackboard Chalk Pen and nib</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past. Identify different ways in which the past is represented</p>

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**Year 1 – Autumn 1 and 2 (2<sup>nd</sup> year cycle) – Who was the most powerful Queen? Queen Victoria or Queen Elizabeth I?**

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know what a monarch is</p> <p>To know who Queen Elizabeth I was and to be able to describe her character and appearance.</p> <p>To know what food was eaten and how it compares to life today</p> <p>To know who Queen Victoria was</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p> <p>Use a timeline to place important events.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>Monarch</p> <p>Tudor</p> <p>Victorian</p> <p>Medieval</p> <p>Timelines</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</p>

**Year 1 – Spring 1 (2<sup>nd</sup> year cycle) – Would you like to go on an Arctic adventure?**

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation

<p>To know about the Inuit people To learn about Scott of the Antarctic</p>	<p>Describe things that happened to themselves and other people in the past.</p>	<p>Expedition</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>
	<p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>		

### Year 1 – Summer 2 (2<sup>nd</sup> year cycle) – How has the world changed? Comparing old and new toys.

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know how toys have changed over time To know how transport has changed over time To know how jobs have changed over time To understand how Bury has changed over time</p>	<p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. Understand the difference between things that happened in the past and the present.</p>	<p>Rubix cube Transport Modern Employment</p>	<p>Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer</p>

### Year 2 – Autumn 1 (1<sup>st</sup> Year cycle) – Nurturing nurses

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know who Florence Nightingale was and what she is famous for.</p> <p>To know about the creation of the NHS.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Use a timeline to place important events</p>	<p>NHS</p> <p>Infections</p> <p>Timelines</p> <p>Hygiene</p> <p>Insanitary</p> <p>Legacy</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>
<p>To know about events beyond living memory that are significant nationally.</p>		<p>Influential</p>	<p>Ask questions about the past. Use a wide range of information to answer questions.</p>

### Year 2 – Autumn 2 (1<sup>st</sup> year cycle) – How do we reach the moon?

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know about the moon landing</p> <p>To explore the space race</p> <p>To know who were the first people to land on the moon.</p> <p>To know about events within living memory.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Use a timeline to place important events</p>	<p>Astronauts</p> <p>Orbit</p> <p>Saturn V</p> <p>Lunar</p> <p>Apollo</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Ask questions about the past. Use a wide range of information to answer questions.</p>

### Year 2 – Spring 1 and 2 (1<sup>st</sup> year cycle) – Great fire of London – London's Burning

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation



<p>To know when the Great Fire of London happened. To know what contributed to and had an impact on the fire starting and spreading. To know how long the fire lasted and how it was put out. To know who Samuel Pepys is.</p>	<p>Understand and use the words past and present when telling others about an event.</p>	<p>Fire hook Accelerated Oven Baker River Thames Horse and cart Leather bucket Water squirt</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Ask questions about the past. Use a wide range of information to answer questions.</p>
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### Year 2 – Summer 1 (1<sup>st</sup> year cycle) – Where do I live?

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know about Jesse Howarth To know about the building of Christ Church Walshaw Primary School To know why the school was built To know how the local area has changed over time.</p>	<p>Understand the difference between things that happened in the past and the present Recount changes in my own life over time.</p>	<p>Blackboard Chalk Pen and nib</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p>

### Year 2 – Autumn 1 and 2 (2<sup>nd</sup> year cycle) – Who was the most powerful Queen? Queen Victoria or Queen Elizabeth I?

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation

<p>To know what a monarch is To know who Queen Elizabeth I was and to be able to describe her character and appearance. To know what food was eaten and how it compares to life today To know who Queen Victoria was.</p>	<p>Understand and use the words past and present when telling others about an event. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events</p>	<p>Monarch Tudor Victorian Medieval Timelines</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Ask questions about the past. Use a wide range of information to answer questions.</p>
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### Year 2 – Spring 1 (2<sup>nd</sup> year cycle) – Would you like to go on an Arctic adventure?

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know about the Inuit people To learn about Scott of the Antarctic</p>	<p>Understand and use the words past and present when telling others about an event.</p>	Expedition	<p>Ask questions about the past. Use a wide range of information to answer questions.</p>

### Year 2 – Summer 2 (2<sup>nd</sup> year cycle) – How has the world changed? Comparing old and new toys.

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
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<p>To know how toys have changed over time To know how transport has changed over time To know how jobs have changed over time To understand how Bury has changed over time</p>	<p>Understand and use the words past and present when telling others about an event. Recount changes in my own life over time.</p>	<p>Rubix cube Transport Modern Employment</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Ask questions about the past. Use a wide range of information to answer questions.</p>
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### By the end of Key Stage 1 pupils will ....

**Know about events within and beyond living memory. They will know what a timeline is, how to place events on to one and be able to use the term past and present when talking about an event. They will be able to describe differences between the past and now, ask relevant questions and use a range of sources to answer.**

**They will know what a monarch is, know facts about Queen Elizabeth I and Queen Victoria and compare them. They will know who Florence Nightingale is and the impact she has had on today.**

**They will know about the Great Fire of London.**

**They will know about the moon landing and who first landed on the moon.**

### Year 3 – Autumn 1 - Stone Age to the Iron Age

<p><b>Knowledge</b></p>	<p><b>Chronological understanding</b></p>	<p><b>Vocabulary</b></p>	<p><b>Historical enquiry and interpretation</b></p>
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<p>Identify key changes in Britain from the Stone Age to the Iron Age and the advancements in housing, weapons and technology throughout this time. To know about Stonehenge.</p>	<p>Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.</p>	<p>Artefact Neolithic Tribal Shelter Settlement Hunter-gatherers</p>	<p>Explore the idea that there are different accounts of history. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.</p>
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### Year 3 – Spring 1 and 2 - Why were the Romans so successful?

<b>Knowledge</b>	<b>Chronological understanding</b>	<b>Vocabulary</b>	<b>Historical enquiry and interpretation</b>
<p>To know about the spread of the Roman empire To understand the impact the Romans had on Britain – roads, aqueducts, calendars and currency etc To know about the Roman settlement in Manchester. To identify the religious beliefs of the Romans. To know about Boudicca’s resistance to the Roman army.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.</p>	<p>Centurion Emperor Aqueduct Gladiator Colosseum Conquer Senate Roman baths</p>	<p>Explore the idea that there are different accounts of history.</p>

Year 3 – Summer – Where are we on the map?			
Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To be able to compare how the local area has changed over a period of time.</p> <p>To know about famous historical figures from the area i.e. Jesse Howarth and Robert Peel.</p>		<p>Compare Parliament Government Sources</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.</p> <p>Use evidence to describe buildings and their uses of people from the past.</p>

By the end of year 3 pupils will...
<p><b>Know how life in Britain changed and developed from the Stone Age to Iron Age.</b></p> <p><b>Know the spread of the Roman Empire, and the Roman invasions and conquering of Britain.</b></p> <p><b>Understand the Romans impact on Britain.</b></p> <p><b>Develop their chronological understanding and know the term BC and AD.</b></p> <p><b>Know that there can be different accounts of history.</b></p>

**Year 4 – Autumn 1 and 2– What was the Viking and Anglo Saxon struggle?**

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know the invasions of Britain after the Romans.</p> <p>To know where the Angles, Saxons, Jutes and Vikings came from and where they settled.</p> <p>To know what life was like for an Anglo Saxon/Viking.</p> <p>To know how the Anglo Saxons and Vikings influenced life today. To know about and compare AngloSaxon Kings.</p> <p>To know about Edward the Confessor, his death and the Battle of Hastings.</p> <p>To know what the Bayeux Tapestry is.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p>	<p>Raids</p> <p>Vicious</p> <p>Longhouse</p> <p>Longship</p> <p>Scandinavia</p> <p>Danelaw</p> <p>Jorvik</p> <p>Witan</p> <p>Thane</p> <p>Wergild</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>

<b>Year 4 – Spring 1 and 2 – Were the Tudors really terrible?</b>			
Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation.

<p>To know about the Battle of Bosworth and the War of Roses. To know all the Tudor Monarchs. To know about Henry VIII and his six wives. To know Henry VIII's impact on religion. To know about and compare the life of the rich and poor during Tudor times (Clothes, food and housing)</p>	<p>Order significant events and dates on a timeline. Describe the main changes in a period in history</p>	<p>Heir Monarch Reign Throne Exploration</p>	<p>Know that people in the past represent events or ideas in a way that persuades others. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p>
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<p>To know and understand the impact of famous Tudors (William Shakespeare and Sir Francis Drake)</p>			<p>Ask questions and find answers about the past.</p>
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<p><b>Year 4 – Summer 2 - Why visit South America?</b></p>			
<p><b>Knowledge</b></p>	<p><b>Chronological understanding</b></p>	<p><b>Vocabulary</b></p>	<p><b>Historical enquiry and interpretation.</b></p>

<p>To know who the Incas were. To know about the rise and fall of the Inca empire. To use evidence to describe the culture and leisure activities from the past. To use evidence to describe buildings. To know about Machu Pichu.</p>	<p>Describe the main changes in a period in history. Understand that periods of history run concurrently to British history.</p>	<p>Inca Empire Civilisation Chief Indigenous</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past.</p>
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### By the end of year 4 pupils will...

**Have developed their chronological understanding, knowing that a timeline can be divided into BC and AD and be able to describe the main changes in history from the invasions of the Anglo-Saxons to the end of the Tudor era and know that the Inca empire runs concurrently to the Tudor period in Britain.**

**They will also know that people in the past can be represented in a variety of ways to persuade others and there might be different accounts of the same event.**

**They will know how life in Britain changed throughout this period and how it has impacted life today.**

### Year 5 – Autumn 1 - How were the wonders of Ancient Egypt rediscovered?

<p><b>Knowledge</b></p>	<p><b>Chronological understanding</b></p>	<p><b>Vocabulary</b></p>	<p><b>Historical enquiry and interpretation</b></p>
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<p>To know where Egypt is and what it is like there. Understand the importance of the River Nile. To understand the accomplishments of the civilisation i.e. being the first civilisation to write. To know who Tutankahmen was and explore the finding of his tomb.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Understand that periods of time can run concurrently to British history. Order significant events, movements and dates on a timeline. Describe the main changes in a period of history.</p>	<p>Pharaohs Tomb Pyramid Hieroglyphs Vizier Scribe Sarcophagus Mummy Papyrus Scarab</p>	<p>Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p>
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### Year 5 – Autumn 2 and Spring 1 – What was the impact of the industrial revolution on children’s lives?

<b>Knowledge</b>	<b>Chronological understanding</b>	<b>Vocabulary</b>	<b>Historical enquiry and interpretation</b>
<p>To know how the mills provided jobs for local people. To explore how the Victorians impacted life today. To know the jobs of Victorian children. To know the extent of the British Empire.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.</p>	<p>Workhouse Empire Reign Shilling Scullery Monarch Penny farthing</p>	<p>Evaluate evidence to choose the most reliable forms. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p>

By the end of year 5 pupils will...

Have built on their chronological understanding of British history whilst also understanding that other civilizations ran concurrently to what they have learnt about in the past previously. They will understand how Victorians impacted life today and be able to compare their life today to that of the life of a Victorian child. They would also have learnt about the early civilizations of the Egyptians and understand their accomplishments. They will know the term mummification.

### Year 6 – Autumn 1 and 2. A child’s life in wartime – What was life like for children in the war? (World war I and II)

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know why WWI began</p> <p>To know the countries involved in WWI</p> <p>To know what life was like for soldiers during the war.</p> <p>To know what life was like for women during the war.</p> <p>To know how WWI ended To know why WWII began, who was involved and how it ended.</p> <p>To understand what the Blitz was and how people protected themselves</p> <p>To know famous figures of the World Wars.</p> <p>To know what an evacuee is and why and where children had to evacuate to.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p>	<p>Propaganda</p> <p>Trench</p> <p>Airships</p> <p>Front line</p> <p>No man’s line</p> <p>Blackout</p> <p>Armistice day</p> <p>Conscription</p> <p>Axis</p> <p>Allies</p> <p>Nazis</p> <p>Blitz</p> <p>Evacuation</p> <p>Refugees</p>	<p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p>

### Year 6 – Summer 1 – What did the Greeks do for us?

Knowledge	Chronological understanding	Vocabulary	Historical enquiry and interpretation
<p>To know how Ancient Greeks lived To know the difference between how men and women were treated. To understand the impact of the Greeks on the wider world To know about the Battle of Marathon</p>	<p>Order significant events, movements and dates on a timeline. Understand how some historical events occurred concurrently in different locations.</p>	<p>Philosophy Spartans Democracy Olympics Truce Loincloth Apollo Temple</p>	<p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>

**By the end of year 6 pupils will...**

**Demonstrate their chronological understanding of British History, identify when the world wars occurred, why they happened and who was involved. Our pupils will understand the experiences of children during the war. They will explain how and why propaganda was used during this time. Additionally, they will be able to articulate the impact of ancient civilisations on modern society, for example the Ancient Greek creation of the theatre, the Olympics and celebrating religious festivals. Pupils will also understand the historical skills which are required to learn more about events from the past and gain deeper understandings of how history has been represented.**