|  |  |  |  |
| --- | --- | --- | --- |
| **HISTORY SKILLS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING**  **Interpretation**  **Investigation**  **Chronological understanding**  **Knowledge and understanding of events,**  **Knowledge of people and changes in the past**  **Presenting, organising and communicating information and ideas** | | **DISCIPLINARY CONCEPTS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING**  **Cause and consequence**  **Change and continuity**  **Similarity and difference**  **Historical significance**  **Historical evidence**  **Interpretations** | |
| **Whole School Strands: 1. Monarchs and Rulers 2. Chronology 3. Cause and Consequence** | | | |
| **AUTUMN** | **SPRING** | | **SUMMER** |
| **AUTUMN 1 BLACK HISTORY**  **N.C. STUDY AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS’ CHRONOLOGICAL KNOWLEDGE BEYOND 1066**  **How and why was slavery abolished in 1807?**  **Learning through the book: Freedom (1783) by Catherine Johnson**  **HISTORY SKILLS DISCIPLINARY CONCEPTS**  **Chronological understanding:** Know the period of time during which slavery started and ended. Place on a timeline. Who were the rulers / monarchs of England during that period? **Historical Significance Strand 1, 2**  **Knowledge and understanding of events:** understand the events that led up to the abolition of slavery in the British Empire. **Cause and consequence/ Historical Significance Strand 3**  **Knowledge of people and changes in the past:** understand the journeys some people made to escape slavery. **Cause and consequence/ Continuity and change Strand 3**  **Interpretation and Investigation:** using different sources to form ideas and opinions (e.g. pictures, listening to stories; video clips). **Historical Interpretations/ sources and evidence**  **Presenting, organising and communicating information and ideas:** Record and present information in different ways about the abolition of slavery. **Interpretations / evidence**  **AUTUMN 2:**  **N.C. BEYOND 1066:**  **STUDY AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS THEIR CHRONOLOGICAL KNOWLEDGE BEYOND 1066.**  **KNOW ABOUT A THEME IN BRITISH HISTORY WHICH EXTENDS BEYOND 1066 AND EXPLAIN WHY THIS WAS IMPORTANT IN RELATION TO BRITISH HISTORY**  ***How did World War 2 impact our local area?***  **HISTORY SKILLS DISCIPLINARY CONCEPTS**  **Chronological understanding:** Know the period of time during which World War 2 took place. Place on a timeline. Who were the rulers / monarchs of England during that period? **Historical Significance Strand 1,2**  **Knowledge and understanding of events /** **Investigation:** Know how Britain has had a major influence on the world **Historical significance / Historical evidence / Interpretations**  **Interpretation / Investigation:** Inspire children’s curiosity to know more about the past. **Historical evidence /**  **Interpretations**  **Interpretation / Investigation:** Equip children to ask perceptive questions, think critically and weigh evidence.  **Knowledge and understanding of events**: Learn why World War Two started and which countries were involved  **Knowledge of people and changes in the past:** Find out why children were evacuated and where they were sent to; find out how much people got to eat during WW2 and if they were able to eat a balanced diet. **Cause and consequence Strand 3**  **Knowledge of people and changes in the past:** Find out about the roles of women during world war 2 and their importance in the war effort **Historical Significance**  **Knowledge and understanding of events/ Investigation:** To find out what happened in Hamburg (1943) and Hiroshima (1945) and compare that to what happened in Coventry on 14th November 1940 **Cause and consequence/ Historical Significance/ Similarity and difference. Strand 3**  **Presenting, organising and communicating information and ideas:** Record and present information about World war 2. **Interpretations / evidence**  **N.C. LOCAL STUDY: A LOCAL STUDY LINKED TO ONE OF THE PERIODS 0F TIME WHICH EXTENDS BEYOND 1066**  **Knowledge and understanding of events/ Investigation:** Discover what impact the military had in the local area **Cause and consequence Strand 3**  **Presenting, organising and communicating information and ideas:** Collect and present all that has been learned about WW2 in the local area in an engaging, informative way. **Interpretations / evidence** | **SPRING 2**  **N.C. ANCIENT GREECE: GREEK LIFE AND INFLUENCE ON THE WESTERN WORLD**  **KNOW AND UNDERSTAND SIGNIFICANT ASPECTS OF THE HISTORY OF THE WIDER WORLD: THE NATURE OF ANCIENT CIVILISATIONS**  ***Why should we thank the Ancient Greeks?***  **HISTORY SKILLS DISCIPLINARY CONCEPTS**  **Chronological understanding:** Use a timeline to show when the Ancient Greek people lived. Who ruled England at that time? **Historical Significance Strand 1,2**  **Knowledge and understanding of events:**  Understand why and how Ancient Greece became so important **Cause and consequence/ Historical Significance Strand 3**  **Knowledge of people and changes in the past:** Understand the range of ways that the Greeks improved the quality of their lives **Continuity and change/ Historical evidence/ Interpretations**  **Interpretation/Investigation** Compare the lives led by the Spartans and Athenians **Similarity and difference**  **Knowledge and understanding of events / Knowledge of people and changes in the past:**  Understand some of the major achievements made by the Ancient Greeks  Understand how the success of Ancient Greek fighting contributed to their achievements **Historical evidence/ Interpretations**  **Presenting, organising and communicating information and ideas:** Record and present information in different ways about the Ancient Greeks. **Interpretations / evidence** | | **SUMMER 2**  **N.C. STUDY AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS’ CHRONOLOGICAL KNOWLEDGE BEYOND 1066. GAIN A COHERENT KNOWLEDGE AND UNDERSTANDING OF BRITAIN’S PAST. ASK PERCEPTIVE QUESTIONS, THINK CRITICALLY, WEIGH EVIDENCE, SIFT ARGUMENTS AND DEVELOP PERSPECTIVE AND JUDGEMENT.**  ***Introduce the broad trends of crime and punishment from the Romans to the 21st century by considering common crimes today and how they are punished. The children will explore specific vocabulary relating to crime and punishment, and start to think about how crimes change over time, giving reasons for this.***  **HISTORY SKILLS DISCIPLINARY**  **Chronological understanding / Knowledge of events and people and changes in the past / Investigation/ Interpretation:**  -Explore crime and punishment in the Roman period by placing the Romans on a timeline before exploring the Roman judicial system.  -Explore crime and punishment in the Anglo Saxon and Viking period, looking at how Britain changed after the Romans left and the Anglo-Saxon and Viking system of paying weregild, as well as other punishments.  -Explore crime and punishment in the medieval and Tudor period. They will explore some of the reasons for changes in crimes, such as the introduction of Forest Law and the closing of the monasteries. They can then compare medieval and Tudor crime and punishment.  -Explore crime and punishment in the early modern period, looking at the Gunpowder Plot in 1605 before looking at a variety of common criminals during the early modern period, such as poachers, smugglers and highwaymen.  -Explore crime and punishment in the Victorian period, looking at: some societal changes during this period and some of the crimes that came with this relating to industrialisation and political changes.  -Recap the history of crime and punishment and compare it to today.  **Presenting, organising and communicating information and ideas:** Record and present information in different ways about crime and punishment from Roman times to present day.   * **Cause and consequence** * **Change and continuity** * **Similarity and difference** * **Historical significance** * **Historical evidence** * **Interpretations**   **Strand 1,2, 3** |

**KEY SUBSTANTIVE KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)**

|  |  |  |
| --- | --- | --- |
| **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **WORLD WAR TW0**  World War II: History, Impact, and Factors of Emergence - Peachy Essay  **The Outbreak of War**   * World War II began on the 3rd September, 1939 and ended on the 2nd September, 1945. * The countries of Germany, Japan and Italy were called the Axis Powers, who made a pact to stand in opposition against the allies. * The UK, France and Poland were the Allies. This then included the USA and Russia in 1941.   **The Role of Women**   * Women had vital roles during the war. This included working as engineers and in factories producing munitions, building ships and aeroplanes. * They also worked in the auxiliary services as air-raid wardens, fire and evacuation officers and as drivers of trains, trams fire engines.   **Evacuees**   * Over 3.5 million people were evacuated from the largest cities during the war. * Evacuated children had to wear an identity label and take their gas mask, ration book and identity card and own food for the journey. They could only take a small suitcase with clothing and personal items in.   **Rationing**   * War time food rationing began in January due to lack of resources and lasted until 1954 due to the damage to the land the war brought.   **The Holocaust**   * The holocaust was the killing of six million Jewish people and other people discriminated against before and during WWII. * The killings were organised by the German Nazi party and directed by the party leader: Adolf Hitler.   **The End of the War**   * During WWII, around fifty million people lost their lives. * VE Day (Victory in Europe) is celebrated on the 8th May each year (marks the day that Germany surrendered in 1945). * Following Japan’s surrender, WWII officially ended on 2nd September 1945. | **ANCIENT GREECE**     * Ancient Greece refers to the years 700-480 B.C.   **City States**   * Ancient Greece was not a country: it was made up of city states (these often battled). * Important city states of ancient Greece included Athens, Corinth and Sparta. * The Battle of Marathon was in 490BC.   **Understanding Democracy**   * Around 508 BC, democracy was introduced to ancient Athens. * Listening and debating issues was integral to this. * After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens.   **Gods and Goddesses**   * There were many gods/goddesses. Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too. * It is believed that the 12 most powerful gods lived on Mount Olympus. * Zeus was the most powerful of all the gods. He was God of the Sky and the king of Mount Olympus.   **The Olympics**   * The first recorded Olympic Games was in 776 BC, in Olympia. The event was part of a festival to honour the Greek god, Zeus. * Women were not allowed to compete in the Olympics. This was because ancient Greek women were not treated as equals to men and had fewer freedoms. * Some of the evidence about the Games comes from paintings discovered on pottery. | **CRIME AND PUNISHMENT**   * Treason = a crime again the Kin, Queen or government * Trial = a judge and jury listen to evidence in a court to decide whether a person is guilty of a crime. * Jury = a group of people who would listen to the facts in a trial and decide if the person is guilty or not guilty.   **Roman Rule**   * Roman laws, written around 450 BC, were called the ‘Twelve Tables’. Not following these rules was a crime. * Punishments were severe to deter people from not following them. * People could pay to have their punishment lessened. * Judges and juries were used to decide if someone was guilty or not guilty. * The worst crime, treason, was punishable by being thrown to the lions.   **Anglo-Saxon Justice System**   * Anglo-Saxon people accused of a crime had a trial. * If a decision as to whether the person was guilty or not guilty could not be made, a trial by ordeal would take place. * It is thought that God would decide if they were guilty or not by the outcome of the ordeal. * There were no prisons to send criminals to so punishments acted as huge deterrents and were often very brutal including stoning, whipping and hanging.   **The Tudors**   * To deter people from committing crimes, the Tudors came up with public executions. * Public humiliations were common. The scold’s bridle was worn for gossiping; the rack used to stretch out the victim’s body for treason; and the dunking stool to find out if someone was a witch.   **The Early Modern Period**   * Highwaymen were criminals who would rob people while they were travelling. This was very common during the Stuart and Georgian periods.   **The Victorians and Beyond**   * The Victorians looked for alternative ways to hanging people for committing crimes. * Many prisons were built in order to prevent people committing further crimes. * Life in prison was very tough. Prisoners had to do very physically demanding tasks. These included: the treadwheel - using the steps on a huge wooden and iron wheel to move it; the shot drill - lifting a heavy iron cannonball and the crank – machinery that victims turned 10,000 times a day. |

|  |
| --- |
| **Children working at below Age Related Expectations in HISTORY at the end of Year 6:** |