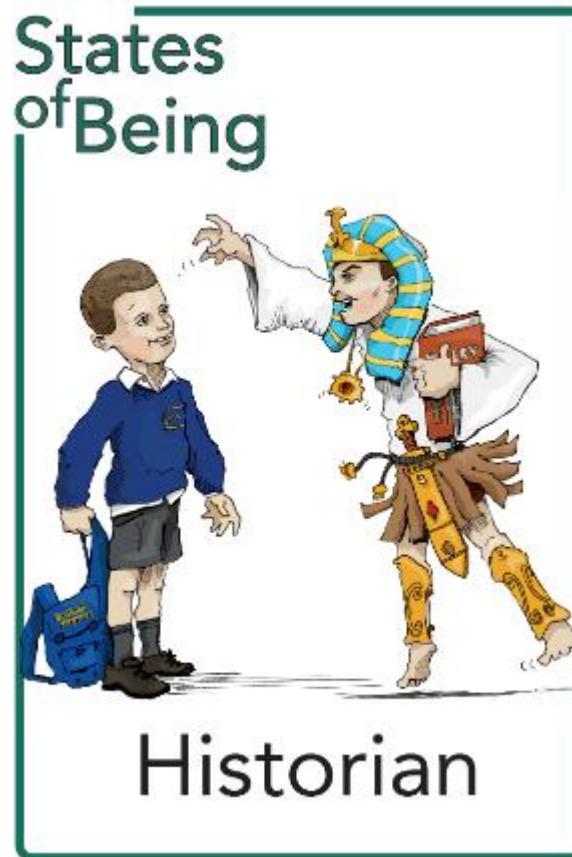


**Intent and curriculum approach:**

-We believe that the best way to learn about history is through initially keeping it local so that it is more relatable, more tangible and more memorable. Once children have an understanding of their local area and how it has changed over time, this can then be expanded to the wider world. Doing this also enables learners to embody the role of historians, as they have more sources at their fingertips when uncovering what happened in the past.

-Throughout enquiries, learners revisit the disciplinary themes of Chronological understanding, Historical significance, Similarities and differences, Continuity and change, Cause and consequence.



### Being a Historian Teaching and Learning Approach:

- In historian, all lessons use PRR to ensure that learners have the required knowledge to progress in the lesson.
- Chronology is shared in all lessons in the form of a timeline to put the lesson in the wider context of local and world history.
- Vocabulary is taught explicitly one word at time.
- Being a historian is assessed through responsive teaching, whiteboard work (including PRR, vocabulary key knowledge), correcting misconceptions in the moment, carousel quizzes and end of enquiry outcomes. - Reading comprehensions are used to allow for retrieval.
- Knowledge organisers are used to support home learning and inform parents and carers of the content covered as a historian. They provide standard definitions for vocabulary.

## EYFS - Historian

Enquiries	What makes me unique? (T2)
Early Years Foundation Stage	<p><u>Understanding the world</u></p> <p>Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><u>Examples of activities used to support understanding of the world:</u></p> <ul style="list-style-type: none"> <li>• Timelines of baby to older</li> <li>• Comparing transport from a long time ago to now</li> <li>• Discussing seasons through changes that happen</li> <li>• Writing New Year cards and drawing New Year's resolutions.</li> <li>• Naming and ordering the months of the year.</li> <li>• The life cycle of a frog and seeing how this changes over time</li> </ul>
Key Knowledge	<p>Talk about who belongs in your family.</p> <p>Sequence visual timeline of themselves</p> <p>Sequence visual timeline of growth from baby to elderly</p> <p>Compare transport from a long time ago to now</p>
Key Vocabulary	<p>Family</p> <p>Timeline</p> <p>Past</p> <p>Now</p> <p>Baby toddler child teenager adult elderly</p> <p>Yesterday/today/tomorrow</p> <p>Birthdays</p> <p>Old</p> <p>New Year</p> <p><b>Morning/afternoon/night</b></p> <p><b>Days of week</b></p> <p><b>Months of year</b></p>

		Year 1		Year 2					
Enquiries		Who helps who?		How could we play in different ways?		What did Brunel do for Great Britain?		How will we get around in the future?	
National Curriculum	Skills	<ul style="list-style-type: none"> <li>Ask and answer questions, choosing and using parts of stories and other sources to show they understand key features of events</li> <li>Develop an awareness of the past, using common words and phrases related to the passing of time</li> <li>Use a wide variety of everyday historical terms</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>				As Year 1 and... <ul style="list-style-type: none"> <li>Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> </ul>			
	Knowledge	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> <li>Local history study</li> </ul> <p><b>Disciplinary concepts:</b>            Chronological understanding            Historical significance .            Similarities and differences</p>	<ul style="list-style-type: none"> <li>Changes within living memory- where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p><b>Disciplinary concepts:</b>            Chronological understanding– Link: Y1 Who helps who?            Similarities and differences – Link: Y1 Who helps who?</p>	<ul style="list-style-type: none"> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements (some should be used to compare aspects of life in different periods)</li> <li>Local history study</li> </ul> <p><b>Disciplinary concepts:</b>            Historical significance – Link: Y1 Who helps who?            Continuity and change            Chronological understanding– Link: Y1 Who helps who? Y1 How could we play in different ways?            Cause and consequence</p>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> </ul> <p><b>Disciplinary concepts:</b>            Continuity and change – Link: Y2 What did Brunel do for Great Britain?            Chronological understanding– Link: Y2 What did Brunel do for Great Britain? Y1 How could we play in different ways?            Cause and consequence – Link: Y2 What did Brunel do for Great Britain?</p>				
<b>Key Knowledge</b>		<ol style="list-style-type: none"> <li>The past is anything before now.</li> <li>The present is now.</li> <li>Princess Campbell was born in Jamaica.</li> <li>She moved to Bristol in 1962</li> <li>Princess Campbell was the first black Ward Sister in Bristol.</li> <li>Most things can change over time.</li> <li>Uniforms can change over time to meet new needs, improve comfort, or reflect modern styles.</li> <li>Past uniforms (like Princess Campbell’s nurse uniform) may include:               <ul style="list-style-type: none"> <li>Hats, long dresses, aprons, heavy or stiff fabric, buttons</li> </ul> </li> <li>Present uniforms are often:               <ul style="list-style-type: none"> <li>Practical, easy to move in, comfortable, brighter or simpler in style</li> </ul> </li> <li>Things can change over time.</li> </ol>		<ol style="list-style-type: none"> <li>An artefact is a man-made object.</li> <li>The present is now.</li> <li>We cannot go back to the past.</li> <li>An artefact is a man-made object.</li> <li>Artefacts can tell us about life in the past</li> <li>Some games from the past are similar to games today, for example, noughts and crosses, skipping ropes</li> <li>Some games from the past are not played today, for example, hoop and stick</li> <li>Ask/answer questions to find out about the past</li> </ol>		<p><b>The Victorian era was from 1837 to 1901, when Queen Victoria ruled Britain.</b></p> <p><b>People travelled using horse-drawn carriages, early trains, and steamships.</b></p> <p><b>Travel was slower and harder than today.</b></p> <p><b>Engineers and inventors were needed to make travel faster and safer.</b></p> <p><b>The Victorian era saw big inventions: trains, bridges, steamships, and factories.</b></p> <p><b>Brunel lived in the Victorian era.</b></p> <p><b>Brunel was an engineer.</b></p> <p><b>Brunel lived in Bristol.</b></p> <p><b>Brunel designed the SS Great Britain, Bristol Temple Meads Station and Clifton Suspension Bridge.</b></p> <p><b>Brunel was a famous engineer in the Victorian era.</b></p> <p><b>His major achievements were:</b></p> <p><b>Bristol Temple Meads Station in Bristol.</b></p> <p><b>Clifton Suspension Bridge over the River Avon in Bristol.</b></p> <p><b>Great Western Railway (GWR) connecting Bristol to London.</b></p> <p><b>SS Great Britain – a passenger and cargo ship, Bristol to New York.</b></p> <p><b>Historians use evidence to learn about the past.</b></p> <p><b>Brunel’s work changed how people travelled.</b></p> <p><b>Brunel’s main achievements were: SS Great Britain, Bristol Temple Meads Station, Clifton Suspension Bridge, and GWR.</b></p> <p><b>Each invention had a purpose: to improve travel, transport goods, or connect places.</b></p> <p><b>Brunel was innovative and influential because his designs changed how people travelled and lived.</b></p> <p><b>Sketches can explain historical achievements.</b></p>		<ol style="list-style-type: none"> <li>The UK is an island so we have to use sea or air transport in order to travel to other countries</li> <li>Ideas are often improvements from what has come from the past</li> <li>Transport has changed over time.</li> <li>Transport has changed as people’s needs have changed.</li> <li>Transport has changed to make journeys quicker and more efficient.</li> <li>The Bristol Bus Boycott was in 1963.</li> <li>Paul Stephenson led a boycott to allow black and Asian bus drivers to work in Bristol. They won.</li> <li>The boycott addressed racism in Bristol and led to the law being changed.</li> </ol>	
<b>Key Vocabulary</b>	<b>Familiar words</b>	<b>New words</b>	<b>Familiar words</b>	<b>New words</b>	<b>Familiar words</b>	<b>New words</b>	<b>Familiar words</b>	<b>New words</b>	

	Year 3		Year 4					
<b>Enquiries</b>	How can we find out about people from the past?	Why did people travel in the past?	Why do we live here?	Who has stood here before us?				
<b>Key theme</b>	sources	travel	settlement	invasion				
<b>National Curriculum</b>	<p><b>Historian: Skills</b></p> <ul style="list-style-type: none"> <li>- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>- note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>- construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- understand how our knowledge of the past is constructed from a range of sources</li> </ul>		<p><b>Historian: Skills</b></p> <ul style="list-style-type: none"> <li>- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>- note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>- construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- understand how our knowledge of the past is constructed from a range of sources</li> </ul>					
	<p><b>Historian: Knowledge</b></p> <ul style="list-style-type: none"> <li>- the Roman Empire and its impact on Britain;</li> <li>a local history study</li> </ul> <p><b>Disciplinary concepts:</b></p> <p><b>Historical significance</b> – Link: <a href="#">Y2 What did Brunel do for Great Britain?</a> <a href="#">Y1 Who helps who?</a></p> <p><b>Chronological understanding</b>– Link: <a href="#">Y2 How will we get around in the future?</a> <a href="#">Y2 What did Brunel do for Great Britain?</a></p> <p><b>Cause and consequence</b> – Link: <a href="#">Y2 How will we get around in the future?</a></p>	<p><b>Historian: Knowledge</b></p> <ul style="list-style-type: none"> <li>- a local history study</li> <li>- study of an aspect or theme in British history that extends pupils’ knowledge beyond 1066.</li> </ul> <p><b>Disciplinary concepts:</b></p> <p><b>Historical significance</b> – Link: <a href="#">Y2 What did Brunel do for Great Britain?</a> <a href="#">Y1 Who helps who?</a></p> <p><b>Chronological understanding</b>– Link: <a href="#">Y2 How will we get around in the future?</a> <a href="#">Y2 What did Brunel do for Great Britain?</a></p>	<p><b>Historian: Knowledge</b></p> <ul style="list-style-type: none"> <li>- the achievements of the earliest civilizations – where &amp; when the first civilizations appeared &amp; an in-depth study of the Indus Valley</li> <li>- a non-European society that provides contrasts with British history –Benin (West Africa)</li> </ul> <p><b>Disciplinary concepts:</b></p> <p><b>Similarities and differences</b>– Link: <a href="#">Y1 How could we play in different ways?</a> <a href="#">Y1 Who helps who?</a></p> <p><b>Chronological understanding</b>– Link: <a href="#">Y3 Why did people travel in the past?</a> <a href="#">Y2 How will we get around in the future?</a></p>	<p><b>Historian: Knowledge</b></p> <ul style="list-style-type: none"> <li>- the settlement of Britain by Anglo-Saxons and Scots;</li> <li>- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</li> <li>- a local history study.</li> </ul> <p><b>Disciplinary concepts:</b></p> <p><b>Chronological understanding</b>– Link: <a href="#">Y4 Why do we live here?</a> <a href="#">Y3 Why did people travel in the past?</a></p> <p><b>Cause and consequence</b> – Link: <a href="#">Y2 How will we get around in the future?</a> <a href="#">Y2 What did Brunel do for Great Britain?</a></p>				
<b>Key knowledge</b>	<p>Romans lived around 2,000 years ago</p> <p>They came from Rome in Italy and built a huge empire</p> <p>They were known for their powerful armies.</p> <p>They built roads, towns, and buildings.</p> <p>Claudius, emperor of Rome, decided to invade Britain.</p> <p>Britain had tribes who lived in forests and on hills.</p> <p>Roman legionaries were well-trained, organised soldiers.</p> <p>In 43 CE, the Romans invaded Britain</p> <p>They used tactics, like the testudo (shield wall), to win battles.</p> <p>The Romans stayed and built roads, towns, forts, and bathhouses.</p> <p>Romans brought new ways of building using stone, not just wood.</p> <p>Rich Romans lived in villas with mosaic floors (tiny tiles making patterns).</p> <p>Bath (England) was a Roman town that had Roman baths like a spa to relax, wash, and chat.</p> <p>Hadrian’s Wall was built by Romans across Britain to protect the Empire.</p> <p>Boudica was the queen of the Iceni tribe in East Anglia.</p> <p>She rebelled and destroyed Colchester and London.</p> <p>Boudica united with other tribes in southern England and outnumbered the Ancient Roman Legions.</p> <p>Boudica’s army was defeated by superior Ancient Roman tactics and her rebellion ended.</p> <p>When Romans arrived, most Celtic people lived in roundhouses.</p> <p>Rich Romans lived in large homes called villas.</p> <p>Villas were often in the countryside and had many rooms.</p> <p>Some villas had a clever heating system called a hypocaust.</p> <p>Warm air flowed under the floor and through the walls.</p> <p>This was like central heating and kept the house warm in winter.</p> <p>Homes were made from stone, brick, or concrete—stronger than Celtic roundhouses.</p> <p>The roofs were often made from tiles instead of thatch.</p> <p>Poorer people lived in small flats called insulae in towns.</p> <p>These were simple, crowded, and didn’t have running water or heating.</p> <p>Romans built towns in a grid shape</p>		<ol style="list-style-type: none"> <li>1. <b>John Cabot travelled to America.</b></li> <li>2. John Cabot was an Italian explorer.</li> <li>3. He went on two voyages.</li> <li>4. His first voyage was on the Matthew</li> <li>5. He set sail from Bristol in May 1497 with a crew of 18 men.</li> <li>6. He arrived in America on June 24th 1497.</li> <li>7. He named places he found after him and the voyage.</li> <li>8. His second voyage was in 1498 with 5 ships and 200 men.</li> <li>9. It is believed the ships crashed near Ireland and that the crew died.</li> <li>10. <b>Explorers travelled for different reasons and this can help us learn about the past.</b></li> </ol>		<ol style="list-style-type: none"> <li>1. The Indus valley civilisation started from 3300BCE – 1300CE</li> <li>2. By 1700BCE, many Indus cities had been abandoned.</li> <li>3. People believe different reasons why the Indus civilisation ended.</li> <li>4. The Indus Valley people had a grid system for their cities, sewers, city walls to protect from flooding, seals for trading, clay brick houses and toilets.</li> <li>5. The Kingdom of Benin was established around the year 900CE.</li> <li>6. <b>There are similarities and differences within civilisations.</b></li> <li>7. Bristol has changed over time with many developments.</li> <li>8. Maps can show us changes over time. Bristol has changed over time. Its population has grown and there are more developments and transport links.</li> </ol>		<p>The Anglo-Saxon age in Britain was from AD410 to 1066.</p> <p>The Anglo-Saxons were a group of farmer-warriors. They travelled from Demark to invade.</p> <p>The Anglo Saxons invaded for many reasons – to fight, to farm, to make new homes, etc.</p> <p>The land they settled in was 'Angle-land', or England.</p> <p>The Anglo-Saxons settled in many different parts of the country.</p> <p>Artefacts show where Anglo Saxons settled in Britain and how life was during this time.</p> <p>After the collapse of Roman Britain, there was a big change from town and city life to the countryside.</p> <p>Anglo-Saxons also used runes (marked stones) but little has survived. Much of our evidence comes from archaeology: burials, grave goods, treasure hoards and building remains.</p> <p>The Viking age was from AD700 to 1100.</p> <p>Vikings left Norway, Sweden and Denmark and travelled by longboat to Britain and Ireland.</p> <p>Vikings were warriors, farmers and craftspeople.</p> <p>Evidence and artefacts shows where Vikings settled in Britain and how life was during this time.</p> <p>Some Vikings were warriors but some were farmers and craftspeople.</p> <p>Some Anglo-Saxons were warriors, but others were farmers or just wanted a new home.</p>	

Year 5				
<b>Enquiries</b>	Who is trading with whom?		How can you show what you believe in?	
<b>Key theme</b>	trade		faith and belief	
<b>National Curriculum KS2</b>	<p><b>Historian: Skills</b></p> <ul style="list-style-type: none"> <li>- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>- note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>- construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- understand how our knowledge of the past is constructed from a range of sources</li> </ul>			
	<p><b>Historian: Knowledge</b></p> <ul style="list-style-type: none"> <li>- a local history study;</li> <li>- a study of an aspect or theme in British history that extends</li> </ul> <p><b>Disciplinary concepts:</b></p> <p><b>Continuity and change</b> – Link: Y2 <a href="#">How will we get around in the future?</a> Y2 <a href="#">What did Brunel do for Great Britain?</a></p> <p><b>Historical significance</b> – Link: Y3 <a href="#">Why did people travel in the past?</a> Y2 <a href="#">What did Brunel do for Great Britain?</a></p> <p><b>Chronological understanding</b>– Link: Y4 <a href="#">Who has stood here before us?</a> Y4 <a href="#">Why do we live here?</a></p> <p><b>Similarities and differences</b>– Link: Y4 <a href="#">Why do we live here?</a> Y1 <a href="#">How could we play in different ways?</a></p>	<p><b>Historian: Knowledge</b></p> <p>a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900</p> <ul style="list-style-type: none"> <li>- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul> <p><b>Disciplinary concepts:</b></p> <p><b>Similarities and differences</b>– Link: Y5 <a href="#">Who is trading with whom?</a> Y4 <a href="#">Why do we live here?</a></p> <p><b>Chronological understanding</b>– Link: Y5 <a href="#">Who is trading with whom?</a> Y4 <a href="#">Who has stood here before us?</a></p>		
<b>Key Knowledge</b>	<p>Bristol was first listed in 1051</p> <p>Anglo-Saxons used silver coins to trade.</p> <p>The Anglo-Saxons traded many things including people.</p> <p>A castle in Bristol was built by the Normans shortly after 1066.</p> <p>Bristol was a marketplace for trade due to the Avon river.</p> <p>Merchant Venturers were a guild of people who improved trade in Bristol. They made trading fair.</p> <p>The spice race brought money to Bristol.</p> <p>The Trans-Atlantic slave trade went from Bristol – Africa – Caribbean. It used people from the West Coast of Africa as trade.</p> <p>Anti-slavery laws started in 1807.</p> <p>Hannah Moore and Olaudah Equiano were anti-slavery campaigners.</p> <p>In Victorian times, Bristol built factories to create products like soap, cigarettes and chocolate.</p> <p>Transport linked improved trading such as trains and steam ships.</p> <p>What we trade and why has changed over time.</p>		<ol style="list-style-type: none"> <li>1. The Maya people settled in an area known as Mesoamerica (ancient civilisation).</li> <li>2. 5000BC: People first settled, 300BC: first cities formed There was one ruler per city.</li> <li>3. The commoners lived in huts outside the city, near the farms. The nobles and kings lived inside the city. The Maya king was served by the commoners. Adults worked as farmers, warriors, hunters, builders, teachers etc. The Maya kept records.</li> <li>4. The Maya believed in many gods, each representing a different area of life. Communities sacrificed animals or humans to their gods.</li> <li>5. These civilisations were separated by thousands of miles and hundreds of years</li> <li>6. Ancient Egypt was one of the world’s first civilisations. It lasted from 3150 BC to 30BC. Located along the Nile River in Northeast Africa. The civilisations of ancient Egypt and Maya share similarities.</li> <li>7. The ancient Egyptians had many gods. Gods created the universe and ruled, but they were also involved in everyday life.</li> <li>8. Both Egyptians and Mayans built pyramids and had a Sun god.</li> <li>9. <b>Similarities - The Mayan belief system was based on nature. They had many gods.</b></li> <li>10. <b>The Egyptians also believed in many gods and had a link to nature.</b> <b>Difference – Egyptian civilisation’s focus on the Nile River verses the Mayans’ focus on maize (corn) and the Maize God.</b></li> </ol>	
<b>Key Vocabulary</b>	<p><b>Familiar words</b></p> <p>Chronology Timeline Sources Victorians Saxons Civilisation Port colony conquest similarities differences</p>	<p><b>New words</b></p> <p>Medieval Tudors Marketplace Campaigner Abolition Trade Slavery Sugar trade Strategy Empire Peasant Economy Normans Guild</p>	<p><b>Familiar words:</b></p> <p>Pyramid universe city communities king nature Artefact belief gods faith civilisation chronology similarities differences</p>	<p><b>New words:</b></p> <p>symbolic representation sacrifice icon Maize culture Mayan Maya people ruler commoners Maize culture Nile River Hieroglyphics</p>

Year 6												
<b>Enquiries</b>	Who were the greater engineers: The Victorians or the Ancient Britons?		How do we all live together?		How were lives changed forever during World War One, in Bristol?							
<b>Key theme</b>	engineering		democracy									
<b>National Curriculum KS2</b>	<p><b>Historian: Skills</b></p> <ul style="list-style-type: none"> <li>- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>- note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>- construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- understand how our knowledge of the past is constructed from a range of sources</li> </ul>											
	<p><b>Historian: Knowledge</b></p> <ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age</li> <li>- a study of an aspect/theme in British history that extends pupils' chronological knowledge</li> </ul> <p><b>Disciplinary concepts:</b></p> <p><b>Continuity and change</b> – Link: Y5 <u>Who is trading with whom?</u> Y2 <u>How will we get around in the future?</u></p> <p><b>Similarities and differences</b>– Link: Y5 <u>How can you show what you believe in?</u> Y5 <u>Who is trading with whom?</u></p> <p><b>Historical significance</b> – Link: Y5 <u>Who is trading with whom?</u> Y3 <u>Why did people travel in the past?</u></p> <p><b>Chronological understanding</b>– Link: Y5 <u>How can you show what you believe in?</u> Y5 <u>Who is trading with whom?</u></p>		<p><b>Historian: Knowledge</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>Disciplinary concepts:</b></p> <p><b>Cause and consequence</b> – Link: Y4 <u>Who has stood here before us?</u> Y2 <u>How will we get around in the future?</u></p> <p><b>Historical significance</b> – Link: Y6 <u>Who were the greater engineers: The Victorians or the Ancient Britons?</u> Y5 <u>Who is trading with whom?</u></p> <p><b>Chronological understanding</b>– Link: Y6 <u>Who were the greater engineers: The Victorians or the Ancient Britons?</u> Y5 <u>How can you show what you believe in?</u></p>		<p><b>Historian: Knowledge</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Disciplinary concepts:</b></p> <p><b>Cause and consequence</b> – Link: Y6 <u>How do we all live together?</u> Y4 <u>Who has stood here before us?</u></p> <p><b>Historical significance</b> – Link: Y6 <u>How do we all live together?</u> Y6 <u>Who were the greater engineers: The Victorians or the Ancient Britons?</u></p> <p><b>Chronological understanding</b>– Link: Y6 <u>How do we all live together?</u> Y6 <u>Who were the greater engineers: The Victorians or the Ancient Britons?</u></p>							
<b>Key Knowledge</b>	<ol style="list-style-type: none"> <li>1. <b>Many things we use today were invented in the Victorian times, such as steam trains</b></li> <li>2. <b>Isambard Kingdom Brunel, George and Robert Stephenson, and Emily Roebling were significant engineers in the Victorian times and their work has impacted us today.</b></li> <li>3. George Stephenson was known as the father of railway as he engineered the fastest locomotive of the time.</li> <li>4. Brunel engineered the significant Bristol Suspension Bridge, SS Great Britain and The Western Railway.</li> <li>5. Emily Roebling was the pioneer for female engineers as she was the first female engineer to complete a project, the structure of the Brooklyn Bridge in America.</li> <li>6. Ancient Britons lived in Britain from the Stone Age until the Norman Invasion (before 1066)</li> <li>7. During Ancient Briton tools for farming developed from using stone, to bronze, to iron.</li> <li>8. The discovery of iron had a significant impact on weaponry and larger scale farming tools as it is stronger.</li> <li>9. Stonehenge is in Wiltshire and is an ancient stone monument.</li> <li>10. It would have required great engineering to move the stones.</li> </ol>		<ol style="list-style-type: none"> <li>1. Ancient Greece was divided up into small city-states such as Sparta and Athens and was never called 'Ancient Greece'.</li> <li>2. The Ancient Greeks believed in multiple gods.</li> <li>3. All men of Spartan birth had to fight in the army and their whole lives were dedicated to learning the art of war.</li> <li>4. <b>Athens' government ruled by democracy. They were the first ever to rule in this way.</b></li> <li>5. Sparta was strictly led by the king.</li> <li>6. In Athens, boys could join the army if they wanted to. In Sparta it was compulsory.</li> <li>7. In Athens, boys were in school from the ages 6-20. In Sparta, boys and girls went to school.</li> <li>8. The word democracy means "rule from the people"</li> <li>9. <b>The Ancient Greek democratic system is the first known democracy in the world.</b></li> <li>10. In Ancient Greece, only male citizens, older than 18. who had completed their military training could vote.</li> <li>11. In Ancient Greece, all voting citizens voted on all laws.</li> <li>12. In the UK we have a head of state (the monarch) and the head of government (the prime minister).</li> <li>13. Both men and women over 18 can vote.</li> </ol>		<ol style="list-style-type: none"> <li>1. <b>World War One lasted from 1914-18.</b></li> <li>2. <b>Many people died during World War One.</b></li> <li>3. Many men signed up for war due to propaganda.</li> <li>4. The Whiteford Brothers had different roles in the war. One was a paramedic, one a soldier and the other a conscientious objector.</li> <li>5. There were both combatant and non-combatant roles during the war.</li> <li>6. Women were needed to undertake roles that were originally classed as a man's job e.g. factory work.</li> <li>7. <b>Life in the trenches was harsh.</b> Many soldiers suffered from trench foot and other illnesses whilst living in the trenches.</li> <li>8. Trenches were built to protect soldiers.</li> <li>9. No Man's Land was the space between both trenches.</li> <li>10. Bristol's Beaufort War hospital treated soldiers to recover from injuries.</li> <li>11. Some people chose to be conscientious objectors in the war. This means they did not take part in the war, to avoid imprisonment, some agreed to take on a non-combatant role</li> <li>12. Filton airfield was used to design and make some of the first aircraft in WW1.</li> </ol>							
<b>Key Vocabulary</b>	<p><b>Familiar words:</b></p> <p>Victorian Brunel significant</p>		<p><b>New words:</b></p> <p>Pioneer locomotive monument</p>		<p><b>Familiar words:</b></p> <p>gods army war</p>		<p><b>New words:</b></p> <p>Democracy/democratic Sparta Ancient Greece</p>		<p><b>Familiar words:</b></p> <p>war pandemic soldier</p>		<p><b>New words:</b></p> <p>(non) combatant propaganda conscientious objector</p>	

Key Stage One		
	Year 1	Year 2
<p><b>Chronological understanding</b></p> <p><i>know where the people &amp; events they study fit within a chronological framework</i></p>	<p>Look at artefacts (e.g. toys, outfits, hats) and sequence from then to now (chronological order)</p> <p>Sequence events using time order words such as- First, Next, Later, After</p> <p>Begin to understand the concept of a timeline</p>	<p>Sequence artefacts closer together in time</p> <p>Sequence key events on a timeline</p> <p>Understand where significant people fit on a timeline</p>
<p><b>Range and depth of historical knowledge</b></p> <p><i>identify similarities and differences between ways of life in different periods</i></p>	<p>Begin to describe similarities and differences, including ways of life, focusing on now and a different time in the past</p>	<p>With collections of artefacts, confidently describe the similarities and differences</p>
<p><b>Interpretations of history</b></p> <p><i>identify different ways in which the past is represented</i></p> <p><i>understand some of the ways in which we find out about the past</i></p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, talking to adults about the past)</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Able to identify different ways that the past is represented (e.g. newspapers, fliers, photos, artefacts, recounts, speaking to adults about the past)</p>
<p><b>Historical enquiry</b></p> <p><i>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</i></p>	<p>Ask simple questions about the past, taught and incidental</p> <p>Speak to different people to learn more about the past</p>	<p>Use a source – who, what, why, how, where to ask questions and find answers</p> <p>Use timelines to ask and answer questions about the past</p> <p>Find out about people and events in other times</p> <p>Recount historical events using appropriate terminology</p>

## Key Stage Two

	Year 3	Year 4	Year 5	Year 6
<p><b>Chronological understanding</b></p> <p><i>continue to develop a chronologically secure knowledge &amp; understanding of British, local &amp; world history, establishing clear narratives within &amp; across the periods they study</i></p>	<ul style="list-style-type: none"> <li>Place the time studied on a timeline</li> <li>Use dates and terms related to the context and passing of time</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from the period studied on a timeline</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Place current studies on a timeline in relation to other studies</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in history</li> <li>Relate current studies to previous studies</li> </ul>	<ul style="list-style-type: none"> <li>Place current studies on a timeline in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Make comparisons between different times in history</li> <li>Relate current studies to previous studies</li> <li>Develop a secure understanding of more complex terms e.g. BC/AD</li> </ul>
<p><b>Range and depth of historical knowledge</b></p> <p><i>note connections, contrasts and trends over time</i></p>	<ul style="list-style-type: none"> <li>Find out about every day lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something (e.g. discover America)</li> <li>Understand the connections between local and international history</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> <li>Compare an aspect of life with the same aspect in another period</li> <li>Understand the connections between local, regional, national and international history (e.g. invasion)</li> </ul>	<ul style="list-style-type: none"> <li>Compare beliefs and behaviour with another time studied</li> <li>Examine causes and results of great events and the impact on people</li> <li>Understand the connections and trends between cultural, economic, religious and social history</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare life in early and late 'times' studied</li> <li>Explain a past event in terms of cause and effect using evidence to support their explanation</li> <li>Understand the connections and trends between cultural, economic, military, political, religious and social history</li> <li>Study different aspects of different people e.g. differences between men and women</li> </ul>
<p><b>Interpretations of history</b></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information</i></p>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources</li> <li>Look at representations of the period</li> <li>Ask questions to consider the similarities and differences between sources</li> <li>Begin to consider the significance of key events and people</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Ask questions to consider the similarities and differences of different time periods and how they have changed</li> <li>Consider the significance of key events and people</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> <li>Ask questions to consider the similarities and differences of different time periods and how they have changed</li> <li>Consider the cause and effect of different times of history</li> <li>Explain the significance of key events and people and how this impacted the future</li> <li>Discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Explain the significance of key events and people and how this impacted the future</li> <li>Consider the cause and effect of different times of history</li> <li>Discern how and why contrasting arguments and interpretations of the past have been constructed and start to explain the impact of these</li> </ul>
<p><b>Historical enquiry</b></p> <p><i>understand how our knowledge of the past is constructed from range of sources</i></p>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Consider the difference between primary and secondary sources</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use information books and internet for research</li> <li>Regularly address historically valid questions about change, cause, similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Use information books and internet for research</li> <li>Regularly address historically valid questions about change, cause, similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use information books and the internet for research with increasing confidence</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> <li>Confidently use information texts and internet for research</li> </ul>