

**YEAR 3**

	<b>National Curriculum</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
<b>Project 2: Rocks, Relics &amp; Rumbles</b>	<p><b>Significant event: Pompeii</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Explain the cause and effect of a significant historical event.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p>	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p>	<p>active aftershock continent decaying dormant earthquake epicentre erode extinct fault line lava magma magnitude molten palaeontologist prehistoric Richter scale seismograph tectonic plate tsunami vent volcanic eruption</p>
<b>Project 4: Through the Ages</b>	<b>Big Question: Is life better now compared to prehistoric times?</b>			
	<p><b>Stone Age, Bronze Age, Iron Age</b> Changes in Britain from the Stone Age to the Iron Age</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse</p>	<p>Describe the everyday lives of people from past historical periods.</p> <p>Use historical terms to describe different periods of time.</p> <p>Sequence dates and information from several historical periods on a timeline.</p>	<p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</p> <p>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p>	<p>arable farming Beaker folk blacksmith Bronze Age Celtic Celts century circa conflict era hillfort invasion Iron Age Mesolithic</p>

	<p>trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Explain the similarities and differences between two periods of history.</p>	<p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p> <p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p>	<p>Millennia Neolithic settlement Palaeolithic settlement sacrifice Stone Age torc</p>
<p><b>History Festival: Emperors &amp; Empires</b></p>	<p><b>Roman Empire and its impact on Britain</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced</p>	<p>Sequence dates and information from several historical periods on a timeline.</p> <p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p>	<p>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p>	

<p>and been influenced by the wider world.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Conduct a local history study.</p>	<p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Describe the 'Romanisation' of Britain, including the impact of</p>	<p>Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.</p> <p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.</p> <p>The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.</p> <p>Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.</p> <p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.</p> <p>Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p>	
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		<p>technology, culture and beliefs.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>	<p>National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.</p>	
<b>Project 5: Urban Pioneers</b>	<b>Local History</b> Conduct a local history study.	Analyse a range of historical information to explain how a national or international event has impacted the locality.	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	

YEAR 4				
Project 3: Ancient Civilisations	<b>Big Question: What was life like in an Ancient Civilisation?</b>			
	National Curriculum	Skills	Knowledge	Vocabulary
	<p><b>Achievements of the earliest civilizations: Ancient Sumer; The Indus Valley &amp; Ancient Egypt</b></p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</p>	<p>Use more complex historical terms to explain and present historical information.</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p>	<p>Historical terms include abstract nouns, such as invasion and monarchy.</p> <p>The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p> <p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p> <p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of</p>	<p>archaeology</p> <p>architecture</p> <p>cemeteries</p> <p>civilisations</p> <p>compare</p> <p>contrast</p> <p>developed</p> <p>Egyptian</p> <p>Empire</p> <p>excavation</p> <p>fertile crescent</p> <p>government</p> <p>hierarchy</p> <p>hieroglyphics</p> <p>infrastructure</p> <p>invasion</p> <p>irrigation</p> <p>lower class</p> <p>merchants</p> <p>Mesopotamia</p>

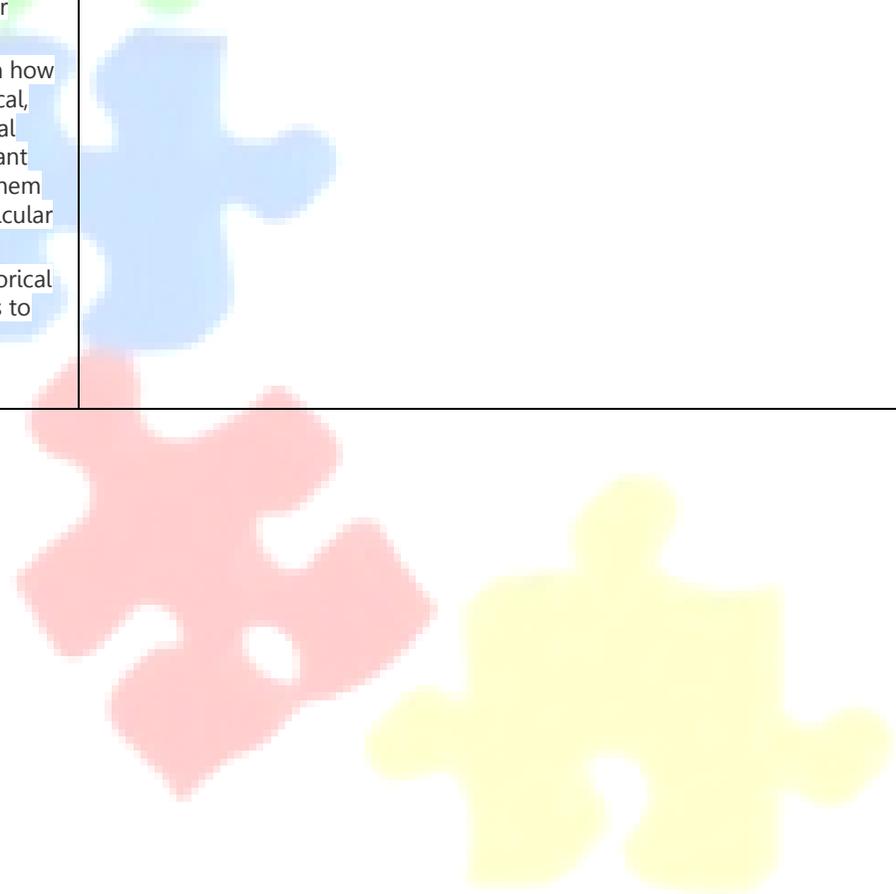
	<p>frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Compare and contrast two civilisations.</p>	<p>an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p>	<p>nomadic numerical system settlement sewage system society Summerian upper class pharaoh temple tombs trade worship Ziggurat</p>
<p><b>History Festival: Invasion</b></p>	<p><b>Anglo-Saxons &amp; Scots</b> Britain's settlement by Anglo-Saxons and Scots.</p> <p><b>Anglo-Saxons &amp; Vikings</b> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding</p>	<p>Explain in detail the multiple causes and effects of significant events.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p>	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country.</p>	

<p>the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p>Compare and contrast two civilisations.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p>	<p>These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p>Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.</p> <p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p> <p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p>	
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YEAR 5				
	National Curriculum	Skills	Knowledge	Vocabulary
<b>Project 1: Stargazers</b>	<p><b>Significant people: Galileo, Sir Isaac Newton &amp; The Space Race</b></p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p>Explain why an aspect of world history is significant.</p>	<p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>	<p>Science driver (see science LTO)</p>
<b>Project 2: Off with Her Head!</b>	<b>Big Question: Would you like to live in Tudor Times?</b>			
	<p><b>Extended Chronological Study: Tudors</b></p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p>Create an in-depth study of an aspect of British history beyond 1066.</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Explain why an aspect of world history is significant.</p>	<p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Beliefs can prompt an individual to act, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>	<p>alleged annulled arrested beheaded bias boiling burning at the stake catholic chronological crime divorced drawing drunkards' cloak dynasty execution hanging injustice innocent jousting justice monarchy papist parliament persuasion portrait protest protestant</p>

	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.			punishment quartering rebellion re-enact reformation reign scold's bridle sources treason Tudor whipping
<b>Project 4: Sow, Grow &amp; Farm</b>	<b>Aspect in British history: Dig for Victory</b> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.  The Dig for Victory campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War.	Geography driver (see geography LTO)
<b>History Festival: Ground-breaking Greeks</b>	<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.  Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments	Sequence and make connections between periods of world history on a timeline. Find evidence from different sources, identify bias and form balanced arguments. Frame historically valid questions about continuity and change and construct informed responses. Compare and contrast an aspect of history across two or more periods studied. Explain how everyday life in an ancient civilisation changed or continued during different periods. Study a feature of a past civilisation or society.	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.  Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.  Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.  Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.  Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.  The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.  Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	

<p>and interpretations of the past have been constructed.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Beliefs can prompt an individual to act, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p>	
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**YEAR 6**

**Project 2:  
Britain at  
War**

***Big Question: Had Hitler won, what would my life be like now?***

National Curriculum	Skills	Knowledge	Vocabulary
<p><b>Extended Chronological Study: World War I &amp; World War I</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Know and understand significant aspects of the</p>	<p>Use abstract terms to express historical ideas and information.</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Describe and explain the significance of a leader or monarch.</p>	<p>Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p> <p>The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.</p>	<p>alliance armistice artillery assassination conscription dictator evacuation neutral propaganda retaliation stalemate truce</p>

	<p>history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p>		
<p><b>Project 4: Darwin's Delights</b></p>	<p><b>Significant people: Charles Darwin &amp; Mary Anning</b> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>	<p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p>	<p>ancestry artificial selection evolution extinction fossil inheritance naturalist selection species specimen trait variation</p>
<p><b>History Festival: Hola Mexico!</b></p>	<p><b>Non-European study that provides contrasts with British history: Mayan civilization</b> Learn about a non-European society that provides contrasts with British history – one study - Mayan civilization c. AD 900;</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Use abstract terms to express historical ideas and information.</p>	<p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p>	