



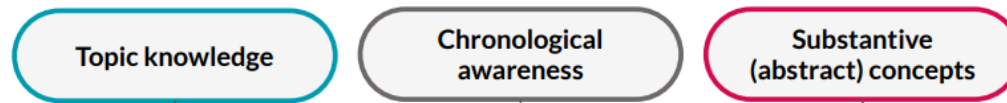
History

	Autumn	Spring	Summer
Year 1	Christmas Past and Present	Famous People: Mary Seacole	King Henry VIII and the Mary Rose
Year 2	Remembrance	Queen Elizabeth I	Queen Elizabeth II
Year 3	Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
Year 4	How Have Children's Lives Changed? (comparative)	What changed in Britain after the Anglo-Saxon invasion?	How did the achievements of the ancient Maya impact their society and beyond?
Year 5	Where the Vikings raiders, traders or something else?	What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 6	What does The Census Tell Us About the Local Area?	What was the impact of WWII on people of Britain?	What was the Sikh Empire?

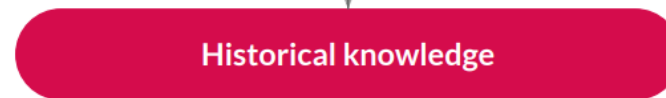
Disciplinary knowledge		Substantive concepts
Disciplinary concepts	Historical enquiry	
change and continuity similarities and differences cause and consequence historical significance sources of evidence and historical interpretation	posing a historical question gathering, organising and evaluating evidence interpreting findings analysing and making connections evaluating and drawing conclusions communicating findings	power invasion settlement and migration civilisation tax and trade beliefs achievements and follies of mankind

How is the History scheme of work organised?

Substantive knowledge strands



Disciplinary strands



		Disciplinary knowledge
Year 3	Stone Age, Iron Age and Bronze Age?	Change and continuity: To know that change can be brought about by advancements in trade To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. Historical significance: To know that significant archaeological findings are those which change how we see the past. Sources of evidence and historical interpretation: To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
	Romans	Change and continuity: To know that change can be brought about by advancements in materials. Similarities and differences: Cause and consequence: To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). Historical significance: To know that significant archaeological findings are those which change how we see the past. Sources of evidence and historical interpretation: To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.
	Ancient Egypt	Change and continuity: To know that change can be brought about by advancements in trade Similarities and differences: Cause and consequence: Historical significance: To know that significant archaeological findings are those which change how we see the past. To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. Sources of evidence and historical interpretation: To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that we can make inferences and deductions using images from the past. To know that archaeological evidence can be used to find out about the past.

Year 4	How have children's lives changed?	Cause and consequence: To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change Historical significance: To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. Sources of evidence and historical interpretation: To know that we can make inferences and deductions using images from the past.
	Anglo-Saxons	Historical significance: To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. To know that significant archaeological findings are those which change how we see the past. Sources of evidence and historical interpretation: To know that we can make inferences and deductions using images from the past.
	Maya	Change and continuity: Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. Cause and consequence: Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.
Year 5	Vikings	Change and continuity: To know that change can be brought about by advancements in trade Cause and consequence: To know that advancements in science and technology can be the cause of change Historical significance: To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. Sources of evidence and historical interpretation: To know that archaeological evidence can be used to find out about the past.
	Tudors	Sources of evidence and historical interpretation: To understand that inventories are useful sources of evidence to find out about people from the past. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.

	Greeks	Cause and consequence: To know that members of society standing up for their rights can be the cause of change. Historical significance: To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events
Year 6	What does the census tell us about the local area?	Change and continuity: To know that change can be traced using the census. Cause and consequence: To know that members of society standing up for their rights can be the cause of change. Sources of evidence and historical interpretation: To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns.
	Impact of world war II	Change and continuity: To know that change can be brought about by conflict. Cause and consequence: To know that members of society standing up for their rights can be the cause of change. Sources of evidence and historical interpretation: To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. Historical interpretations. To understand that there are different interpretations of historical figures and events.
	What was the Sikh Empire?	Change and continuity Making links between events and changes within and across different time periods / societies. Cause and consequence: Giving reasons for historical events, the results of historical events, situations and changes. Sources of evidence and historical interpretation: Make deductions and inferences from sources. Apply criteria to decide and explain historical significance.