



Milton Mount Primary School

History Planning Summary Document

EYFS, Key Stage 1 & Key Stage 2

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What happened Once Upon a time?</p> <p>Know some similarities and differences between the past and now. <u>Oracy opportunities discussing starting school, how it is the same/different to nursery.</u> <u>Links to key texts e.g. Three Little Pigs – talking about how houses uses to be built from straw/wood.</u></p> <p>Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. <u>Oracy opportunities discussing about themselves, their families, their community etc.</u></p>	<p>What makes a hero?</p> <p>Talk about the lives of the people around them and their roles in society. <u>Such as – people who help us (Police, Firefighters etc)</u></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Who lives on the farm?</p> <p>Know some similarities and differences between the past and now. <u>Farm visit – history of farming, how it has changed, equipment used.</u></p>	<p>What is in space?</p> <p>Know some similarities and differences between the past and now. <u>Looking at how spacesuits have changed since 1950's to present day.</u></p>	<p>What's in the pond?</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>The Story Machine</u></p> <p><u>History Week</u> Consolidating the historical key vocabulary and exploring old artefacts, asking questions and making connections. Such as a typewriter, iron, phone.</p>	
<p>Power – Black history month – cultural people of influence, Our school community – head teacher, teachers. Golden rights – introduce these in Autumn 1 and carry on throughout the year. Settlement – school community, touring of the school and who is in it. Empire – Where this fits into stories e.g. about monarchy and celebrations.</p>	<p>Power – Focus on people who help us and what roles they play in the community e.g. police. Voting system when choosing books.</p>	<p>Settlement – farming past and present. Trade – introduced during snack time the idea of exchanging tokens for snack. How farmers traded past and present.</p>		<p>Trade – Looking at and comparing objects and how they have changed (History week).</p>	
<p>Ongoing throughout the year – <u>Past present future hanging on a line in class-</u> when something is discussed or learnt about we will add in to the 'timeline'. Things can be moved e.g. Christmas in the future becomes present becomes past. <u>Birthdays-</u> we will celebrate birthdays in the Montessori way by discussing each year of the child's life, looking at photos and demonstrating that time has passed and reflecting on how they have changed. <u>Our garden</u> - will be an ongoing project for children and they will help us weed, prune, plant and grow different plants throughout the year and track changes as time progresses and season change. *Power, Settlement, Empire and Trade will be introduced to the children throughout the year through stories.</p>					

Year 1

Year 1 Autumn 2 - Toys

NC - Changes within living memory – revealing aspects of change in national life

Geog link - Where do toys come from?

Key enquiries	How have toys changed in the last century? What do those changes tell us about the way people lived?
Knowledge	To know the types of toys their grandparents played with. To know how school like was different. To find out what music and entertainment was like in 1960. To think about what toys will look like in the future.
Disciplinary Knowledge (main focus)	Change and continuity Similarity and difference Chronological knowledge and understanding Historical enquiry/ Sources of evidence
Skills	Develop an awareness of the past Identify similarities / differences between periods. Ask and answer questions about the past Understand some ways we find out about the past Sort objects into old and new Describe simple changes and ideas/ objects that remain the same.
Vocabulary	Technology, decade, old, new, generation, past, century.
Substantive Concept Golden threads	Trade – Trading in for newer models (invention of technology/ electronics). Toys used to be wooden and handmade – now trade from overseas and imported products to play with.

Year 1 Spring 1 - David Attenborough

NC - The lives of significant individuals in the past who have contributed to national and international achievements.

Geog link -use maps, atlases and globes to identify where in the world David Attenborough travelled including continents and oceans

-identify hot and cold locations in the world that he visited

Key enquires	Who is David Attenborough and why is he significant? What has changed because of his work?
Knowledge	Who is David Attenborough, his early life, how does he help other people, animals, the world and the environment. To understand the word significant. Understand how a significant individual in living memory has contributed to our lives. Learn about a significant person who has been influenced by David Attenborough in a different country.
Disciplinary Knowledge (main focus)	Chronological knowledge and understanding Historical interpretation Significance of people
Skills	Know when the people and events studied fit within a chronological framework. Learn about the word significant and influence. Talk about who was important and what does it mean in a specific event or time of study.
Vocabulary	Life, living memory, changes, days, weeks, months, years, decade, famous naturalist, pollution, sustainability, environment, influence, significant.
Substantive Concept Golden threads	Power - (influence) Start to understand the word influencer/ influence (became a Sir). People of significant are trusted and respected. Trade – Working with other organisations to share knowledge and support.

Year 1 Summer 1 – Monarchy

NC - 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

Geog link - Identify and locate the towns and cities that Queen Elizabeth II travelled to?

-Locate royal palaces in the United Kingdom and the monarch's links with the capital cities of the UK

Key enquires	What do we know about the past Queens and how do we find out about them? How are the Queens the same and how are they different?
Knowledge	Know when the people and events studied fit within a chronological framework. To find out key events that happened to Queen Elizabeth II and Queen Victoria. To know that some events were beyond their living memory.
Disciplinary Knowledge (main focus)	Chronological understanding Similarity and difference Continuity and change
Skills	Recall and share key events within and beyond their living memory. Find similarities and differences between the queens. Can discuss simple similarities and differences of present and past periods. Identify that events and people from the past may have occurred across a greater period of time than just themselves.
Vocabulary	Rule, power, role, monarch, jubilee, coronation, celebration, century, commonwealth, then, now, before, Victoria, Queen Elizabeth II, Royal family.
Substantive Concept Golden threads	Power – Parliament gaining more power from Queen Victoria. Role of Queens at the time. Empire – How did it happen? Differences with Empire now linking to Olympics

Year 2

Year 2 Autumn 1 – Women in History

NC - the lives of significant individuals in the past who have contributed to national and international achievements.

Geog link- Use maps to locate where in the UK Mary Anning and Chloe Kelly loved and compare with the location of Afghanistan/Pakistan (possible family links in school)

Key enquiries	What does it mean to be a significant person? Who are these important women and what have they done to have impact on a national and international level?
Knowledge	To develop an understanding of the word significant and what it means to them. To understand the lives of Mary Anning, Malala Yosafazai and Chloe Kelly. To know keys events of their lives and what it means to be significant.
Disciplinary Knowledge (main focus)	Significance of people Chronological understanding Historical enquiry/ sources of evidence
Skills	To use different sources as evidence Know when the people and events studied fit within a chronological framework. To use a wide variety of common words and phrases related to the passing of time. Identify that significant events and individuals have help shaped the present. Make simple observations, ask and answer questions, recognising why people did things and what happened as a result. Can discuss how significant individual's actions changed the way we do things today and share information about people from the past.
Vocabulary	Evidence, key event, chronological, era, earlier, later, reliable, significant, activist, archaeologist, laureate, rights
Substantive Concept Golden threads	Power – Understand how women started to influence the world/ community. Understand global significance, religious influence and empowering people from different cultures. Trade – Mary Anning fossil sales and not recognising her due to gender.

Year 2 Autumn 2 – The Great Fire of London

NC - Events beyond living memory that are significant nationally or globally.

find out where the Great Fire of London started

Geog link-why London was a growing city -houses built close together – crowded streets

-use compass directions to find out how the fire was spread by the wind

Key enquiries	Why did the GFOL destroy so much of the city? How did they stop it from happening again? (changed to buildings/ trucks/ equipment)
Knowledge	Key events of the Great Fire of London Learn about a key source - Samuel Pepys diary. To know about London at the time: The Plague, health and hygiene, key dates, expansion of the city, timber-framed houses, individual shop makers. To find out how the fire service changed over time.
Disciplinary Knowledge (main focus)	Historical enquiry/ Sources of evidence Historical interpretation and chronological understanding and knowledge Cause and consequence Significance of events
Skills	Recognise why people did things and why events happened and what happened as a result Choose and use parts of stories and other sources to show understanding Puts events, objects and people in order using a given scale/timeline. Can explore and understand that we can use sources, including books, pictures, eye-witness accounts, photos, artefacts, buildings, visits and internet to obtain information. Identify and explain different ways in which the past is represented using photos, images, objects and written accounts. Begin to evaluate how reliable a source is e.g. a diary.
Vocabulary	Pudding Lane, baker, diary, The Monument, burning, leather, bucket, timber-framed houses, The Plague, cause, consequence, century, artefact, Guy Fawkes, parliament.
Substantive Concept Golden threads	Settlement – How London changed. Where people went during/ after the fire. Understanding what life/ houses were like in London at the time. Population. Empire – Knowing who was in power at the time. How leaders made decisions and rebuilt London. Power – What was Parliament and how monarchy was making decisions.

Year 2 Spring 2 – Local History Study

NC - significant historical events, people and places in their own locality.

Geog link-use a map to identify which continents you can fly from Gatwick to

-Compare locations with North and South Poles

-use weather and temperature information to find out the hottest and coldest locations Gatwick can link people to

Key enquiries	What was Gatwick like before 1930 and how did it change? What other areas of Crawley changed in this time? (our school) How is it different now to the past?
Knowledge	To know the timeline of Gatwick airport between 1930 to present day. To know what impact the airport had on the town. To know how and when the village changed to a town (Three Bridges, Ifield, West Green). To know the timeline of the school building and the area around it e.g. what was here before? How did it change? When did it become a school? What did the building look like before?
Disciplinary Knowledge (main focus)	Similarity and difference/ Continuity and change Historical interpretation Chronological understanding
Skills	To ask and answer questions about the past. To recount changes over time To interpret the past using lots of different sources - artefacts, maps, photos, aerial photos, books.
Vocabulary	Transport, tourism, airfield, Gatwick, community, change, development, terminal, locality,
Substantive Concept	Settlement – How did Crawley grow as a town. What is population of Crawley like. Location and closeness to Gatwick. How did this change due to the war and what happened after.
Golden threads	Trade – What is tourism? Building an understanding of employment and how Gatwick brings lots of jobs to Crawley. Looking at how Gatwick is a business and what does that bring for the community.

Year 3

Year 3 Autumn Term – Stone Age to Iron Age

NC - Changes in Britain from the Stone Age to the Iron Age

Key enquiries	A1: What was 'new' about the New Stone Age? Which was better, bronze or iron age? A2: When do you think it was better to live – Stone Age, Bronze Age or Iron Age? How did society in Britain change from stone age to iron age?	
Knowledge	To understand the concept of history and where the stone age fits into that concept, to know how people lived in the stone age – drawings, cave paintings, living, hunter-gatherer, clothing. to know how people lived in Mesolithic period – middle stone age – stone tools, shelters, weapons, animals. To understand about Skara Brae - How old was it? What was found there? How did people live? How did it change the way people thought about Neolithic life? What were their houses like? Why is it so important? To look at the differences between the Stone Age and the Bronze Age – farming, tools, clothing, jewellery. To know how people settled in the Iron Age – Hill fort.	Geography – To know where the pre-historic sites are/ were in England. Name and locate key topographical features of a location where stone age man settled in our locality eg: Cissbury Ring on the South Downs Use digital mops and aerial photography to identify the physical characteristics of Stonehenge How did Stonehenge begin? – the journey from Wales to Wiltshire Identify the features of a stone age or iron age settlements
Disciplinary Knowledge (main focus)	Chronological knowledge and understanding Historical enquiry/ Sources of evidence Continuity and change Cause and consequence Historical interpretations.	
Skills	Use evidence to describe key features of past events: Houses and settlements, culture and leisure activities, clothes and way of life of people, buildings and their uses, people's beliefs and attitudes, Can sequence a number of the most significant events, objects, themes, societies, periods and people in topics studied using some dates, period labels and terms, Uses timelines to place events in order and to link with previous historical events studied and understand AD/BC, century and decade, Describe / make links between main events and changes across different periods. Describe some of the main changes in Britain, resulting from an event, To ask valid questions.	
Vocabulary	Archaeologist, Hill fort, Defences, Settlement, Agriculture, Farming, Community, Invention, Smelt, Advantages, Disadvantages, Trade, Settlement, Nomadic, Neolithic, Mesolithic, Palaeolithic, hunter-gatherer, flint-knapping, BC/AD, century, decade, period, event.	
Substantive Concept Golden threads	Settlement – how they changed between palaeolithic and neolithic. Community made villages. Introduction of farming and agriculture. Trade – Using trade to get different resources. Power – Role of a shaman and different people in the village. Changes in tools and using them as weapons to hunt/ defend. Invasion – Invasion of hillforts and use of defences against each others' invasions.	

Year 3 Summer Term 1 – Romans in Britain

NC - Changes in Britain from the Stone Age to the Iron Age

Key enquiries	What was the Roman Empire and how did it become so powerful?	
Knowledge	To know about the Roman empire in Rome and when it was founded. To understand stories that explain the founding – Romulus and Remus. To discuss and answer questions e.g. What is empire, expansion, military power, how was Rome ruled? Roman Army and how powerful it is – types of armour, defences. To know about the extensive road networks to help the empire expand.	Geography knowledge – To know the locational and physical features of Europe around the Roman Empire e.g. mountains, rivers, and human settlements, trade links. Locate geographical regions Name and locate key topographical features of a location where stone age man settled in our locality eg: Cissbury Ring on the South Downs Use digital mops and aerial photography to identify the physical characteristics of Stonehenge How did Stonehenge begin? – the journey from Wales to Wiltshire Identify the features of a stone age or iron age settlements
Disciplinary Knowledge (Main focus)	Cause and consequence. Historical Enquiry/ Sources of evidence Chronological knowledge and understanding	
Skills	Describe and make links between main events across different periods/societies, noting connections and contrasts Devise historically valid questions about changes, causes, similarities and differences Understand how knowledge from the past is constructed from a range of sources Develop a chronologically secure understanding of events in world history	
Vocabulary	Empire, invasion, settlement, rival, emperor, conquest, rebellion, archaeology, provinces.	
Substantive Concept Golden threads	Empire – How the Empire has grown into Europe. Invasion – Conquering other countries. Settlements – Role of community/ towns/ shops and theatres. Power – Emperors/ leaders. Role of Gods and religion to help control population.	

Year 3 Summer Term 2 – Romans in Britain

NC - the Roman Empire and its impact on Britain

(Linked to Roman invasion of Britain and where the Romans came from)

Key enquiries	How did the Britons react to the invasion? How was Britain impacted by the Roman Empire?	
Knowledge	To understand what invasion means. To know how Britain was before the Romans – tribes or varying size – some were compliant. To know some rebellious kingdoms e.g. Boudicca and King Prasutagus. Roman Empire legacy: Roman roads, language, writing and numbers, place names How the Romans conquered Britain – England and Wales but not Scotland (modern names) To know modern cities that were key sites in Britain e.g. York and Britain To understand how Roman Britain was ruled – Septimus Severus, Hadrian (wall) To know some of the Roman inventions are still useful today such as concrete.	Geography Link - Identify how the Romans used the land in Britain to farm, build roads, develop towns and cities etc Use 4 (and 6 figure) grid references to identify Roman sites in Britain e.g. Bignor, Fishbourne with a focus on London -focus on how the Romans used the River Thames to trade, conquer, and control Britain
Disciplinary Knowledge	Cause and consequence Continuity and change Chronological knowledge and understanding. Historical enquiry/ sources of evidence.	
Skills	Devise historically valid questions about changes, causes, similarities and differences Understand how knowledge from the past is constructed from a range of sources Develop a chronologically secure understanding of events in world history	
Vocabulary	Empire, invasion, settlement, client kingdoms, rival, emperor, conquest, rebellion, withdrawal, monarch, governor, testimony, duration, revolt	
Substantive Concept Golden threads	Empire – Fall of an empire. Power – Struggle in power between Celt and Romans Settlements - how did towns/ villages change in Britain under Roman rule. Use of Road to travel/ Villas. Invasion – Use of weapons/ tactics and life in the Roman Army. Trade – What things were brought in, what changed. Use of roads and rivers for trade. Introduction of money.	

Year 4

Year 4 Autumn 1 - Anglo-Saxons

NC - Britain's settlement by Anglo-Saxons and Scots

Key enquiries	Who were the Anglo-Saxons and why did they invade and settle in Britain?	What was life really like in Anglo-Saxon Britain?
Knowledge	To find out what artefacts were found in the Sutton Hoo hoard and think about what this can tell us about the past. To find out who the Anglo Saxons were and where did they come from and what were the settlements like in Britain (Geography link) To learn about the time in which they were around and the events that took place between 410 CE and 1066 CE. To discover where the Angle, Jutes and Saxons settled in Britain and how the country was organised. To learn they key events of the Island of Lindisfarne and the start of the Viking raids.	Geography - use maps and atlases to show how the Angles, Jutes and Saxons settled in Britain with a particular focus on Sussex and the South of England including West Stow - look at Anglo-Saxon maps of southern England (including East Anglia) and identify the counties of England which have been largely influenced by Anglo-Saxon settlement -make links with place names -a study of the settlement of Sutton Hoo
Disciplinary Knowledge (main focus)	Cause and consequence Chronological knowledge and understanding Historical Enquiry	
Skills	Recognises that the past can be divided into different periods of time Sequences a number of the most significant events, objects, themes, societies, people, using some dates, period labels and terms. Use a range of source materials to answer questions about the past which go beyond simple observations. E.g. Use a range of different sources to reconstruct aspects of people's lives in different historical periods Shows knowledge and understanding by describing key features of past societies and periods Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life may have occurred during a time period Regularly address and devise a range of historically valid questions (with greater independence) for a series of different types of enquiry and answer them with substantiated responses. Construct informed responses by selecting and organising relevant historical information from a number of sources.	
Vocabulary	Anglo Saxons, settlement, invasion, Bayeux tapestry, Kingdoms, Sutton Hoo, thatched, Domesday stone, burial chamber, hoard, ingots, BCE/ CE, farming, fertile, Picts, Scots, Angle, Jutes, reliability, Lindisfarne, Monastery, Chronicles	
Substantive Concept Golden threads	Settlement – Where did they settle and how is this different from Stone age/ iron age? What did settlements look like? What did villages look like? Trade – What items were made in settlements and how were these used to trade. How coins and rivers were used to trade. What evidence is there of this. Power – Importance of being able to read and write in this time. Monastery and religion having this power (St Bede's). The importance of King Alfred and what power he had amongst England. Empire – The early stages of England and King Alfred. Invasion – Map work to show where picts/ Danes/ Scots all came from and why they chose to invade England. What role did Kent play in this?	

Year 4 Autumn 2 – Vikings

NC- The Viking and Anglo-Saxon struggle for the Kingdom of England at the time of Edward the confessor.

Key enquiries	-How well did the Anglo-Saxons and Vikings get on with each other?	-Were the Vikings truly vicious?	-What did the Anglo-Saxons and Vikings leave behind?
Knowledge	Know and understand that many different people have settled in Britain since the start of the Common Era and have helped shape the nation. To look at evidence and sources from the Lindisfarne raids. To understand that Viking raids continued to happen for hundreds of years. To learn about Viking life in the City of Jorvik and what were other settlements like.		
Disciplinary Knowledge (main focus)	Historical Interpretation Chronological knowledge and understanding Historical Enquiry/ Sources of evidence Change and continuity Significance of events/ people		
Skills	Understand how our knowledge from the past is constructed from a range of sources. Understand how people's lives have shaped Britain. Answer and devise questions about cause and consequence. Develop a chronologically secure understanding of events in British History Sequences a number of the most significant events, objects, themes, societies, people, using some dates, period labels and terms.		
Vocabulary	Stereotype, reputation, Vikings: King, freeman, slave, long boat, axe shield, Scandinavia, raid, invade, Jorvik, excavation, Lindisfarne, Monastery, Chronicles, Edward the Confessor.		
Substantive Concept Golden threads	Settlement – looking at the differences between Anglo-Saxon and Viking settlements and the developments of towns and cities (which place names are still used/ adapted today) Invasion – Insight into how Vikings arrived in England and when the invasions started. Reasons for why the invasion happened (poor soil quality) Trade – how ships and other advancements had been made. Power – Understand what role York and Jorvik have. The introduction of Danelaw. Empire – conflict between regions in Britain and rulers.		

Year 4 Summer – Egyptians

NC - An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Key enquiries	Summer 1 -What did the Ancient Egyptians believe? How do we know? Summer 2 - What impact did Pharaohs have on the civilisation?	-How did religion affect life in Ancient Egypt? - How did the civilisation come to and end?
Knowledge	To use a timeline to know where the ancient civilisations fit – Roman, Ancient Greece, Ancient Sumer, Indus Valley, Ancient Egyptian, Maya. To understand a simple concept of what civilisation means. To know the story of creation for Ancient Egyptians. To recall facts about everyday life: Farming, religious festivals, temples, animals, tombs, pyramids, beliefs, life after death, writing. Peoples to be able to explain how some of everyday life is linked to their religious beliefs. To know the roles that pharaohs played in the ruling or Egypt. To learn about the key pharaohs throughout the civilisation and explain what benefits/ hindrances they created for their country.	Geography – to know the impact of the River Nile on the growth, development and the lasting legacy of the Egyptian empire.
Disciplinary Knowledge (main focus)	Chronological knowledge and understanding Historical interpretation Historical enquiry /sources of evidence. Cause and consequence Similarity and difference	
Skills	Sequences a number of the most significant events, objects, themes, societies, people, using some dates, period labels and terms. Understands that different versions of the past may exist and can why. Use a range of source materials to answer questions about the past which go beyond simple observations. E.g. Use a range of different sources to reconstruct aspects of people’s lives in different historical periods. Show knowledge and understanding by describing key features of past societies and periods Identify ideas, beliefs, attitudes and experiences of men, women and children from the past. Construct informed responses by selecting and organising relevant historical information from a number of sources.	
Vocabulary	Gods (names e.g. Osiris, Raa), Settlement, Nile, Canopic jars, Pharaohs, civilisation, pyramids, mummification, underworld, Valley of the Kings, Tutankhamen, BC/E, AD, embalming, priest, consort, Archaeologist, Howard Carter, dynasty, Giza, Herodotus, Hatshepsut Akhenaten, Nefertiti, Rameses II, Cleopatra, sarcophagus, shaduf, scarab, obelisk, hieroglyphs, papyrus.	
Substantive Concept Golden threads	Trade – Use of the Nile, what Mediterranean trade there was. Settlement – Knowledge of how the Nile was used to support life and villages. Importance of religious temples and what they can tell us about life during this time. How tomb excavation can also tell us this. Invasion – Egyptians were not people to invade and conquer within other countries but how Romans Power – focus on understanding of Pharaohs and dynasty. How people were controlled through caste systems and religion.	

Year 5 Summer 2 – Stuart Power**NC - An aspect or theme that takes pupils beyond 1066 (monarchy, religion, parliament)**

Key enquiries	-What power struggles did the Stuarts encounter during their reign? -How did William and Mary change the power in Britain?
Knowledge	To understand the conflict in control between parliament and James I and Charles I To identify reasons why parliament wanted to abolish the Monarchy. To understand that for a time, there was no British Monarchy in Power. To make links with how Guy Fawkes (year 2 learning) links to this part of history. To know that William and Mary handed over more control to Parliament
Disciplinary Knowledge (main focus)	Chronological knowledge and understanding Historical enquiry/ Sources of Evidence Historical interpretation Significance in people and events. Continuity and change
Skills	Establishes clear narratives within and across periods studied Can provide overviews of the most significant features of different themes, individuals, societies and events Sequences historical events, themes, societies and people from topics covered using dates, period labels and terms. Uses timelines to place and sequence national and international events and key historical periods studied in previous years and in year 5 Reach a valid conclusion based on devising and answering questions related to a historical enquiry Begin to provide valid reasons for why some changes and developments were important within particular topics studied.
Vocabulary	Civil war, unrest, parliament, cavaliers, Cromwell, abolished, common wealth, rebellion, taxes, Bill of rights, legislation, dynasty.
Substantive Concept Golden threads	Power – The change in power from monarchy to parliament. That there was still conflict between catholic and protestant rule. Invasion – To understand that some of the conflicts were due to expenses of war and battle as well as invasion from William and Mary after Charles II reign.

Year 6

Year 6 Autumn 1 – WW2 and the Blitz

NC - An *aspect* or theme that takes pupils beyond 1066

Key enquiries	-What happened? Whose war was it? -What was it like to be a child in WWII? -How did the Blitz relate to what was happening to the rest of the world?
Knowledge	To understand the events and reasons that lead up to WW2. To know which countries were originally involved in the start of WW2. To learn how and why children were evacuated and to find out about different experiences by looking at different diaries/ videos and recordings.
Disciplinary Knowledge (main focus)	Cause and consequence Historical enquiry/ Sources of evidence Chronological knowledge and understanding Significance in events and people. Historical interpretation.
Skills	Provide valid reasons for why some changes and developments were important within particular topics studied. Comment with confidence on the value of a range of different types of sources for enquiries. Provide overviews of the most significant features of different themes, societies and events Independently sequence historical events, themes, societies and people from topics covered using dates, period labels and terms on a timeline. Compare similarities, differences and changes within and across some topics in terms of importance, progress or the type and nature of change.
Vocabulary	Propaganda, dictator, Axis, Allie, Evacuation, Blitz, Rationing, Air Raid, Influence, appeasement,
Substantive Concept Golden threads	Empire - How the British empire/ Common Wealth at the time was used to support war effort. Understanding of what conflict was going on around the world e.g. fighting in Africa, China etc. Evacuation to some commonwealth countries. Invasion – Understand reasons why Germany wanted to invade areas of Europe. Tactics/ aerial bombings and what uses these had. Trade – military support from other countries e.g. USA supporting allied forces. Importance of rationing and impact of bombing on imported goods. Power – Adolf Hitler’s rise to power, Impact of the Treaty on Germany. Influence and propaganda used to persuade/ control masses. Difference between how countries controlled the population e.g. parliament and dictators. Allies and Axis. Settlement – Mass evacuation using the war for children from cities to towns and countryside.

Year 6 Autumn 2 – Local history WW2

Key enquiries	What were the roles of women during the war? How did these roles change afterwards? What was the impact of World War 2 on people in our locality? How did Crawley change after WW2?	
Knowledge	Children to investigate what roles women had before, during and after the war. They will compare this with a different times period studied e.g. Tudor era or Victorian. Children to find out what events happened in Crawley during WW2 (evacuation, bombing, military use) and also to consider changes that happened in West Sussex e.g. use of airfields, changes to beaches. To know of any local people who played a significant role in the war (Lieutenant-General Miles Christopher Dempsey) and to find out if any of the children’s families took part. To understand how Crawley grew as a town after WW2. To find out if Gatwick had any role during the war.	Geography Local history study (some geography links) -Use maps of local area for field study -Describe geographical diversity in local area
Disciplinary Knowledge (main focus)	Continuity and change Similarity and difference Chronological knowledge and understanding. Historical enquiry/ sources of evidence. Cause and consequence	
Skills	To note connections, contrasts and trends over time Describes main changes in a period of history using words such as social and cultural. Understand that different versions of the past may exist and give some reasons for this including why contrasting arguments and interpretations occur. Construct informed responses by selecting and organising relevant historical information from a number of sources. Provide overviews of the most significant features of different themes, societies and events	
Vocabulary	Locality, military, role, memorial, location, home front, billets, occupation, county, region, work force, artillery, factory, land girl. Wind rush	
Substantive Concept Golden threads	Settlement – Migration moving people out of London. How Crawley grew as a new town after the war and reasons why it became a town. What preparations were made in West Sussex to plan for D-Day e.g. Mulberry Harbour and sites taken over by armies. Resettlement of people after the war. Power – Women’s role during the war and how this changed after. Invasion – importance of D-Day invasion to start ‘beginning of the end’. Pearl Harbour and how USA/ Japan were involved in war. Trade – Crawley was an industrial town.	

Year 6 Summer – Early Islamic civilisation – Baghdad

NC - Non-European study – contrast with British History

Study chose from early Islamic Civilization - Baghdad c. AD 900

Key enquiries	-When did the Early Islamic civilisation begin and how enormous did it become? compare to what was going on in London around 900AD?	-Why was Baghdad a significant settlement?	-How does Baghdad
Knowledge	Contrast a non-European society with British History To understand the early history of Islamic civilisation including Baghdad for CE900 and compare it to what was going on in London and England at around the same time. To construct and explanation that looks at the effects of religion on culture, architecture, the development and maintenance of global trade networks and the history of intellectual and philosophical thought in both areas		
Disciplinary Knowledge (main focus)	Historical enquiry/ Sources of evidence Chronological knowledge and understanding Cause and consequence. Similarity and difference.		
Skills	Understand how our knowledge of the past is constructed for a range of sources. Question why things have happened and give explanations using thoughtful selection and organisation of relevant historical information. Understand how social, religious and ethnic diversity has occurred in the world Compare similarities, differences and changes within and across some topics in terms of importance, progress or the type and nature of change. Gain historical perspective by placing their knowledge in different contexts		
Vocabulary	Trade, art, Mecca, Allah, Silk Road, calligraphy, arabesque, Baghdad, empire, architecture, conquest, motif, Quran, Hajj, Ramadan, Eid, Damascus, Karbala, Istanbul, Hadith		
Substantive Concept Golden threads	Trade – Silk Road to India, what objects were made ad traded with. Use of caravans to travel distance. Not just physical items traded – knowledge Settlement – What important cities there were for each stage of Empire e.g. Mecca, Baghdad, Medina. Importance of the rivers and placement of Baghdad. How the walled City was created to help defend its people. (specific comparison with London at the time) Invasion - What conflict came about from the growing or Islam. What conflict was there. Power – Religion was embedded in values and laws in country. Muslim people had better rights. Role of Caliph and Caliphate. Importance of education, astrology and medicine and the role of the house of wisdom. (specific comparison with London) Empire – How the empire grew depending on the caliphate periods.		