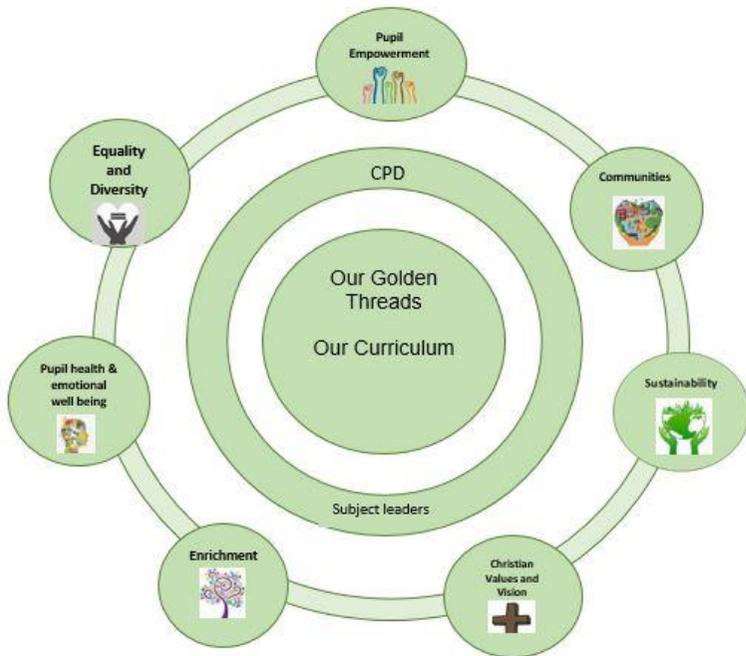


Kenn C of E Primary

Curriculum Design for History



History INTENT

Kenn C of E Primary School is situated in the Southwest of England in the outskirts of the historical city of Exeter. The study of history ignites children's curiosity about the past in their local community, Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Kenn Primary our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding

History IMPLEMENTATION

- Our History curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop the progressive skills of a historian. The curriculum builds on prior knowledge and as the pupils move through the school, it challenges them to demonstrate a more nuanced understanding of significant people, places, situations, changes and events of British history through synthesising and investigating relevant information from a broad range of historical sources, thereby developing skills in the following areas of history:
- Constructing the Past-so that our pupils can understand how history fits together.
- Sequencing the Past-so that our pupils can understand the chronology of history and understand key times and places.
- Continuity and Change-so that our pupils can identify how somethings have changed and some have stayed the same.
- Cause and Effect-so that our pupils can understand that some events in history have brought about another event which has produced implications and so that they can realise whether impacts of historical events/people had negative or positive impacts.
- Significance and Interpretation-so that our pupils can identify what is important and why, whilst also knowing that our understanding of the past comes from different places and sources.
- Historical Enquiries- so that our pupils can plan and carry out their own independent investigations to yield a better understanding of the past.
- Using Sources as evidence-so that our pupils understand that history is made up of a variety of different sources and to make judgements using primary and secondary sources.
- Vocabulary-so that our pupils can become more articulate historians.

Children's outcomes for history are presented both in exercise books and online using Seesaw. In using a variety of sources to present learning, children are enabled, no matter their ability, to access the learning that takes place within each Learning Enquiry.

We assess the impact of Learning Enquiries through:

- SLT reviews: they meet with children and question them on their learning and determine the depth of knowledge achieved.
- Detailed concept maps are constructed prior to and after learning to show the knowledge and skills the children have attained.

To further enrich and add more value to their learning experience in History, children will enjoy school trips and welcome visitors – all of which work to build each individual's cultural capital. Throughout their time at Kenn Primary school the pupils do not just learn a series of facts about the past. In History, they are encouraged to find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view.

History IMPACT

By the end of their time at Kenn Primary school the pupils should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Important to note

Although much of this document is completed there are still many aspects of it that are still being developed. The aim of this document is to have the facts, knowledge and skills clearly mapped out for teachers to implement in their classrooms.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND

History ignites a passion for learning in children as the barriers that come with learning a core subject are often removed: children are empowered to present their learning in more creative ways. Children are encouraged to be independent in their learning and to have a drive to do well. Adaptations are not made to the curriculum subjects but are made to the ways in which teachers deliver content and provide scaffolding for individuals through planned use of IT and other resources. Trips, visits, and visitors in this subject are included throughout the year, giving our disadvantaged children the opportunity to develop their cultural capital, apply their knowledge and understanding, and broaden their vocabulary.

Kenn History Progression Map

Class 1 (Foundation) 2023 – 2024 (Cycle A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Wonderful me Understanding the past - myself	Sparkle & Shine Understanding the past - families	Winter Wonderland Understanding the past - transport	Into the woods Understanding the past – animals in history	Ticket to Ride Understanding the past - objects	Beside the seaside Understanding the past – our area
Key questions						
Substantive Knowledge <i>What the pupils will know</i>						
<u>Sources</u>	<i>Fiction picture book stories</i> <i>Non-fiction reference books</i> <i>Traditional nursery rhymes</i> <i>Photographs</i>	<i>Fiction picture book stories</i> <i>Non-fiction reference books</i>				

	<p><i>Artefacts</i></p> <p><i>Films – modern/Pathe news</i></p>	<p><i>Traditional nursery rhymes</i></p> <p><i>Photographs</i></p> <p><i>Artefacts</i></p> <p><i>Films – modern/Pathe news</i></p>	<p><i>Traditional nursery rhymes</i></p> <p><i>Photographs</i></p> <p><i>Artefacts</i></p> <p><i>Films – modern/Pathe news</i></p>	<p><i>Traditional nursery rhymes</i></p> <p><i>Photographs</i></p> <p><i>Artefacts</i></p> <p><i>Films – modern/Pathe news</i></p>	<p><i>Traditional nursery rhymes</i></p> <p><i>Photographs</i></p> <p><i>Artefacts</i></p> <p><i>Films – modern/Pathe news</i></p>	<p><i>Traditional nursery rhymes</i></p> <p><i>Photographs</i></p> <p><i>Artefacts</i></p> <p><i>Films – modern/Pathe news</i></p>
<p>Disciplinary Knowledge Critical thinking skills</p>	<p><i>Recognise</i></p> <p><i>Identify</i></p> <p><i>Describe</i></p> <p><i>Observe</i></p> <p><i>Select</i></p> <p><i>Categorise/classify</i></p> <p><i>Sequence</i></p> <p><i>Compare & Contrast</i></p> <p><i>Recall</i></p> <p><i>Reason/Speculate</i></p>	<p><i>Recognise</i></p> <p><i>Identify</i></p> <p><i>Describe</i></p> <p><i>Observe</i></p> <p><i>Select</i></p> <p><i>Categorise/classify</i></p> <p><i>Sequence</i></p> <p><i>Compare & Contrast</i></p> <p><i>Recall</i></p> <p><i>Reason/Speculate</i></p>	<p><i>Recognise</i></p> <p><i>Identify</i></p> <p><i>Describe</i></p> <p><i>Observe</i></p> <p><i>Select</i></p> <p><i>Categorise/classify</i></p> <p><i>Sequence</i></p> <p><i>Compare & Contrast</i></p> <p><i>Recall</i></p> <p><i>Reason/Speculate</i></p>	<p><i>Recognise</i></p> <p><i>Identify</i></p> <p><i>Describe</i></p> <p><i>Observe</i></p> <p><i>Select</i></p> <p><i>Categorise/classify</i></p> <p><i>Sequence</i></p> <p><i>Compare & Contrast</i></p> <p><i>Recall</i></p> <p><i>Reason/Speculate</i></p>	<p><i>Recognise</i></p> <p><i>Identify</i></p> <p><i>Describe</i></p> <p><i>Observe</i></p> <p><i>Select</i></p> <p><i>Categorise/classify</i></p> <p><i>Sequence</i></p> <p><i>Compare & Contrast</i></p> <p><i>Recall</i></p> <p><i>Reason/Speculate</i></p>	<p><i>Recognise</i></p> <p><i>Identify</i></p> <p><i>Describe</i></p> <p><i>Observe</i></p> <p><i>Select</i></p> <p><i>Categorise/classify</i></p> <p><i>Sequence</i></p> <p><i>Compare & Contrast</i></p> <p><i>Recall</i></p> <p><i>Reason/Speculate</i></p>
<p>Second Order Concepts threads</p>	<p><i>Change Continuity Causation</i></p> <p><i>Similarity and difference</i></p> <p><i>Chronology Sources</i></p>	<p><i>Change Continuity Causation</i></p> <p><i>Similarity and difference</i></p> <p><i>Chronology Sources</i></p>	<p><i>Change Continuity Causation</i></p> <p><i>Similarity and difference</i></p> <p><i>Chronology Sources</i></p>	<p><i>Change Continuity Causation</i></p> <p><i>Similarity and difference</i></p> <p><i>Chronology Sources</i></p>	<p><i>Change Continuity Causation</i></p> <p><i>Similarity and difference</i></p> <p><i>Chronology Sources</i></p>	<p><i>Change Continuity Causation</i></p> <p><i>Similarity and difference</i></p> <p><i>Chronology Sources</i></p>
<p>Substantive Concepts threads</p> <p>Examples include <i>City, Settlement, Monarchy</i></p> <p><i>Transport, Country, Parliament,</i></p> <p><i>Monument, Weather, Religion, Power, Parliament</i></p> <p><i>Monument, River, City, Leisure, Homes, Environment, Communication, Agriculture</i></p>	<p><i>City, Homes, Country</i></p>	<p><i>City, Homes, Country</i></p>	<p><i>Transport, Leisure</i></p>	<p><i>Environment, Agriculture, Country, City</i></p>	<p><i>Leisure</i></p>	<p><i>Environment, Agriculture, Country, City, Leisure</i></p>
<p>Key vocabulary</p>						

	<i>Compare & Contrast</i> <i>Recall</i> <i>Reason/Speculate</i>					
Second Order Concepts threads	<i>Change Continuity Causation</i> <i>Similarity and difference</i> <i>Chronology Sources</i>					
Substantive Concepts threads Examples include <i>City, Settlement, Monarchy</i> <i>Transport, Country, Parliament, Monument, Weather, Religion, Power, Parliament Monument, River, City, Leisure, Homes, Environment, Communication, Agriculture</i>	<i>City, Home, Country</i>	<i>City, Home, Country</i>	<i>country, environment</i>	<i>environment, leisure</i>		<i>environment</i>
Key vocabulary						

Class 2 (Y1/2) 2023 – 2024 (Cycle A)	Autumn	Spring	Summer
Enquiry	How have changes within my family affected my life today?	How did Ernest Shackleton (1874 – 1922) survive his exploration to the poles?	Why did the Great Fire of London cause so much damage?
NC Links	KS1 NC: Events beyond living memory KS1 NC: The lives of significant individuals in the past who have contributed to national & international achievements Pupils will continue to develop a chronologically secure knowledge and understanding of British	KS1 NC: Events beyond living memory KS1 NC: The lives of significant individuals in the past who have contributed to national & international achievements Pupils will continue to develop a chronologically secure knowledge and understanding of British	KS1 NC: Events beyond living memory KS1 NC: The lives of significant individuals in the past who have contributed to national & international achievements Pupils will continue to develop a chronologically secure knowledge and understanding of British

	<p>history, establishing clear narratives within and across this period.</p> <p>Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>	<p>history, establishing clear narratives within and across this period.</p> <p>Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>	<p>history, establishing clear narratives within and across this period.</p> <p>Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>
Building on:	Foundation stage Autumn 2 Understanding the past – my family	Foundation stage Cycle A Spring 1 Understanding the past – transport	Foundation stage Cycle B Understanding the past – the world around us??
Possible Key questions	Who is Queen Victoria	<p>Who is Ernest Shackleton?</p> <p>How did Shackleton get to the South Pole and what happened then?</p> <p>Why did Shackleton risk his life going to the South Pole?</p> <p>How do we know what happened on the journey?</p> <p>Why was he not the first to get to the South Pole?</p> <p>How should Shackleton be remembered today?</p>	<p>How can we work out why the Great Fire started?</p> <p>What actually happened during the Great Fire and how can we know for sure 350 years later?</p> <p>Why did the Great Fire burn down so many buildings?</p> <p>Could more have been done to stop the Fire?</p> <p>How did people manage to live through the Great Fire?</p>
<p>Substantive Knowledge</p> <p><i>What will the pupils know?</i></p>	<p>Explore children’s Family tree and compare their lives to the lives of the Royal family tree – queen Victoria.</p> <p>How they have changed since a baby</p> <p>How familiar things and places were different in the past</p> <p>Comparing characters in stories</p> <p>Important past events in their life and the lives of family members</p> <p>How buildings often stay the same whilst their inhabitants change</p> <p>Important events in a history story</p>	<p>Explore the modes of transport used to get to the poles.</p> <p>What items/clothes/equipment did he need to take with him? Compare this to a modern day explorer. How have things changed?</p>	<p>Look at building and, materials</p> <p>Who took charge at the time?</p> <p>The Great Fire of London</p> <p>Modern London – landmarks</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. (Samuel Pepys)</p> <p>The difference between fact and fiction</p> <p>The difference between paintings, portraits and photographs of the past</p>

	Comparing some ways of life of people in the past with today Different viewpoints about stories		Places of worship? The fire service and firefighters – past and present
Sources	<i>Fiction picture book stories</i> <i>Traditional nursery rhymes</i> <i>Non-fiction reference books</i> <i>Diary extracts</i> <i>Paintings and portraits</i> <i>Photographs</i> <i>Pictures of artefacts</i> <i>Films – modern and Pathe News</i>	<i>Fiction picture book stories</i> <i>Non-fiction reference books</i> <i>Diary extracts</i> <i>Paintings and portraits</i> <i>Photographs</i> <i>Pictures of artefacts</i> <i>Films – modern and Pathe News</i> <i>Maps</i> <i>Letters and Telegrams</i>	<i>Fiction picture book stories</i> <i>Traditional nursery rhymes</i> <i>Non-fiction reference books</i> <i>Diary extracts</i> <i>Paintings and portraits</i> <i>Photographs</i> <i>Pictures of artefacts</i> <i>Films – modern and Pathe News</i>
<u>Disciplinary Knowledge</u> Critical thinking skills	Pupils develop their understanding of significant people, places and events in the past <i>using basic subject vocabulary</i> through <i>identifying, selecting, describing</i> and <i>sequencing</i> information from a variety of historical sources to <i>compare and contrast</i> and <i>offer reasons</i> for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did		
<u>Second Order Concepts</u> threads	<i>Change, Continuity Significance Chronology</i> <i>Similarity and difference, Sources, Empathy, Causation</i>	<i>Continuity Significance Chronology</i> <i>Similarity and difference Sources</i>	<i>Continuity Significance Chronology</i> <i>Similarity and difference Sources</i>
<u>Substantive Concepts</u> threads (also specialist vocabulary and key terms)	<i>Monarchy</i> <i>Equality, Monarchy, Transport, Technology, Leisure, Medicine, Entertainment, Government</i>	<i>Exploration, Empire, Monarchy, Slave, Trade, New World, Equality, Government</i>	<i>Transport</i> <i>Technology</i> <i>Monarchy</i>
<u>Key Vocabulary</u>		<i>Antarctic, explorer, South Pole, cold, knighted, volcano, discover, navy, flag, trek, ship, equipment, transport, Expedition Indigenous, Voyage, Conquer, Timeline, Pioneer, Navigate, Mission, Motive</i>	<i>Landmark, Journal, Explosion, King, Cathedral, River Thames, Bridge, Demolish, Mayor, Wealthy, Powerful</i> <i>Architect, Command, Traitor, Artefact, Portrait, Statue</i> <i>Firefighter, Siren, Alarm, Emergency</i>

Class 2 (Y1/2) 2022 – 2023 (Cycle B)	Autumn	Spring	Summer
Enquiry	How did Neil Armstrong visit the moon?	How has exploration changed?	Why is Powderham castle special?
NC Links	<p>KS1 NC: Events beyond living memory</p> <p>KS1 NC: The lives of significant individuals in the past who have contributed to national & international achievements</p> <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across this period.</p> <p>Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>	<p>KS1 NC: Events beyond living memory</p> <p>KS1 NC: The lives of significant individuals in the past who have contributed to national & international achievements</p> <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across this period.</p> <p>Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>	<p>KS1 NC: Significant historical events, people and places in their own locality</p> <p>KS1 NC: Events beyond living memory</p> <p>KS1 NC: The lives of significant individuals in the past who have contributed to national & international achievements</p> <p>Pupils will continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across this period.</p> <p>Pupils will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>
Building on	<p>Foundation stage Cycle A Spring 1 Understanding the past – transport</p> <p>Y1/2 Cycle A – Exploration Ernest Shackleton</p>	<p>Foundation stage Cycle A Spring 1 Understanding the past – transport</p> <p>Y1/2 Cycle A – Exploration Ernest Shackleton</p>	<p>Foundation stage Autumn 2 Understanding the past – my family (& Queen Victoria)</p>
Key questions	<p>Who was Neil Armstrong?</p> <p>Has man ever been to the moon and how can know for sure?</p> <p>Why did astronauts risk their lives going to the moon?</p> <p>How were they able to get to the moon and back safely?</p> <p>What did they do on the moon?</p>	<p>Who was Christopher Columbus?</p> <p>How did Columbus become famous?</p> <p>What was Columbus’ motivation?</p> <p>Why do you think we still remember Christopher Columbus, even though he’s been dead for 500 years?</p> <p>What was life like on board during such a long journey?</p>	<p>Where is Powderham castle?</p> <p>Why was it important to the local area?</p>

	Would you take the golden ticket and travel to the moon?	How have opinions of Columbus changed in the light of new evidence? How and why should we remember him?	
Substantive Knowledge What will the pupils know?	Explore the history of the flights and the first aeroplane flight. Neil Armstrong Explore early 20th century inventions Place this period in British history in context with prior learning	Compare the achievements of Captain James Cook and Christopher Columbus	Explore our local history and the impact that Powderham has had on the village of Kenton. Link to Brunel rail line Link to Queen Victoria & Victorian way of life
Disciplinary knowledge Sources	<i>Fiction picture book stories</i> <i>Non-fiction reference books</i> <i>Diary extracts</i> <i>Paintings and portraits</i> <i>Photographs</i> <i>Pictures of artefacts</i> <i>Films – modern and Pathe News</i> <i>Newspaper extracts</i>	<i>Fiction picture book stories</i> <i>Non-fiction reference books</i> <i>Diary extracts</i> <i>Paintings and portraits</i> <i>Photographs</i> <i>Pictures of artefacts</i> <i>Films – modern and Pathe News</i>	<i>Diary extracts</i> <i>Paintings and portraits</i> <i>Photographs</i> <i>Pictures of artefacts</i> <i>Films – modern and Pathe News</i> <i>Newspaper extracts</i>
Disciplinary Knowledge Critical thinking skills	Pupils develop their understanding of significant people, places and events in the past <i>using basic subject vocabulary</i> through <i>identifying, selecting, describing and sequencing</i> information from a variety of historical sources to <i>compare and contrast</i> and <i>offer reasons</i> for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did		
Second Order Concepts threads	<i>Change, Continuity Significance Chronology</i> <i>Similarity and difference, Sources, Empathy, Causation</i>	<i>Change, Continuity Significance Chronology</i> <i>Similarity and difference, Sources, Empathy, Causation</i>	<i>Change, Continuity Significance Chronology</i> <i>Similarity and difference, Sources, Empathy, Causation</i>
Substantive Concepts threads	<i>Exploration, Empire, Monarchy, Slave, Trade, New World, Equality, Government</i>	<i>Exploration, Empire, Monarchy, Slave, Trade, New World, Equality, Government</i>	<i>Monarchy, Transport, Government, River</i>
Key Vocabulary	<i>astronaut, moon, space, engineer, first, walk, space flight</i>	<i>North America, Atlantic Ocean, colonies, Genoa, navigate</i>	

	<i>Apollo, moon landing, research, NASA</i>	<i>New World, Caribbean, Renaissance, Italian, Explorer, Spain, Voyage, explorer, discover, navy, flag, trek, ship, equipment, transport, Expedition, Indigenous, Conquer, Timeline, Pioneer, Navigate, Mission, Motive</i>	
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Class 3 (Yr 3/4) 2023 – 2024 (Cycle A)	Autumn	Spring	Summer
Enquiry	Victorian Christmas – Was life the same for all Victorian children?	How did the Exe estuary help Powderham?	How did life change in the Bronze Age?
NC Links	<p>KS2 NC a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</p> <p>Significant historical events, people and places in their own locality.</p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p> <p>Use sources of information which go beyond simple observations to answer questions about the past</p> <p>-Use a variety of resources</p> <p>Place key events in a chronological order and in context (Victorian Period)</p> <p>Use an increasing range of words and phrases related to time</p> <p>-Use key vocabulary and historical terms correctly and widely</p> <p>-Draw conclusions about the past</p>	<p>KS2 NC a local history study</p> <p>Significant historical events, people and places in their own locality.</p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p> <p>Use sources of information which go beyond simple observations to answer questions about the past</p> <p>-Use a variety of resources</p> <p>Place key events in a chronological order and in context (Victorian Period)</p> <p>Use an increasing range of words and phrases related to time</p> <p>-Use key vocabulary and historical terms correctly and widely</p> <p>-Draw conclusions about the past</p>	<p>KS2 NC: changes in Britain from the Stone Age to the Iron Age</p>

<p>Building on</p>	<p>Y1/2 Cycle A How have changes within my family affected my life today? (Link to Queen Victoria and her family)</p> <p>Y1/2 Cycle B Why is Powderham castle special? (Link to Victorians)</p>	<p>Foundation Cycle A Spring 1 Winter Wonderland Understanding the past – transport</p> <p>Foundation Cycle A Summer 1 Ticket to Ride?</p> <p>Year 1/2 Cycle A Autumn term How have changes within my family affected my life today? (Queen Victoria family)</p> <p>Year 1/2 Cycle B Why is Powderham castle special? (Link to Victorians)</p>	<p>Y3/4 Vikings & Romans Cycle B - Link to chronology of Vikings/Anglo Saxons and Romans/Celts</p>
<p>Key questions</p>			<p>What are the mysteries around Stonehenge?</p> <p>Why did they build Stonehenge?</p> <p>How did Bronze replace Stone?</p> <p>What is prehistory?</p> <p>How did hunter gatherers survive?</p> <p>What kind of sources tell us about the Stone Age?</p> <p>How much did life change when man learned how to farm?</p> <p>Is it true that stone age man was just a simple hunter gatherer only interested in food and shelter?</p> <p>What can we learn about life in the stone age from Skara Brae?</p> <p>How should we remember the Bronze age?</p> <p>What was life like in the Iron Age and how do we know?</p>
<p>Substantive Knowledge</p> <p>What will pupils learn?</p>	<p>Learn about similarities and differences in society – family life, education, work and pastimes</p>	<p>Local study</p> <p>Victorian Learning Programme visit at Powderham (This is about daily life)</p> <p>Learn about the way in which Powderham used the river Exe for transport and deliveries</p>	<p>Study of changes in Britain from the Stone Age to Iron Age.</p> <p>Focus on tribal kingdoms, farming, art and culture.</p> <p>Place period in chronological context - pre Anglo Saxons</p>

	<p>Possible threads from Key Stage History – need to establish who is doing what about the Victorians so there is progression not repetition.</p> <p>What were the main changes that took place in this time?</p> <p>What was life like in Victorian cities (Linked to Dickens)</p> <p>Children working in Victorian factories – was it as bad as they tell us?</p> <p>If life was so hard for families in the towns, why did so many leave the countryside and move to the towns?</p> <p>Victorian poor and the workhouse</p> <p>Going to school in Victorian times</p> <p>Victorian railways – winners and losers</p>	<p>Victorian railways – winners and losers</p> <p>Isambard Kingdom Brunel? Repeated in Y5/6 Cycle B Spring</p>	<p>Study daily life and challenges for Stone Age to Iron Age settlers.</p> <p>Nomads becoming settlers</p> <p>Cultivation and innovation</p> <p>Religious beliefs</p> <p>Compare life of hunter gatherers with farmers</p>
Sources	<p><i>Photographs Maps</i></p> <p><i>Letters and telegrams</i></p> <p><i>Films – Pathe News and modern</i></p> <p><i>Book extracts, posters, newspapers</i></p> <p><i>Paintings, portraits, prints, drawings</i></p> <p><i>Statues, sculptures, monuments</i></p>	<p><i>Photographs Maps</i></p> <p><i>Letters and telegrams</i></p> <p><i>Films – Pathe News and modern</i></p> <p><i>Book extracts, posters, newspapers</i></p> <p><i>Paintings, portraits, prints, drawings</i></p> <p><i>Statues, sculptures, monuments</i></p> <p><i>Local historical sources.</i></p>	<p><i>Artefacts, Photographs, Maps, Book extracts, posters, newspapers, Artist reconstructions</i></p> <p><i>Statues, sculptures, monuments</i></p>
<u>Disciplinary Knowledge</u> Critical thinking skills	<p>Pupils demonstrate a more nuanced understanding <i>using a more sophisticated subject vocabulary</i> of significant people, places, situations, changes and events of British history through <i>synthesising</i> relevant information from a broad range of historical sources to <i>explain through more informed responses</i> how and why people lived and behaved at particular times in the past making meaningful links between them</p>		
<u>Second Order Concepts</u> threads	<p><i>Change Continuity</i></p> <p><i>Causation Significance</i></p> <p><i>Similarity and difference</i></p> <p><i>Perspective Sources</i></p> <p><i>Chronology Empathy</i></p>	<p><i>Change Continuity</i></p> <p><i>Causation Significance</i></p> <p><i>Similarity and difference</i></p> <p><i>Perspective Sources</i></p> <p><i>Chronology Empathy</i></p>	<p><i>Change Continuity</i></p> <p><i>Causation Significance</i></p> <p><i>Similarity and difference</i></p> <p><i>Perspective Sources</i></p> <p><i>Chronology Empathy</i></p>

<u>Substantive Concepts threads</u>	<i>Empire</i> <i>Country</i> <i>Monarchy</i> <i>Imperialism</i> <i>Natural resources</i> <i>Trade</i> <i>Commonwealth</i> <i>Economy</i> <i>Industrial Revolution</i> <i>War</i> <i>Religion</i> <i>Slave</i> <i>Government</i> <i>Migration</i> <i>Climate</i> <i>Kingdom</i>	<i>Empire</i> <i>Country</i> <i>Monarchy</i> <i>Imperialism</i> <i>Natural resources</i> <i>Trade</i> <i>Commonwealth</i> <i>Economy</i> <i>Industrial Revolution</i> <i>War</i> <i>Religion</i> <i>Slave</i> <i>Government</i> <i>Migration</i> <i>Kingdom</i>	<i>Society</i> <i>Agriculture</i> <i>Settlement</i> <i>Economy</i> <i>Tribe</i> <i>Trade</i> <i>Peace</i> <i>War</i> <i>Conflict</i> <i>Religion</i> <i>Natural resources</i>
Vocabulary	transport, factories, mines, urbanisation, sanitation,	locomotive, railway, Brunel, industrial revolution, community, invention, migrate, rural, revolution, livestock	Primary evidence Smelting Secondary evidence BC Alloy Status Social class Monument Ceremony Interred Commemorate Cist Capstone Timeline Artefact Stone circle Archaeologist Chieftain

Class 3 2022 – 2023 (Cycle B)	Autumn	Spring	Summer
Enquiry	Were the Vikings ruthless raiders or peaceful settlers?	Why did the Romans leave sunny Italy to invade cold, wet Britain?	What can pyramids tell us about life in Egypt?
NC Links	KS2 NC the Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor	KS2 NC the Roman Empire and its impact on Britain KS2 NC Britain's settlement by Anglo Saxons and Scots (including the Roman withdrawal)	NC KS2 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.

Building on	Place Vikings chronologically compared to Victorians and Christopher Columbus (Y1/2) and Stone Age to Iron Age (Y3 Cycle A)	Place Romans chronologically compared to, Victorians and Christopher Columbus (Y1/2) and Stone Age to Iron Age (Y3 Cycle A), Vikings & Anglo Saxons (Cycle B)	Place Ancient Egyptians chronologically compared to, Victorians and Christopher Columbus (Y1/2) and Stone Age to Iron Age (Y3 Cycle A), Vikings & Anglo Saxons and Romans & Celts (Cycle B)
Key questions	<p>What image do you have of the Vikings?</p> <p>Why have the Vikings gained such a bad reputation?</p> <p>How have recent excavations changed our views?</p> <p>What can we learn about the Viking Settlement from a study of place- name endings?</p> <p>Where did the Vikings settle and how do we know?</p> <p>How should we remember the Vikings?</p>	<p>What do we already know about the Romans?</p> <p>Why did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</p> <p>Why did Claudius invade?</p> <p>Why did Boudica stand up to the Romans and what image do we have of her today?</p> <p>How were the Romans able to keep control over such a vast empire?</p> <p>How did the Roman way of life contrast with the Celtic lifestyle and how do we know?</p> <p>How can we solve the mystery of why this great empire came to an end?</p> <p>How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p>	<p>What do we already know about ancient Egypt?</p> <p>How can we discover what ancient Egypt was like over 5,000 years ago?</p> <p>What sources of evidence have survived and how were they discovered?</p> <p>What does the evidence tell us about everyday life for men, women and children?</p> <p>What did the ancient Egyptians believe about life after death and how do we know?</p> <p>What did ancient Egypt have in common with other civilisations from that time?</p>
Substantive Knowledge What will the children learn?	<p>Focus on the longships</p> <p>Examine the sources – were the Vikings really as bad as the monasteries painted them to be?</p> <p>Viking settlement names</p> <p>Viking art</p>	<p>Britain’s settlement by Anglo Saxons and Scots (including the Roman withdrawal)</p> <p>Roman invaders - how did this change Britain after the Celts and the Iron Age?</p> <p>Roman Legacy</p> <p>Who were the Romans?</p> <p>Why was the empire so powerful?</p> <p>Focus on the Roman soldier, weapons, tactics.</p> <p>Study of the Roman invasion on Britain, and the British resistance. Link to Autumn Term study.</p> <p>Julius Caesar’s attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and the power of its army</p>	<p>Aims: 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>successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	
<u>Sources</u>	<p><i>Artefacts Photographs Maps</i></p> <p><i>Films, Book extracts, posters, newspapers</i></p> <p><i>Paintings, portraits, prints, drawings</i></p> <p><i>Artist reconstructions</i></p> <p><i>Statues, sculptures, monuments</i></p>	<p><i>Artefacts Photographs Maps</i></p> <p><i>Engravings, mosaics, frescos, murals</i></p> <p><i>Paintings, portraits, prints, drawings</i></p> <p><i>Artist reconstructions</i></p> <p><i>Statues, sculptures, monuments</i></p>	<p><i>Artefacts Photographs</i></p> <p><i>Letters and telegrams Maps</i></p> <p><i>Films – Pathe News and modern</i></p> <p><i>Book extracts, posters, newspapers</i></p> <p><i>Engravings, mosaics, frescos, murals Artist reconstructions</i></p> <p><i>Paintings, portraits, prints, drawings Hieroglyphics</i></p> <p><i>Statues, sculptures, monuments</i></p>
<u>Disciplinary Knowledge</u> Critical thinking skills	<p>Pupils demonstrate a more nuanced understanding <i>using more sophisticated subject vocabulary</i> of significant people, places, situations, changes and events of British history through <i>synthesising</i> relevant information from a broad range of historical sources to <i>explain through more informed responses</i> how and why people lived and behaved at particular times in the past making meaningful links between them.</p>		
<u>Second Order Concepts</u> threads	<p><i>Change Continuity</i></p> <p><i>Causation Significance</i></p> <p><i>Similarity and difference</i></p> <p><i>Perspective Sources</i></p> <p><i>Chronology Empathy</i></p>	<p><i>Change Continuity</i></p> <p><i>Causation Significance</i></p> <p><i>Similarity and difference</i></p> <p><i>Perspective Sources</i></p> <p><i>Chronology Empathy</i></p>	<p><i>Change Continuity</i></p> <p><i>Causation Significance</i></p> <p><i>Similarity and difference</i></p> <p><i>Perspective Sources</i></p> <p><i>Chronology Empathy</i></p>
<u>Substantive Concepts</u> threads	<p><i>Society Settlement</i></p> <p><i>Economy War</i></p> <p><i>Conflict Religion</i></p>	<p><i>Society Settlement</i></p> <p><i>Economy Trade</i></p> <p><i>War Conflict</i></p>	<p><i>Civilisation Society</i></p> <p><i>Religion Location</i></p> <p><i>Monarchy Agriculture</i></p>

<p>Key questions</p>	<p>Why do we study the Maya in history?</p> <p>How did the Maya manage to become so important?</p> <p>What was life like at the height of Mayan civilization?</p> <p>Why did they have human sacrifice?</p>	<p>Why did Britain have to go to war in 1939?</p> <p>Why was it necessary for children to be evacuated and what was evacuation really like?</p> <p>How was Britain able to stand firm against the German threat?</p> <p>How did people manage to carry on normal life during the war and how do we know?</p> <p>Why is it so difficult is to be sure what life on the Home Front was really like?</p> <p>What was VE day really like?</p>	<p>Who were the ancient Greeks and when did they live?</p> <p>How do we know so much about the Ancient Greeks who lived over 2,500 years ago?</p> <p>Theseus and the Minotaur: Is there any evidence for the legend?</p> <p>What can we work out about everyday life in Ancient Athens?</p> <p>What artefacts survived and why?</p> <p>What was life like for women in Ancient Greece?</p> <p>What makes a source reliable?</p> <p>What do we mean by "Legacy"?</p> <p>What were ancient Greek City-States?</p> <p>What were the most famous City-States?</p> <p>Would you have preferred to live in Athens or Sparta? Why?</p> <p>What did the Greeks do for us?</p> <p>What is ancient Greece's best-ever achievement?</p>
<p>Substantive Knowledge</p> <p>What will the children learn?</p>	<p>Appreciate the range of Mayan achievements</p> <p>Understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. They also had their own system of writing.</p> <p>Know they were one of the most sophisticated societies of their age with a strong belief system.</p> <p>Be able to explain why human sacrifice was practised i.e. they appeased their gods with the human blood collected from the human sacrifice</p> <p>Appreciate that over 1,000 years ago moral values were different in England too</p> <p>Understand that Mayan civilization was in decline at time of Saxon control in Britain.</p>	<p>Use different sources to find out about how and why the war began and Britain's part in it.</p> <p>Order events of World War II</p> <p>Understand and empathise with why children were evacuated</p> <p>Compare the roles of men and women in the war</p> <p>Learn about the Holocaust and understand what prejudice and discrimination is.</p>	<p>I can use and understand the terms 'trade', 'civilisation' and 'chronologically'.</p> <p>I can discuss when the ancient Greek period was in relation to other periods in world history.</p> <p>I can order key events chronologically during a period</p> <p>I can discuss the terms 'empire', 'culture' and 'legacies'.</p> <p>I can explain how Alexander the Great's Empire grew.</p> <p>I can describe how Alexander the Great's Empire affected different people.</p> <p>I can explore how enslavement was central to life in ancient Greece.</p> <p>I can gather information from secondary sources about aspects of life in ancient Greece.</p> <p>I can share my research findings with others and pose my own historical questions.</p>

	<p>Possible addition: Why did the Mayan Empire decline? How can we solve the riddle of why the Mayan empire ended so quickly?) Key Stage History lesson.</p>		<p>I can explore some comparisons between life in ancient Athens and life in ancient Sparta. I can discuss how democracy worked in ancient Athens. I can take part in a debate about life in ancient Sparta and life in ancient Athens.</p> <p>I can gather evidence about the past by looking at ancient Greek pottery. I can explain what primary and secondary sources are and how they differ.</p> <p>I can discuss what I know about the modern Olympics.</p> <p>I can select relevant information from a secondary source about the ancient Greek Olympic Games.</p> <p>I can make comparisons between the modern Olympic Games and the Olympics in ancient Greek times.</p> <p>I can describe some of the key beliefs of the ancient Greeks and discuss how they worshipped.</p> <p>I can name and describe some of the ancient Greek gods and goddesses.</p> <p>I can show my understanding of the events and characters in this myth by sequencing one version of the Trojan War story.</p> <p>I can explore sources of evidence which have been used to find out about the Trojan War.</p> <p>I can discuss whether the Trojan War really happened or whether it was a myth.</p>
Sources	<p><i>Artefacts Photographs Maps</i></p> <p><i>Book extracts/journals</i></p> <p><i>Engravings, mosaics, frescos, murals</i></p> <p><i>Paintings, portraits, prints, drawings</i></p> <p><i>Artist reconstructions</i></p> <p><i>Statues, sculptures, monuments</i></p> <p><i>Hieroglyphics Codex</i></p>	<p><i>Photographs Maps</i></p> <p><i>Letters and telegrams Films – Pathe News</i></p> <p><i>Book extracts, posters, newspapers</i></p> <p><i>Paintings, portraits, prints, drawing</i></p> <p><i>Tabular and graphical data</i></p> <p><i>Military orders Speeches</i></p>	<p><i>Artefacts Photographs Maps Book extracts,</i></p> <p><i>Artist reconstructions</i></p> <p><i>Engravings, mosaics, frescos, murals</i></p> <p><i>Paintings, portraits, prints, drawings</i></p> <p><i>Statues, sculptures, monuments</i></p>

<u>Disciplinary Knowledge</u> Critical thinking skills	Pupils make <i>informed conclusions</i> and <i>reasoned judgements</i> about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well an aspect or theme of British history post 1066, through <i>selecting</i> and <i>evaluating, critiquing and justifying</i> their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways.					
<u>Second Order Concepts</u> threads	<i>Change</i> <i>Continuity</i> <i>Causation</i> <i>Significance</i> <i>Similarity and difference</i> <i>Perspective</i> <i>Sources</i> <i>Chronology</i> <i>Empathy</i>	<i>Change</i> <i>Continuity</i> <i>Causation</i> <i>Significance</i> <i>Similarity and difference</i> <i>Perspective</i> <i>Sources</i> <i>Chronology</i> <i>Empathy</i>	<i>Change</i> <i>Continuity</i> <i>Causation</i> <i>Significance</i> <i>Similarity and difference</i> <i>Perspective</i> <i>Sources</i> <i>Chronology</i> <i>Empathy</i>			
<u>Substantive Concepts</u> threads	<i>Society</i> <i>Civilisation</i> <i>Conflict</i> <i>Environment</i> <i>Natural resources</i> <i>Trade</i> <i>War</i> <i>Hazard</i> <i>Climate</i> <i>Religion</i> <i>Agriculture</i> <i>Migration</i> <i>Economy</i> <i>Erosion</i>	<i>War</i> <i>Conflict</i> <i>Power</i> <i>Empire</i> <i>Democracy</i> <i>Country</i> <i>Natural resources</i> <i>Military</i> <i>Government</i> <i>Continent</i> <i>Agriculture</i> <i>Settlement</i> <i>Economy</i> <i>Power</i> <i>Trade</i> <i>Technology</i>	<i>Civilisation</i> <i>Empire</i> <i>War</i> <i>Conflict</i> <i>Power</i> <i>Society</i> <i>Military</i> <i>Government</i> <i>Kingdom</i> <i>Monarchy</i> <i>Society</i>			
Vocabulary	<i>Artefact</i> <i>Reconstruct</i> <i>Ceremonial</i> <i>City</i> <i>Tropical</i> <i>Rainforest</i> <i>Expedition</i> <i>Rediscover</i> <i>Famine</i> <i>Eclipse</i> <i>Deforestation</i> <i>Timeline</i> <i>Water cycle</i> <i>Restoration</i> <i>Flash flood</i> <i>Drought</i> <i>Overpopulation</i>	<i>Allies</i> <i>Invasion</i> <i>Occupy</i> <i>Fuhrer</i> <i>Politician</i> <i>Reich</i> <i>Prime Minister</i> <i>Luftwaffe</i> <i>Royal Air Force</i> <i>Alliance</i> <i>Evacuation</i> <i>RADAR</i> <i>Combat</i> <i>Blitzkrieg</i> <i>Neutral</i> <i>Dependency</i> <i>Command</i> <i>Superiority</i> <i>Campaign</i> <i>Propaganda</i>	<i>Artefact</i> <i>City-state</i> <i>Sparta</i> <i>Troy</i> <i>Siege</i> <i>Myth</i> <i>Legend</i> <i>Engraving</i> <i>Manuscript</i> <i>Mosaic</i> <i>Authenticate</i> <i>Depiction</i> <i>Envoy</i> <i>Conquest</i> <i>Ruler</i> <i>Warrior</i> <i>Deception</i>			

Class 4 2022 – 2023 (Cycle B)	Autumn	Spring	Summer
Enquiry	How has Crime & Punishment changed over time?	Why was Isambard Kingdom Brunel considered a significant Victorian?	The Changing Power of the Monarchs (Focus on Queen Victoria?) <i>If we are able to focus on Queen V this carries on nicely from the previous topic - although in 2 years time would it be better to do this in the spring and Brunel in the summer? (setting the scene before diving deep into Brunel?)</i> ●
NC Links	KS2 NC a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	KS2 NC a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 KS2 NC a local history study	KS2 NC a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066
Building on		Y1/2 Queen Victoria/Powderham Y3/4 Victorian Christmas, Powderham & the river Exe Cycle A	Y1/2 Queen Victoria/Powderham Y3/4 Victorian Christmas, Powderham & the river Exe (Cycle A) Y5/6 Brunel (Cycle B)
Key questions	<p>What do you already know about crime and punishment in history?</p> <p>How were criminals punished 800 years ago and how do we know?</p> <p>What does the legend of Robin Hood tell us about medieval justice?</p> <p>How did crimes and punishments change between 1500 and 1750?</p> <p>Why did punishments become so bloody in the 18th century?</p> <p>Why did so much change happen in the 19th century?</p> <p>Has the way we catch and punish criminals improved that much in the last 100 years?</p>	<p>What do we mean by the Victorian era?</p> <p>What were the main changes that took part in this time?</p> <p>How did the railway affect local life? (Powderham)</p> <p>What impact have his achievements had locally? (Clifton Suspension bridge, Railway line through Powderham)</p>	

<p>Substantive Knowledge</p> <p>What will the children learn?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> compare and analyse laws and justice from different time periods starting with Anglo Saxons continue to develop chronological understanding of British history look at how social history has impacted and developed into our current legal system in Britain 	<p>Can I understand the era that Brunel was born into? (Who was the monarch, Prince Albert, the industrial revolution, timeline etc)</p> <p>So who was Isambard Kingdom Brunel? What is he famous for? Write a fact file about IKB with some sketches.</p> <p>Research about different types of bridges. Labelled diagrams – do we have any near us?</p> <p>STEM bridge building activity using set resources. First look at the cylinder, triangular and rectangular structure – which is the strongest? How much weight can your bridge hold?</p> <p>Not sure yet (possible - what would I change after last week's bridge building and then testing those improvements)</p> <p>Other possible ideas:</p> <p>Who Brunel was and when he lived</p> <ul style="list-style-type: none"> - Major achievements - railways, stations, tunnels, steamships, hospitals - Brunel was a Victorian - an era of change, revolution tech progress - place Victorian period in chronological context - Lasting impact of achievements locally in the South West to include Starcross and Cockwood links to GWR and the atmospheric railway - compare achievements with those of today - Channel Tunnel build <p>Consider the ups and downs of Brunel's career – create a snakes and ladders game (Key Stage History idea)</p> <p>Winners and Losers of the Railway system (Key stage History lesson Victorians)</p>	<p>Know key information about Queen Victoria's life-</p> <p>Know she was the longest reigning monarch until Queen Elizabeth</p> <p>Explore the increasing power of Parliament over time and the challenges she faced during her reign</p> <p>compare and place Victoria's reign in relation to Tudor period and industrial revolution</p> <p>Build on study of Brunel, Empire in Class 2</p> <p>key facts about Queen Victoria and make links with other monarchs- compare similarities and differences</p> <p>choose relevant evidence and compare sources of information (link to prior learning)</p> <p>Know Queen Victoria's place in her family time-line</p>
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Sources	<p>Artefacts Photographs</p> <p>Book extracts, posters, newspapers</p> <p>Engravings, mosaics, frescos, murals</p> <p>Paintings, portraits, prints, drawings</p> <p>Tabular and graphical data</p>	<p>Photographs</p> <p>Letters and telegrams Maps</p> <p>Films – Pathe News and modern</p> <p>Book extracts, posters, newspapers</p> <p>Paintings, portraits, prints, drawings</p> <p>Factory reports Speeches</p> <p>Statues, sculptures, monuments</p>	<p>Photographs</p> <p>Letters and telegrams Maps</p> <p>Films – Pathe News and modern</p> <p>Book extracts, posters, newspapers</p> <p>Paintings, portraits, prints, drawings Speeches</p> <p>Statues, sculptures, monuments</p>
Disciplinary Knowledge Critical thinking skills	<p>Pupils make informed conclusions and reasoned judgements about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well an aspect or theme of British history post 1066, through selecting and evaluating , critiquing and justifying their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways.</p>		
Second Order Concepts threads	<p>Change Continuity</p> <p>Causation Significance</p> <p>Similarity and difference</p> <p>Perspective Sources</p> <p>Chronology Empathy</p>	<p>Change Continuity</p> <p>Causation Significance</p> <p>Similarity and difference</p> <p>Perspective Sources</p> <p>Chronology Empathy</p>	<p>Change Continuity</p> <p>Causation Significance</p> <p>Similarity and difference</p> <p>Perspective Sources</p> <p>Chronology Empathy</p>
Substantive Concepts threads	<p>Industrial Revolution Empire</p> <p>Religion Government</p> <p>Child labour Society</p> <p>Social reform</p>	<p>Industrial Revolution Empire</p> <p>Natural resources Religion</p> <p>Raw material Trade</p> <p>Government Economy</p> <p>Child labour Society</p> <p>Social reform Migration</p>	<p>Industrial Revolution Empire</p> <p>Natural resources Religion</p> <p>Raw material Trade</p> <p>Government Economy</p> <p>Child labour Society</p> <p>Social reform Migration</p>
Vocabulary	<p>Primary evidence Border</p> <p>Secondary evidence AD</p> <p>offender deterrent</p> <p>protection confess</p>	<p>Colony Era</p> <p>Innovation Mill</p> <p>Foundry Manufacture</p> <p>Colliery Reformer</p>	

	<i>defendant</i>	<i>guilty</i>	<i>Domestic system</i> <i>Exploitation</i>	
	<i>innocent</i>	<i>judge</i>	<i>Factory system</i> <i>Technological</i>	
	<i>jury</i>	<i>law</i>	<i>Member of Parliament</i> <i>Export</i>	
	<i>sentence</i>	<i>trial</i>	<i>Prime Minister</i> <i>Smelting</i>	
	<i>verdict</i>	<i>victim</i>		
	<i>witness</i>			

Key Skills for History Explained

Chronology	Chronology is the study of time. It refers to the passing of time and to putting events in the correct order in which they happened. Children will develop an understanding of the chronology of key events studied throughout their time at Preston Primary School and will be able to place these in the correct order.
Interpreting History	This refers to creating an explanation of past events. The children interpret historical events through use of sources, data and the opinions of others (for example, through use of textbooks).
Historical Enquiry using Evidence	Evidence is provided to historians through objects, artefacts, documents, and images amongst other things. Historians use evidence to arrive at their judgement of an event. Sources can be defined as primary (firsthand, created at the time), or secondary (second hand, usually the opinion or judgement of historians and taken from textbooks).

Change and continuity	<p>Change refers to the changes that occur throughout history. It is interlinked with continuity as children need to realise that change is rarely large and decisive all at once. Instead, changes often occur slowly and over long periods of time. Continuity refers to things that stay the same over a long period of time, e.g. the reign of the British monarchy. Change that is sudden, decisive and has a large impact on society is called a 'turning point'.</p>
Cause and consequence	<p>This is the understanding that events sometimes happen because they are triggered by a separate event. It is about looking into the effect of seemingly small events and the effect they have on the topic studied.</p>
Similarities and differences	<p>Looking for similarities and differences between groups of people, periods of time and places can help children to understand the realities of life in the past. When considering similarities and differences, it is important to avoid generalisations and ensure that children are aware that people perceived events in the past in many different ways based on their own contexts.</p>