



HISTORY

KEY STAGE ONE - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description		Children learn about the history of Hordle village and school. They compare the past to present	
NC Objectives		<ul style="list-style-type: none"> • Pupils should be taught about changes within living memory • Pupils should be taught about events, people and places in their own locality 	
Substantive Knowledge		<ul style="list-style-type: none"> • Children will learn what Hordle school used to be like - the buildings, the children, the clothing • Children will learn what Hordle village use to be like - the houses, the shops • Children will compare their knowledge of the past to what Hordle School and village are currently like 	
Disciplinary Skills		<ul style="list-style-type: none"> • Chronology - recognise the sequence of houses from past to present and use dates to describe things; use vocabulary associated with the past and intervals of time • Characteristic features - recognise that clothing and buildings could be different in the past • Continuity and Change - describe how aspects of school life today differ from the past • Historical Significance - can recognise significant changes to the school that impacted friends and family • Historical interpretation - identifying and talking about different accounts of real historical situations • Historical Enquiry - talk about similarities and differences between historical sources about the school; gather information from simple sources to answer questions about the history of Hordle; able to explain how they have found out about the past 	
Vocabulary		chronology, past, present, primary source, secondary source,	
Assessment		End of Unit Workout <ul style="list-style-type: none"> • Children will explain the differences in housing in Hordle • Children will explain differences in the school 	

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children learn about the sinking of Titanic and what safety measures have been put in place since.		Children learn about The Great Fire of London. They will learn about how it started and how it spread so quickly.
NC Objectives	<ul style="list-style-type: none"> • Pupils should be taught about significant historical events in their own locality • Pupils should be taught about events beyond living memory that are significant nationally or globally 		<ul style="list-style-type: none"> • Pupils should be taught about events beyond living memory that are significant nationally or globally
Substantive Knowledge	<ul style="list-style-type: none"> • Children will learn when Titanic set sail and the sequence of events that led to its sinking • They will learn about the passengers on board • They will look at the differences between the clothes and luggage that passengers took on board Titanic to that which would be taken today • They will learn about the historical significance of Titanic sinking 		<ul style="list-style-type: none"> • Children will learn the sequence of events that led to The Great Fire of London • They will learn how the fire started and the reasons why it spread so quickly
Disciplinary Skills	<ul style="list-style-type: none"> • Chronology - can sequence timelines on the events of Titanic using dates and vocabulary associated with the past and intervals of time • Characteristic features - recognise that clothing, transport and technology could be different in the past • Continuity and Change - matching old objects to people from the past • Cause and Consequence - give simple explanations why people on Titanic acted as they did; describe the causes and consequences of Titanic's sinking • Historical Significance - recognise and talk about the significance of Titanic • Historical interpretation - identifying and talking about different accounts of Titanic's sinking; talking about differences in accounts relating to Titanic from the time (primary) and from the present (secondary); describe significant historical events in their locality • Historical Enquiry - talk about similarities and differences between historical sources about Titanic; explain events and actions; gather information from simple sources to answer questions about Titanic; explain how they have found out about the past 		<ul style="list-style-type: none"> • Chronology - can sequence timelines on the events of Titanic using dates; use vocabulary associated with the past and intervals of time • Characteristic features - recognise that buildings, transport and technology could be different in the past; describe, in simple terms, some characteristic features of the period • Continuity and Change - can match old fire fighting objects to the past; talking about how aspects of life differ today as a result of The Great Fire of London • Cause and Consequence - can describe, in simple terms, the causes and consequences of The Great Fire of London • Historical Significance - can recognise and talk about who was important • Historical interpretation - identifying and talking about different accounts of The Great Fire of London; talking about differences in accounts relating to the fire from the time (primary) and from the present (secondary) • Historical Enquiry - talk about similarities and differences between historical sources about The Great Fire of London; talk about past events by identifying important features of sources; gather information from simple sources to answer questions about the fire; explain events and actions; able to explain how they have found out about the past
Vocabulary	chronology, past, present, primary and secondary source		chronology, past, present, primary source, secondary source,
Assessment	<p>End of Unit Workout</p> <ul style="list-style-type: none"> • Children will recall the event of Titanic's journey • Why was the loss of life so great on Titanic? • What has changed as a result of this? 		<p>End of Unit Workout</p> <ul style="list-style-type: none"> • How did the fire start? • Why did it spread so quickly? • What changes have been made since?



HISTORY

KEY STAGE ONE - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children learn about the Battle of Hastings and the history of castles		
NC Objectives	<ul style="list-style-type: none"> • Pupils should be taught about events beyond living memory that are significant nationally or globally • Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements 		
Substantive Knowledge	<ul style="list-style-type: none"> • Children will learn about the key events and people involved in The Battle of Hastings • They will learn that William the Conqueror built the first castles • They will learn about the development of castles from Motte and Bailey, Stone Keep to Concentric • They will learn about castles in the local area 		
Disciplinary Skills	<ul style="list-style-type: none"> • Chronology - recognise the sequence of castles; use vocabulary associated with the past and intervals of time • Characteristic features - recognise that buildings could be different in the past; recognise some key characteristics of castles through history • Continuity and Change - match old objects to people and situations from the past; talk about similarities and differences between castles • Cause and Consequence - give simple explanations for why The Battle of Hastings began; describe the consequences of The Battle of Hastings • Historical Significance - recognise and talk about who was important in The Battle of Hastings • Historical interpretation - identifying and talking about differences in accounts relating to The Battle of Hastings from the time (primary) and from the present (secondary) • Historical Enquiry - talk about past events by identifying important features from sources; gather information from simple sources to answer questions about The Battle of Hastings; be able to explain how they have found out about the past 		
Vocabulary	Battle of Hastings, castle, conqueror, Norman, motte and bailey, tapestry, stone keep, concentric, Corfe Castle, Portchester Castle		
Assessment	<ul style="list-style-type: none"> • Explain the events of The Battle of Hastings • Children can compare different types of castle 		

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children learn about Mary Anning and her significance in our local area	Children learn about the history of space travel including the animals and humans that have been in space and landed on the moon	
NC Objectives	<ul style="list-style-type: none"> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements Pupils should be taught about significant historical events people and places in their own locality 	<ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. 	
Substantive Knowledge	<ul style="list-style-type: none"> Children learn about Mary Anning's life from childhood They learn about key points in her life where she made significant discoveries of fossils They learn about her being recognised for her work after her death 	<ul style="list-style-type: none"> Children learn about the animals and humans that have been to space and landed on the moon They learn the order that the animals went into space They learn about the Apollo 11 missions and the first moon landing Children learn about Tim Peake and compare him to Neil Armstrong 	
Disciplinary Skills	<ul style="list-style-type: none"> Chronology - can sequence timelines on the events of Mary Anning's life using dates; use vocabulary associated with the past and intervals of time Characteristic features - recognise that clothing, transport and technology was different in the past Continuity and Change - describing how some aspects of life differ today from the past using simple historical language Cause and Consequence - give simple explanations about Mary Anning's actions Historical Significance - recognise and talk about why Mary Anning was important Historical interpretation - identifying and talking about different accounts of Mary anning's life and discoveries; talking about differences in accounts relating to Mary Anning from the time (primary) and from the present (secondary); describe significant historical events in their locality Historical Enquiry - talk about past events by identifying key features of sources; gather information from sources to ask and answer questions about the past; explain how they have found out about the past 	<ul style="list-style-type: none"> Chronology - can sequence timelines on the events of the space race, using dates; use vocabulary associated with the past and intervals of time Characteristic features - recognise that clothing, transport and technology could be different in the past; describe, in simple terms, some characteristics of the people studies Continuity and Change - can match older objects to people or situations from the past; can talk about similarities and differences between Apollo 11 and the Soyuz rocket Cause and Consequence - describe, in simple terms, the consequences of space travel Historical Significance - recognise and talk about who was important Historical interpretation - identifying and talking about different accounts of space travel; talking about differences in accounts relating to space travel from the time (primary) and from the present (secondary) Historical Enquiry - talk about past events by identifying key features of sources;gather information from sources to ask and answer questions about the past; able to explain how they have found out about the past 	
Vocabulary	chronology, past, present, primary/secondary source, fossil hunter, palaeontologist, curiosities	chronology, past, present, primary source, secondary source, national, international, space race,	
Assessment	<ul style="list-style-type: none"> Children will explain the events of Mary Anning's life , how she became a famous fossil hunter and why this has been significant 	<ul style="list-style-type: none"> Children will recall the events of space travel of animals and humans, in order Children will be able to explain similarities and differences between Neil Armstrong and Tim Peake's missions 	



HISTORY

LOWER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children learn about differences between Stone Age and Iron Age with a focus on hunter gatherers to farmers, hill forts and culture.	Children learn about differences between Stone Age and Iron Age with a focus on hunter gatherers to farmers, hill forts and culture.	
NC Objectives	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. Understanding of AD/BC 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. Understanding of AD/BC 	
Substantive Knowledge	<ul style="list-style-type: none"> To know when the Stone Age, Bronze Age and Iron Age were To describe what Stone Age homes looked like and how these changed throughout the Stone Age To locate Skara Brae and know why it was important during this period. To know what Stone Age tools were made out of and what they were used for. To be able to explain what an Iron Age hillfort is and how they were built. To explain where Stonehenge is and some of its key features. 	<ul style="list-style-type: none"> To know when the Stone Age, Bronze Age and Iron Age were To describe what Stone Age homes looked like and how these changed throughout the Stone Age To locate Skara Brae and know why it was important during this period. To know what Stone Age tools were made out of and what they were used for. To be able to explain what an Iron Age hillfort is and how they were built. To explain where Stonehenge is and some of its key features. 	
Disciplinary Skills	<ul style="list-style-type: none"> Chronology - uses and understands phrases such as 'over 4,000 years ago' and 'BC/AD' or 'BCE/CE'; begins to understand historical periods overlap each other and vary in length.; use precise chronological vocabulary Characteristics features - can describe main features associated with the period/civilisation studied, mostly using period specific language; can explain that not everyone in the past lived in the same way; consistently uses period specific language in explanations. Continuity and Change - can describe and give examples of a range of changes at particular points in history while some things remained the same Cause and consequence - can describe different types of causes seeing that events happen for different reasons Historical interpretation - understand that if we find new evidence we have to rewrite the past. 	<ul style="list-style-type: none"> Chronology - uses and understands phrases such as 'over 4,000 years ago' and 'BC/AD' or 'BCE/CE'; begins to understand historical periods overlap each other and vary in length.; use precise chronological vocabulary Characteristics features - can describe main features associated with the period/civilisation studied, mostly using period specific language; can explain that not everyone in the past lived in the same way; consistently uses period specific language in explanations. Continuity and Change - can describe and give examples of a range of changes at particular points in history while some things remained the same Cause and consequence - can describe different types of causes seeing that events happen for different reasons Historical interpretation - understand that if we find new evidence we have to rewrite the past. 	
Vocabulary	Prehistoric, archaeologist, hunter gatherer, flint, wattle and daub, hillfort, Stone Age, Bronze Age, Iron Age, mesolithic, neolithic, palaeolithic	Prehistoric, archaeologist, hunter gatherer, flint, wattle and daub, hillfort, Stone Age, Bronze Age, Iron Age, mesolithic, neolithic, palaeolithic	
Assessment	End of Unit Workout: How was the Stone Age different to today?	End of Unit Workout: How was the Stone Age different to today?	

	SPRING 2	SUMMER 1	SUMMER 2
Description			A local history study on areas of importance: Bucklers Hard, Smugglers, William the Conqueror, WW2 airfields and Daniel Defoe
NC Objectives			<ul style="list-style-type: none"> • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Substantive Knowledge			<ul style="list-style-type: none"> • Explain who William the Conqueror was and what his links to the New Forest were • Describe the Battle of Hastings • Explain how the New Forest was linked to smuggling and how it was affected and helped during World War II. • Understand the historical links Bucklers Hard has • Understand the positives and negative impacts of tourism on the New Forest
Disciplinary Skills			<ul style="list-style-type: none"> • Chronology - uses more precise chronological vocabulary • Characteristics features - Can give simple explanations that not everyone in the past lived in the same way; consistently uses period specific language in explanations • Continuity and Change - Can describe some changes in history over a period of time and identify some things which have stayed the same; can describe and give some examples of a range of changes at particular points in history while some things remained the same • Cause and consequence - Can describe the causes and/or consequences of an important historical event offering more than one example of its results • Historical significance - Understands that events, people and developments are considered significant if they resulted in change; Can identify significance reveals something about history or contemporary life • Historical interpretation - Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past • Historical enquiry - Can describe in simple terms how sources reveal important information about the past; asks perceptive questions.
Vocabulary			William the Conqueror, Battle of Hastings, smuggling, World War II, Battle of Trafalgar, Bucklers Hard
Assessment			End of Unit Workout - What was life in the New Forest like and how does it compare to today?



HISTORY

LOWER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description		Children to learn what life was like in the Victorian era.	To learn how Britain changed under the rule of the Anglo-Saxons.
NC Objectives		<ul style="list-style-type: none"> • A local history study • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-saxon struggle for the Kingdom of England to the time of Edward the Confessor
Substantive Knowledge		<ul style="list-style-type: none"> • To understand what life was like for a Victorian school child • To identify local Victorian history and identify similarities and differences between these times. • To learn about Queen Victoria and her reign as monarch • To compare Victorian homes to modern day homes. 	<ul style="list-style-type: none"> • Understand where Anglo-Saxons fall on a timeline • Understand push and pull factors to move to Britain in Anglo-Saxon times • Explore what homes and lives were like for ordinary people in Anglo-Saxon Britain • Understand the differences between Christianity and Paganism • Understand what Christian conversion is and how it impacted Anglo-Saxon Britain • Compare Roman and Anglo-Saxon rule
Disciplinary Skills		<ul style="list-style-type: none"> • Chronology - Uses more precise chronological vocabulary; can describe main features associated with the period studied, mostly using period specific language; can give simple explanations that not everyone in the past lived in the same way • Continuity and Change - Can describe some changes in history over a period of time and identify some things which have stayed the same; can describe and give some examples of a range of changes in particular points in history while some things remained the same • Cause and Consequence - Can describe the causes and/or consequences of an important historical event offering more than one example of its results • Historical significance - Understands that events, people and developments are considered significant if they resulted in change; can identify significance reveals something about history or contemporary life • Historical Enquiry - Can describe in simple terms how sources reveal important information about the past; Asks perceptive questions; Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis 	<ul style="list-style-type: none"> • Chronology - begins to understand historical periods overlap each other and vary in length; uses more precise chronological vocabulary; can give simple explanations that not everyone in the past lived in the same way; consistently uses period specific language in explanations • Continuity and Change - can describe some changes in history over a period of time and identify some things which have stayed the same; can describe and give some examples of a range of changes at particular points in history while some things remained the same • Historical Significance - Understands that events, people and developments are considered significant if they resulted in change • Historical enquiry - asks perceptive questions
Vocabulary		Victorian, houses, modern day, terrace, range, coal, electricity, rag rugs, school, classroom, sewing, technical drawing, arithmetic, 3 Rs, drill, National Anthem	Anglo-Saxons, Britain, source, Romans, inventions, thanes, churls, slaves, village life, Christianity, Pagans, conversion, missionaries
Assessment		End of unit essay: Have our lives improved compared to Victorian children?	End of unit essay and/or debate: Did the Anglo-Saxons ruin Britain?

	SPRING 2	SUMMER 1	SUMMER 2
Description		To learn about the Ancient Egyptian civilisation.	
NC Objectives		<ul style="list-style-type: none"> Learn about the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt 	
Substantive Knowledge		<ul style="list-style-type: none"> Explore what life was like during Ancient Egyptian times Know where Egypt is located Know how Egyptian society is structured and what some Egyptian roles involve Know why the pyramids were built and the features they included Understand why Tutankhamun is famous and explain what was found in his tomb and how it was decorated 	
Disciplinary Skills		<ul style="list-style-type: none"> Chronology - Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE; begins to understand historical periods overlap each other and vary in length; uses more precise chronological vocabulary; Characteristics features - Can describe main features associated with the period/civilisation studied, mostly using period specific language; can give simple explanations that not everyone in the past lived in the same way; consistently uses period specific language in explanations Cause and Consequence - can describe the causes and/or consequences of an important historical event offering more than one example of its results; can describe with simple examples different types of causes seeing that events happen for different reasons not just human action Historical significance - Understands that events, people and developments are considered significant if they resulted in change; can identify significance reveals something about history or contemporary life Historical interpretation - can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version. Historical Enquiry - can describe in simple terms how sources reveal important information about the past; asks perceptive questions; knows how to find, select and utilise suitable information and sources to formulate and investigate hypotheses. 	
Vocabulary		Ancient Egypt, Egypt, Valley of the Kings, BC, AD, Valley of the Queens, hieroglyphics, Pharaoh, trade, merchants, markets, gods, goddesses, after life, mummification, River Nile, Cleopatra, nobles, priests, soldiers, scribes, craftsmen, farmers, slaves, chambers, tomb, sphinx,	
Assessment		End of unit essay: Do you think the Egyptians were a civilised society?	



HISTORY

UPPER JUNIORS - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children are transported back to Ancient Greece through an immersive drama 'hook' day. They go on to explore the culture and consider its impact on modern life.	Children explore life in Ancient Rome where they will discover its rise and fall in power and discuss impact	
NC Objectives	<ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world Study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
Substantive Knowledge	<ul style="list-style-type: none"> To describe how Ancient Greece was organised To explain what the 'golden age' To list the Ancient Greek philosophers To explain conflict and power in Ancient Greece To demonstrate knowledge of Alexander the Great 	<ul style="list-style-type: none"> To explain the birth of Rome To list the places the Romans conquered To explain the changes Romans made in Britain To describe the Roman belief system To explain how the Roman Empire ended 	
Disciplinary Skills	<ul style="list-style-type: none"> Chronology - Understands that past civilizations overlap with others; Can accurately place civilizations/periods studied in chronological order Characteristics - Understand that some past civilizations in different parts of the world have some important similarities; Can identify and make links between significant characteristics of period/civilization studies Continuity and change - Can give simple explanations with simple examples of why change happened during particular events/periods; Understands that there are usually a combination of reasons for any change; Cause and consequence - Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently; Can link causes or explain that one cause might be linked to another; Can link causes or explain that causes might be linked Historical significance - Can use criteria to make judgements as to the significance of events, people or development within a particular historical narrative Historical enquiry - Can construct simple reasoned arguments about aspects of events, periods and civilizations studied; Compares available sources of evidence; Communicates their knowledge and understanding by presenting their findings, using more than one source; 	<ul style="list-style-type: none"> Chronology - Understands that past civilizations overlap with others; Can accurately place civilizations/periods studied in chronological order Characteristics - Construct and make some significant links between civilizations/periods studied; Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studies Continuity and change - Understands that changes do not impact everyone in the same way or at the same time; Understands that changes in different places and periods can be connected; Has an overview of the kinds of things that impact on history Cause and consequence - Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently; Historical interpretation - Understands that some interpretations are more reliable than others and evaluates usefulness of sources; Makes comparisons between different aspects of history; Understands that all history is to some extent a construction Historical enquiry - Can, using evidence, construct reasoned arguments about events, periods and civilizations studied 	
Vocabulary	Acropolis agora architecture BCE democracy Golden Age	BCE CE primary source secondary source emperor	
Assessment	Children create a podcast about the Ancient Greeks.	Children write an end of unit essay to explain the impact the Romans had on our world.	

	SPRING 2	SUMMER 1	SUMMER 2
Description			Children discover what life was like during WWII by exploring how events unfolded and impact on the people.
NC Objectives			<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • A local history study
Substantive Knowledge			<ul style="list-style-type: none"> • To describe what life was like for evacuees • To explain how WWII started • To compare Coventry and Southampton • To list ways people protected themselves • To describe the role of women • To explain what the holocaust was
Disciplinary Skills			<ul style="list-style-type: none"> • Continuity and change - Understands that there are usually a combination of reasons for any change; Understands that changes do not impact everyone in the same way or at the same time; • Cause and consequence - Explain consequences in terms of immediate and longer term effects and/or that people were affected differently; Explain the causes and consequences of quite complex events, linking simply • Historical significance - Recognises that historical significance varies over time and by the interpretations of those ascribing that significance (provenance) • Historical interpretation - Understands that different accounts of the past emerge for various reasons; Understands that some interpretations are more reliable than others and evaluates usefulness of sources; Understands that all history is to some extent a construction • Historical enquiry - Can explain with examples why a given source might be unreliable; Compares available sources of evidence; Understands that historical knowledge is constructed from a range of sources Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this
Vocabulary			Evacuee air raid blitz Nazi invasion propaganda ration
Assessment			Children host a WWII event to showcase their work.



HISTORY

UPPER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description			Learn about the history of Benin and relationships with Europe
NC Objectives			<ul style="list-style-type: none"> Study a non-European society that provides contrasts with British history
Substantive Knowledge			<ul style="list-style-type: none"> Describe how and when the Benin Kingdom began Explain how trade links were established and what goods were traded, including art Identify what led to the civil war in the 1700s Understand the transatlantic slave trade
Disciplinary Skills			<ul style="list-style-type: none"> Chronology - Understand that past civilizations overlap with others; can accurately place civilizations/periods studied in chronological order Characteristics - Understand that some past civilizations in different parts of the world have some important similarities; construct and make some significant links between civilizations/periods studied; can give reasoned explanations Continuity and change - Understands that there are usually a combination of reasons for any change; understands that changes do not impact everyone in the same way or at the same time; has an overview of the kinds of things that impact on history Cause and consequence - Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently Historical significance - Can use criteria to make judgements as to the significance of events, people or development within a particular historical narrative; can make judgements about historical significance Historical interpretation - Understands that different accounts of the past emerge for various reasons; Understands that all history is to some extent a construction Historical enquiry - Can explain with examples why a given source might be unreliable; can construct simple reasoned arguments about aspects of events, periods and civilizations studied; understands that historical knowledge is constructed from a range of sources; can question source reliability
Vocabulary			Ogiso, Oba, Edo, Yoruba, ohen, animists, brass, chronology, empire, dynasty, civilisation, culture
Assessment			Explain whether or not the artistic culture was the Benin Kingdom's greatest achievement (essay)

	SPRING 2	SUMMER 1	SUMMER 2
Description			Children discover what life was like during WWII by exploring how events unfolded and impact on the people.
NC Objectives			<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • A local history study
Substantive Knowledge			<ul style="list-style-type: none"> • To describe what life was like for evacuees • To explain how WWII started • To compare Coventry and Southampton • To list ways people protected themselves • To describe the role of women • To explain what the holocaust was
Disciplinary Skills			<ul style="list-style-type: none"> • Continuity and change - Understands that there are usually a combination of reasons for any change; Understands that changes do not impact everyone in the same way or at the same time; • Cause and consequence - Explain consequences in terms of immediate and longer term effects and/or that people were affected differently; Explain the causes and consequences of quite complex events, linking simply • Historical significance - Recognises that historical significance varies over time and by the interpretations of those ascribing that significance (provenance) • Historical interpretation - Understands that different accounts of the past emerge for various reasons; Understands that some interpretations are more reliable than others and evaluates usefulness of sources; Understands that all history is to some extent a construction • Historical enquiry - Can explain with examples why a given source might be unreliable; Compares available sources of evidence; Understands that historical knowledge is constructed from a range of sources Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this
Vocabulary			Evacuee air raid blitz Nazi invasion propaganda ration
Assessment			Children host a WWII event to showcase their work.