

Whole School History Intent Overview

Yellow Phase Foundations for History (End of Year Expectations)

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p>That we are growing & changing over time</p> <p>Some animals that lived a long time ago & are now extinct</p> <p>Similarities & differences between things in the past & now, drawing on their experiences & what has been read in class (farming, transport, space exploration)</p> <p>Famous people who helped us in the past (Florence Nightingale) & in modern times (Captain Tom Moore, Marcus Rashford)</p> <p>Some historical landmarks from different countries (The Colosseum, Trafalgar Square etc.)</p>	<p>Talk about the lives of the people around them & their roles in society</p> <p>Comment on images of familiar situations in the past, including artwork</p> <p>Understand the past through settings, characters & events encountered in books read in class & storytelling</p> <p>Compare & contrast characters from stories, including figures from the past</p> <p>Develop the concept of a simple timeline</p>

Green Phase History Overview

Year 1

Spring 1	Spring 2	Summer 2
<p>The Great Fire of London</p> <p>Compare London in the past to what it is like today using a range of historical sources</p> <p>Compare similarities & differences of how we live today to how people lived in 1666</p> <p>Identify how the fire started, how it spread across London & how London was rebuilt after the Great Fire, sequencing the key events</p> <p>Investigate the enquiry question: Why did so many houses burn down in the Great Fire of London?</p> <p>Recognise how we know & can find out about the Great Fire of London today</p> <p>Explain how the Great Fire of London has a lasting impact on life today e.g., introduction of the fire service, safer buildings, fire alarms</p>	<p>Great Explorers</p> <p>Identify important people in our own lives & explore what it means to be a significant person</p> <p>Research one of the first great explorers, Ibn Battuta to find out who he was, when he lived & what he did</p> <p>Find out about who Christopher Columbus was, when he lived & what he did</p> <p>Investigate the enquiry question: Why is Columbus so famous?</p> <p>Find out about who Neil Armstrong was, when he lived & what he did</p> <p>Compare the experiences of Christopher Columbus & Neil Armstrong considering the different time periods</p> <p>Recognise how we know & can find out more about these explorers using a range of sources</p> <p>Recognise how & why these explorers are remembered</p>	<p>Travel & Transport</p> <p>Investigate the enquiry question: How is transport now different to the past?</p> <p>Learn about early forms of travel: steam train, horse & carriage, propeller aeroplane & motor car</p> <p>Find out about when the first car was invented & how cars have changed over time since they were invented</p> <p>Learn about George Stephenson's life & inventions</p> <p>Understand how trains changed people's lives in the 19th Century</p> <p>Find out about: the different ways that humans have tried to fly throughout history, the Wright Brothers & the invention of the aeroplane</p>
<p>British Value: Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>UNCRC Article: Article 17: Every child has the right to reliable information from a variety of sources</p>	<p>British Value: Display a willingness to reflect on their experiences & that of others</p> <p>UNCRC Article: Article 17: Every child has the right to reliable information from a variety of sources</p>	<p>British Value: Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>UNCRC Article: Article 17: Every child has the right to reliable information from a variety of sources</p>

Year 1 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p>Historical Knowledge:</p> <p>About an event that happened a long time ago (The Great Fire of London)</p> <p>Some famous people from the past & why they are famous, including someone from outside the UK (Christopher Columbus, Ibn Battuta, Neil Armstrong, George Stephenson, The Wright Brothers)</p> <p>Chronological knowledge:</p> <p>What we use today instead of a number of older given artefacts (transport)</p>	<p>Develop Chronological skills:</p> <p>Organise a number of artefacts by age</p> <p>Use words to show the passing of time (old, new, earliest, latest, past, present, future, century, new, oldest, modern, before, after)</p> <p>Develop Enquiry skills:</p> <p>Identify similarities & differences between now & the past</p> <p>Respond to simple questions about the past</p> <p>Observe & handle evidence to ask simple questions about the past</p> <p>Begin to identify & recount historical details from sources (pictures, stories, artefacts)</p>

Concepts:



Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

Year 2

Autumn 1	Spring 1	Summer 2
<p>Bolton 100 years ago</p> <p>Investigate the enquiry question: How has life for children in Bolton changed in the past 100 years?</p> <p>Create a timeline of key events in British History for the past 100 years</p> <p>Understand how historians find out about the past through primary & secondary sources</p> <p>Compare daily life in Bolton in the past to what it is like today, including school, jobs, clothing</p> <p>Find out about Samuel Crompton's achievements & the impact it had on Bolton</p> <p>Explain how Bolton being a mill town impacted the lives of people living in Bolton at the time</p>	<p>Important People in History</p> <p>Place the monarchs & the different time periods that they reigned on a timeline</p> <p>Identify how Elizabeth I became Queen & find out about what life was like during the Tudor period</p> <p>Discover the achievements of Queen Victoria, how she helped to make changes in society & the impact this had on everyday people</p> <p>Investigate the enquiry question: Which Queen changed Britain the most?</p> <p>Find out about who Emily Davison was, when she lived, what she did that was so important & why she is remembered?</p> <p>Find out about who Rosa Parks was, when she lived, her connection with Martin Luther King Jr, who he was & how their actions have had a significant impact on the way people live today</p> <p>Compare the experiences & achievements of Emily Davidson & Rosa Parks, considering the different time periods they lived in</p>	<p>Seaside History & The Titanic</p> <p>Add key dates & events to the timeline of the past 100 years</p> <p>Compare historical seaside photos & paintings with modern photos</p> <p>Look at inventions that made seaside holidays more accessible for everyone, including the role the steam train had in allowing people to travel to the beach</p> <p>Explore what seaside holidays were like 100 years ago & compare them to seaside holidays today</p> <p>Understand why the Titanic was important at the time who was able to travel on it & when & how it sank</p> <p>Explain how the sinking of the titanic has impacted our lives e.g. changes in UK law relating to safety</p> <p>Discuss how we know about the Titanic & compare the reliability of different sources e.g. newspapers, artefacts from the ship, survivors</p> <p>Investigate the enquiry question: What happened after the titanic?</p>
<p>British Value:</p> <p>Develop an understanding & appreciation of the wide range of cultural influences that have shaped their own heritage & that of others</p> <p>UNCRC Article:</p> <p>Article 17: Every child has the right to reliable information from a variety of sources</p>	<p>British Value:</p> <p>Interest in investigating & offering reasoned views about moral & ethical issues & being able to understand & appreciate the viewpoints of others on these issues</p> <p>UNCRC Article:</p> <p>Article 29: Education must encourage the child's respect for human rights</p>	<p>British Value:</p> <p>Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>UNCRC Article:</p> <p>Article 17: Every child has the right to reliable information from a variety of sources</p>

Year 2 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p>Historical knowledge:</p> <p>Parts of stories & memories about the past</p> <p>Some famous people from the past & why they are famous (Emily Davidson), including someone close to where they live (Samuel Crompton) & someone from outside the UK (Rosa Parks)</p> <p>What a monarch is & the names of some famous British Monarchs (Queen Victoria, Queen Elizabeth 1)</p> <p>What we use today instead of a number of older given artefacts</p> <p>Chronological knowledge:</p> <p>That children's lives today are different to those of children a long time ago, including holidays</p> <p>How the local area is different to the way it used to be a long time ago</p> <p>Differences between things that were here 100 years ago & things that were not (including buildings, tools, toys etc.)</p> <p>The main events of the story of the titanic</p>	<p>Develop Chronological skills:</p> <p>Recall prior chronological knowledge & place events from the current topic correctly on a timeline of previously studied events or periods</p> <p>Sequence people & events on a timeline & order dates from earliest to latest on simple timelines</p> <p>Sequence pictures from different periods</p> <p>Describe memories & changes that have happened in their own lives</p> <p>Use words to show the passing of time (old, new, earliest, latest, past, present, future, century, new, oldest, modern, before, after)</p> <p>Develop Enquiry skills:</p> <p>Look carefully at pictures & objects to find answers & responses to simple questions about the past</p> <p>Choose & select evidence & say how it can be used to find out about the past</p> <p>Identify & recount historic details about the past from sources (eye-witness accounts, photographs & artefacts)</p>
<p>Concepts:</p> 	

Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

Red Phase History Overview

Year 3

Autumn 1	Spring 1	Summer 2
Changes in Britain from the Stone Age to the Iron Age <p>Understand the definition & timescale of human prehistory Place the Stone Age - Iron Age period on a timeline of previously studied historical events</p> <p>Use a range of sources to find out about the people who lived during early (Paleolithic period), middle (Mesolithic period) & late (Neolithic period)</p> <p>Learn how archaeologists find out about the past & ask questions about archaeological findings</p> <p>Conduct an enquiry into a Stone Age settlement (Skara Brae) & understand its importance</p> <p>Investigate the enquiry question: Why are there different explanations for Stonehenge?</p> <p>Understand the importance of copper mining to the people of the Bronze Age</p> <p>Find out how people lived in the Iron Age</p> <p>Investigate the enquiry questions: How did life change from the Stone Age to the Iron Age? Why are there different explanations for Stonehenge?</p> <p>Complete a Stone Age - Iron Age knowledge organiser</p>	What caused the decline of the Indus Valley Civilisation? <p>Understand where and when the Indus Valley Civilisation developed and place it on a timeline alongside previously studied historical periods</p> <p>Learn who discovered the Indus Valley Civilisation and how (e.g. Charles Masson and John Marshall)</p> <p>Explore the importance of rivers—particularly the Indus—in the development of early civilisations</p> <p>Identify and describe key features of Indus Valley cities, such as urban planning, the Great Bath, and grid systems</p> <p>Investigate the use of artefacts, such as seals, potsherds, and the Dancing Girl statue, to learn about daily life</p> <p>Develop historical enquiry skills through interpreting sources and asking informed questions</p> <p>Understand how farming and trade contributed to the growth of the civilisation</p> <p>Explore the barter system and long-distance trade links with places like Mesopotamia</p> <p>Examine theories about the decline of the Indus Valley Civilisation, including climate change, river shifts, or social disruption</p> <p>Complete an end-of-unit assessment, such as a poster, Kahoot quiz, or class presentation</p>	The Ancient Egyptians <p>Create a timeline of the earliest civilisations & research key facts about each</p> <p>Place the ancient Egyptian period on a timeline of previously studied historical events</p> <p>Investigate the enquiry question: Why was the River Nile important for Ancient Egyptians?</p> <p>Explain what the pyramids are & why & how they were used</p> <p>Investigate the enquiry question: How was life different for Egyptian pharaohs & slaves?</p> <p>Understand how archaeologists (Howard Carter) discoveries of Egyptian artefacts have helped us learn about the ancient Egyptians & evaluate how reliable they are</p> <p>Explain the process of mummification, why it was used & what it tells us about ancient Egyptians' beliefs</p> <p>Understand the ancient Egyptians influences on modern life</p> <p>Compare life in Britain during the Stone Age to Iron Age to life in Ancient Egypt</p> <p>Complete an ancient Egyptian knowledge organizer</p>
British Values: <p>Display a willingness to reflect on their experiences & that of others</p> <p>Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them</p>	British Values: <p>Reflect on the achievements of past societies and how we interpret them</p> <p>Develop curiosity and critical thinking about different cultures, both ancient and modern</p>	British Values: <p>Develop sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>Display a willingness to reflect on their experiences & that of others</p>

UNCRC Article: Article 17: Every child has the right to reliable information from a variety of sources	Work collaboratively to investigate and present historical understanding UNCRC Article: Article 17: Every child has the right to reliable information from a variety of sources	UNCRC Article: Article 17: Every child has the right to reliable information from a variety of sources
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Year 3 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p>Historical Knowledge:</p> <p>The main differences between the Stone Age, Bronze Age & Iron Age</p> <p>What is meant by 'hunter-gatherers'</p> <p>The purpose of archaeological evidence and how it helps us understand ancient civilisations</p> <p>Key features of early civilisations like the Indus Valley and Ancient Egypt</p> <p>The significance of rivers (Indus & Nile) in early civilisations</p> <p>What pyramids were used for and how Egyptian society was structured</p> <p>How artefacts and primary sources help us understand the past</p> <p>That different explanations exist for historical sites like Stonehenge</p> <p>Chronological Knowledge:</p> <p>That a timeline can be divided into BCE & CE</p> <p>How Britain changed between the beginning of the Stone Age and the Iron Age</p> <p>Where the Indus Valley Civilisation and Ancient Egypt sit on a historical timeline compared to British history</p> <p>Concepts:</p> 	<p>Develop Chronological Skills:</p> <p>Sequence events, artefacts or historical figures on a timeline using dates & terms related to the unit being studied</p> <p>Use words & phrases related to the passing of time (century, decade)</p> <p>Develop Enquiry Skills:</p> <p>Use a variety of sources to collect information about the past (pictures, photographs, artefacts)</p> <p>Start to compare two versions of a past event or story in history</p> <p>Start to use stories & accounts to distinguish between fact & fiction</p> <p>Explain that there are different types of evidence & sources that can be used to help represent the past & select sources to answer a question about the past</p>

Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

Year 4

Autumn 1	Spring 1	Summer 1
Ancient Greece ~ Life, Achievements & Influence <p>Find out who the Ancient Greeks were & place the Ancient Greek period on a timeline of previously studied historical events</p> <p>Use a range of sources to find out about daily life in Ancient Greece</p> <p>Learn about the Ancient Greeks through a variety of past sources, including art</p> <p>Compare the lives & beliefs of Athenians & Spartans</p> <p>Understand the events in the Battle of Marathon & the impact this had</p> <p>Investigate the enquiry question: What are the Ancient Greeks most remembered for?</p> <p>Complete an Ancient Greece knowledge organiser</p>	The Roman Empire & its impact on Britain <p>Understand the terms 'invade' & 'settle' & place the Roman period on a timeline of previously studied historical events</p> <p>Know about the invasions of Julius Caesar & Claudius</p> <p>Find out why & how the Romans successfully invaded Britain, including the power of the Roman Army & Empire</p> <p>Research life in Roman Britain using different sources</p> <p>Investigate the enquiry question: How much did life in Britain change under Roman Rule?</p> <p>Investigate the enquiry question: Why can't historians agree about Boudicca's life?</p> <p>Investigate the enquiry question: Why did the Roman Empire collapse in the fifth century?</p> <p>Know how the Romans have influenced our lives today</p> <p>Complete a Roman Empire knowledge organiser</p>	Anglo Saxon Settlement in Britain <p>Discuss the unrest in Britain after the fall of the Roman Empire</p> <p>Identify the Anglo-Saxon period of Britain on a timeline of previously studied historical events</p> <p>Investigate the enquiry question: How do historians know about Anglo Saxon life & rule?</p> <p>Learn who the Picts were & how they came to Britain</p> <p>Discover what the chronicles tell us about the battles between the Angles & the Picts</p> <p>Investigate the enquiry question: Why was village life important for the Anglo Saxons?</p> <p>Use primary sources to explore Anglo Saxon art & culture</p> <p>Conduct an enquiry into Sutton Hoo archaeological site & what it tells us about the Anglo Saxons</p> <p>Complete an Anglo-Saxon knowledge organiser</p>
British Values: <p>Display a willingness to reflect on their experiences & that of others</p> <p>Develop a sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>UNCRC Article:</p> <p>Article 17: Every child has the right to reliable information from a variety of sources</p>	British Values: <p>Develop sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>Develop an understanding & appreciation of the wide range of cultural influences that have shaped their own heritage & that of others</p> <p>UNCRC Articles:</p> <p>Article 17: Every child has the right to reliable information from a variety of sources</p>	British Values: <p>Display a willingness to reflect on their experiences & that of others</p> <p>Develop an understanding & appreciation of the wide range of cultural influences that have shaped their own heritage & that of others</p> <p>UNCRC Articles:</p> <p>Article 17: Every child has the right to reliable information from a variety of sources</p>

Year 4 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
Historical Knowledge: <p>Key features of Ancient Greek life, including the differences between Athens and Sparta</p>	Develop Chronological skills: <p>Sequence events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart & use the timeline in relation to the unit being studied</p> <p>Use words & phrases related to the passing of time (century, decade)</p>

<p>What the Ancient Greeks are remembered for, including achievements in democracy, architecture, sport, and philosophy</p> <p>The significance of the Battle of Marathon and its impact</p> <p>Some ways the Roman occupation of Britain helped to advance British society</p> <p>That there was resistance to the Roman occupation, including Boudicca</p> <p>At least one famous Roman emperor</p> <p>How the Anglo-Saxons attempted to bring law and order into Britain</p> <p>That during the Anglo-Saxon period, Britain was divided into kingdoms, which led to the creation of some of the boundaries we have today</p> <p>Chronological Knowledge:</p> <p>How Britain changed from the Iron Age to the end of the Roman occupation, and from then to 1066</p> <p>That a timeline can be divided into BC and AD</p>	<p>Develop Enquiry Skills:</p> <p>Identify primary & secondary sources</p> <p>Use a variety of sources to collect information about the past</p> <p>Ask questions & say how it can be used to find out about the past</p> <p>Construct informed responses about one aspect of life in the past</p> <p>Compare more than two versions of a past event or story in history & identify differences</p> <p>Investigate different accounts of historical events & explain some of the reasons why the accounts may be different</p>
<p>Concepts:</p> 	

Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

Blue Phase History Overview

Year 5

Spring 1	Spring 2	Summer 2
<p>Anglo-Saxons vs Vikings</p> <p>Place the Anglo-Saxons & the Vikings chronologically on a timeline of previously studied historical events</p> <p>Explain why the Vikings invaded & were in conflict with the Anglo-Saxons</p> <p>Investigate the enquiry question: How useful are the chronicles for understanding the Viking invasion of Britain?</p> <p>Investigate the enquiry question: What were the consequences of Danelaw?</p> <p>Investigate the enquiry question: Why is Alfred the Great still remembered today?</p> <p>Use a range of sources to compare & contrast what life was like before & after Viking invasion for both richer & poorer people</p> <p>Understand how & why the Viking & Anglo-Saxon era came to an end in Britain</p> <p>Complete an Anglo-Saxons vs Vikings knowledge organiser</p>	<p>The Mayans</p> <p>Place the Maya civilization on a timeline & compare with previous historical topics studied</p> <p>Explain when & how was the Mayan civilization was discovered</p> <p>Investigate the enquiry questions: Why is it hard for historians to reconstruct the lives of Mayan people?</p> <p>Understand the structure of Mayan society & compare this to the democratic society we live in today</p> <p>Learn about Mayan daily life & use historical sources to develop historical enquiry skills</p> <p>Explore the events that caused the Mayan civilization to end-making decisions based on evidence & understand the contribution they made to history?</p> <p>Contrast this society with one in British history for the same time period, such as the Vikings</p> <p>Complete a Mayans knowledge organiser</p>	<p>How did the industrial revolution affect Bolton?</p> <p>Identify the industrial revolution on a timeline & of previously studied historical events</p> <p>Know when the industrial revolution happened & why it was significant to Bolton & the UK</p> <p>Understand what life was like in Bolton before the industrial revolution</p> <p>Recall the factors that led to the industrial revolution & the major changes throughout</p> <p>Explain the impact of the development of cotton spinning on work-life in Bolton</p> <p>Investigate the enquiry question: How much did the industrial revolution change life in Bolton?</p> <p>Complete an industrial revolution knowledge organiser</p>
<p>British Values:</p> <p>Develop sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>Develop an understanding & appreciation of the wide range of cultural influences that have shaped their own heritage & that of others</p> <p>UNCRC Articles:</p> <p>Article 17: Every child has the right to reliable information from a variety of sources</p> <p>Article 27: Every child has the right to a standard of living that is good enough to meet their physical & social needs & support their development. Governments must help families who cannot afford to provide this</p>	<p>British Values:</p> <p>Display a willingness to reflect on their experiences & that of others</p> <p>Develop an understanding & appreciation of the wide range of cultural influences that have shaped their own heritage & that of others</p> <p>UNCRC Article:</p> <p>Article 17: Every child has the right to reliable information from a variety of sources</p>	<p>British Values:</p> <p>Display a willingness to reflect on their experiences & that of others</p> <p>Develop an understanding & appreciation of the wide range of cultural influences that have shaped their own heritage & that of others</p> <p>UNCRC Article:</p> <p>Article 17: Every child has the right to reliable information from a variety of sources</p>

Year 5 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p>Historical Knowledge:</p> <p>Where the Vikings came from and why they invaded Britain</p> <p>That the Vikings and Anglo-Saxons were often in conflict and why the Vikings frequently won battles</p> <p>Why Alfred the Great is still remembered today</p> <p>Key aspects of Mayan society and how it differed from British society at the same time</p> <p>What caused the decline of the Mayan civilisation and the contributions they made to history</p> <p>What the Industrial Revolution was and the issues associated with it</p> <p>How life in Bolton and the wider UK changed during the Industrial Revolution</p> <p>The differences between the lives of wealthy and poor people during the Industrial period</p> <p>How local history (e.g. cotton spinning) shaped the development of Bolton</p> <p>Chronological Knowledge:</p> <p>How historical events/periods occurred concurrently in different parts of the world (e.g. Mayans and Vikings)</p> <p>That Britain was not one of the advanced civilisations around 3000 years ago</p> <p>How to locate key events like Viking invasions, the Mayan civilisation, and the Industrial Revolution on a timeline</p>	<p>Develop Chronological skills:</p> <p>Order an increasing number of significant events, movements & dates on a timeline, using dates accurately</p> <p>Describe in detail the main changes to an aspect in a period of history being studied</p> <p>Develop Enquiry Skills:</p> <p>Use a wide range of different evidence to collect information about the past (ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues & sites etc.) & recognise when these are primary or secondary sources</p> <p>Select relevant sections of information to address historically valid questions & construct detailed, informed responses</p> <p>Investigate own lines of enquiry by posing historically valid questions to answer</p> <p>Find & analyse a wide range of evidence from the past</p> <p>Consider different ways of checking the accuracy of interpretations of the past & use evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>Realise that there is often not a single answer to historical questions</p>

Concepts:



Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

Spring 1	Spring 2	Summer 2
<p>Slavery</p> <p>Place relevant events on timeline on a timeline of previously studied historical events</p> <p>Devise questions about what a slave is & how people have been exploited in the slave trade throughout history</p> <p>Investigate the enquiry questions: Why did the transatlantic slave trade grow to such a big industry</p> <p>Understand Bolton's links with the slave trade including the cotton industry?</p> <p>Retell key events which led to slavery being abolished, including the contribution of William Wilberforce</p> <p>Contrast between slaves in the past (earliest recorded) to those exploited today around the world</p> <p>Understand the impact slavery has had on the world we live in & what we have learnt from it</p> <p>Complete a slavery knowledge organiser</p>	<p>Crime & Punishment including the Gunpowder Plot</p> <p>Investigate the enquiry questions: How has punishment for crimes changed over time?</p> <p>Explore how & why crimes changed during the Roman, Anglo Saxon, Tudor & Victorian periods & compare these to the crimes of today</p> <p>Debate the use of 'transportation' as a punishment & whether or not it was fair & just</p> <p>Investigate the enquiry question: What impact did the introduction of the Magna Carta have on crime & punishment?</p> <p>Explain how historical crime & punishment events have shaped crime & punishment in Britain today</p> <p>Examine the key events from the gunpowder plot & explain why they are significant</p> <p>Debate whether the plotters were justified in their actions</p> <p>Compare the punishments given to the plotters to punishments that would be given for a similar crime today</p> <p>Complete a crime & punishment knowledge organiser</p>	<p>WW2 & The Life of a Child in the Second World War</p> <p>Place the events of World War II in a global historical context, identifying key turning points and linking them to other previously studied historical events and time periods</p> <p>Explain the political and economic causes of WWII, including the Treaty of Versailles, the rise of fascism, and global tensions</p> <p>Analyse the impact of the Blitz on different parts of the UK, exploring both the strategic aims and the consequences for civilian populations</p> <p>Evaluate government measures to protect the population, including the use of air-raid shelters, blackouts, propaganda, and the evacuation of children</p> <p>Investigate the enquiry question: Was evacuation always a positive experience for children?—using a range of primary and secondary sources to reach conclusions</p> <p>Compare and contrast the lived experiences of children during WWII with those today, including education, responsibilities, fears, and freedoms</p> <p>Explore the purpose and impact of wartime rationing, including its effects on nutrition, daily life, and social behaviours</p> <p>Investigate the enquiry question: How did WWII change the role of children and women in society?</p> <p>Examine the experiences of Jewish children and other marginalised groups, linking this to discussions around prejudice, persecution, and human rights</p> <p>Describe the key events and significance of the Battle of Britain, understanding why it was a turning point and how it affected morale</p> <p>Understand how World War II is remembered and commemorated, including Remembrance Day, memorials, and survivor testimony—considering why and how we remember wars</p>
British Values:	British Values:	British Values:

<p>Develop an understanding & appreciation of the wide range of cultural influences that have shaped their own heritage & that of others</p> <p>Share an interest in investigating & offering reasoned views about moral & ethical issues</p> <p>UNCRC Articles:</p> <p>Article 19: Governments must do all they can to ensure that children are protected from all forms of violence</p> <p>Article 35: Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.</p>	<p>Display acceptance & engagement with the values of democracy & rule of law</p> <p>Develop their ability to recognise the difference between right & wrong, readily applying this understanding in their own lives &, in so doing, respecting the civil & criminal law of England</p> <p>UNCRC Articles:</p> <p>Article 37: Children should be arrested, detained or imprisoned only as a last resort & for the shortest time possible. They must be treated with respect & care, & be able to keep in contact with their family. Children must not be put in prison with adults.</p> <p>Article 40: child accused or guilty of breaking the law must be treated with dignity & respect. They have the right to legal assistance & a fair trial that takes account of their age.</p>	<p>Develop sense of enjoyment & fascination in learning about themselves, others & the world around them</p> <p>Display a willingness to reflect on their experiences & that of others</p> <p>UNCRC Articles:</p> <p>Article 19: Governments must do all they can to ensure that children are protected from all forms of violence</p> <p>Article 39: Children who are victims of war must receive special support to help them recover their health, dignity, self-respect & social life.</p>
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Year 6 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p>Historical Knowledge:</p> <p>The causes and growth of the Transatlantic Slave Trade and its link to British industry, particularly cotton</p> <p>How slavery impacted Britain's economy and society, including local links (e.g. Bolton's involvement)</p> <p>The key events that led to the abolition of slavery, including the role of figures such as William Wilberforce</p> <p>That slavery still exists in different forms today, and how it compares to historical slavery</p> <p>The origins and purpose of the Gunpowder Plot and why it is significant in British history</p> <p>How and why crime and punishment changed across historical periods (Roman, Anglo-Saxon, Tudor, Victorian)</p> <p>The impact of key documents like the Magna Carta on modern legal systems</p> <p>The causes of the Second World War, including the Treaty of Versailles and the rise of fascism</p> <p>The experience of British children during the war, including evacuation, rationing, air raids, and education</p> <p>The significance of the Blitz and the Battle of Britain</p> <p>How Jewish children and refugees were affected by WWII, including links to human rights</p> <p>How and why we commemorate the events of the Second World War today</p> <p>Chronological Knowledge:</p> <p>Where the Transatlantic Slave Trade, Gunpowder Plot, and WWII sit on a timeline of British and world history</p> <p>How crime and punishment developed and evolved over time, and how societal changes influenced this</p> <p>That historical events occurred concurrently in different parts of the world (e.g. Slavery in the British Empire during Enlightenment in Europe)</p>	<p>Develop Chronological skills:</p> <p>Order an increasing number of significant events, movements & dates on a timeline using dates accurately, including cultural movements from around the world</p> <p>Use timelines to demonstrate changes & developments in culture, technology, religion & society & describe changes using these terms</p> <p>Develop Enquiry Skills:</p> <p>Recognise when they are using primary & secondary sources of information to investigate the past & begin to evaluate their usefulness & reliability</p> <p>Use a wide range of different evidence to collect information about the past (ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues & sites etc.)</p> <p>Select relevant sections of information to address historically valid questions & construct detailed, informed responses</p> <p>Investigate own lines of enquiry by posing historically valid questions</p> <p>Consider different ways of checking the accuracy of interpretations of the past & use evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>Show an awareness of the concept of propaganda & know that people in the past represent ideas or events in a way that may be to persuade others</p> <p>Form own opinions about historical events from a range of sources</p>

That WWII is a modern historical event but has direct connections to the ancient and early modern events already studied

Concepts:



Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.