

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
The Great Fire of London	Great Explorers	Travel & Transport
<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>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>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 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:</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>	<p>British Value:</p> <p>Display a willingness to reflect on their experiences & 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>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 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>
<p>Concepts:</p> <div data-bbox="152 571 492 678">  </div>	

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
Bolton 100 years ago	Important People in History	Seaside History & The Titanic
<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>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>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 the 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> <div>         </div>	

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	What caused the decline of the Indus Valley Civilisation?	The Ancient Egyptians
<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>	<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>	<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>
<p>British Values:</p> <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>British Values:</p> <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>	<p>British Values:</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>

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:
Historical Knowledge: The main differences between the Stone Age, Bronze Age & Iron Age What is meant by 'hunter-gatherers' The purpose of archaeological evidence and how it helps us understand ancient civilisations Key features of early civilisations like the Indus Valley and Ancient Egypt The significance of rivers (Indus & Nile) in early civilisations What pyramids were used for and how Egyptian society was structured How artefacts and primary sources help us understand the past That different explanations exist for historical sites like Stonehenge Chronological Knowledge: That a timeline can be divided into BCE & CE How Britain changed between the beginning of the Stone Age and the Iron Age Where the Indus Valley Civilisation and Ancient Egypt sit on a historical timeline compared to British history	Develop Chronological Skills: Sequence events, artefacts or historical figures on a timeline using dates & terms related to the unit being studied Use words & phrases related to the passing of time (century, decade) Develop Enquiry Skills: Use a variety of sources to collect information about the past (pictures, photographs, artefacts) Start to compare two versions of a past event or story in history Start to use stories & accounts to distinguish between fact & fiction 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
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 4

Autumn 1	Spring 1	Summer 1
Ancient Greece ~ Life, Achievements & Influence	The Roman Empire & its impact on Britain	Anglo Saxon Settlement in Britain
<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>	<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>	<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>
<p>British Values:</p> <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>	<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>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 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:
<p>Historical Knowledge:</p> <p>Key features of Ancient Greek life, including the differences between Athens and Sparta</p>	<p>Develop Chronological skills:</p> <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>

What the Ancient Greeks are remembered for, including achievements in democracy, architecture, sport, and philosophy

The significance of the Battle of Marathon and its impact

Some ways the Roman occupation of Britain helped to advance British society

That there was resistance to the Roman occupation, including Boudicca

At least one famous Roman emperor

How the Anglo-Saxons attempted to bring law and order into Britain

That during the Anglo-Saxon period, Britain was divided into kingdoms, which led to the creation of some of the boundaries we have today

Chronological Knowledge:

How Britain changed from the Iron Age to the end of the Roman occupation, and from then to 1066

That a timeline can be divided into BC and AD

Develop Enquiry Skills:

Identify primary & secondary sources

Use a variety of sources to collect information about the past

Ask questions & say how it can be used to find out about the past

Construct informed responses about one aspect of life in the past

Compare more than two versions of a past event or story in history & identify differences

Investigate different accounts of historical events & explain some of the reasons why the accounts may be different

Concepts:





















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Blue Phase History Overview

Year 5

Spring 1	Spring 2	Summer 2
Anglo-Saxons vs Vikings	The Mayans	How did the industrial revolution affect Bolton?
<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>Place the Maya civilization on a timeline & compare with previous historical topics studied</p> <p>Explain when & how was the Mayan civilization was discovered 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>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>
<p>Concepts:</p> <div>  culture  resources  trading  civilisation  trading  social class  economy  law  invade  conflict  treaty  monarchy  kingdom  conquer  advancement  controversy  revolution  technology </div>	

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 6

Spring 1	Spring 2	Summer 2
Slavery	Crime & Punishment including the Gunpowder Plot	WW2 & The Life of a Child in the Second World War
<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>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>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.