Altrincham CE Primary School
Subject Overview for History

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage of EYFS Framework *Knowledge and understanding of the world*	*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*					
Early Learning Goals linked to History	Past and Present Talk about the lives of the people around them and their roles in society		Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class		Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling	
General Themes	My family and how I have changed.	bonfire/staying safe on bonfire night, Remembrance	Neil Armstrong, Tim Peake	Life cycles		Vehicles past and present design your own transport
End Points	- say who is in 'my family' - understand concept of past linked to their own situation - talk about their life story and recount birthdays, key events/occasions.	- know that the poppy symbol is to help remember soldiers who died fighting in wars to keep us safe.	- astronauts go into space - Tim Peake as a British astronaut. - Neil Armstrong was the first man on the moon	- explain the life cycle of a caterpillar/ basic human		- know transport has changed over time
Skills	-describe the changes in themselves from a baby to now	- know and describe why people wear poppies for remembrance day. - understand the past by drawing on experiences	- know about the past by events encountered in books read in class. - comment on experience from the past and know that this was before their lifetime- moon landing.	- compare and contrast figures from the past through reading stories.	- understand the past by encountering books read in class.	- comment on images of familiar situations from the past - know some similarities and differences between the past and now (transport and seaside)
Vocabulary	family, mum, dad, mother, father, sister, brother, uncle, auntie, Grandma, Grandad, today, present, yesterday,	Poppy, remembrance day, soldier, war, safety	Sun, moon, earth, space, solar system, star, constellations, gas, planets, astronaut			car, bus, tram, van, train, plane, aeroplane, bike, scooter, travel, transport, vehicle

	past, tomorrow, future					
Purposeful enrichment opportunities	Nurse/doctor/dentist visit Visit from roles in school Creating a healthy fruit salad face. In class talent show What do I want to be when I grow up	Guy Fawkes/ bonfire night Remembrance Sunday Black history month	Making space biscuits Making paper mache planet Earth Moon diary Making a rocket	Science week Making a bug hotel/ hedgehog house Planting seeds Nature scavenger hunt	Monitor the weather Weather experiments Make a weather forecast video Send a postcard	Walk in the local area

BCS Curriculum Overview - History

Year 1	Autumn - How have toys and holidays changed over time?	Spring - Is it always magnificent men in their flying machines?	Summer - Significant Individuals
Number of lessons	6	6	6
Curriculum Questions *Each lesson revisit:* *What is History?* *What is a historian? What do they do?*	1. What are our favourite toys, what are they made from and how do they work? 2. What were toys like in the past? What are they made from and how do they work? 3. What are the similarities and differences between toys now and toys from the past? 4. Where in the world have we been on holiday? 5. What were holidays like in the past? 6. What are the similarities and differences between holidays now and holidays in the past?	1.Who were the Wright Brothers and why are they remembered today? 2. What impact did the Wright Brothers have on the world? 3.Who was Amy Johnson and why was she significant? 4. Who was Amelia Earhart? 5.Who was Neil Armstrong and why was he famous? 6.What was the Space Race and how has it impacted us?	1. Who was Florence Nightingale? 2. What did Florence Nightingale do that was significant? 3. Who was Mary Seacole? 4. What did Mary Seacole do that was significant? 5. What are the differences between Mary Seacole and Florence Nightingale? 6. How have Mary Seacole and Florence Nightingale impacted our lives today?
End Points **Substantive Knowledge**	Explain what the term living memory means. Explain what a timeline is and how to use one. Sequence decades in chronological order. Explain how modern technology has changed how children play. Identify whether a toy is old or new from its characteristics.	Explain that American brothers, Orville and Wilbur Wright created the very first flying machine called the 'Wright Flyer'. Explain that Amy Johnson and Amelia Earhart were pioneers in flying, becoming the first to fly from England to Australia and across the Atlantic solo. Explain that being a female pilot in the past was rare and sometimes frowned upon. Female pilots had to work harder to be seen. Explain that in 1969 Neil Armstrong was the first person to walk on the moon.	Explain that Florence was born in Florence Italy and she was wealthy. Explain that Mary Seacole was born in Jamaica. Explain that both were nurses in the Crimean War (a war fought in Russia). Explain that Mary and Florence changed how we care for sick people and the hygiene around hospitals. Explain that Mary and Florence were treated differently because of the colour of their skin.

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BCS (Substantive) Concepts	Local History Settlement and civilisation Legacy and Impact	Legacy and Impact Migration Monarchy/ Power/ Democracy	Legacy and Impact Monarchy/ Power/ Democracy
End Points **Disciplinary Knowledge** NC Concepts and Historical Enquiry	CC1, SD1, SD2, SD3, CoCh1, CoCh2, HI3, HI5, Inv1, Inv2, Inv4, CU1, CU2, CU4, CU5, POC1, POC2	CC1, CC2, CC3, SD1, SD2, SD3, CoCh1, CoCh2, HS1, HS2, HS3, HI2, HI5, Inv2, KU1, KU2, KU3, POC2	CC1, CC2, CC3, HI1, HI2, HI3, HI5, SD1, SD2, SD3, HS1, HS2, HS3, HI1, HI3, Inv1, Inv2, Inv4, CU3, CU5, KU1, KU3, POC1,
Coverage of NC	H11, H12, H13	H12, H14	H11, H12, H14
Vocabulary **Topic based** **Historical**	Game console, electricity, bobbin Punch and Judy, horse and cart, sea bathing, bathing machines Today, tomorrow, yesterday, the present, the past, the future, old, new, memory, century, modern	Glider, pioneer, aviation, astronaut, inventor, pilot, cockpit, navigation, discrimination, flying machine The past, the future, long ago, old, new, remember, significant, decade, century, modern, artefact	NHS, Crimean War, medicine, germs, cleanliness, hygiene, racism Compare, contrast, impact, source, historian, significant, past, present, century, decade
Relevant prior learning	Family history/ family tree Concept of past introduced through their own lives Looked at changes over time	Significant around their own family Important people who have changed the world	Important people who have changed the world Doctors/ nurses role play in reception
Useful links/ CPD	Toys Past and Present Magic Grandad - Victorian Toys BBC Changes in living Memory	BBC - How has air transport changed? BBC - Who helped flight take off? BBC Teach - Amelia Earhart History Game - BBC Who is Amy Johnson?	BBC Significant People Videos BBC Teaching Resources/ videos National Geographic Kids Mary Seacole Trust Mary Seacole Programme
Cross curricular links	Science - Everyday materials/ Uses of materials RE - thankfulness, joy gratefulness Geography - map of where the children have been on holiday in UK and wider world	Geography - flight journeys, NASA location Science - NASA British Values - Mutual Respect, Individual Liberty RE - life in abundance, thankfulness, patience	PSHE - caring for others, hygiene RE - love, service Geography - location of Crimea, Jamaica Science - hygiene and personal care British Values - Mutual respect, Tolerance, Individual Liberty

BCS Curriculum Overview - History

Year 2	Autumn- Who are our Local Heroes?	Spring - What have we learnt from the Great Fire of London?	Summer - What does History teach us about diversity?
Number of lessons	5	6	6
Curriculum Questions *Each lesson revisit:* *What is History?* *What is a historian? What do they do?*	1. Who is Emmeline Pankhurst and what is a suffragette? 2. Who is Alan Turing and what is the Enigma Code? 3. Who is Sir John Leigh and how is he significant to us? 4. Who is Violette Szabo and what did she do? 5. How have these local heroes impacted our lives today? 6. Human Museum	1. What was London like in 1666? 2. Who is Samuel Pepys and what did he do? 3. How did the fire start and why did it spread so quickly? 4. How was the fire extinguished? 5. Who is Sir Christopher Wren and what was London like after the Fire? 6. How has this event affected the way we live our lives today?	1. What makes someone British? 2. Where do British people come from? 3. What was life like for Black people who came to Britain? 4. Who is Lewis Howard Latimer and how did he change the world? 5. What is a slave? 6. Who is Mary Prince and how has she impacted British life?
End Points **Substantive Knowledge**	Explain that Emmeline Pankhurst was a suffragette in Manchester who fought for the rights of women. Explain that Alan Turing helped to end WW2 earlier by cracking the Enigma code. He worked at Manchester University to create the world's first computer - link to LGBTQ+ Explain that Sir John Leigh was a local mill owner and MP. He gifted John Leigh Park to the people of Altrincham. Explain that Violette Szabo trained in and around Bowdon and Dunham to become a spy for WW2.	Explain that the fire started on Sunday the 2nd of September 1666 in a bakery owned by Thomas Farriner. It lasted for 5 days. Explain that it spread quickly because the houses were made of wood, the wind was blowing and the houses were so close together. There was no fire brigade. Explain that Samuel Pepys tells us about the fire in his journal. Explain that the positive impact of the Great Fire of London was the start of a fire service and a change in how buildings were made and what they were made of.	Explain what a 'British' person looks like (addressing misconceptions around ethnicity and understanding that British doesn't necessarily mean 'white'). Explain that immigration has shaped Britain and people have come from all over the world to make up the population. Explain that Lewis Howard Latimer was a black inventor who worked with Thomas Edison to create the lightbulb. He was not recognised in the same way because he was black. Explain what a slave is (a person who is not free and who is the property of another person). Explain that Mary Prince was a slave who escaped and helped implement the Slavery Abolition Act in 1833.

BCS Curriculum Overview - History

BCS (Substantive) Concepts	Local history Power/ Democracy Legacy and Impact	Civilisation Democracy Legacy and Impact	Migration Settlement and civilisation Democracy
End Points Disciplinary Knowledge NC Concepts and Historical Enquiry	CC1, CC2, CC3, HI1, HI2, HI5, SD1, SD2, SD3, CU1, CU2, CU3, CU5, CoCh1, CoCh2, KU2, KU3, HS1, HS2, HS3, POC2	CC1, CC2, CC3, HI1, HI2, HI3, HI4, SD1, SD3, Inv1, Inv2, Inv3, Inv4, CoCh2, KU1, KU2, KU3, HS1, HS2, HS3	CC1, CC2, CC3, HI5, SD1, SD2, Inv2, CU5, CoCh1, KU1, KU2, Ku3, HS1, HS2, HS3, POC1, POC2
Coverage NC	H11, H13, H14	H11, H12, H14	H11, H12, H14
Vocabulary Topic based Historical	Suffragette, vote, equality, prison, Enigma Code, Bletchley Park, World War 2, code, Mount Everest, mountaineer, SOE, spy, mission, Ringway Airport. Significant, locality, cause, effect, change, impact, source, primary, secondary, chronology, past, present, future	London, River Thames, fire hooks, squirters, Lord Mayor, King Charles II, Samuel Pepys, Sir Christopher Wren, St Paul's Cathedral, explosives, gun powder, fire break Cause, effect, change, continuity, impact, source, primary, secondary, chronology, past, present, future, evidence, investigate	British, multicultural, immigration, faiths, religion, racism, prejudice, freedom, property, slavery, British values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance Cause, effect, impact, change, significant, source, living memory, century, empire, investigate, research, evidence
Relevant prior learning	Locality and how it has changed Change in toys/ holidays Idea of significant individuals from the past	London is England's capital city Changes over time Fire brigade role play	Mary seacole and the racism she faced BHM - windrush generation
Useful links/ CPD	Teacher CPD Emmeline Pankhurst- BBC NG Kids - Emmeline Pankhurst NG Kids - Alan Turing George Mallory info Violette Szabo Museum	GFL Online Game National Archives - How London changed National Archives - Examine the evidence	Newsround: Windrush Generation What is Diversity? British Values for Kids What does it mean to be British?
Cross curricular links	PSHE - equality British Values - Respect and Tolerance, Individual Liberty, Democracy Computing - origins of computing in Manchester Geography - explorers/ location of Mt Everest	PSHE - fire safety Science - materials and their properties Art - evidence is taken from many different artist's work English - diary entries	PSHE - equality/ British Values (All) RE - diversity, tolerance, acceptance Geography - immigration via Windrush

Year 3	Autumn How has our Royal Family shaped Britain?	Spring What is the stone age, iron age and Bronze age?	Summer Who were the Ancient Egyptians?
Number of lessons	6	7	7

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Curriculum Questions *Each lesson revisit* *What is History? What is a historian? What do they do?* *What is a primary/ secondary source if appropriate?*	1. How did the Normans come to rule Britain in 1066? 2. Why is King John important in English history? 3. Why did King Henry VIII want a son? 4. How did Queen Anne create the United Kingdom of Great Britain? 5. Why did Queen Victoria expand the British Empire? 6. Who are the Royal Family today?	1. What is prehistory? Timelines. 2. How did hunter-gatherers survive in the stone age? 3. What sources tell us about the Stone Age? 4. What was Skara Brae and what does it teach us about the past? 5. What was the mystery of Stonehenge? 6. How did life change in the Bronze Age? 7. How did life change for the better in the Iron Age?	1. Who were the ancient Egyptians? 2. Why was Ancient Egypt 'the gift of the Nile'? 3. Who were the Pharaohs? 4. What are hieroglyphics and what do they mean? 5. What was mummification in Ancient Egypt? 6. What was discovered inside Tutankhamun's tomb? 7. What is an Ancient Civilisation- focus on Ancient Sumer. 8. Focus on Indus Valley and Shang dynasty.
End Points	Explain that William the Conqueror developed the Domesday book to register land in Britain. Explain that King John had to sign the Magna Carta in June 1215 to show that the king was not above the law. Explain that King Henry VIII made himself head of The Church of England. He did this because he wanted to marry Anne Boleyn when he was already married to Catherine of Aragon. Explain that in Queen Anne's reign, the kingdom of Great Britain was formed by the Act of Union in 1707, uniting England and Scotland. Explain that during Queen Victoria's reign, Britain's empire grew to be the largest in history by unfairly taking over other countries. Explain that under Queen Elizabeth II, the Empire became the Commonwealth of nations. This means that Britain does not rule over these countries and they are treated equally.	Explain that prehistory is a period of time before written records. Explain that early stone age people were hunter gatherers. Explain that cave paintings are sources of historical information. Explain that Skara Brae is a place which has taught us about life in a neolithic stone age settlement. Explain that Stonehenge may have been for religious use, for healing or for a calendar - think like a historian. Explain that the Beaker people brought bronze technology to Britain and people used bronze instead of stone. Explain that later people developed the use of iron. The Iron Age was the final part of the prehistory of Britain.	Explain that Ancient Civilisations were based around rivers. They overlapped with the Stone and Bronze age in Britain. Explain that the Indus Valley were peaceful river settlements, and the Shang dynasty was fighting invasion from neighbouring tribes. Explain why the River Nile was important to ancient Egypt (trade, agriculture, transport). Name three Pharaohs and explain that they were monarchs. Explain that the Rosetta Stone was the key to translating hieroglyphics. Explain that mummification was used to ensure rich people were comfortable in the afterlife. Explain that Lord Carnarvon funded Howard Carter's discovery of Tutankhamun's tomb and found the golden chariot and gold sarcophagus.

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BCS (Substantive) Concepts	Monarchy/Power/ Democracy Legacy and Impact	Migration Civilisation Legacy and Impact	Settlement and civilisation Monarchy/Power Legacy and impact
End Points Disciplinary Knowledge NC Concepts and Historical Enquiry	CC1, CC2, CC3, CC4, CC6, CC7, HI3, POC1, SD1, SD2, Con1, Con2, Con3, Con5, IVN1, HS1, HS2, HS3, CU1, PP1, PP2, PP3, PP4	CC1, CC2, CC5, CC6, CC7, HI3, POC1, POC2, SD1, SD2, Con1, Con2, Con3, Con5, INV1, INV4, INV5,HS1, HS2, HS3, Cu1, CU2, PP1, PP2, PP3, PP4	CC2, CC3, CC5, CC6, CC7, HI3, POC1, POC2, SD1, SD2, Con1, Con2, Con4, INV1, INV2, INV3, INV4, INV5, HS1, HS2, HS3, CU1, CU2, PP1, PP2, PP3, PP4
Coverage of NC	H26	H21	H27
Vocabulary Topic based Historical	Monarch, kingdom, Taxes, Magna Carta. heir Church of England, divorce, union, empire, commonwealth, Doomsday Book, The act of Union, Royal family, reformation Chronology, sequence, political, religious, timeline, impact, achievements, sources, primary source, secondary source change, continuity, society, significant, cause, consequence	Hunter gatherers, palaeolithic, mesolithic, neolithic, Bronze, Iron, smelting, alloy, bone marrow, sacrifice, tribe, Skara Brae, stonehenge, hillforts, roundhouses Chronological, duration, sequence, timescale, culture, beliefs settlements, achievements, archaeology, artefact, evidence, hypothesis, prehistory, century AD, BC CE, BCE	Pharaoh, pyramid, civilisation, sphinx, tomb, ankh, Akhet-Peret-Shemu, hieroglyphs, Rosetta stone, mummification, Tutankhamun, Cleopatra, canopic jars, tomb Chronology, duration, beliefs, achievements, archaeology, artefact, primary source, secondary source, Empires civilisation, ancient Maya AD, BC CE, BCE era
Relevant prior learning	Looked at changes in British life Understand cause and effect eg GFL and fire service		Focus on changes in the past - mainly in Britain Some understanding of the wider world (Crimean War)
Useful links/ CPD	Magna carta Bayeux tapestry Doomsday Book	BBC Bitesize videos - prehistory The story of Britain	BBC Bitesize - Egyptians British Museum
Cross curricular links	King Charles III Coronation coverage	English : Stone Age Boy narrative	

Year 4	Autumn How did the Ancient Greeks influence our lives today?	Spring Where are Mamucium, Deva Victrix and Eboracum and what do they have to do with us?	Summer What does it mean to be British?
Number of lessons	7	6-7	6
Curriculum Questions *Each lesson revisit*	1. When and where did the Ancient Greeks rule? 2. How does their geography provide the Ancient Greeks with their influence? 3. What is democracy and how was it inspired by the	1. How did the Roman Empire spread between 1200BC and 500AD? 2. What was Britain like in 55BC and why did the Romans want to invade?	1. What did people look like in the stone age? 2. What historical evidence is there of black culture in England (1)? 3. What historical evidence is there of black culture in

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What is History? What is a historian? What do they do? *What is a primary/ secondary source if appropriate?*	Ancient Greeks? 4. What do sources reveal about daily life for the Ancient Greeks? 5. How did the Olympics begin and how have they changed? 6. What did significant individuals in Ancient Greece do for us? 7. What was the greatest influence of the Ancient Greeks?	3. How easy was it for the Romans to invade and who was Boudicca? 4. How do we find out about the Romans? (British Museum visit) 5. What impact did the Romans have on Britain's roads and towns? 6. What impact did the Romans have on the way Britons lived? 7. How did the Romans influence Chester?	England (2)? 4. What does the Tudor period tell us about British people? 5. What was the British Empire? 6. Why did Britain want an Empire?
End Points Knowledge Skills	Explain how the rule of the Ancient Greeks fits into other ancient civilisations on a timeline and in its geography. Describe what our lives might look like if we were in Ancient Greece. Explain how the Ancient Greeks developed concepts such as democracy and the Olympics and what they look like today. Explain how the discoveries and ideas of significant Ancient Greek individuals still have an impact on our lives today.	Explain that the Roman Empire invaded north throughout Europe and conquered Britannia in 43AD. Explain that the Roman Empire was successful because of its policies and tactics with its army. Explain that Boudicca was a Celt who fought against Romans in Britain. Explain that the legacy of the Romans can be seen in today's infrastructure. Explain that Roman ideas still influence society today, such as their language and numerals. Explain that Mount Vesuvius erupted in 79AD and destroyed Pompeii.	Explain that the Cheddar Man provides evidence that prehistoric people in England were from different races. Explain that the Aurelian Moors were enslaved Roman soldiers who were stationed at Hadrian's Wall in England. Explain that the Ivory Bangle lady was a wealthy, black Roman lady. Explain that John Blanke, the Trumpeter was a musician in Henry VIII's court and was very well thought of. Explain that Roman and Tudor England was diverse. Explain that the British Empire was the colonisation of many countries around the world, mainly against their will.
BCS (Substantive) Concepts	Local history Power/ Democracy Legacy and Impact	Civilisation Democracy Legacy and Impact	Migration Settlement and civilisation Democracy
End Points **Disciplinary Knowledge** NC Concepts and Historical Enquiry	CC2, CC3, CC5, CC6, CC7, HI3, POC1, POC2, SD1, SD2, Con1, Con2, INV1, INV2, INV3, INV5, HS1, HS2, CU1, CU2, PP1, PP2, PP4	CC1, CC2, CC7, Hi3, POC1, POC2, SD1, Sd2, Con1, Con2, Con3, Con4, INV1, INV3, INV4, INV5, HS3, CU1, CU2, PP1, PP2, PP3, PP4	CC1, CC2, CC3, CC4, CC7, HI1, Hi2, Hi3, SD1, SD2, Con3, Con4, INV1, INV2, INV5, HS1, HS3, CU1, PP2, PP4
Coverage of NC	H28	H22	H26
Vocabulary	democracy, city state, Mediterranean Sea, Aegean Sea, Athens, Classical Golden Era, Olympics, Zeus, mythology,	Empire, republic, invasion, Emperor, Romulus and Remus, Rome, Julius Caesar, Boudicca, legion, client kingdom,	Stone age, tudor times, equality, black culture, Cheddar Man, Aurelian Moors, Hadrian's Wall, Ivory Bangle lady, John Blanke,

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Topic based Historical	Alexander the Great, Metrodora, Archimedes, Aristotle, Homer, trade, laws, Athens, Sparta, parthenon, acropolis, political religious social impact beliefs achievements archaeology artefacts primary evidence secondary evidence hypothesis society significant similarity difference trends interpretation hypothesis ancient century millennium parliament democracy, Greeks Grecian E AD, BC CE, BCE	amphitheatre, forum, bathhouses, aqueducts, Latin, taxes duration sequence timeline impact invasion culture beliefs settlements achievements archaeology artefact evidence analyse hypothesis investigation infer diversity society significant cause consequence similarity difference Empires emperor conquer civilisation AD, BC CE, BCE	The British Empire. Chronological political religious social timeline culture beliefs oral history narrative diversity society significant national international migration emigrant immigrant
Relevant prior learning	Learned about Egyptians - ancient civilisations Know about prehistory/ cause and effect	Learned about Egyptians - ancient civilisations Know about prehistory/ cause and effect	Y2 unit about being British Focus on preconceptions and racism
Useful links/ CPD	https://www.historyforkids.net/ancient-greece.html https://www.youtube.com/watch?v=Am7DLOHI30E The British Museum - Greeks	The British Museum BBc teach - Romans	Differences and Diversity - BBC
Cross curricular links	Science and Maths concepts in looking at famous individuals. Geography of the region. Art - pottery and art	Geography (trade and migration) English non-chronological report about Roman towns.	English. PSHE / Citizenship

Year 5	Autumn Post-Roman Britain: who filled the power vacuum?	Spring The Golden Age of Islam: what is its legacy?	Summer Raiders or settlers: how should we remember the Vikings?
Number of lessons	**6 - The Anglo Saxons**	**6 - Early Islamic Civilisation**	**6 - The Vikings**
Curriculum Questions *Each lesson revisit* *What is History?* *What is a historian? What do they do?*	Lessons 1 & 2: EQ1 What happened in Britain after the Romans left? Key learning objectives: 1. Who were the Anglo-Saxons? 2. Describe why, where and when the Anglo-Saxons came to Britain 3. Explain Anglo Saxon settlements: the seven Anglo-Saxon kingdoms (heptarchy)	Lessons 1 & 2: EQ1 When did the Early Islamic civilisation begin and how significant was it? Key learning objectives: 1. Set this period in a general historical context: what came before? What came after? 2. Why is it important to study this period of history? 3. What changed during this period - here and there? 4. How do we know what we know about this period?	Lessons 1 - 4: EQ1 Who were the Vikings, where did they come from, and when and why did they come here? Key learning objectives: 1. Understand the methods employed by the Vikings to take over the country 2. What was Danelaw? 3. Learn about Viking language, culture & religion

What is a primary/ secondary source if appropriate?	Lessons 3 - 6: EQ2 - What was life like in Anglo-Saxon Britain? Key learning objectives: 1. Describe a typical Anglo-Saxon settlement and learn about lived experiences of Anglo-Saxons 2. Learn about Anglo Saxon language, art, culture, religion & laws 3. Understand the legacies of key Anglo-Saxon leaders: Offa, Alfred the Great, Aethelstan 4. Learn about death rituals in Anglo-Saxon Britain - study of Sutton Hoo 5. End Point check	5. When and where was Islam founded? 6. What happened after the death of Muhammad? Lessons 3 - 6: EQ2 - Why was Baghdad a significant settlement? Key learning objectives: 1. The importance of the Silk Roads; the strategic importance of the location of Baghdad 2. The Abbasid revolution and establishment of a new capital city 3. What was Baghdad like, and what can we learn about Islam from the way they set up the capital Baghdad? 4. What was the House of Wisdom and what does it reveal about the civilisation? 5. Which of the early Islamic achievements has had the greatest effect on our lives today? 6. How did the golden age of Islam come to an end, specifically in Baghdad? 7. End Point check.	4. Are the Vikings misunderstood: how have recent excavations changed our view? 5. End point check Lessons 5 - 6: EQ2 - Comparing and contrasting the Anglo-Saxons & Vikings Key learning objectives: 1. What were the similarities and differences between Anglo Saxons and Vikings? 2. Learn about the culmination of the struggle for the Kingdom of England 3. End Point check
End Points Knowledge Skills	Explain that the Anglo-Saxons were Germanic tribes (mainly Angles, Saxons and Jutes). Explain why the Anglo Saxons migrated here (push/pull factors). Explain the name 'heptarchy' and that this consisted of 7 kingdoms with different customs, laws and rulers; explain where these kingdoms were located. Explain that the Anglo Saxons spoke Old English. Explain that the Anglo Saxons were pagans who gradually converted to Christianity.	Explain that the use of a common Arabic language helped to unify early Muslims and meant that knowledge could be spread widely. Explain that Baghdad was designed as a city of peace, tolerance, inclusion and intellectual ambition. Explain the legacy and consequence of this civilisation in terms of science, medicine, maths, art, calligraphy and architecture. Explain the significance of the House of Wisdom, as a place where scholars from other countries, with diverse cultural backgrounds, were brought together and tasked with translating all of the world's classical knowledge into the Arabic	Explain that the Vikings were sea-farers from Scandinavia who raided and settled starting with the attack at Lindisfarne in 793AD. Explain the strategic advantages provided by Viking longboats, which meant that they could raid both coastal and inland areas. Explain Danelaw and the significance of Jorvik. Explain that Vikings were pagans who converted to Christianity. Explain that from 793 AD the pendulum of power swung between Anglo Saxon and Viking rulers,

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	Recall the names of key leaders and their legacies: Offa, Alfred and Aethelstan.	language. Explain that Mongols came from the east and destroyed Baghdad in 1258.	until the Norman Conquest in 1066.
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End Points Disciplinary Knowledge NC Concepts and Historical Enquiry	CC1, CC2, CC3, POC1, SD1, SD2, SD3, CON2, CON5, HI1, HI4, HI7, HS1, HS4, HS5, INV1, INV2, INV4	CC6, POC1, SD1, Sd2, Sd3, CON1, CON3, CON4, HI1, HI2, HI4, HI7, HS5, INV1, INV2, INV4	CC1, CC2, CC6, POC1, SD1, SD2, SD3, CON1, CON2, CON3, CON5, HI1, HI2, HI4, HI7, HS1, HS2, INV1, INV2,
Coverage of NC	H23	H29	H27
Vocabulary Topic based Historical	Dark Ages, Anglo Saxon, Jute, withdraw power vacuum, village, town, county, kingdom, livestock, weaving, craft, plough, chief, invader, retreat, Offa, Aethelstan, Alfred the Great, heptarchy chronology timeline impact invasion culture beliefs settlements achievements archaeology artefact sources society significant conquest AD, BC CE, BCE era migration emigrant immigrant	Muhammed, Islam, Abassid Caliphate, caliph, hadith, hajj, Iman, Qu'ran, calligraphy, Mecca, Medina, House of Wisdom, mongols, crusade, sultan, scholar, bazaar, Mosque, caravan, tolerance, Baghdad, algebra, Shi-ite, Sunni chronology duration sequence political religious social timescale culture beliefs achievements archaeology diversity society significance cause consequence similarity difference democracy government	excavation, Jorvik, settler, craftsmen, conquer, Danelaw, re-unite, depicted, impression, monk, stereotypical, artist's impression, Alfred the Great, Athelstan, Wessex, longship, pillage, raid, Norse, Lindisfarne chronology timeline impact invasion culture beliefs settlements achievements archaeology artefact sources society conquest AD, BC CE, BCE era migration emigrant immigrant, impact, cause and consequence
Relevant prior learning		Work on Anglo Saxons and Vikings enabling compare and contrast; reading of Gawain & Beowulf	
Useful links/ CPD	Meno Academy Anglo-Saxons: a brief history / Historical Association Life in Anglo Saxon Britain | The Story of Britain | BBC Teach Anglo-Saxons: facts for kids Best Children's Books - Anglo-Saxons	The Golden Age of Islam Islam in Baghdad: Famous Scholars Who Changed History Program your teacher to make a Jam Sandwich (Sandwich Bot) Junior Computer Science Mohamed Ali Mongols Medieval Islamic 1001 inventions Meno Academy Unlocking the treasures of early Islam / Historical Association	Meno Academy The Vikings in Britain: a brief history / Historical Association BBC Bitesize Vikings Best Children's Books - Explore Our Vikings Topic 10 facts about the Vikings - National Geographic Kids

BCS Curriculum Overview - History

Cross curricular links		Art - using arabic patterns/ techniques RE - links between Christianity and Islam	

Year 6	Autumn How did WW2 change our locality?	Spring How is Cottonopolis relevant to Bowdon?	Summer The British Empire
Number of lessons	6	7	7
Curriculum Questions *Each lesson revisit* *What is History? What is a historian? What do they do?* *What is a primary/ secondary source if appropriate?*	1. Why is it called WW2? 2. What preparations for war were made on the Home Front? (Dig for victory) 3. What did evacuation in WW2 look like? Evacuation 4. How did WW2 impact Manchester/Bowdon? Locality Make do and mend 5. What did British women do in WW2? (War artists depicting women at work) 6. What happened when the war ended? 7. What happened when the war ended? (start of welfare state/ NHS)	1. What was the structure of society like in the early 1800s? 2. How did living conditions change during the industrial revolution? 3. How did working conditions change during the industrial revolution? 4. What inventions revolutionised the lives of British people? 5. How did the Industrial revolution change Manchester? 6. Who was Samuel Greg and what did he do?	1. What was the British Empire? How was this used to enslave people? Why were black people enslaved? 2. Where did slaves come from? Where were they taken? 3. What did it mean to become a slave? How were slaves treated? 4. Did anybody try to stop slavery? 5. How responsible was slavery for the success of the industrial revolution? What should The National Trust say about the history of Quarry Bank Mill? 6. Why did black people volunteer to fight for the British Empire during the Second World War despite racism? 7. .Why do people disagree about the history of the British Empire?
End Points Knowledge	Explain that the Treaty of Versailles' fines left Germany in a state of economic crisis: hyperinflation led to poverty and the rise of the Nazi Party. Explain that WW2 saw the introduction of the	Explain the Victorian class system: Upper class – royals and nobles who inherited money and status; Middle class – business owners who made their own money; Working class – skilled and unskilled people who worked physical jobs.	Explain that the British Empire was the largest empire in history. Britain controlled ¼ of the world's land area in Victorian times. Explain that transatlantic trade was called the Triangular trade with 3 points - Britain, West Africa, West Indies. Explain that slaves had no rights and were treated inhumanely. They

	Home Front. Explain that evacuation of children occurred 2 days before the outbreak of WW2 on 1 September 1939. Explain that in December 1940, Altrincham suffered from the Blitz. Explain that women in WW2 helped on the home front by undertaking jobs previously carried out by men. Explain that we celebrate VE day on 8 May 1945 to mark the end of WW2. National Service continued. Rationing continued. Change of government. The welfare state and the NHS was set up as a result of WW2.	More people moved into the cities. Explain that living conditions for the working class declined. Crime was rife as there was no official Police Force. Coal caused pollution. Explain that a normal working day was 12 to 14 hours long. In 1833, the Factory Act banned children under nine from working and made it compulsory for children under eleven to have two hours of education per day. Explain that the Spinning Jenny, the water-powered 'water frame', and the steam engine were all invented during the Industrial Revolution. Explain that Styal Mill owner Samuel Gregg improved conditions for his workers here but owned a slave plantation. Slavery benefitted Manchester.	were treated as property and objects. Explain that British people didn't understand the true nature of the conditions enslaved black people faced - it was a long time before slavery was challenged. Explain that during the 1770s, some people in England began to see slavery as 'a national shame'. This led to the 'Abolitionist Movement' beginning. Explain that Samuel Gregg owned Styal Mill. He built a village for his workers and improved working conditions for children.
BCS (Substantive) Concepts	Local history Power/ Democracy Legacy and Impact	Democracy Migration Legacy and Impact	Migration Settlement and civilisation Democracy
End Points **Disciplinary Knowledge** NC Concepts and Historical Enquiry	CC1, CC2, CC4, CC5, CC6, POC1, POC2, Sd3, CON1, CON2, CON3, CON4, CON5, HI1, HI5, HI6, HI7. HS1, HS3, HS5, INV2, INV4	CC1, CC4, CC6, POC1, POC2, SD1, SD2, SD3, CON1, CON2, CON3, CON5, HI2, HI7, HS2, HS3, HS5INV2, INV4	CC!, CC2, CC4, CC6, POC1, SD3, CON1, CON2, CON3, HI1, HI2, HI3, HI5, HS4, HS5, INV1, INV2, INV3, INV4
Coverage of NC	H25, H26	H25	H26
Vocabulary **Topic based** **Historical**	Home front, Home Guard, Women's Royal Voluntary Service, conscription, shelter, evacuation, rationing, blitz, Hitler, Churchill, Violette Szabo, SOE, Nazi, Treaty of Versaille, concentration camp, prisoner of war camp sequence political timescale commemorate anniversary centenary narrative remembrance impact invasion primary source secondary source evidence analyse change continuity events diversity society	Society, upper class,middle class, working class, living conditions, working conditions, factories, mills, Industrial Revolution, Styal Mill, cotton, plantation, Spinning Jenny, Water Frame Steam Engine, Law social timeline sources analyse change continuity events society significant causation consequence similarity difference monarchy aristocracy parliament democracy government	Empire, power, white supremacy, colonisation, slavery, monarchy, Transatlantic slave trade, plantation sequence political timeline impact invasion culture beliefs causation consequence Empires emperor conquer monarchy aristocracy parliament democracy government era migration emigrant immigrant

	significant causation consequence similarity difference trends		
Relevant prior learning	Violet Szabo (KS1) Remembrance each year		Y2 and Y4 topics around the formation of Britain WW2 Quarry Bank/ Styal Mill
Useful links/ CPD	BBC Bitesize - WW2 They Carved her name with Pride - Violette Szabo story	BBC Bitesize - IR BBC Resources	What was the British Empire? BBC British Empire in WW2
Cross curricular links	Art - watercolour work, WWII research task for homework	Science - inventions PSED - caste system/ slavery	Links to anti racism work Geography - countries colonised

National Curriculum Statutory requirements (referenced in the above table)			
Subject Content KS1	*Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.*		
Pupils should be taught about	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (H11)	events beyond living memory that are significant nationally or globally *[for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]* (H12) significant historical events, people and places in their own locality (H13)	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods *[for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]* (H14)
Subject Content KS2	*Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.*		
Pupils should be	changes in Britain from the Stone Age to the Iron Age *This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel,*	the Roman Empire and its impact on Britain *This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and*	Britain's settlement by Anglo-Saxons and Scots *This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland)*

taught about	*for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture* (H21)	*conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity (H22)*	*Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne (H23)*
	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor *This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 (H24)*	a local history study *Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (H25)*	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain (H26)*
	the achievements of the earliest civilizations – *an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (H27)*	Ancient Greece – a study of Greek life and achievements and their influence on the western world (H28)	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (H29)

Disciplinary Knowledge for KS1 (made up of NC Concepts and Historical Enquiry)				
Disciplinary Knowledge NC Concepts *Cause and consequence* *Similarity and difference* *Continuity and change* *Historical Significance*	**Cause and Consequence** Children can: - understand that a cause makes something happen and that historical events have causes; (CC1) - explain that historical events are caused by things that occurred before them; (CC2) - understand that a consequence is something that happens as a result of something else. (CC3)	**Similarity and Difference** Children can: - start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female; (SD1) - identify that some things within living memory are similar and some things are different; (SD2) - recognise some similarities and differences between the past and the present. (SD3)	**Continuity and Change** Children can: - begin to identify old and new things across periods of time through pictures, photographs and objects; (CoCh1) - begin to understand that some things change and some things stay nearly the same. (CoCh2)	**Historical Significance** Children can: - explain reasons why someone might be significant; (HS1) - talk about why a person was important; (HS2) - talk about why the event was important and what happened. (HS3)

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Disciplinary Skills	Historical Interpretation	Historical Investigations	Chronological understanding	K+U of events and people in the past	Presenting, organising and communicating
Historical Enquiry *Historical interpretation* *Historical Investigations* *Chronological Understanding* *K+U of events and people in the past* *Presenting, organising and communicating*	Children can: - start to compare two versions of past events; (HI1) - start to understand that there can be different versions of the same event from the past; (HI2) - observe and use pictures, photographs and artefacts to find out about the past; (HI3) - start to use stories or accounts to distinguish between fact and fiction; (HI4) - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. (HI5)	Children can: - observe or handle evidence to ask simple questions about the past; (Inv1) - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; (Inv2) - use evidence to explain the key features of events; (Inv3) - sort some objects/artefacts into new and old and then and now. (Inv4)	Children can: - sequence artefacts and events that are close together in time; (CU1) - order dates from earliest to latest on simple timelines; (CU2) - sequence pictures from different periods; (CU3) - describe memories and changes that have happened in their own lives; (CU4) - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. (CU5)	Children can: - know and recount episodes from stories and significant events in history; (KU1) - understand that there are reasons why people in the past acted as they did; (KU2) - describe significant individuals from the past. (KU3)	Children can: - talk, write and draw about things from the past; (POC1) - use historical vocabulary to retell simple stories about the past. (POC2)

Disciplinary Knowledge for Lower KS2 (made up of NC Concepts and Historical Enquiry)			
Disciplinary Knowledge *NC Concepts* *Cause and consequence*	**Cause and Consequence** Children can: - understand that a cause is something directly linked to an event and not just something that happened before it; (CC1) - start to understand that there are short and long-term causes of events; (CC2) - comment on the importance of the different causes for some key	**Similarity and Difference** Children can: - identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs; (SD1) - identify and give some examples of how life was similar in the past. (SD2)	**Historical Significance** Children can: - begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past; (HS1)

Similarity and difference *Continuity and change* *Historical Significance*	events; (CC3) - explain a series of directly related events that happened in the lead up to a historical event; (CC4) - begin to understand that historical events create changes that have consequences; (CC5) - understand that a consequence is something that happens as a direct result of something else; (CC6) - understand that historical events have consequences that sometimes last long after the event is over. (CC7)	**Continuity and Change** Children can: - identify key things that stayed the same between periods; (Con1) - identify key things that changed between periods; (Con2) - start to explain the impact of some changes that have happened throughout different periods of time; (Con3) - identify that there are reasons for continuities and changes across periods of time and explain some of these; (Con4) - start to understand that there are times in history when change happens suddenly. (Con5)	- understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us; (HS2) - identify historically significant people and events from a period of history and give some detail about what they did or what happened. (HS3)
Disciplinary Knowledge *Historical Enquiry* *Historical interpretation* *Historical Investigations* *Chronological Understanding* *K+U of events and people in the past* *Presenting, organising and communicating*	**Historical Interpretation** Children can: - look at two versions of the same event or story in history and identify differences; (HI1) - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. (HI2) - begin to understand some of the ways in which historians and others investigate the past. (HI3) **Presenting, organising and communicating** Children can: - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); (POC1) - start to present ideas based on their own research about a studied period. (POC2)	**Historical Investigations** Children can: - use a range of primary and secondary sources to find out about the past; (INV1) - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; (INV2) - gather more detail from sources such as maps to build up a clearer picture of the past; (INV3) - regularly address and sometimes devise own questions to find answers about the past; (INV4) - begin to undertake their own research. (INV5)	**Chronological understanding** Children can: - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; (CU1) - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). (CU) **K+U of events and people in the past** Children can: - find out about the everyday lives of people in time studied compared with our life today; (PP1) - explain how people and events in the past have influenced life today; (PP2) - identify key features, aspects and events of the time studied; (PP3) - describe connections and contrasts between aspects of history, people, events and artefacts studied. (PP4)

Disciplinary Knowledge for Upper KS2 (made up of NC Concepts and Historical Enquiry)			
Disciplinary Knowledge	**Cause and Consequence** Children can: - examine in more detail the short and long-term causes of an event being studied; (CC1)	**Similarity and Difference** Children can: - explain and give varied examples of how life was similar and different in the past; (SD1)	**Historical Significance** Children can: - explain that historical significance is a personal decision that people make which means that not

<table>
<tr>
<td><u>NC Concepts</u>
Cause and consequence
Similarity and difference
Continuity and change
Historical Significance</td>
<td>- understand that some causes may be more significant than others and that some causes are less significant; (CC2)
- begin to understand that historians may not agree on the main causes of an event; (CC3)
- understand that one event can have multiple consequences that impact on many countries and civilisations; (CC4)
- understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War; (CC5)
- address and devise historical questions about cause and consequence. (CC6)</td>
<td>- explain and give examples to show that things may have been different from place to place at the same time; (SD2)
- start to give reasons for these similarities and differences. (SD3)

Continuity and Change
Children can:
- identify why some changes between different periods of time have had more significant consequences than others; (CON1)
- explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity; (CON2)
- start to categorise some types of changes into political, economic social and technological; (CON3)
- understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history; (CON4)
- understand and describe in some detail the main changes to an aspect of a period in history. (CON5)</td>
<td>everyone agrees on who or what is significant; (HS1)
- understand that what we consider to be significant can change throughout different periods; (HS2)
- start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally; (HS3)
- identify a range of historically significant people and events from different periods of history and explain why they were significant; (HS4)
- identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. (HS5)</td>
</tr>
<tr>
<td>Disciplinary Knowledge

<u>Historical Enquiry</u>
Historical interpretation
Historical Investigations
Chronological Understanding
K+U of events and people in the past
Presenting, organising and communicating</td>
<td colspan="3">
Presenting, organising and communicating
Children can:
- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; (POC1)
- plan and present a self-directed project or research about the studied period. (POC2)

Historical Interpretation
Children can:
- find and analyse a wide range of evidence about the past; (HI1)
- use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; (HI2)
- consider different ways of checking the accuracy of interpretations of the past; (HI3)
- start to understand the difference between primary and secondary evidence and start to question its reliability; (HI4)
- show an awareness of the concept of propaganda; (HI5)
- know that people in the past represent events or ideas in a way that may be to persuade others; (HI6)
- continue to develop their understanding of how historians and others investigate the past. (HI7)

Historical Investigations
Children can:
- recognise when they are using primary and secondary sources of information to investigate the past; (INV1)
- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; (INV2)
- select relevant sections of information to address historically valid questions and construct detailed, informed responses; (INV3)
- investigate their own lines of enquiry by posing historically valid questions to answer. (INV4)

Chronological understanding
Children can:
- order an increasing number of significant events, movements and dates on a timeline using dates accurately; (CU1)
- accurately use dates and terms to describe historical events; (CU2)
- understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. (CU3)

K+U of events and people in the past
Children can:
- identify and note connections, contrasts and trends over time in the everyday lives of people; (PP1)
- use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; (PP2)
- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. (PP3)
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