



History Key Stage 2 Progression (2022-2023)

Subject Leader: Sophie Prichard

Year 3	Overview/National Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn	<p><u>Prehistoric Britain</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. - Late Neolithic hunter-gathers and early farmers - Bronze Age religion, technology, and travel. - Iron Age hill forts, tribal kingdoms, farming, art and culture. <p>“Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.”</p> <p>“They should note connections, contrasts and trends over time and develop the appropriate use of historical terms”</p> <p>“... [answer and ask]</p>	<p>(1) LO: How do we know about life in the Stone Age?</p> <ul style="list-style-type: none"> - The origins of life on Earth - How did life on Earth develop and evolve over millions of years? - What did the Stone Age humans leave behind? (Impact of Prehistoric British Era) <p>(2) LO: Which animals lived during the Ice Age?</p> <ul style="list-style-type: none"> - What animals resided in Prehistoric Britain? - How did the Ice Age impact which animals were extant or extinct? - How did the Stone Age humans use these animals to develop? <p>(3) LO: What were the different periods of the Stone Age?</p> <ul style="list-style-type: none"> - What were the three main periods of the Stone Age? - How did each period differ from each other - What major new developments, discoveries and inventions were made in the Palaeolithic, Mesolithic and Neolithic Eras? <p>(4) LO: What was life like in a Stone Age settlement?</p>	<ul style="list-style-type: none"> • Prehistoric • Homo-sapiens • The Ice Age • Glaciers • Palaeolithic Era • Mesolithic Era • Neolithic Era • Neanderthals • Extinct • Extant • Bronze • Iron • Evolve • Hunter-Gatherer • Artefact • Archaeologist • Palaeontologist • Nomadic • Millet • Permanent 	<p>English Writing Instructions – How to wash a Woolly Mammoth. Non-chronological/newspaper reports</p> <p>Maths Counting and ordering number</p> <p>Science Properties of Materials – qualities of metals and stones Skeletons Classification of Animals Rocks, Soils and Fossils Plants, growing plants and cultivation Darwinian Theory of Evolution</p> <p>Geography Geography of the UK Changing Planet – Continents and Oceans Climate</p> <p>PSHE Community and Togetherness. Working Together Communication</p> <p>RE Bronze Age religious system compared to the modern seven World Religions</p>

questions about change, cause, similarity and difference, and significance”

“They should understand how our knowledge of the past is constructed from a range of sources.”

- What does ‘Nomadic’ mean and what does it refer to?
 - Why did Stone Age humans begin to develop permanent homes and settlements?
 - What impact did the Neolithic Era have on the Hunter-Gatherer lifestyle of the Stone Age humans?
- (5) LO: How did the Bronze Age change how humans lived?**
- What were the advantages of farming and cultivation over the traditional hunter-gatherer lifestyle?
 - How did the discovery of Bronze impact the lives of Early Man?
 - How did the Beaker People influence the development of Prehistoric Britain?
- (6) LO: Who were the Celts and why did they use Iron?**
- Why did the creation of tribes and clans cause a change in attitudes?
 - How did the discovery and use of iron change Bronze Age British life?
 - Who were the Celts and why are they so important to British history?

- Ivory
- Trade
- Ore
- Hoard
- Tribes
- Hillfort
- Clan
- Roundhouse
- Celts
- Thatched

Art and Design
 Prehistoric Art unit
 Celtic patterns
 Healthy Eating and Balanced Diets – food groups

Music

The Shang Dynasty
 Pupils should be taught about:

- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: [...] **The Shang**

- (1) LO: How do we know about the Shang Dynasty?**
- When the Shang Dynasty took place
 - Where the Shang Dynasty took place
 - What did the Shang Dynasty leave behind (Legacy of the Shang Dynasty)
- (2) LO: How did the Shang Dynasty begin?**
- Who was the first leader of the Shang Dynasty?

- Emperor
- Civilisation
- Dynasty
- Hieroglyphics
- Oracle Bones
- Population
- Drought

English
 Stories from Other Cultures
 Poetry

Maths
 Counting and ordering number
 Money

Science
 Properties of Materials – qualities of metals and stones
 Soils

Spring

Dynasty

“Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.”

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- How, why and what factors led to the Shang Dynasty being so successful?

(3) LO: What was life like for people living in the Shang Dynasty?

- What people ate
- What jobs and roles people did/fulfilled
- How was life different to and similar between the rich and poor

(4) LO: What did the Shang people believe?

- The religions of the Shang people
- The importance of ancestors to the Shang is
- What is the 'Mandate of Heaven' and what did it mean to the Shang people?

(5) LO: Who was Fu Hao?

- The role that Fu Hao played for the Shang Dynasty
- What can we learn from a tomb?

(6) LO: How did the Shang Dynasty end?

- The achievements of the Shang Dynasty
- The role of King Zhou in ending the Shang Dynasty of Ancient China

- Sacrifice
- Mandate of Heaven
- Taxes
- Silt
- Fertile
- Social class
- Noble class
- Working class
- Priest
- Shangdi
- Priest
- Cowrie Shells
- Polytheistic
- Ancestors
- Deity
- Divination
- United
- Ritual
- Vessel
- Tomb
- Politician
- Culture
- Chariot
- Reign
- State
- Collapse
- Monarchy
- Population

Plants, growing plants and cultivation

Geography

Eastern Asia
Changing Planet – Continents and Oceans
Rivers and their uses
Climate

PSHE

Class Systems, Democracy and British Values
Respecting your Elders

RE

The Shang Dynasty's approach to religion and Modern Eastern religion (i.e. Buddhism, Hinduism,)

Art and Design

The Art of the Shang Dynasty
Portraiture and Realism

Music

			<ul style="list-style-type: none"> ● King Zhou ● Fu Hao ● Xia ● Jie ● Cheng Tang ● Battle of Mingtiao ● Mesopotamia ● Sumerian 	
<p>Summer</p>	<p>Ancient Greece Pupils should be taught about:</p> <ul style="list-style-type: none"> ● Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>“Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.”</p> <p>“They should note connections, contrasts and trends over time and develop the appropriate use of historical terms”</p> <p>“... [answer and ask] questions about change, cause, similarity and difference, and significance”</p> <p>“They should understand how our knowledge of the past is</p>	<p>LO: What do we know about Ancient Greece? What do Hellenes and Hellas mean? What were the key features of a Greek city-state? Who was able to vote in Greek democracy? Can you order major events on a timeline?</p> <p>LO: What did the Ancient Greeks believe? Why do civilisations use myths? What were the different Ancient Greek gods responsible for? What do the gods tell us about what was important to the Ancient Greeks? Can you retell any famous Greek myths?</p> <p>LO: Who was Alexander the Great? What were the states and lands that Alexander conquered? What made Alexander a great leader?</p> <p>LO: How has Ancient Greece influenced our lives? What and when was the Golden Age of Ancient Greece? What did the Ancient Greeks achieve during this time? How does the Golden Age of Greece influence our lives today?</p> <p>LO: How equal was society in Ancient Greece? What were the differences between Athens and Sparta? What was the role of women in Ancient Greece? What was the role of enslaved people in Ancient Greece?</p>	<ul style="list-style-type: none"> ● Hellas/Hellenes ● Polis ● City state ● BCE/AD ● Golden Age ● Pythagoras ● Herodotus ● King Leonidas I of Sparta ● Socrates ● Plato ● Aristotle ● Alexander the Great ● Agora ● Homer ● Archimedes ● Phildias ● Solon ● Democritus 	<p>English Non-chronological/newspaper reports Greek Myths and Legends</p> <p>Maths Counting and ordering number The Four Operations Money Measurements and Geometry Ancient Greek mathematicians</p> <p>Science Properties of Materials – qualities of metals and stones Soils Plants, growing plants and cultivation Forces</p> <p>Geography Geography of Europe Continents and Oceans Climate and Weather</p> <p>PSHE British Values – Democracy, Respect, Representation, Equal Rights Philosophy and Ethics</p> <p>PE The Olympic Games and Sports Day</p> <p>RE</p>

constructed from a range of sources."

Unit check out

- Pericles
- Classical Antiquity
- Acropolis
- Port/Harbour
- Marketplace
- Oligarchy
- Tyranny
- Democracy
- Civic
- Conquest
- War
- Empire
- Theatre
- Architecture
- Mythology
- Pantheon
- Polytheistic
- Temple
- Mount Olympus
- Zeus and the Olympians
- Tartarus
- Charon
- Cerberus
- Underworld
- Philosophical
- Peloponnesian War
- Justice

Ancient Greek polytheistic belief in the Pantheon compared to modern monotheistic belief
Philosophy and Ethics

Art and Design

Ancient Greek art
Use of architecture and sculpture as an art medium
Mosaics
Landscape paintings

Music

			<ul style="list-style-type: none"> ● Geometry ● Discussion ● Strength ● Power ● Naval ● Alliance ● Strategic ● Defeat/Victory 	
Year 4	Overview/National Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn	<p><u>Roman Britain</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> ● The Roman Empire and its impact on Britain - Julius Caesar's attempted invasion in 55-54 BC - The Roman Empire by AD 42 and the power of its army - The successful invasion by Claudius and conquest, including Hadrian's Wall - The British resistance, for example, Boudica - The 'Romanisation' of Britain: sites such as Caerwent and the 	<p>(1) LO: How did the Roman Empire become so powerful?</p> <ul style="list-style-type: none"> - How Rome began - How Rome became a Republic - The Punic Wars - Julius Caesar and Dictatorship <p>(2) LO: How did the Romans conquer Britain?</p> <ul style="list-style-type: none"> - What life in Britain was like in 43 CE - The differences between the Roman Army and the Celtic Army - How the Romans built up new towns and cities <p>(3) LO: Why did Boudicca lead a revolt against the Romans</p> <ul style="list-style-type: none"> - The Iceni Tribe under Prasutagus - What happened when Prasutagus died? - How Boudicca defeated the Romans in several 	<ul style="list-style-type: none"> ● Amphitheatre ● Aqueduct ● Barbarian ● Centurion ● Citizen ● Client King ● Culture ● Dictator ● Emperor ● Empire ● Government ● Import ● Latin ● Legion ● Oppidum ● Paganism ● Rebellion ● Taxes 	<p>English Non-chronological/newspaper reports Roman Myths and Legends</p> <p>Maths Counting and ordering number The Four Operations Money Measurements and Geometry Roman Numerals</p> <p>Geography Geography of Europe Continents and Oceans Climate and Weather</p> <p>PSHE British Values – Democracy, Respect, Representation, Equal Rights</p> <p>PE Roman warfare and training</p> <p>RE Paganism and Christianity</p>

impact of technology, culture and beliefs, including early Christianity

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battles

(4) LO: How did the Romans change Britain?

- Roman towns, cities and buildings
- Roman roads
- Government and taxes
- Roman plumbing and sewage

(5) LO: What did the Romans believe?

- Paganism in Britain
- Roman Gods
- The Emperor
- Constantine's Dream
- Christianity in Britain

(6) LO: Why did the Romans leave Britain?

- The collapse of the Roman Empire
- How the Roman Empire had become too big to support itself
- The Vandals, the Huns, Visigoths and Goths

- Toga
- Villa
- Conquer
- Revolt
- Julius Caesar
- Aulus Plautius
- Claudius
- Gaius Seutonius Paulinus
- Prasutagus
- Boudicca
- Hadrian
- Tacitus
- Coinage
- Plumbing
- Language
- Myth
- Republic
- Patricians
- Consuls
- Senate
- Plebeians
- Citizens
- Carthage
- Freeman
- Slaves
- Punic War
- Hannibal
- General
- Tactics
- Client Kings
- Short sword

Philosophy and Ethics

Art and Design

Roman art
Use of architecture and sculpture as an art medium
Mosaics
Landscape paintings and portraiture

Music

			<ul style="list-style-type: none"> • Javelin • Plunder • Flogging • Uprising • Romanisation • Forum • Conquest • Ancestors • Byzantium • Crucified • Converted • Pax Romana • Deities 	
Spring	<p><u>Anglo-Saxons and the Scots</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots - 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) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne 	<p>(1) LO: How do we know about the Anglo-Saxons?</p> <ul style="list-style-type: none"> - Who Gildas was. - Who Bede was. - The importance of the Anglo-Saxon Chronicle. <p>(2) LO: Who invaded Britain after the Romans left?</p> <ul style="list-style-type: none"> - The Scots invasion from Ireland - The Picts invasions from the north - The Angles, Saxons and Jutes <p>(3) LO: What was life like for Anglo-Saxons?</p> <ul style="list-style-type: none"> - What Anglo-Saxons ate - What Anglo-Saxon villages looked like - The jobs Anglo-Saxons did - How Anglo-Saxon society was organised <p>(4) LO: What did the Anglo-Saxons believe?</p> <ul style="list-style-type: none"> - The pagan beliefs of the Anglo-Saxons 	<ul style="list-style-type: none"> • Dark Ages • Artefacts • Excavated • Venerable • Legend • The Staffordshire Hoard • Gildas the Wise • Bede • Tribe • Barbarian • Picts • Scots • Rebellion • Vortigern • Hengist • Horsa • Ambrosius Aurelianus 	<p>English Making notes, using dictionary, role-play, writing from different points of view.</p> <p>Maths Dates, timeline, centuries etc.</p> <p>Science and D + T Different materials they used</p> <p>ICT Research on websites and archaeological simulations</p> <p>Geography Where Anglo-Saxons came from and settled</p> <p>RE Anglo-Saxon religious beliefs and the differences between Paganism and Christianity</p> <p>Art Anglo-Saxon, Scot and Celtic design</p>

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- The importance of Norse Mythology
- How Augustine reintroduced Christianity to England

(5) LO: What was the heptarchy?

- About the seven kingdoms of England
- The Kings Offa and Egbert
- Why Offa built a dyke

(6) LO: Why did the Anglo-Saxons build forts?

- Who the Danes were
- Why Alfred was 'Great'
- What a Burh was, and why they were built

- Battle of Badon Hill
- East Anglia
- Crops
- Thatched
- Mead
- Ceorl
- Thane
- Cyning
- Pottage
- Paganism
- Polytheism
- Winter Solstice
- Festivak
- Blodmonath
- Convert
- Heptarchy
- Bretwalda
- Kingdom
- Dyke
- Archaeologist
- Excavated
- Raid
- Vikings
- Danes
- Danelaw
- Fertile
- Burhs
- Negotiate

Summer

The Vikings
Pupils should be taught about:

LO: Why did the Vikings raid and invade Britain?
Where did the Vikings come from?
What was raiding?

- Viking
- Danelaw
- Scandinavian

English
Viking Myths and Legends
Non-chronological reports
Diaries of Norse Sea journey

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Viking raids and invasion
- The 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

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Why did the Vikings raid and invade Anglo-Saxon England?

LO: Who were the Norse gods?

Who were the main Norse gods?

What is the saga of Odin’s eye about?

What happens in the saga of the death of Balder?

LO: Why did Alfred sign a treaty with Guthrum?

Who was King Alfred?

Why were Guthrum and his army a threat?

How did Guthrum become Athelstan

LO: Was Alfred right to make a deal with the Vikings?

Why did the Viking raids stop?

What happened to the Danelaw?

Who was King Canute?

LO: What were the similarities and differences between Norse and Anglo Saxon beliefs?

What did the Anglo-Saxons believe in?

What were the similarities between Anglo-Saxon and Norse beliefs?

What were the differences between Anglo-Saxon and Norse beliefs?

LO: unit check out

- Danegeld
- Raid
- Longship
- Pagan
- Monotheist
- Polytheist
- Saga
- Valhalla
- Asgard
- Thor
- Loki
- Odin
- Baldur
- Frigg
- Freya
- Freyr
- Aesir
- Jotunheim
- Midgard
- Hel
- Jormungandr
- Surt
- Mimir
- Priest
- Berserk
- Monastery
- Pilgrimage
- Colonise
- Negotiate
- Monk
- Anglo-Saxon
- Army
- King
- Battle
- Skirmish
- Invaded

Norse Sagas (Poetry)

Maths

Dates, timeline, centuries etc.

Science

Forces - friction, including air resistance
floating and sinking of objects in water (buoyancy)

RE

Viking (Norsemen) religious beliefs and the differences between Paganism and Christianity
Religion in Norse literature

Art

Brooches – clay?
Paper mache long boat dragon heads
Rune printing?
Spinning / Weaving / Natural Dyes

Viking music

			<ul style="list-style-type: none"> • Divided • Raided • Pillage • Govern • Christened • Treaty • Norsemen • King Cnut • Æthelstan • Æthelred • Lindisfarne • Guthrum • Brendan the Priest • Bjarni Herjólfsson • Leif Erikson. • Christopher Columbus. 	
Year 5	Overview/National Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn	<p><u>The Kingdom of Benin</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Benin (West Africa) c. AD 900-1300. <p>“Pupils should continue to</p>	<p>(1) LO: How did the Benin Kingdom begin?</p> <ul style="list-style-type: none"> - How did the Dynasty of the Obas begin? - Ewuare the Great - Reasons why Benin grew into a successful Kingdom <p>(2) LO: What was life like for the Edo people in the Benin Kingdom?</p> <ul style="list-style-type: none"> - How the Obas ruled - What guilds are - How religion involved gods and magic <p>(3) LO: How were trades links established and what</p>	<ul style="list-style-type: none"> • Oba • Ogisos • Empire • Guild • Animism • Voodoo • Cowrie Shells • Civil War • Moat • Colonisation • Edo • Igodomigodo 	<p>English Biographies, Letters and Correspondence, Non-chronological reports, persuasive writing, Arguments and Debates</p> <p>Maths Dates, timeline, centuries etc.</p> <p>Art Sculpture – Texture, Shape and Form</p> <p>Geography Sustainability , Biomes</p> <p>RE West African beliefs and the differences between modern day attitudes and Western European</p>

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goods were traded?

- Which European societies did Benin start to trade with?
- What goods were traded
- What were manila bracelets and what did the Edo people use them for?

(4) LO: What led to the Civil War in the 1700s?

- What the Golden Age was
- Why the Kingdom went into decline in the 1600s
- What Oba Akenzua and son Eresonyen did to kick-start the Benin renewal

(5) LO: What was the Transatlantic Slave Trade?

- The route of the Transatlantic Slave Trade
- Examples of goods traded
- What the 'Middle Passage'
- How Britain was involved

(6) LO: Why did the British colonise Benin and what impact did this have?

- Why Britain wanted a closer relationship with the Kingdom of Benin
- What happened in the conflict of 1897?
- The Benin Punitive Expedition
- When Benin became an independent country

- Chief
- Official
- Merchant
- King-makers
- Palace Chief
- Town Chief
- Manilla Bracelets
- Slave
- The Golden Age
- Territories
- Decline
- Renewal
- Transatlantic Slave Trade
- Migration
- Americas
- Trafficking
- Plantations
- Colonies
- Exchange
- Route
- Abolished
- Impact
- Barbados
- West Indies
- Palm Oil
- Punitive
- Expedition
- Looted
- Independence
- Control

values, faith and belief

PSHE

Respecting Rights, Relationships

Music

			<ul style="list-style-type: none"> • Conflict • Repatriate • Looted • Resources • Enslaved • Europeans • Africans • The Americas • Caribbean • Exported • Exploited • Captives • Voyage • Power struggle • Ivory • Coup (takeover) • Influence • Misconception • Relations 	
Spring	<p><u>Medieval Monarchs</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 <p>"Pupils should continue to</p>	<p>(1) In 1066, who was the rightful heir to the throne?</p> <ul style="list-style-type: none"> - The events leading up to and during the Battle of Hastings - The different claims to the throne - The importance of the Domesday Book <p>(2) LO: Who was responsible for the Death of Thomas Becket?</p> <ul style="list-style-type: none"> - The conflict between the Church and King - The events leading up to Becket's death <p>(3) LO: Who was the worse King: John or Richard?</p>	<ul style="list-style-type: none"> • Monarch • Government • Democracy • Crusades • Domesday Book • Magna Carta • Feudalism • Baron • Knight • Peasantry • Pious • Successor 	<p>English Non-chronological/newspaper reports Writing to persuade/inform Medieval Myths and Legends (i.e. Robin Hood), Poems and Songs</p> <p>Maths Counting and ordering number The Four Operations Money</p> <p>Geography Geography of Europe/UK</p> <p>PSHE British Values – Democracy, Respect, Representation, Equal</p>

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- The qualities of a good Medieval King
- The main events of King Richard's life
- The main events of King John's life

(4) LO: In what ways was King Edward I a 'great and terrible King'?

- Edward I's accomplishments
- His conquest of Wales and wars with Scotland

(5) LO: Why did Henry VIII initiate the Reformation

- The changes in Europe around religion in this period
- The factors influencing Henry's desire to break with Rome

(6) LO: Was Elizabeth I 'weak and feeble'?

- Elizabeth's defeat of the Spanish Armada
- The context when she inherited the throne

- Cathedral
- Westminster
- Harold Godwinson
- William I
- Harold Hardrada
- Bayeux Tapestry
- Taxation
- Anarchy
- Nobility
- God
- Pope
- Church
- Courts
- Chancellor
- Authority
- Excommunicated
- Penance
- Persecuted
- Heir
- Military
- Jerusalem
- Ransom
- Rights
- Judicial System
- Coronation
- Reformation
- Navy
- Printing Press
- Faith
- Annulment
- Monastery

Rights
The Class System

RE

Catholicism, Christianity and the Church of England faiths
Philosophy and Ethics

Art and Design

Medieval Artwork
Tapestry and Textiles
Portraiture

Music

			<ul style="list-style-type: none"> • Economic • Political • 'Bloody Mary' • Armada • Sir Francis Drake • Warship/Fireship • Fleet 	
<p>Summer</p>	<p><u>Changing Britain</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>"Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history."</p> <p>"They should note connections, contrasts and trends over time and develop the appropriate use of historical terms"</p> <p>"...[answer and ask] questions about change, cause, similarity and difference, and significance"</p> <p>"They should understand how our knowledge of the past is constructed from a range of sources."</p>	<p>LO: How have people fought for civil rights in Britain?</p> <p>What are civil rights? What is discrimination? How have people tried to influence Britain to change?</p> <p>LO: What was the Bristol Bus boycott?</p> <p>Why did the Bristol Bus Boycott take place? Why can boycotts be effective? Was the bus boycott successful? How did the bus boycott help change the law?</p> <p>LO: What was the Grunwick strike?</p> <p>Why did the Grunwick factory employ so many Asian women? How were workers at the Grunwick factory treated unfairly? What did the Grunwick Strike hope to achieve? Was the Grunwick Strike successful?</p> <p>LO: Why were there protest about Section 28?</p> <p>What was Section 28? Why was Section 28 introduced? How did people protest against Section 28?</p> <p>LO: How did the Wheelchair Warriors fight for their rights?</p> <p>Who were the Wheelchair Warriors? What did the Wheelchair Warriors do to fight for their rights?</p>	<ul style="list-style-type: none"> • Boycott • Campaign • Discrimination • Disrupt • Homophobia • Protest • Race • Racism • Repeal • Sexuality • Strike • 	<p>Maths Dates, timeline, centuries etc.</p> <p>Science Biomes, Sustainability</p> <p>Art Sculpture - Texture, Shape and Form</p> <p>DT Wells and pulleys</p> <p>RE Contrasting changing views and religious attitudes</p> <p>PSHE Respecting Rights, Relationships Democracy</p> <p>Music</p>

		What did the Wheelchair Warriors achieve?		
		Unit check out		
Year 6	Overview/National Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn	<p><u>The Industrial Revolution</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>"Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history."</p> <p>"They should note connections, contrasts and trends over time and develop the appropriate use of historical terms"</p> <p>"...[answer and ask] questions about change, cause, similarity and difference, and significance"</p> <p>"They should understand how our knowledge of the past is constructed from a range of sources."</p>	<p>(1) LO: What were the key features of Victorian society?</p> <ul style="list-style-type: none"> What were the key dates in the period? The nature of the class system. Population grew massively through this period (The nature and impact of this Growth). <p>(2) LO: How did Living Conditions change during the Industrial Revolution?</p> <ul style="list-style-type: none"> How did housing change as people moved to cities? What caused the pollution that emerged in the Industrial Revolution? How were people's lives and health accepted? <p>(3) LO: How did Working Conditions change during the Industrial Revolution?</p> <ul style="list-style-type: none"> What types of jobs did people do? What were the factory conditions like in this period? What laws were passed in this period to improve working conditions? 	<ul style="list-style-type: none"> Industry Industrial Revolution Population Economy Agriculture Poverty Mass production Era Sanitation Child Labour Robert Peel Dr John Snow Queen Victoria Metropolitan Police Act (1829) First Factory Act (for large textiles) (1833) Mines Act (1842) Second Factory Act (1844) The 10 Hour Act (1850) Third Factory Act (1867) 	<p>English Victorian Literature, both Fiction and Non-Fiction , Classic Fiction, Historical Stories, Information Texts, Chronological reports</p> <p>Reading A variety of poems, Victorian literature -- Charles Dickens, Charlotte Bronte</p> <p>Maths Dates, timeline, centuries etc.</p> <p>Science Diet and Lifestyle, Energy, Heat, Chemical Reactions, Sustainability</p> <p>Geography Population and Globalisation</p> <p>Art Drawing – perspective</p> <p>PSHE Respecting Rights, Relationships</p> <p>Music</p>

(4) LO: What inventions revolutionised the lives of British people?

- How invention support the developments in textile production
- The impact of the steam engine on the railways

(5) LO: How did the Industrial Revolution change Feltham?

- How did population and the physical shape of Feltham community.
- What was the Feltham Industrial School?
- How were inventions applied in Feltham?

(6) LO: What political changes took place during the Industrial Revolution?

- Why people felt that Parliament was not serving them.
- The achievements of the Great Reform Act.
- The weaknesses of the Act.

- The steam engine and the Locomotive
- Victorian Era
- British Empire
- Social Class System
- Housing
- Health
- Cholera
- Pollution
- Crime
- Mining
- Coal
- Factories
- Wages
- Overseers
- Labourers
- Machinery
- Welfare
- Education
- Invention
- Railways
- Development
- Constitutional Monarchy
- Human Rights
- Ethical
- Boroughs
- London
- Dissatisfaction
- Election
- MP

			<ul style="list-style-type: none"> • Prime Minister • Houses of Parliament (Lords and Commons) • Parliament • Government • Reform 	
Spring	<p>Civil Rights</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>"Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history."</p> <p>"They should note connections, contrasts and trends over time and develop the appropriate use of historical terms"</p> <p>"...[answer and ask] questions about change, cause, similarity and difference, and significance"</p> <p>"They should understand how our knowledge of the past is constructed from a range of sources."</p>	<p>(1) LO: What was the United States of America like in the 1950s?</p> <ul style="list-style-type: none"> - How equal American society was in the 1950s. - The Age of Consensus. - About the middle class of America. <p>(2) LO: How did Living Conditions change during the Industrial Revolution?</p> <ul style="list-style-type: none"> - What Jim Crow Laws were. - What the Declaration of Independence was and what the Constitution of America guaranteed. - How schools were segregated. - How civil rights campaigners challenged this. <p>(3) LO: Why didn't Rosa Parks give up her seat on the bus?</p> <ul style="list-style-type: none"> - About Rosa Parks' role in the NAACP - What nonviolent civil disobedience is - What the Montgomery bus boycott was. <p>(4) LO: What was Dr Martin Luther King Jr's Dream?</p> <ul style="list-style-type: none"> - Who Martin Luther King Jr was. - About the March on Washington. - About Martin Luther King's famous 'I Have a 	<ul style="list-style-type: none"> • Boycott • Civil Rights • Civil Disobedience • Integration • Jim Crow Laws • The Ku Klux Klan • Segregation • Separate but equal • NAACP • Non-violence • Protest • Diverse • Violate • Gender • African-American • Consensus • Capitalism • Communism • Economic • Affluent • Inequality • Apartheid • Discrimination • Urban • Suburban • United States of America • Jim Crow 	<p>English</p> <p>"I Have a Dream" speech by Martin Luther King – speeches and the meaning of words – emotive language, writing to persuade</p> <p>Art</p> <p>Investigating the works of Jacob Lawrence and how his works were shaped by the context and stimuli at the time</p> <p>ICT</p> <p>Researching Rosa Parks</p> <p>Music</p> <p>Looking at Civil Rights music – e.g. "We Shall Overcome"</p> <p>PSHE</p> <p>British Values – Democracy, Respect, Representation, Equal Rights</p> <p>The Class System and continued Abolition of prejudices</p>

Dream' Speech.

(5) LO: Why did 3,200 people march from Selma to Montgomery?

- The ongoing discrimination following desegregation.
- Police brutality against black protestors and activists.
- The influence of the media on the general public.

(6) LO: What is the Black Lives Matter Movement and why is it needed?

- The state of race relations in the USA today.
- The causes and consequences of the Ferguson protests

- Declaration of Independence
- Doctrine
- Etiquette
- Filed
- Bail
- Circulated
- Bankrupt
- Unconstitutional
- Unjustly
- Rosa Parks
- President
- Martin Luther King Jr
- Mahatma Gandhi
- Women's Political Council
- Amendment
- Emancipation Proclamation
- Manacles
- Prosperity
- Languishing
- Exile
- Promissory
- Unalienable
- Gradualism
- Threshold
- Lodging
- Redemptive
- Interposition
- Nullification
- Congress
- State Trooper
- Deputised
- Condolences
- National Guard
- Custody

			<ul style="list-style-type: none"> • Gated community • Chapters • Acquitted 	
<p>Summer</p>	<p><u>Twentieth Century Conflict</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>"Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history."</p> <p>"They should note connections, contrasts and trends over time and develop the appropriate use of historical terms"</p> <p>"...[answer and ask] questions about change, cause, similarity and difference, and significance"</p> <p>"They should understand how our knowledge of the past is constructed from a range of sources."</p>	<p>LO: What were the different causes of the First World War?</p> <ul style="list-style-type: none"> • How was Germany unified under Bismarck? • What were the four MAIN causes of the First World War? • What happened after Archduke Franz Ferdinand was assassinated? • <p>LO: Why were so many lives lost on the Western Front?</p> <ul style="list-style-type: none"> • Why was new weaponry important? • What were conditions in the trenches like? • What happened in the Battle of the Somme? • <p>LO: Was the Treaty of Versailles fair?</p> <ul style="list-style-type: none"> • What were the different aims of the 'Big Three'? • What were the terms of the Treaty of Versailles? • How fair was the Treaty of Versailles? • • LO: How did Hitler rise to power in the 1930s? • Why was the Weimar Republic unpopular? • Why did the Nazi Party become popular after 1929? • Why was Hitler so popular with the German people <p>LO: What caused the Second World War?</p> <p>How successful was the League of Nations at stopping conflicts?</p> <p>How did Hitler increase tensions in Europe?</p> <p>What did other countries do to try to prevent war?</p> <p>Unit checkout</p>	<ul style="list-style-type: none"> • Blockade • Bolsheviks • Mobilisation • Schlieffen Plan • Trench Warfare • Propaganda • Rationing • Western Front • Reparations • Appeasement • Atomic Bomb • Blitzkrieg • The Holocaust • Lebensraum • Luftwaffe • Nazi Party • Propaganda • Soviet Union • Third Reich • Treaty • Alliance • Balkans • Central Powers • Ultimatum • Encirclement • 19th Century • Unification • Foreign Policy • Hand to Hand • Duckboards • Allied Forces 	<p>English Diaries and Journals, Emotive Writing</p> <p>Reading Historical Fiction : Humanity and Conflict – War Game, War Horse, Kensuke's Kingdom</p> <p>Maths Dates, timeline, centuries etc.</p> <p>Science Diet and Lifestyle, Energy</p> <p>Geography Local fieldwork, Population, Globalisation</p> <p>Art Drawing – perspective</p> <p>PSHE Respecting Rights, Relationships</p> <p>RE Beliefs and how these can be shaped by others</p> <p>Music</p>

		●	<ul style="list-style-type: none">● Abdicated● Unsanitary● Trench Foot● Lice● Delegates● Reparations● Conscription● Rhineland● Demilitarisation● League of Nations● Republic● Constitutions● Discontent● Putsch/revolution● Treason● Territory● Asocials	
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