

Year 1 Autumn 2						
Enquiry Question: Why are Neil Armstrong and Mae Jemison significant individuals in History?						
National Curriculum Objectives:	Substantive Knowledge & key questions	Local links				
<ul style="list-style-type: none"> To know about a significant historical event within living memory. To know about the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Why do astronauts go to space?</p> <ul style="list-style-type: none"> To identify features in space. To understand why astronauts go to space. <p>Why was Neil Armstrong and the Apollo mission so special?</p> <ul style="list-style-type: none"> To know the life of Neil Armstrong. To know why the Apollo 11 mission was important. To make a timeline of Neil's life. <p>Why was Mae Jemison's a special astronaut?</p> <ul style="list-style-type: none"> To know the life of Mae Jemison To know about Mae Jemison's achievements. To make a timeline of Mae's life. <p>How do we know about Neil Armstrong and Mae Jemison's journey to space, and why does the world remember them?</p> <ul style="list-style-type: none"> To use a range of sources (video clips, books, interviewing people) to find out. To know why their Science discoveries are important. To identify similarities and differences of Neil and Mae. <p>Why are Neil Armstrong and Mae Jemison significant individuals in History? Children will use their learning to answer the summit question and explain what makes them significant.</p>	<p>n/a</p> <table border="1"> <thead> <tr> <th>Key figures</th> <th>Linked texts</th> </tr> </thead> <tbody> <tr> <td>Neil Armstrong Mae Jemison</td> <td>Mae Jemison Now Press Play: Neil Armstrong Leeds Library service-space</td> </tr> </tbody> </table>	Key figures	Linked texts	Neil Armstrong Mae Jemison	Mae Jemison Now Press Play: Neil Armstrong Leeds Library service-space
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Prior Learning						
Building on knowledge of space from stories read as part of EYFS reading spine.						
		<p>Future learning</p> <p>Children will continue to build on their understanding of events within living memory and before living memory to secure a mental timeline.</p>				
Key	Vocabulary	Disciplinary Knowledge (knowledge about how historians investigate the past, and how they construct historical claims, arguments, and accounts)				
<p>Chronology</p> <p>Similarities & differences</p> <p>Continuity & change</p> <p>Cause & consequence</p> <p>Significance</p>	Past, space, discoveries, Apollo 11, planets, rocket, mission, astronaut, space race, achievements, space suit, gravity, gender.	Children will begin to build an understanding of sources to find out about the past.				

Year 2: Spring 1. Can you travel through time?												
Enquiry Question: How did London change as a result of the Great Fire of 1666?												
National Curriculum Objectives:	Substantive Knowledge & key questions	Local links										
<p>To know about events beyond living memory that are significant nationally.</p> <p>To know about a significant historical events, people and places in their own locality. (England)</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To 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.</p>	<p>How has London <i>changed</i> since 1666 and how do we know?</p> <ul style="list-style-type: none"> To know where London is. (Geography recap) To know what London looks like now – key landmarks. To know what London looked like in 1666. <p>What was the GFoL and when did it happen?</p> <ul style="list-style-type: none"> To <i>sequence events on a timeline.</i> <p>What happened during the Great Fire of London and how do we know?</p> <ul style="list-style-type: none"> To <i>know and sequence the events of the GFoL</i> <ul style="list-style-type: none"> How and when it started – key dates. How long it lasted How it was put out. To know about Samuel Pepys diary, paintings, and lack of technology. <p>How did the Great Fire of London spread?</p> <ul style="list-style-type: none"> To know that the GFoL spread because the buildings were wooden and built close together. No fire brigade Hot, dry weather. <p>What happened after the Great Fire of London?</p> <ul style="list-style-type: none"> To know that King Charles II ordered house to be rebuilt using bricks and further apart. Christopher Wren. Thames Water men – ‘fire insurance’ brigades. People paid a fee to insure their building. Fire mark plaques on buildings to show they’re insured. Plague wiped out. <p>How would events be reported <i>differently</i> today?</p> <ul style="list-style-type: none"> To recognise and discuss primary and secondary sources. <p>How did London <i>change</i> as a result of the Great Fire of 1666?</p>	<p>n/a</p> <table border="1"> <thead> <tr> <th>Key figures/facts</th> <th>Linked texts</th> </tr> </thead> <tbody> <tr> <td>1666 – Pudding Lane</td> <td>Great Fire of London</td> </tr> <tr> <td>Samuel Pepys</td> <td></td> </tr> <tr> <td>Christopher Wren</td> <td></td> </tr> <tr> <td>Impact</td> <td></td> </tr> </tbody> </table>	Key figures/facts	Linked texts	1666 – Pudding Lane	Great Fire of London	Samuel Pepys		Christopher Wren		Impact	
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Prior Learning		Future learning										
Builds on early understanding of chronology, before living memory and within living memory. <p>Year 1 – Countries and capitals of the UK.</p>		Year 2 – Florence Nightingale, significant events before living memory. (building on chronological understanding) Year 3 – Significance of settlements near rivers. Year 5 – Tudors Year 6 – Counties and cities of the UK.										
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<p><i>Chronology</i></p> <p><i>Similarities & differences</i></p> <p><i>Continuity & change</i></p> <p><i>Cause & consequence</i></p> <p><i>Significance</i></p>	<p>Primary and secondary sources</p> <p>Nowadays/In the Past.</p> <p>The Great Fire of London.</p> <p>Samuel Pepys, Thomas Farrinor, King Charles II, Christopher Wren, Stuart Era, Significant.</p>	<p>To use a variety of sources to find out about the past. (photos, videos, maps, people)</p> <p>To identify changes, similarities, and differences.</p>										

Year 3 – Let's celebrate! The Achievements of Early Man						
Enquiry Question: Why did the lives of the earliest Britons improve from Stone Age to Iron Age?						
National Curriculum Objectives:	Substantive Knowledge & key questions	Local links				
<p>To know about changes in Britain from the Stone Age to the Iron Age.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p>When was the Stone Age?</p> <ul style="list-style-type: none"> To understand the chronology of the Stone Age <p>How do historians separate different periods in pre-historic Britain?</p> <ul style="list-style-type: none"> To understand that the Stone Age was so long that Historians have had to break it up into periods or 'ages' (Timeline paleolithic 120,000 years duration, mesolithic 4000 years duration, neolithic 1500 years duration) To recognise evidence of ice ages- covering the land- focus on after the last ice age 125,000 years ago. To identify how tools, weapons, settlements changed within these periods. <p>What can we understand about the Early Stone Age using our sources of evidence?</p> <ul style="list-style-type: none"> To identify evidence of the Paleolithic era (800,000BCE – 12000BCE) – cave paintings, simple tools, scavengers, nomadic, Cheddar Gorge Man, climate. To have an awareness of the lack of reliable sources and how we know about pre-history. <p>How did the discovery of flint impact the lives of people in the Middle Stone Age?- How is it different to the Palaeolithic age?</p> <ul style="list-style-type: none"> To know about the Mesolithic era (12000BCE – 4000BCE) – flint weapons, Howick House, trees, climate, settling skeletons of women and their jobs. What were the limitations from the evidence?) <p>What changes occurred by the end of the Stone Age based on artefacts found at Skara Brae?</p> <ul style="list-style-type: none"> (Neolithic (4000BCE – 2400BCE) – Skara Brae, women's skeletons, farming, settling. What were the limitations from the evidence?) <p>How do you decide how old something is? Chronology Similarities & differences Continuity & change</p> <ul style="list-style-type: none"> To classify artefacts by age. <p>What was the significance of the discovery of metal to ancient Britons?</p> <ul style="list-style-type: none"> To know about the Bronze age (2400BCE – 800BCE) Iron Age (800BCE – 43CE) (Use evidence from Maiden Castle in Dorset as a hillfort, compare tools and weapons from both periods, Mold Gold- how had society and land changed) Role of women – Wetwang tribal queen <p>Summit point -</p> <ul style="list-style-type: none"> Children use their learning to create chronological timeline from Stone Age to Iron Age based on a thread (e.g. tools, homes, roles, settlements or all) They contrast daily life linked to the learning in lesson. 	<p>Wetwang tribal Queen, Star Carr antler helmet and microliths</p>				
		Prior Learning		<table border="1"> <thead> <tr> <th>Key figures</th> <th>Sources</th> </tr> </thead> <tbody> <tr> <td>Wetwang tribal Queen, Study of Scarra Brae archeologists</td> <td>Cave paintings, simple tools (bone, stone), Flint weapons, Howick House, Skara Brae, Women's skeletons, Maiden Castle Hillfort</td> </tr> </tbody> </table>	Key figures	Sources
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Wetwang tribal Queen, Study of Scarra Brae archeologists	Cave paintings, simple tools (bone, stone), Flint weapons, Howick House, Skara Brae, Women's skeletons, Maiden Castle Hillfort					
<p>Children have built an understanding of chronology, before living memory and within living memory throughout KS1.</p> <p>Year 2 – Tudor/Stuarts times (GFoL) and Victorians (Florence Nightingale)</p>		<p>Future learning</p> <p>Year 3 – Rivers and settlements</p> <p>Year 3 – Ancient Egypt, Ancient Greece, developing an understanding of what is happening elsewhere in the world at the same time.</p> <p>Year 4 – Romans, Anglo Saxons and Vikings, building awareness of change and chronological understanding.</p>				

	<ul style="list-style-type: none"> Children to show understanding that the early period was the longest and there wasn't a lot of change however once humans discovered farming, metal and fire that they progressed much faster. 	
Key	Vocabulary	Disciplinary Knowledge (knowledge about how historians investigate the past, and how they construct historical claims, arguments, and accounts)
<p>Chronology</p> <p>Similarities & differences</p> <p>Continuity & change</p> <p>Cause & consequence</p> <p>Significance</p>	<p>Periods, settlements, artefacts, archaeology, archaeologists, site, excavation, scavengers, primitive, pre-history, crops, defence, attack, weapons, palaeolithic (old era), Mesolithic (middle era), neolithic (new era), timeline, hillforts, chief, survival, food source, water source, ancient, cultivate, communities, tools, weapons, climate, Ice Age, Stone Age, Bronze Age, Iron Age, BCE (Before common era)</p>	<p>Understand that historians use timelines to organise the age of ancient artefacts.</p> <p>Understand that lots of sources of evidence in Britain have been lost due to the changing climate throughout prehistory and the changing weather of the UK.</p> <p>Understand that archeologists base their ideas and opinions on the artefacts and clues that have been found in the past.</p> <p>Understand that some historical discoveries have led historians to believe there was change and improvement in everyday lives.</p>

Year Four								
Enquiry Question: What influence has Ancient Roman civilisation had on Modern Society?								
National Curriculum Objectives:	Substantive Knowledge & key questions	Local links						
<ul style="list-style-type: none"> To know about the Roman Empire and its impact on Britain. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. 	<p>Who were the Romans and how did they build their Empire ? To know where the Romans were from and when they arrived in Britain. To understand what the Roman society and culture was like (eg Roman numerals, aqueducts, roman baths ,roads and sewage systems) To know the structure of the Roman army, and government. To know what an empire is.</p> <p>What was Britain like before the Romans invaded and what did they want from Britain? To know what period of history came before and what was happening in other parts of the world at the same time. To understand what the British culture was like before the Romans. To know what resources Romans wanted from Britain.</p>	Roman features in Leeds e.g. Hunslet burial site Visit to a Roman Catholic church https://www.mylearning.org/stories/the-romans-in-leeds/979 (Roman evidence Leeds) Leeds) York						
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Rani Lakshmibai (Strong female leader within Indian Empire – compare with Boudicca) GR/PSHE?								
Children will understand different religions and beliefs. Year 3 – Stone age to Iron age – children will have developed an understanding of materials Year 3 – Ancient Egypt and Greece – understanding of similar time period elsewhere in world. Year 4 - Settlements	<p>How did the Romans invade? How did they create boundaries in Britain? To know a timeline of Roman invasion on Great Britain. To be able to name the main figures in the Roman invasion. Know what methods of invasion the Romans used. To understand why the Romans created boundaries in Great Britain and how roads were introduced and utilised. To understand the significance of Hadrian's Wall and how it impacts on Great Britain today.</p> <p>Who was the most significant ruler of the Roman Empire? To know about Boudicca, Julius Ceasar, Claudius, and Hadrian. To compare their role, leadership and impact within the Roman Empire.</p> <p>How did the Romans influence religion and beliefs in Britain? To be able to name some Roman Gods and the rituals used to honour them.</p> <p>Summit Point - What influence has Ancient Roman civilisation had on Modern Society?</p>	<table border="1"> <thead> <tr> <th>Future learning</th> </tr> </thead> <tbody> <tr> <td>Year 4 – Vikings and Anglo-Saxons Year 5 – Tudors Year 6 - Victorians</td> </tr> </tbody> </table>	Future learning	Year 4 – Vikings and Anglo-Saxons Year 5 – Tudors Year 6 - Victorians				
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Key	Vocabulary	Disciplinary Knowledge (knowledge about how historians investigate the past, and how they construct historical claims, arguments, and accounts)						
Chronology Similarities & differences Continuity & change Cause & consequence Significance	Empire, civilization, invade, citizen, conquest, rebellion, legion, conquest, Celts	To use a variety of sources to find out about the past. (photos, videos, maps, people and evidence) To identify changes, similarities and differences.						

Year 5: Let's Celebrate		
Enquiry Question: Why was the early Islamic civilisation so significant and what impact has it had on modern day Britain?		
National Curriculum Objectives:	Substantive Knowledge & key questions	Local links
<ul style="list-style-type: none"> How people's lives have shaped this nation and how Britain has been influenced by the wider world Chronological secure knowledge of British, local and world history Non-European society that provides contrasts with British history 	<p>Prior Knowledge Recap. Brainstorm beliefs from previous history topics that children have been taught.</p> <p>Where does Early Islamic History fit chronologically with our existing knowledge? To look at beliefs in history To order chronologically the period of Early Islamic history. Make chronological comparisons with other periods that have been studied. Discuss the fact that many timelines run concurrently, interact with, and impacted on each other.</p> <p>Where did Early Islam originate? To know the significance of Baghdad's geographical location. To extract and interpret sources of evidence Know where Baghdad is located using maps and photographs Identify key features and build a picture of Baghdad Recognise the similarities and differences are there between different people in the city?</p> <p>Which factors contributed to the power and importance of Baghdad? To explore the significance of Baghdad and the impact it has within Europe Build up their understanding of:</p> <ul style="list-style-type: none"> House of wisdom Mathematical, medical and scientific achievements <p>How did the early Islamic civilisation end and what legacy did it leave in the world? To look at the expansion of Islam throughout Europe Identify when and how Islam first came to Great Britain.</p> <p>What impact has Islam had on Leeds? Link to geography- maps, demographic and languages. When Islam first came to Leeds and its growth in society since its materialisation.</p> <p>Summit Question: Why was there Early Islamic civilisation so significant and what impact has it had on modern day Britain? Children will be able to answer the summit question, using prior and new knowledge, and give reasons for their ideas. To use a green screen to record children talking about the significance and impact of Islam on modern day Britain.</p>	Maps- Identifying the number of mosques within Beeston/Leeds Census data for Leeds Interviewing residents within Leeds
		<p>Prior Learning</p> <p>Developing and building on an understanding of chronology.</p> <p>KS1 – events within and before living memory.</p> <p>Year 3 – Stone age, Ancient Egypt and Ancient Greece.</p> <p>Year 4 – Romans, Anglo Saxons and Vikings.</p> <p>RE – Islamic beliefs</p>
		<p>Future learning</p> <p>Y5 - Tudors</p> <p>Y6 – Victorian Beeston, Leeds</p>
Key	Vocabulary	Disciplinary Knowledge (knowledge about how historians investigate the past, and how they construct historical claims, arguments, and accounts)
<p>Chronology</p> <p>Similarities & differences</p> <p>Continuity & change</p> <p>Cause & consequence</p> <p>Significance</p>	<p>Significance, Chronological order, expansion, compare/contrast, influences, settlements, civilisation,</p>	<p>To use a variety of sources to find out about the past. (Photos, videos, maps, people, evidence)</p> <p>To identify changes, similarities, and differences</p>

Year 6 Fake news- - How reliable are historical sources?		
Enquiry Question: How can we be sure of what really happened in our past?		
National Curriculum Objectives:	Core Knowledge & key questions	Local links
<p>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>	<p>Could you spot the real Henry VIII in a police line-up? -To compare various interpretations of Henry VIII -to explain why particular images of Henry VIII are preferred over others. -to use a given criteria to identify the image most likely to be Henry.</p> <p>Why do portraits of Elizabeth I mysteriously show her getting younger towards the end of her reign? -to know that Elizabeth I ruled a long time and that towards the end of her reign she controlled her image more tightly -to know that portrait painters created an image of Elizabeth that was not necessarily as she was -to know portrait painters flattered her</p> <p>Why is it so difficult to work out what Victorian factory conditions were really like? -to suggest how factories improved in the mid nineteenth century -make inferences about the meaning behind images -to consider the provenance of sources before drawing conclusions</p> <p>Were WWII evacuees as happy as they are shown? -to deepen pupils understanding of propaganda -to begin to understand censorship -to ask questions about a validity of historical sources</p> <p>Summit point – Queen Victoria was miserable. Do the pupils agree/disagree why? (Teeth? Mourning? Didn't want to be queen? Didn't like children?)</p>	<p>Armley Mills</p>
		<p>Prior Learning</p> <p>Within KS2 - Tudors, Victorians, WWII</p> <p>Build on a developing understanding of sources and historical enquiry skills.</p>
		<p>Key figures</p> <p>Linked texts</p>
		<p>Future learning</p> <p>KS3 history – understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
Key	Vocabulary	Disciplinary Knowledge (knowledge about how historians investigate the past, and how they construct historical claims, arguments, and accounts)
<p>Chronology Similarities & differences Continuity & change Cause & consequence Significance</p>	<p>Propaganda, Validity, Bias, Provenance, reliability</p>	<p>To use a variety of sources to find out about the past – discussing the reliability of sources.</p>