



Saint Joseph's Catholic Primary Voluntary Academy

History Curriculum

2025-2027

Cycle A and B

(19/08/25 SB)

What do we want for our pupils?

Intent

Our intent in teaching Humanities is to enable children to be inspired with curiosity and fascination, asking and answering questions about the natural and human world, both past and present. St Joseph's intent will provide children with a wide range of opportunities to develop as aspirational life-long learners, able to take their place as active citizens in an ever-changing world. Creativity and oracy will support our learning across the curriculum as children develop the skills to express, reason, discuss, debate and present their learning in a variety of contexts with increasing skills and confidence.

Our intent in teaching History at St Joseph's is to inspire fascination and curiosity with an appreciation of the past, using critical thinking to acquire a deeper understanding of today's world. We use a topic-based approach and hands on experience wherever possible. Children have recognised and voiced, what they want to know about their country's history and local area so we strive, through our topics, to deliver this. We teach our children how Britain has influenced and been influenced by the wider world. Children are also taught about significant historical events that have shaped the world in which we live in today, as outlined in the national curriculum. The teaching of history in our school is intended to equip pupils to ask relevant questions about the past, analyse evidence, think critically, appreciate different perspectives, and develop informed judgements. Our History curriculum is intended to help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

Implementation

We deliver the history curriculum through carefully thought out topics that ensures coverage of the national curriculum as well as progression of children's knowledge and understanding. Each term, children will study an in-depth historical topic, where they can explore and be fully immersed in a history project. This is to ensure children have time to develop their skills and knowledge as well as have in depth learning. As a school, we decided that it is important for the children to understand the background of our local area, country and historical events that have happened and shaped our lives today. As result, all year groups will study in-depth history topics of a chronological timeline of life and events in British History. History knowledge about the wider world will be covered in other topics throughout their time in school. Learning will be practical and hands on, where possible, through educational visits or through professionals visiting the school. The topics will provide meaningful contexts to their learning and encourage them to think like historians. Through the topics, children will use a wide range of skills in order to present their work.

What is our goal?

Impact

As a result of strong teacher subject knowledge, by the end of Year 6, children will have a chronological understanding of British History from the Stone Age to the present day. The impact and measure of our History curriculum is to ensure that children at that St Joseph's children are equipped with historical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future. Outcomes in books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic. Our children will think critically, evaluate evidence and develop their own perspectives and judgements.

By the time the children leave Saint Joseph's, they will:

- have a secure knowledge and understanding of people, events and contexts from the historical periods covered.
- be able to discuss their knowledge and understanding of key events confidently.
- have the ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- have the ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past.
- have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Assessment in History

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding. In addition to multiple choice retrieval quizzes at the start of each lesson to demonstrate the acquisition of 'sticky knowledge'.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, (using a variety of adaptations) with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

NATIONAL CURRICULUM	CYCLE A	CYCLE B
In KS1 pupils are taught about:		
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	British Kings and Queens Y1/2 PENTECOST 2	
Events beyond living memory that are significant nationally or globally		Childhood in the 1950s Y1/2 ADVENT1 The Great Fire of London Y1/2 PENTECOST 2
The lives of significant individuals in the past who have contributed to nation and international achievements. Some should be used to compare aspects of life in different periods	Explorers and Exploration Y1/2 ADVENT 2	
Significant historical events, people and places in their own locality.	Fishing Heritage of Grimsby Y1/2 LENT 2	Victorian Cleethorpes Y1/2 LENT 2
In KS2 pupils are taught about:		
Changes in Britain from the Stone Age to the Iron Age		Stone, Bronze and Iron Age Y3/4 ADVENT 2
The Roman Empire and its impact on Britain		Roman Britain Y3/4 PENTECOST 2
Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxons and Scots Y3/4 ADVENT 2	
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Vikings Y3/4 Lent 2	
A local history study	War Time in Grimsby, Cleethorpes and Lincolnshire (WW1 and WW2) Y5/6 LENT 2	Medieval and Tudor Grimsby Y3/4 LENT 2 Victorian Grimsby/Cleethorpes Y5/6 LENT 2
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		World War Two Y5/6 ADVENT 2
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	Ancient Egypt Y3/4 PENTECOST 2	
Ancient Greece – a study of Greek life and achievements and their influence on the western world		Ancient Greece Y5/6 PENTECOST 2
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.	Maya Y5/6 ADVENT 2 Slavery Y5/6 PENTECOST 2	

History Curriculum

2025-2026

Cycle A

Cycle A	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
FS1	Own history Family history					
FS2	Situations from the past Compare and contrast figures from the past					
Y1/2		Explorers and Exploration		<u>Local History Study</u> Fishing Heritage of Grimsby		British Kings and Queens
Y3/4		Anglo-Saxons and Vikings Anglo-Saxons and Scots		<u>Local History Study</u> Vikings		Ancient Egypt
Y5/6		Maya Civilisation		<u>Local History Study</u> Wartime in Grimsby, Cleethorpes and Lincolnshire (WW1 and WW2)		Slavery

CYCLE A
YEAR ONE and YEAR TWO*

EXPLORERS AND EXPLORATION	FISHING HERITAGE OF GRIMSBY	BRITISH KINGS AND QUEENS
<u>Knowledge and Understanding:</u> L1 - To know that a timeline is a display of events, people or objects in chronological order. (Y1 recap) L2 - To know that an explorer visits and discovers new places and things. - To know that Christopher Columbus was a famous Italian explorer. L3 - To know Christopher Columbus travelled between countries by boat. L4 - To know that Christopher Columbus travelled to the Americas 4 times, the first in 1492 <i>an he discovered the Americas by accident when trying to find a new route to china and India.</i> L5 - To know that Christopher Columbus opened up travel to the Americas to Europeans <i>but this meant that European diseases were introduced to America.</i> L6 - To know that life was harsh on board Christopher Columbus' ships, <i>the ships were overcrowded, cold and damp.</i> L7 - To know that Amy Johnson was a pioneering English pilot. L8 - To know that Amy Johnson challenged stereotyping. L9	<u>Knowledge and Understanding:</u> L1 - To know that Grimsby was the largest fishing port in the world in the 1950s. L2 - To know that the life of a fisherman was dangerous. L3 - To know that the life of the fishing community in was harsh. L4 - To know that Grimsby fishing industry has changed over time. L5 - To know that the fishing industry in Grimsby has left a legacy on Grimsby today.	<u>Knowledge and Understanding:</u> L1 - To know that a timeline is a display of events, people or objects in chronological order. (Y1 recap) - To know that a monarch is a king or Queen <i>and the next monarch historically was the eldest son, but is now the eldest child.</i> L2 - To know the role of the monarch in Britain is the Head of State and in Britain does not make laws; this is the role of the government L3 - To know King Charles III is the current King <i>and he was the Prince of Wales before he was King.</i> L4 - To know the descendants of King Charles III and his sons Prince William will be the next King/monarch; <i>and his son Prince William will be the next King and Prince George and Prince William's son will be King after Prince William.</i> L5 - To know that Queen Elizabeth II was monarch before King Charles III and was the longest reigning monarch. L6 - To know Queen Victoria was a significant British monarch <i>and was the second longest reigning Monarch.</i>

To know that Christopher Columbus and Amy Johnson both left a legacy on exploration.		
<u>National Curriculum:</u> - Historical Causes L8 - Consequences L5 - Change and Continuity L9 - Similarity and Difference L4 - Historical Significance L7 - Source and Evidence L2 - Historical Interpretations L3 L6 - Chronological understanding L1	<u>National Curriculum:</u> - Historical Causes L3 - Consequences L5 - Change and Continuity L4 - Similarity and Difference L3 L4 L5 - Historical Significance L1 L2 L4 - Source and Evidence L2 L5 - Historical Interpretations L6 - Chronological understanding L1	<u>National Curriculum:</u> - Historical Causes - Consequences L1, L2 - Change and Continuity L6 - Similarity and Difference - Historical Significance L3 L4 L6 - Source and Evidence L5 - Historical Interpretations - Chronological understanding L1
<u>Historical Enquiry</u> - Ask more open-ended questions to reflect on the past (<i>What was it like for people in...? Why did they ...?</i>) - Answer questions using reference to a specific source (such as an information book or picture). - Show understanding of how evidence is collected & used to make historical facts and find out about the past.		
Vocabulary: significant, explorer, century, timeline, chronological order, decade, century, millennia, motivation, expedition, trade, route, Indies, voyage, goods, slavery, expedition, harsh, crew, scurvy, disease, biscuit, caravel, carrack, rigging, sail, pilot, aviator, aviation, pioneering, significant, flight, solo, artefact, evidence, primary source, secondary source, stereotype, equality, engineer, compare, contrast, similarities, differences, legacy, impact, inspiration, positive, negative	Vocabulary: Fishing, heritage, harbour, port, trawler, fisherman, hauling, skipper, community, thriving, popular, wealth, industry, trawler, fleet, decline, cause, consequence, conflict, port, import, export, renowned, century, impact, decline, wealth, industry, amenities, legacy	Vocabulary: monarchy, monarch invasion, conquest, conqueror, kingdom, Anglo-Saxon, chronology, timeline, Norman, Viking, reign, rule, power, hierarchy, feudal system, knight, peasantry, serfs, freemen, tenants-in-chiefs, society, parliament, divorce, marriage, law, religion, century, beheaded, reformation, impact, significant, positive, negative, influence, empire, Victorian, era, national, international, impact, society, significance, traditions, morals, popular

CYCLE A YEAR THREE and YEAR FOUR* nc		
ANGLO-SAXONS AND VIKINGS	VICTORIAN GRIMSBY	ANCIENT EGYPT
<u>Knowledge and Understanding:</u> L1 - To know that Anglo Saxons were a group of farmer warriors who lived in England over 1000 years ago. L2 - To know that the Anglo Saxons were made up of three tribes from across Europe (the Angles, Saxons and Jutes) L3 - To know that the Anglo Saxons had many reasons why they invaded Britain. L4 - To know that Scots invaded from Ireland to Northern Britain. L5 - To know that the Anglo Saxons were great craft workers and storytellers. L6 - To know that Anglo-Saxon rule left a legacy in England today.	<u>Knowledge and Understanding:</u> L1 - To know that the Vikings were warriors from Northern Europe/Scandinavia. L2 - To know that Vikings travelled in longboats and invaded Britain. L3 - To know that there were many reasons why the Vikings invaded Britain. L4 - To know that there was resistance to the Viking invasion by Alfred the Great and Athelstan, first king of England. L5 - To know that Danegeld was an annual tax to protect land from Viking invasion. L6 - To know Viking rule left a legacy in England today.	<u>Knowledge and Understanding:</u> L1 - To know that Ancient Egypt can be placed on the timeline of historical periods. - To know that farming was important to the Ancient Egyptians. L2 - To know that the River Nile was a great importance in the pattern of life in Ancient Egypt. L3 - To know that daily life was different for the rich and poor. L4 - To know that Tutankhamun was a pharaoh who is remembered today. L5 - To know that Cleopatra was a pharaoh who is remembered today. L6 - To know that Ancient Egypt left a legacy on aspects of mathematics, writing and inventions.
<u>National Curriculum:</u> - Historical Causes L1 - Consequences L1 - Change and Continuity - Similarity and Difference L6	<u>National Curriculum:</u> - Historical Causes L2 L3 L5 - Consequences L2 L3 L5 - Change and Continuity L1 - Similarity and Difference L6	<u>National Curriculum:</u> - Historical Causes - Consequences L6 - Change and Continuity - Similarity and Difference L3

• Historical Significance L3 L4 • Source and Evidence L2 L6 • Historical Interpretations L5 • Chronological understanding L1	• Historical Significance L5 L6 • Source and Evidence L1 L3 L4 L6 • Historical Interpretations L4 • Chronological understanding	• Historical Significance L1 L2 L3 L4 • Source and Evidence L3 L4 • Historical Interpretations L5 L6 • Chronological understanding L1
<u>Historical Enquiry</u> • Reflect upon varied evidence sources to ask varied questions and build a more detailed picture about the past. • Use a variety of sources to improve research and use them to build detailed pictures. • Distinguish between primary and secondary sources. • Begin to understand that historians make informed choices about relevant sources to tell us about the past.		
Vocabulary: Angle, Anglo-Saxon, Celt, Celtic, defend, expand, invasion, Jute, Pict, Saxon, Scot, territory, artefact, evidence, archaeology, archaeologist, primary source, secondary source, burial ground, ceorl, hierarchy, king, kingdom, settlement, slave, society, thegn,, Viking, power, warriors, battles, peace, raids, monastery, plunder, Danelaw, compare, similar, different, craftspeople, farming, longhouse, wattle and daub, law, legacy, government, worship, pagan, Christianity, impact, culture, politics, language	Vocabulary: Industry, population, expansion, cause, consequence, iconic, landmark, listed building, amenities, primary, secondary, evidence, workhouse, master, lodging, export, import, legacy, goods, impact, similarities, differences, compare	Vocabulary: civilisation, Nile, settlements, trade, drought, flooded, timeline, chronology hierarchy, Pharaoh, noble, peasant, priest, vizier, slave, scribe, farmer, craftsman, soldier, Ma'at, social mobility, society, gods, goddess, afterlife, Anubis, mummification, ritual, tomb, temple, embalming, culture, Tutankhamen, pyramid, excavation, artefact, archaeologist, legacy, government, writing, customs, numerical systems, architecture, art, religion, inventions, social structures, impact, influence, papyrus

CYCLE A YEAR FIVE and YEAR SIX*		
MAYA CIVILISATION	WARTIME GRIMSBY, CLEETHORPES AND LINCOLNSHIRE (WWI AND WW2)	SLAVERY
<u>Knowledge and Understanding:</u> L1 - To know that there were different civilisations over different time periods in Britain (Recap Y3/4 – Ages, Roman and Anglo-Saxon Viking). L2 - To know that the ancient Maya civilisation existed alongside many different periods in Britain. L3 - To know that the Maya were known for their architecture. L4 - To know that there was hierarchy in ancient Maya society. L5 - To know that aspects of Maya daily life are still seen today. L6 - To know that the Maya believed in many Gods. L7 - To know that the Maya civilisation left a legacy of inventions.	<u>Knowledge and Understanding:</u> L1 - To know that the ‘Pals Battalions’ left a legacy on the local communities. L2 - To know that Grimsby and Cleethorpes were attacked in World War One. L3 - To know and describe the key characteristics of Grimsby and Cleethorpes that made it an asset to the war effort. L4 - To know that Grimsby and Cleethorpes changed in appearance during World War One and World War Two L5 - To know that butterfly bombs were dropped in air raids on Grimsby. L6 - To know the legacy of the involvement of Grimsby and Cleethorpes in historic war efforts through the celebration of Armed Forces Day.	<u>Knowledge and Understanding:</u> L1 - To know that African people were enslaved by European colonisation. L2 - To know that Britain played a key role in the Maafa. L3 - To know that the triangular slave trade was a transatlantic system of enslavement which had an enormous human impact. L4 - To know that British society benefited from enslavement. L5 - To know that William Wilberforce was a key figure in the abolition of slavery. L6 - To know that many inspirational black Britons have had a positive impact on society.
<u>National Curriculum:</u> - Historical Causes - Consequences - Change and Continuity	<u>National Curriculum:</u> - Historical Causes L2 L5 - Consequences L2 L5 - Change and Continuity L3	<u>National Curriculum:</u> - Historical Causes L1 L3 L5 - Consequences L1 L3 L5 - Change and Continuity L6

• Similarity and Difference • Historical Significance • Source and Evidence • Historical Interpretations • Chronological understanding	• Similarity and Difference • Historical Significance L1 L2 L6 • Source and Evidence L2 L3 L4 • Historical Interpretations L6 • Chronological understanding	• Similarity and Difference • Historical Significance L2 L3 L6 • Source and Evidence L4 L5 • Historical Interpretations • Chronological understanding
<u>Historical Enquiry</u> • Devise historical questions about change, and similarities, differences, and significance relating to the period studied. • Analyse a wide range of evidence in order to justify claims about the past. • Bring knowledge gathered from several sources together in a fluent account, giving one or more reasons to support a historical argument. • Understand that no single source of evidence gives the full answer to questions about the past.		
Vocabulary: Chronological order, millennia, ancient civilization, Mesoamerica, architecture, temple, pyramid, palace, causeway, royals, nobles, limestone, thatch, adobe, wattle and daub, hearth, society, city state, power, wealth, trade, king, ruler, noble, priest, official, craftsmen, farmer, labourer, slave, agriculture, farming, crops, diet, entertainment, hunting, foraging polytheistic, offering, sacrifice, ancestor, worship, divine, deity, belief, priesthood, ritual, invention, legacy, impact, culture, tradition, calendar, astronomy, hieroglyph, tumpline, sacbeob, metate, decline	Vocabulary: World War, outbreak, government The Somme, battalion, memorial Cenotaph, Zeppelin, butterfly bomb, air raid, evidence, artefact, records, cause, consequence, legacy, impact, primary source, secondary source, evaluate, analyse	Vocabulary: Maafa, disaster, slavery, enslavement, trade, transatlantic, plantation, slave owner, cause, consequence, impact, effect, detriment, indigenous, industry, empire, colony, colonisation, abolition, privateer, wealth, power, rule, society, discrimination, inequality, equality, emancipation, export, import, oppression, resistance, legacy, tragedy, prohibition, significant

History Curriculum

2026 -2027

Cycle B

Cycle B	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
FS1	Own history Family history					
FS2	Situations from the past Compare and contrast figures from the past					
Y1/2		Childhood in 1950s		<u>Local History Study</u> Victorian Cleethorpes		The Great Fire Of London
Y3/4		Stone, Bronze and Iron Age		<u>Local History Study</u> Medieval and Tudor Grimsby		Roman Britain
Y5/6		World War Two		<u>Local History Study</u> Victorian Grimsby/Clee		Ancient Greece

CYCLE B
YEAR ONE* and YEAR TWO

CHILDHOOD FROM 1950s	VICTORIAN CLEETHORPES	THE GREAT FIRE OF LONDON
<u>Knowledge and Understanding:</u> L1 - To know 'the past' refers to events happening before today (EYFS Retrieval) - To know that a timeline is a display of events, people or objects in chronological order. L2 - To know that in the 1950s family life was very important. L3 - To know that there are similarities and differences between childhood toys since 1950s. L4 - To know that children in 1950s spent time outdoors more than today. L5 - To know that the coronation of Queen Elizabeth II was a significant event in the 1950s. L6 - To know that there are similarities and differences between school today and in the 1950s.	<u>Knowledge and Understanding:</u> L1 - To know that there were key events in the history of Cleethorpes Pier. L2 - To know that Cleethorpes changed in Victorian times. L3 - To know that there were possible causes and consequences of the fire on Cleethorpes Pier. L4 - To know that trends have changed over time. L5 - To know that Victorian Cleethorpes has left a legacy on Cleethorpes today.	<u>Knowledge and Understanding:</u> L1 - To know that The Great Fire of London was a key event on the timeline of British history. L2 - To know and explain that a London street was different in 1666 than it is now. L3 - To know and describe how The Great Fire of London lasted four days. L4 - To know and explain who Samuel Pepys was and how his diary tell us about the events of The Great Fire of London. L5 - To know and explain how The Great Fire of London left a legacy on fire safety. L6 - To know explain the legacy that The Great Fire of London left on how London looks today.
<u>National Curriculum:</u> - Historical Causes - Consequences - Change and Continuity - Similarity and Difference - Historical Significance - Source and Evidence - Historical Interpretations - Chronological understanding	<u>National Curriculum:</u> - Historical Causes - Consequences - Change and Continuity - Similarity and Difference - Historical Significance - Source and Evidence - Historical Interpretations - Chronological understanding	<u>National Curriculum:</u> - Historical Causes - Consequences - Change and Continuity - Similarity and Difference - Historical Significance - Source and Evidence - Historical Interpretations - Chronological understanding
<u>Historical Enquiry</u> Ask closed questions to find out more about the past (<i>Who was that? What year was this?</i>).		

- Answer questions using an information source (books or pictures).
- Show some understanding of how people find out about the past.

Vocabulary: timeline, chronological order, first, next, then, after that, finally, decade, past, present old-fashioned, modern, matchbox toys, dolls, marbles, skipping, technology, popular, similarities, differences, hopscotch, ink pen, ink well, pinafore, suit, ring-a-ring o'roses, overcoats, satchel, primary, secondary, source, monarch, coronation, significant, event, past, present, legacy, childhood	Vocabulary: past, present, pier, change, use Pier Gardens, Ross Castle, railway. pavilion, cause, consequence, similarities, differences, buildings, seaside, bathing gown, tourism, tourists, legacy, resort	Vocabulary: Timeline, chronology, past, population, similarities, differences, thatched roof, overcrowded, bakery, burning, spread, swept, destroyed, fire fighters, smoke, flame, sources, primary, secondary, diary, artefacts, evidence, fire brigade, legacy, fire fighters, safety, cause, consequence, legacy, rebuilt, changes, infrastructure, monument
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CYCLE B		
YEAR THREE* and YEAR FOUR		
STONE, BRONZE AND IRON AGE	MEDIEVAL AND TUDOR GRIMSBY	ROMAN BRITAIN
<u>Knowledge and Understanding:</u> L1 - To know and explain that chronological order means putting events in the order they happened. (Recap Y2) - To know and explain the different historical terms to describe different time periods. L2 - To know and explain how archaeological evidence informs us about life in pre-historic Britain. L3 - To know and describe how the invention of different tools had an impact on Stone Age people's lives. L4 - To explain how the discovery of metal changed the way people lived in the Bronze Age. L5 - To explain how the invention and ingenuity had an impact on Iron Age people's lives. L6 - To that explain how the legacy of inventions and ingenuity in Pre-historic Britain still lives on today.	<u>Knowledge and Understanding:</u> L1 - To describe how the population of Grimsby changed over time. L2 - To explain that Grimsby had many religious houses. L3 - To know that Grimsby had a government and a court. L4 - To know that the plague came to Grimsby. L5 - To know that King Henry VIII's legacy had an impact on Grimsby.	<u>Knowledge and Understanding:</u> <u>L1</u> - To know and explain how events are ordered and sequenced. (Y2 recap) - To know and explain how the Romans attempted to invade Britain many times. L2 - To know and give reasons why Julius Caesar was one of the best-known emperors who attempted to invade Britain. L3 - To know why Hadrian's Wall was built to secure the Empire's border. L4 - To know and explain how trade boosted the British economy but also led to the enslavement of certain members of society. L5 - To know and describe how Boudicca led the revolt against the occupying forces of the Roman Empire. L6 - To know and explain how the Romans had an impact on life in Britain.

<u>National Curriculum:</u> • Historical Causes • Consequences • Change and Continuity • Similarity and Difference • Historical Significance • Source and Evidence • Historical Interpretations • Chronological understanding	<u>National Curriculum:</u> • Historical Causes • Consequences • Change and Continuity • Similarity and Difference • Historical Significance • Source and Evidence • Historical Interpretations • Chronological understanding	<u>National Curriculum:</u> • Historical Causes • Consequences • Change and Continuity • Similarity and Difference • Historical Significance • Source and Evidence • Historical Interpretations • Chronological understanding
<u>Historical Enquiry</u> • Begin to use evidence to ask questions and find out more about the past. • Begin to use research skills to find out about a time period studied. • Use at least one source of evidence to provide a more detailed answer about the past. • Begin to consider '<i>What is a suitable source of evidence?</i>'		
Vocabulary: decade, century, millennia, era, Stone Age, Bronze Age, Iron Age, source, artefact, primary, secondary, deduce, historian, archaeological, evidence, Palaeolithic, Mesolithic, Neolithic, weaponry, arrowhead, spearhead, hammer and chisel, invention, ingenuity, metal, bronze, copper, tin, iron, metallurgy, metal worker, sickle, ore, trade, tool, cape, craftsman, quern, loom, crop, Celt, pottery, blacksmith, arable farming, legacy, changes, similarities, differences, improvements	Vocabulary: population, port, growth, decline, monks, friars, nunnery, leper, abbey, charter, government, court, King John, plague, Black Death, outbreak, infected, reformation, divorce, monasteries, Henry VIII, Catherine of Aragon, cause, consequence, legacy, source, evidence, primary, secondary	Vocabulary: Britannia, century, conquer, dictator, emperor, empire, invasion, Romanise, Caledonia, Celtic, fortress, rebellion, hierarchy, slave, trade, Iceni tribe, rebellion, impact, trade, religion, culture, society, evidence, archaeology, primary, secondary, source, cause, effect, similarities, differences, legacy

CYCLE B YEAR FIVE*and YEAR SIX		
WORLD WAR TWO	VICTORIAN GRIMSBY	ANCIENT GREECE
<u>Knowledge and Understanding:</u> L1 - To know that World War Two was a key event in the timeline of British history. L2 - To know that the start of World War Two was linked to World War One. L3 - To know that the Battle of Britain was a significant event in World War Two. L4 - To know that the Blitz targeted many cities over a number of years. L5 - To know that people continued with their daily life during World War Two. L6 - To know that women played an important role during World War Two. L7 - To know that World War Two left a legacy on the world today.	<u>Knowledge and Understanding:</u> L1 - To know that Grimsby had a boom in population and industry. L2 - To know that the Grimsby Dock Tower has a historical significance. L3 - To know that Grimsby expanded its amenities to meet the needs of the people. L4 - To know that Grimsby had a workhouse for the poor. L5 - To know that the railways left a legacy on Grimsby.	<u>Knowledge and Understanding:</u> L1 - To know and recognise that there were different periods during the Ancient Greek timeline. L2 - To know and explain how Athens in the Classical Period was a democratic city state. L3 - To know and explain that there were similarities and differences between the city states of Sparta and Athens. L4 - To know and explain how artefacts tell us what life was like in Ancient Greece. L5 - To know and describe how Ancient Greeks celebrated many achievements but were influenced by other ancient civilisations. L6 - To know and explain how Ancient Greece traded with countries from around the world. L7 - To know and describe Ancient Greece's legacy on the world.
<u>National Curriculum:</u> - Historical Causes - Consequences - Change and Continuity L7 - Similarity and Difference - Historical Significance L4 L6	<u>National Curriculum:</u> - Historical Causes - Consequences - Change and Continuity - Similarity and Difference	<u>National Curriculum:</u> - Historical Causes - Consequences - Change and Continuity - Similarity and Difference

• Source and Evidence L5 • Historical Interpretations L5 • Chronological understanding L1 L2 L3	• Historical Significance • Source and Evidence • Historical Interpretations • Chronological understanding	• Historical Significance • Source and Evidence • Historical Interpretations • Chronological understanding
<u>Historical Enquiry</u> • Devise historically valid questions about historical periods. • Compare two different forms of evidence for their suitability. • Make informed choices and analyse more than one source of evidence in order to justify claims about the past in a written response. • Appreciate how historical artefacts have helped us understand more about British lives.		
Vocabulary: Reparation, alliance, appeasement, imperialism, militarism, declaration, treaty, economy, dictatorship, cause, effect, consequence, turning point, battle, airforce, Luftwaffe, RAF, defence, airfield, military, campaign, Operation Sealion, Blitzkreig, air raid, shelter, Anderson shelter, Morrison shelter, blackout, offensive, bombing, ration, ration book, starvation, Dig for Victory, Ministry of Food, queue, vegetables, Black Market, evacuation, evacuee, society, significant, role, women, crucial, vital, influence, propaganda, legacy, positive, negative, consequence, benefit, detriment, peace, nuclear, space exploration, treaty	Vocabulary: Log book, primary, secondary, source, extract, social history, recount, eyewitness, evidence, historical enquiry, hypothesis, deduction, conclusion, religion, scripture, inspection, feast, holy, obligation, inspector, traditional, community, scholarship, corporal punishment, sanctions, accident, events, unique, compare, contrast, similarities, differences, legacy, impact	Vocabulary: Athens, city state, democracy, Classical period, innovations, advancements, Sparta, oligarchy, government, invasion, artefacts, primary source, secondary source, evidence, sculpture, pottery, theatre, temples, architecture, Influence, impact, trade, civilisation, wealth, archaeological

