



Subject Handbook

- Intent, implementation & impact
- Enrichment
- Programme of study
- Prior & future knowledge
- Concept progression
- Curriculum with Vocabulary progression & 'Reading To Learn' texts
- Example Knowledge Organisers
- SEND Adaptations



Intent

Historical study at Nancledra will be based on five connected concepts: the role of evidence and evaluating interpretations of History; understanding and assessing significance; change and continuity; similarity and difference; and questioning causes and consequences. Pupils will be taught that historical study itself has changed. History is not merely a series of uncontested facts and events but a matter of debate with many viewpoints to explore. Pupils will understand and appreciate that curiosity and critical thinking are essential tools for historians. Skilfully framing questions, delving deeper through historical enquiry and looking at different perspectives are important skills pupils will be taught across the key stages. Pupils will develop a sound knowledge of chronology, of historical periods and knowledge of local, national and international events. Understanding the past and constantly evaluating it helps pupils to become knowledgeable future citizens. It is our intention to foster a love of History as an academic discipline with huge relevance to the modern world and its future development.

Implementation

History at Nancledra is built upon the solid foundations created in Reception where History is activated through each child's own history and that of their community and local area. Following on from this, each unit in KS1 and KS2 follows the Primary Knowledge Curriculum where teachers explicitly teach subject specific vocabulary and develop their pupils' knowledge and understanding of key concepts through talk tasks. By the end of their primary education pupils at Nancledra will:

- Have a chronological understanding of British history from the Stone Age to the present day.
- Be able to draw comparisons and make connections between different time periods and their own lives.
- Be knowledgeable about world history such as the ancient civilisations of Greece and the Golden Age of Baghdad.

History Reading To Learn texts build the knowledge each child needs to understand and access the History curriculum whilst also inspiring further questions and curiosity. Teachers draw on a variety of resources to enhance explanations and fully engage the children. Effective adaptations will be planned for to ensure all children succeed such as using technology to assist those children whom writing may prove to be a barrier. Teachers will plan for opportunities for formative and summative assessments and identify suitable next steps.

Impact

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children have gained in each half-termly unit. These include:

- Regular low stakes knowledge assessments, using a range of creative approaches, including digital quizzes
- Responding to an end of unit enquiry question
- Applying the school's marking and feedback policy to good effect
- Unit reviews captured in floorbooks
- Engaging with learners through pupil forums
- Subject monitoring, which includes lesson visits and book looks



Enrichment
To further develop cultural capital and deepen their understanding of the History curriculum, Nancledra offers pupils a wide range of experiences outside of the classroom environment. These opportunities are designed to develop pupils' learning and their cultural understanding of the world around them. We make the most of our local history, for example, by visiting The Truro Museum and areas of Historical interest such as Chysauster, but we also invite Historical experts in to bring units alive such as Henry VIII and The Vikings.





A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask **perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement**. History helps pupils to understand the complexity of people's lives, the **process of change, the diversity of societies and relationships between different groups**, as well as their **own identity and the challenges of their time**.

Aims

The national curriculum for history aims to ensure that all pupils:

- A. know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- B. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- C. gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- D. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- E. understand 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

KS1 2023-24

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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:	Year One	Year Two
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Discovering History: AUT 2 Kings and Queens: SPR 2 Parliament and Prime Ministers: SUM 2	Powerful Voices: SUM2
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]	Discovering History: AUT 2 Kings and Queens: SPR 2 Parliament and Prime Ministers: SUM 2	Romans in Britain; AUT2 The Tudors: SPR2 Powerful Voices: SUM2
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 BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Discovering History: AUT 2 Kings and Queens: SPR 2 Parliament and Prime Ministers: SUM 2	Romans in Britain; AUT2 The Tudors: SPR2 Powerful Voices: SUM2
Significant historical events, people and places in their own locality.	Discovering History: AUT 2 Parliament and Prime Ministers: SUM 2	Romans in Britain; AUT2 The Tudors: SPR2

KS1 2024-25

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.

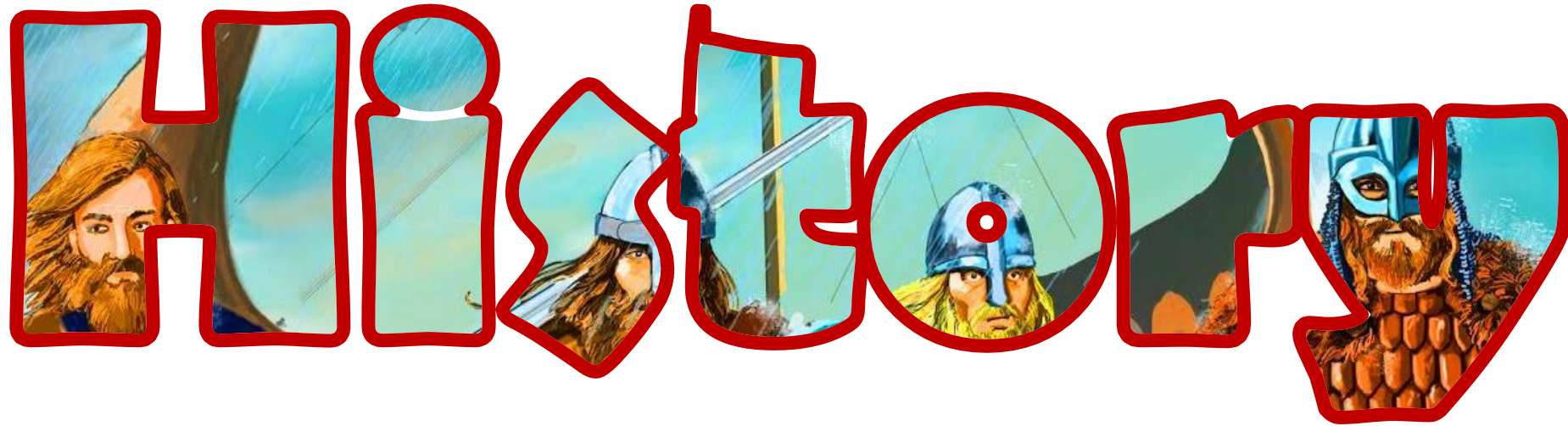
They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:	Cycle A	Cycle B
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Discovering History: AUT 2 Kings and Queens: SPR 2 Parliament and Prime Ministers: SUM 2	Powerful Voices: SUM2
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]	Discovering History: AUT 2 Kings and Queens: SPR 2 Parliament and Prime Ministers: SUM 2	Romans in Britain; AUT2 The Tudors: SPR2 Powerful Voices: SUM2
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 BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Discovering History: AUT 2 Kings and Queens: SPR 2 Parliament and Prime Ministers: SUM 2	Romans in Britain; AUT2 The Tudors: SPR2 Powerful Voices: SUM2
Significant historical events, people and places in their own locality.	Discovering History: AUT 2 Parliament and Prime Ministers: SUM 2	Romans in Britain; AUT2 The Tudors: SPR2

KS2 2023-25

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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:	LKS2 2023-24 Cycle A	UKS2 2023-24 Cycle A	LKS2 2024-25 Cycle B	UKS2 2024-25 Cycle B
Changes in Britain from the Stone Age to the Iron Age	Stone Age to the Iron age: AUT1			
The Roman Empire and its impact on Britain			Life in Ancient Rome, The Rise and Fall of Rome SPR1 & SPR2	
Britain’s settlement by Anglo Saxons and Scots	Anglo-Saxons, Scots and the Vikings: SPR1&2			
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxons, Scots and the Vikings: SPR1&2			
A local history study	Coming Soon	Coming soon		
A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ; a significant turning point in British history, for example, the first railways or the Battle of Britain	Law and Power: SUM1 The War of the Roses: SUM2	The Early British Empire AUT1 The Transatlantic Slave Trade AUT2 The Industrial Revolution SPR1 The Victorians SPR2 World War I SUM1 The Suffragettes SUM2	The Stuarts SUM1 & SUM2	World War II SPR2 History of Human Rights SUM2
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: AUT2			
Ancient Greece – a study of Greek life and achievements and their influence on the western world			Ancient Greece AUT1 & AUT2	
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.				Baghdad Circa 900CE AUT1
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.	Ancient Egypt: AUT2			



EYFS – Y6 prior & future knowledge

- What knowledge do we build on?
- How do we future proof learning?
- How do we make connections across the curriculum?



KS1 CA History Prior & Future Knowledge



Discovering History

CA AUT2

ELG

- Past and Present
- Dinosaurs, transport in the past, stories from the past (fables & monarchy)

Kings, Queens and Leaders

CA SPR2

ELG

- Past and Present
- People, cultures & communities
- Stories of King John
- Queen Elizabeth's coronation
- The royal family

CA & CB LKS2 History

- Y3 Law and Power
- Y4 Stuarts

Parliament and Prime Ministers

CA SUM2

History

- Y1 Kings, Queens & Leaders
- Stories of Robert Walpole
- Democracy

CA & CB LKS2 History

- Constraints of power
- Y3 Law and Power
- Y4 Stuarts
- Democracy
- Y4 Ancient Greece
- Y5 French Revolution
- Y6 Suffragettes
- Parliament
- Y5 WWI and II

Romans in Britain

CA AUT1

History

- Y1 Power & Monarchy
- Y1 Kings & Queens

Geography

- Y2 & Continents
- Supports 'empire' knowledge

CB LKS2 History

- Roman Life
- Rise & Fall of Roman Empire

The Tudors

CA SPR2

History

- Y1 Kings & Queens
- How Britain ruled

CB LKS2 History

- The Stuarts
- The Gunpowder Plot
- Conflict & persecution

Powerful Voices

CA SUM2

History

- Y1 use of primary sources
- Y2 chronology in previous units

Geography

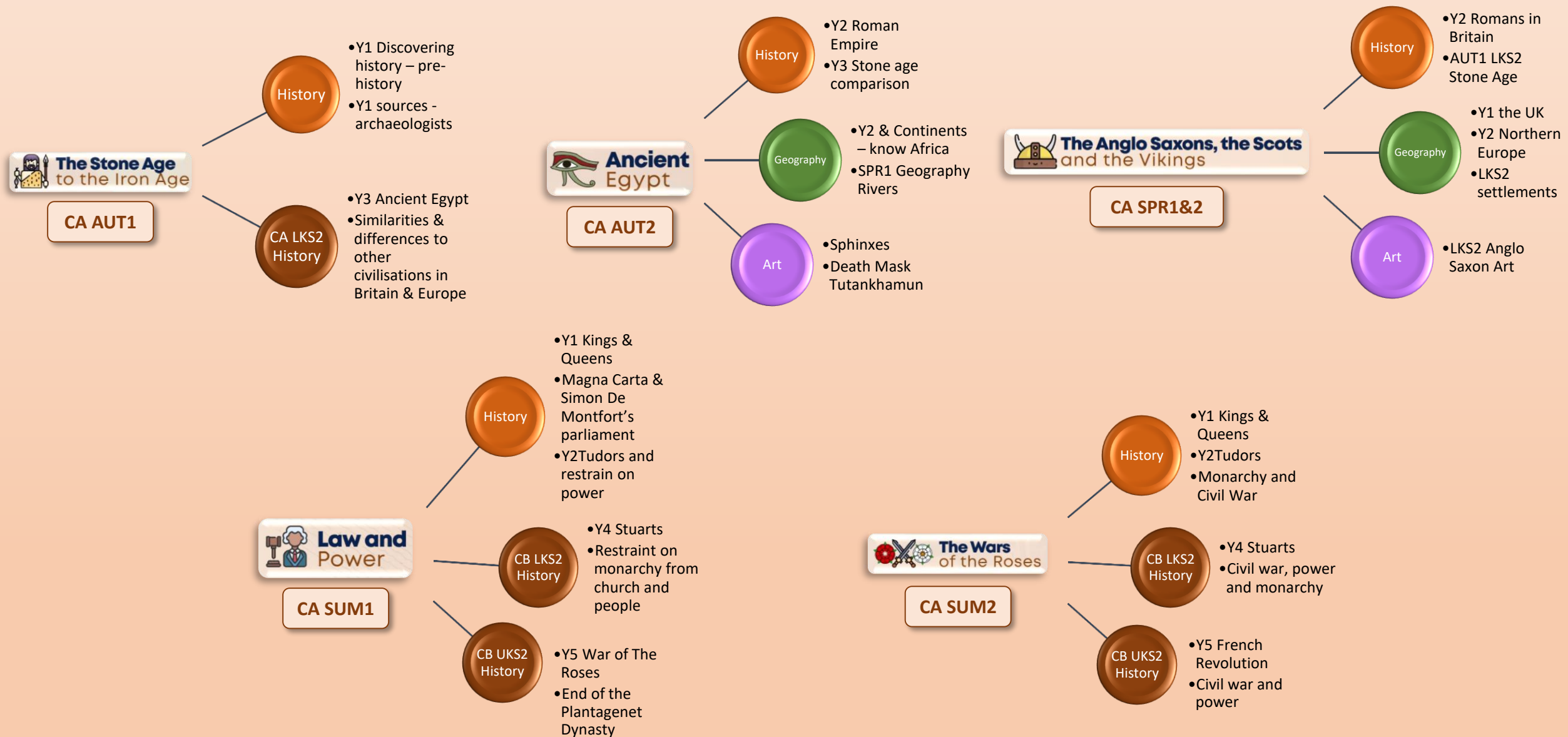
- Y2 & Continents
- Supports 'empire' knowledge

CA UKS2 History

- Transatlantic Slave Trade
- Human Rights

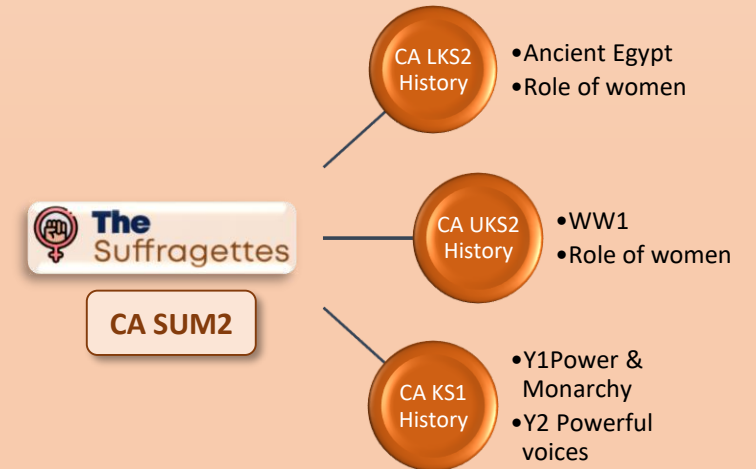
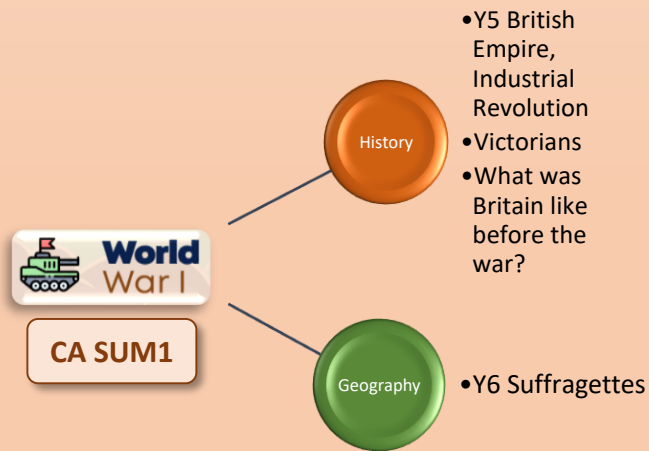
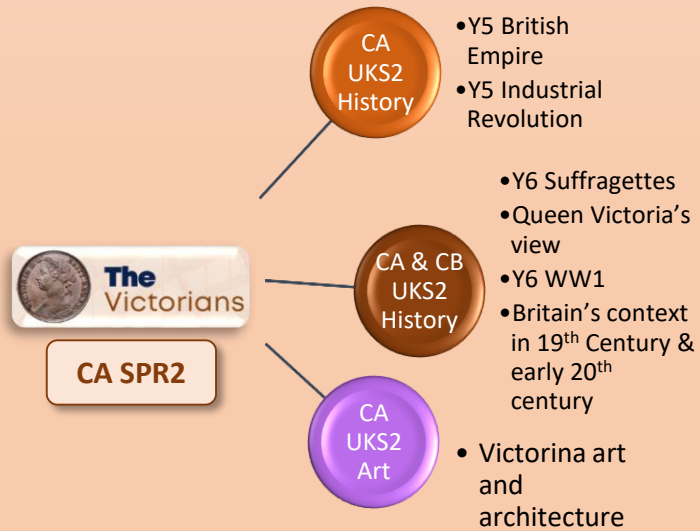
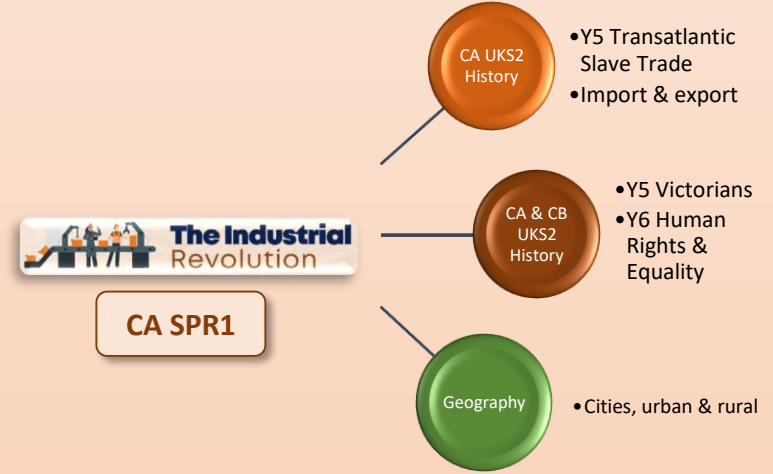
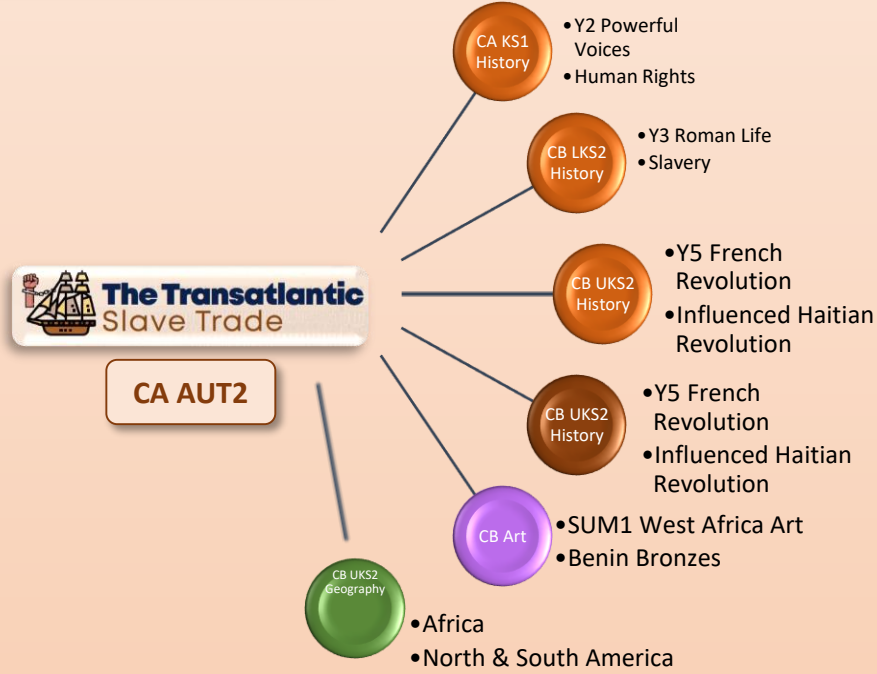
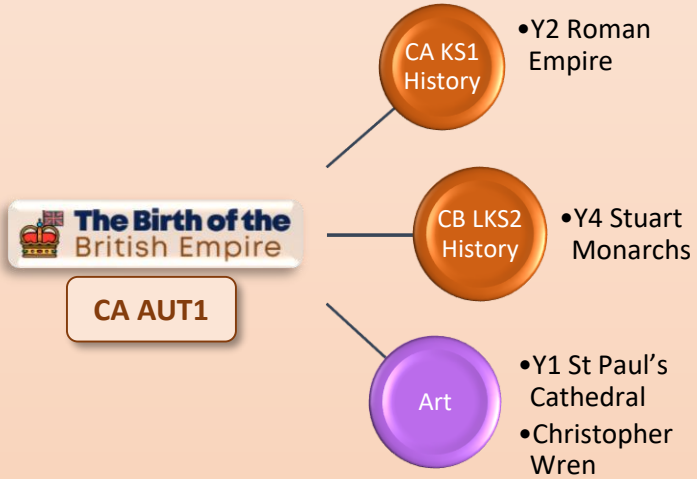


LKS2 CA History Prior & Future Knowledge





UKS2 CA History Prior & Future Knowledge

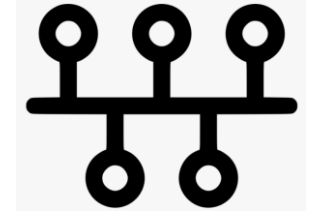




EYFS – Y6 Concepts

- Concept Progression
- Hinge concept questions

Concepts



Cause and consequence:
why things happened and their results







Change & continuity
: developments overtime within and between periods of history



Similarity & difference:
different experiences of groups and individuals within a period of history



Significance
: how events or people brought about significant change



Sources, evidence and interpretation:
sources of information and a range of historical interpretations (relevant to the enquiry) which are critically engaged with.



Chronology:
sequencing history in a coherent narrative from the earliest times to the present day using scale, intervals and with an understanding of duration to identify concurrence and interactions.



Concept	Cycle	YR	Y1	KS1	LKS2	UKS2
Cause and consequence 	A			Kings, Queens & Leaders SPR2	The War of The Roses SUM2	Early British Empire AUT1 Transatlantic Slave Trade AUT2 The Victorian Age SPR2 WW1 SUM2
	B				The Rise and Fall of Rome The Stuarts	The French Revolution The cold war The Rise of Hitler
Change and continuity 	A	All about ME! AUT1 Growing and Changing SUM1		Parliament & Prime Ministers SUM2	Stone Age to Iron Age AUT1 Anglo-Saxons, Scots & the Vikings SPR1 & SPR2 Law & Power SUM1	Industrial revolution SPR1 WW1 SUM2
	B			Powerful Voices SUM2		The History of Human Rights and Equality in Britain
Similarity and difference 	A	Transport AUT2 Kings & Queens SPR2 Stories From The Past SUM2			Ancient Egypt AUT2 Anglo-Saxons, Scots & the Vikings SPR1 & SPR2	Industrial revolution SPR1 The Victorian Age SPR2 WW1 SUM2 Suffragettes SUM2
	B			The Tudors SPR2	Ancient Greece	The History of Human Rights and Equality in Britain
Significance 	A	Space SPR1 Kings & Queens SPR2		Discovering History AUT2 Parliament & Prime Ministers SUM2	Law & Power SUM1	Transatlantic Slave Trade AUT2 The Victorian Age SPR2
	B			Romans & Britain AUT2 The Tudors SPR2 Powerful Voices SUM2	Rise and Fall of Rome	The French Revolution The History of Human Rights and Equality in Britain
Sources & evidence <i>Interpretations</i> KS2  	A	Kings & Queens SPR2 Growing and Changing SUM1 Stories From The Past SUM2		Discovering History: Mary Seacole's autobiography AUT2 Kings, Queens & Leaders: The Magna Carta SPR2	Stone Age to Iron Age: archaeological discoveries AUT1 Ancient Egypt: artefacts, Cornwall Museum AUT2 Anglo-Saxons, Scots & the Vikings: Julius Ceaser's account of the Picts SPR1 & SPR2 Wars of The Roses: Richard III's remains SUM2	<i>Early British Empire: paintings</i> AUT1 Transatlantic Slave Trade: speeches and quote Olaudah Equiano AUT2 The Victorian Age: painting of Casual Ward SPR2 WW1: first-hand accounts, diary entry from Amar Singh SUM2 Suffragettes: NUWSS pamphlet, memoir Frederick Pethick-Lawrence SUM2

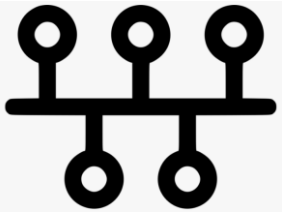

Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Cause and consequence</p> 	<ul style="list-style-type: none"> • Question why things happen and give explanations • Begin to identify what made something happen 	<ul style="list-style-type: none"> • Begin to recognise that significant events happened because of a cause • Begin to understand that aspects of life changed following an event 	<ul style="list-style-type: none"> • Identify reasons for and results of people’s actions understand why people may have had to do something • Look for links and effects in time studied offer a reasonable explanation for some events • Address and devise historical questions about cause • Comment on the importance of cause and effects for some key events. 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied • Short and long term causes of events identified and explained
<p>Key Questions</p> 	<p>What happened? Why?</p>	<p>Why did people do things? Why did an event happen? What happened as a result?</p>	<p>Why did it happen? What was the result? Who was affected? What was the impact of the event on others?</p>	<p>Why was it important? How do key events link? What influenced these events?</p>

Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Change and continuity</p> 	<p>Can talk about: Changes that have happened to themselves</p>	<p>Can begin to identify:</p> <ul style="list-style-type: none"> old and new things in a picture. what was different and what was the same when their parents and grandparents were children 	<p>Can identify between and within periods:</p> <ul style="list-style-type: none"> Things that stayed the same Things that changed Make links between events over time. <p>Begin to note the similarities and differences:</p> <ul style="list-style-type: none"> within current period of history being studied when current period of history being studied is compared to previous periods that have been studied 	<p>Can identify and explain within and between periods of history</p> <ul style="list-style-type: none"> key changes Similarities why certain changes were important any subtle differences between similarities how changes may have been different in different places during the same period of history
<p>Key Questions</p> 	<p>What has stayed the same? • What is different?</p>	<p>What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today?</p>	<p>What has stayed the same (comparing past periods)? Why? What has changed? Why and how? What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why?</p>	<p>What has stayed the same (comparing past periods)? Why? What has changed? Why and how? Which changes were most significant? Why? Did it change like this everywhere or for everyone?</p>

Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Similarity & difference</p> 	<p>Know about similarities and differences between: themselves and others</p> <ul style="list-style-type: none"> families communities traditions 	<p>Start to understand life was different for different people in the past:</p> <ul style="list-style-type: none"> rich and poor male and female <p>Start to understand that this may have been different in different places at the same time</p>	<p>Identify (by including some examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> rich and poor male and female different cultures and races different religions <p>Identify that this may have been different in different places at the same time</p>	<p>Explain (and give examples) how life was different for different people in the past: rich and poor male and female different cultures and races different religions</p> <p>Explain (and give examples) that this may have been different in different places at the same time. Attempt to explain reasons for these differences</p>
<p>Key Questions</p> 	<p>What is the same? What is different?</p>	<p>as this the same for everyone? How would life of a ##### person have been different? Who would this have been different for?</p>	<p>an you give an example of how life was different for someone who was there? Was this the same everywhere? Where was it different? How was it different?</p>	<p>hich groups was this different for? Can you give an example? Why was there this difference? Why do people believe there was this difference? Was this the same everywhere? Can you give an example to support your answer?</p>

Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Significance</p> 	<p>Recognise and describe a special object. Recognise and describe a special time or event in their life (self, family or friends).</p>	<p>Talk about who or what was important (eg in simple historical account). Talk about why they (who or what) were important and what changed/happened.</p>	<p>Identify historically significant people and events from a period of history and what they did/happened. Begin to identify why what they did (or what happened) was important and how it changed things for people</p>	<p>Identify historically significant people and events from a period of history. Explain why they were significant. Describe and explain why what they did (or what happened) was important and how it changed things for people.</p>
<p>Key Questions</p> 	<p>Can you tell me why that is special? Can you tell me what happened?</p>	<p>Who was an important person? What did this person do? What important thing happened? What changed after this?</p>	<p>Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?</p>	<p>Why was this person important? Explain what this person did that was important? What impact did this person have on events or people? What impact did this event (or period of history) have on events or people? How did life change following this?</p>

Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Evidence and Interpretation</p> 	<p>Understand people have had different experiences Understand people have different things. Understand people might like different things.</p> <p>Sort some objects into new and old.</p>	<p>Identify different ways in which the past is represented. Identify that two people could explain something differently or retell a story in a different way. Begin to identify different ways we can find out about the past and begin to use them effectively (e.g. photos, stories, adults talking about the past, artefacts/objects). Describe similarities and differences between artefacts. Sort some objects/artefacts between then and now.</p>	<p>Understand that different versions of the past may exist. Begin to consider why there are different versions of events (fact or fiction). Begin to consider that evidence may vary depending upon a person's place/role/side in history.</p> <p>Identify the different sources utilised when studying a unit of history. Identify if a piece of evidence is first-hand or someone's view. Identify details in pictures and artefacts and use as evidence when answering a question.</p>	<p>Understand that different versions of the past may exist and give reasons why. Compare accounts of events from different sources. Explain why there are different versions of events (fact or fiction). Know that evidence may vary depending upon a person's place/role/side in history. Make connections between different sources of evidence and identify the different interpretations. Understand the importance of checking the accuracy of interpretations/evidence. Begin to identify primary and secondary sources. Select relevant sections and detail of historical information to answer a question/enquiry.</p>
<p>Key Questions</p> 	<p>Can you tell me if that is old or new? Can you see any old or new things in this photograph or picture?</p>	<p>What does this artefact/ photo/ story tell us about...? How might this does this artefact/ photo/ story help us answer this question? What do you think this artefact might have been used for? Is this artefact similar or different to _____? Do you know why their story is different o this one?</p>	<p>What does this artefact/ photo/ story tell us about this particular period of history? How does this artefact/ photo/ story support your understanding of this particular period of history? How does this piece of evidence help you see similarities or differences between _____ and _____? What evidence are you going to use to inform your answer? Do you have more than one piece? Can you see more than one viewpoint? Can you find evidence to support more than one argument in this enquiry?</p>	<p>Why do you think there might be different interpretations of events? What is propaganda and where might you find it? What evidence do these range of sources give you about this event? Explain why this event might be seen as more significant than others? Can you create and answer your own historical questions?</p>

Concept	EYFS	Y1 & Y2	Y3 & Y4	Y5 & Y6
<p>Chronology</p> 	<p>To place events (pictures or text) in order To use words that indicate past. To identify how they have changed. To identify things that are from the past/old. Begin to use words and phrases such as before, after, past, present, then and now.</p>	<p>Use words and phrases relevant to the past; old, new, a long time ago, before, after, past, present, then and now. Begin to understand where people, objects and events fit on a timeline e.g. sequencing photographs and objects on a timeline. Recount changes within living memory. Use a timeline to show when things happened and how long they lasted. (scale); use gaps between events (intervals) and understand how to represent duration.</p>	<p>Develop an increasingly secure chronological knowledge of local, British and world history, using dates. Use words and phrases related to a specific period. Understand more complex terms e.g. BC/AD. Put events, places and people on a timeline (matching dates). Use and understand how timelines can illustrate concurrence and interaction between time periods. Know that some periods overlap</p>	<p>Order a greater number of significant events, movements and dates on a timeline. Describe the main changes in a period in history and place them in the correct order. Summarise the main events from a period of history, explaining the order of events, what happened and why they were important in shaping life and events at the time. Understand and use timelines to illustrate an overview of a period of history and smaller episodes in greater depth.</p>
<p>Key Questions</p> 		<p>Can you sequence a set of objects (up to five) in chronological order and give reasons for their order? Can you sequence events about their own life and of a famous person? Can you use words and phrases like: very old, when mummy and daddy were little, before, after, then and now? Why do you think this story was set in the past??</p>	<p>Can you describe events and periods using the words: BC, AD, decade, ancient and century? Can you order these events on this timeline? (Within a specific timeline). Can you plot recent history on a timeline using centuries? Can you set out on this timeline these special events? (Within a set period). Can you tell me what are the different time periods that exist between the different groups who invaded Britain?</p>	<p>Can you use dates accurately and the historical language (AS set out in the vocabulary progression – see appendix A) in their work? Can you draw a timeline with different time periods outlined and show different information, such as, periods of history, when famous people lived, the development of specific features, such as medicine; weaponry; transport, etc. Where does this period of history fit on a timeline? Where does this specific event go on a timeline, to the nearest decade?</p>



EYFS – Y6 Curriculum

- Content coverage and sequencing
- Substantive knowledge
- Disciplinary knowledge
- Vocabulary; **Black bold** – vocabulary repeated within year; **Red bold** – vocabulary repeated across years
- 'Reading To Learn' texts


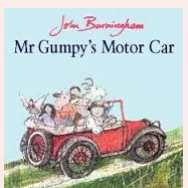
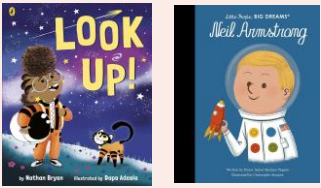
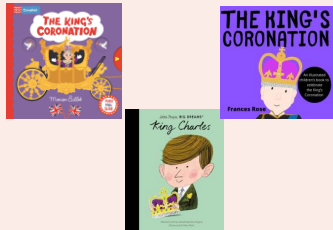
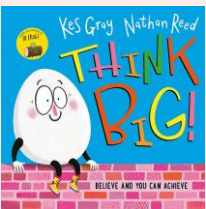

Cycle A 2024-25

Class 1: YR & Y1

Class 2: Y2

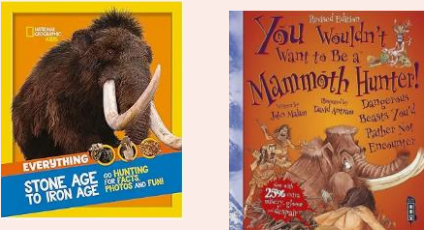
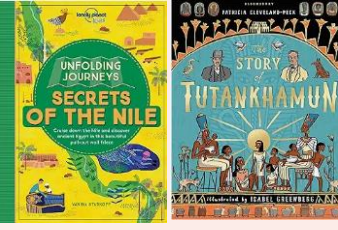
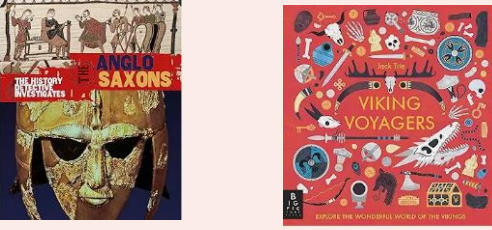
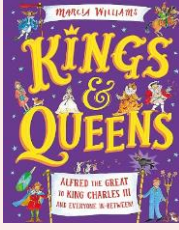
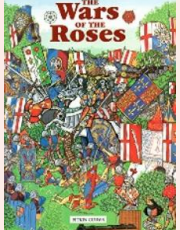
Class 3: Y3 & Y4

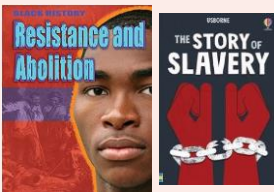
Class 4: Y5 & Y6

CA	ELG	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p>Understanding The world, Past & Present</p> <p><i>Guiding children to make sense of their physical world and their community</i></p>	<p>All about me! 2. I understand about the past and how our own families change over time and also those in the community</p>	<p>Transport 3. I know transport from the past was very different to transport in the present day. 4. I meet Ernest Shackleton and know about his expedition. I begin to understand about timelines. People: Ernest Shackleton</p>	<p>Space 2. I know about astronauts who are significant: Mae Jemison & Tim Peake. 4. I learn about stories from the past (constellations) and how people used them to explain ideas. 5. I know that in the past people went to the moon. People: Mae Jemison, Tim Peake & Neil Armstrong</p>	<p>Kings and Queens 3. I know that there is a coronation ceremony for a new king or queen. 4. I know that King John made some promises in the Magna Carta.</p>	<p>Growing and Changing 1b. I know people and places change over time. I begin to understand chronology and use a timeline to place changes about the land in my community in order.</p>	<p>Stories from the past 1. know that fairytales have been told for a long time. 2a. I know that stories from the past can teach us. 2b. I understand that over time, stories can change. 3b. I know the Ancient Greeks told stories a long time ago. 4. know Aesop’s Fables are stories that teach us lessons. 5. I know that the Ashanti told lots of different stories about Anansi the Spider.</p>
		<p>Substantive concept: Family history Disciplinary concepts: Continuity and change Chronology</p>	<p>Substantive concept: Development of transport Disciplinary concept: Similarities and differences</p>	<p>Substantive concept: Human achievement in space Disciplinary concept: Historical significance</p>	<p>Substantive concepts: Monarchy, power and religion. Disciplinary concepts: Sources & evidence, Historical significance Similarities & differences.</p>	<p>Substantive concept: Local history: agriculture Disciplinary concepts: Continuity and change Sources Chronology</p>	<p>Substantive concepts: civilisation, society, Disciplinary concepts: sources and evidence, similarities & differences</p>
	Vocabulary	<p>history, past, present, future.</p>	<p>Technology, horse and cart, carriage, motor, penny farthing, astronaut, past, present, future. Steam, coal, power, chimney, funnel, Rocket, speed, railway. North Pole, South Pole, Equator, Arctic, Antarctic, Ernest Shackleton, Endurance, crew, dangerous, challenging. Transport, icebreaker, dog sled, slide, runners, crampons.</p>	<p>Moon landing, Neil Armstrong, Apollo 11, crater, surface.</p>	<p>throne, coronation, the Royal Family, crown, monarch</p>	<p>change, time, past, present, buildings, roads, developments.</p>	<p>folk tale fable legend myth fairy tale</p>
	Reading To Learn						

CA	Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1	History		<p>Discovering History: To know that history is the stories people tell about the past To know that family trees tell us who lived in the past Historians study books, pictures and many other sources to find out about the past Archaeologists find out about the past through looking at things found in the ground To understand what life waslike in the past where we live</p>		<p>Kings, Queens and Leaders: To know that the United Kingdom has been ruled by kings and queens for many years To understand that King John I made an important promise to the people of England I know that a parliament was set up to make decisions for the country. To understand that King Charles I did not want to listen to Parliament To know that there was a time when England did not have a king</p>		<p>Parliament and Prime Ministers: To know that William and Mary made an important promise To know that Parliament discuss and make decisions about our country To know that the Prime Minister is in charge of our government To know that the Prime Minister leads the country To understand that adults vote to choose the people who run our country</p>
			<p>Substantive concept: ancestry, monarchy. Disciplinary concepts sources & evidence, historical significance.</p>		<p>Substantive concept: monarchy, law, tax, Parliament, religion, civil war, power. Disciplinary concept: causation, sources & evidence.</p>		<p>Substantive concept: power, Parliament, democracy Disciplinary concept: significance, continuity and change, sources</p>
	Vocabulary		<p>History; historian; pre-history; archaeologist; artefact</p>		<p>Throne; sceptre; Majesty; reign; baron; the Magna Carta; civil war; coronation; royalty</p>		<p>Bill of Rights; parliament; election; Prime Minister; government; political party; vote; budget; services</p>
	Reading to Learn						

CA	Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y2	History		<p>Romans in Britain: To know that the Romans were an ancient civilisation with a huge empire To know that the Romans had several large armies with many soldiers from around the Empire To know that the Romans invaded Britain To know that Romans built towns across Britain To know that the Romans made changes to Britain</p>		<p>The Tudors: To understand that life in Tudor England was different to life in England today To know that Henry VIII was a Tudor king To know that Henry VIII made himself head of the Church of England To know that King Edward VI and Queen Mary I were the children of Henry VIII To know that Elizabeth I was the last Tudor monarch</p>		<p>Powerful Voices: To know that Gandhi is remembered as a significant person in history for his peaceful protests To know that Rosa Parks and Martin Luther King fought for equal rights for black people in America To know that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so To know that Greta Thunberg is a young, environmental activist To know David Attenborough is a British broadcaster who makes natural history documentaries and speaks about taking care of our planet</p>
			<p>Substantive concept: civilisation, empire, invasion, conquer, and rebellion. Disciplinary concepts: continuity & change</p>		<p>Substantive concept: monarchy, power and religion. Disciplinary concept: sources & evidence, historical significance and similarities & differences.</p>		<p>Substantive concept: empire, protest, civil rights, and equality. Disciplinary concept: sources & evidence historical significance and continuity & change</p>
	Vocabulary		<p>empire, legion, conquered, invasion, rebellion, emperor, defeat, aqueduct, centurion</p>		<p>Protestant, Catholic, The English Reformation, Dissolution of the Monasteries, heir, execute, peasant, monarch, inherit</p>		<p>Empire, protest, boycott, activist, civil rights, campaign, climate change</p>
	Reading to Learn						

A	SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LKS2	History	<p>Stone Age to the Iron Age: To know how people lived in Britain during the Old Stone Age (Palaeolithic) and Middle Stone Age (Mesolithic) To know that farming began in the Neolithic Age To know that the Bronze Age began when people learned how to make objects from Bronze To know that Stonehenge is a prehistoric monument built over 5000 years ago To know that the Iron Age began around 800 BCE when people learned how to make objects from Iron</p>	<p>Ancient Egypt: To identify the location of Egypt and understand the importance of the Nile. To understand that Ancient Egyptian society was hierarchical To know that Ancient Egyptians worshipped many Gods and believed in the afterlife To know that Howard Carter discovered the tomb of Tutankhamun To understand that hieroglyphics can tell us about life in Ancient Egypt</p>	<p>The Anglo Saxons, Scots and the Vikings: To know the Anglo Saxons came to England after the Romans left To know that that Picts and the Scots were early settlers in Scotland To know what life was like in an Anglo Saxon settlement To know that over time many Anglo Saxon people converted to Christianity To explain how shipbuilding skills helped the Vikings to explore To know that the Vikings invaded Britain To know that King Alfred defeated the Vikings. To know the Anglo Saxons and Vikings lived in Britain. The Vikings believed in many gods and goddesses To know that King Canute understood the limits of his power To know the Battle of Hastings was fought in England in 1066.</p>		<p>Law and Power (1154-1272): To know that Henry II is known as the father of common law To know that Thomas Becket was killed in Canterbury Cathedral. To know that the crusades were a series of religious wars To understand why King John was asked to seal the Magna Carta. To know that Simon de Montfort called the first Parliament to make decisions about the country</p>	<p>The War of the Roses: To understand that the Wars of the Roses were fought between two families who had a claim to the throne To know that Edward IV (House of York) took the throne from Henry VI (House of Lancaster) To know that Richard III took the throne from his nephew and made himself king To understand how Henry VII became king. To understand how Henry VII ended the Wars of the Roses</p>
		<p>Substantive concepts: society, migration, religion, trade and conflict Disciplinary concepts: sources & evidence; continuity & change</p>	<p>Substantive concepts: civilisation, society, power, hierarchy and religion. Disciplinary concepts: sources and evidence, similarities & differences</p>	<p>Substantive concepts: migration, invasion, law, trade, settlement, religion and monarchy Disciplinary concepts: similarities & differences, continuity & change, sources and evidence.</p>	<p>Substantive concepts: law, monarchy, invasion, and religion/church. Disciplinary concepts: continuity & change, historical significance and interpretation.</p>	<p>Substantive concepts: monarchy, power and civil war Disciplinary concepts: causation, sources and evidence</p>	
	Vocabulary	<p>Archaeologist; artefacts; pre-history; hunter-gatherer; nomad; druid; wattle and daub; long barrow; quern stone; hill fort; henge</p>	<p>River Nile; Black Land; Irrigation; archaeologist; Pharaohs; artefacts; hieroglyphics; mummification; pyramid</p>	<p>Anglo-Saxon; Viking; kingdom; Scots; Picts; migration; settlement; raid; trade; invasion; Pagan; Danelaw; danegeld</p>		<p>Jury; rule of law; trial by ordeal; the Crusades; Holy Land; knight; tyrant; baron; burgh; Parliament; Magna Carta</p>	<p>Civil war; House of York; House of Lancaster; Wars of the Roses; Plantagenet; exile; readeption</p>
	Reading To Learn						

CA	Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UKS2	History	<p>The Early British Empire (Y5) 1. Know Britain had an empire 2. Global Trade was the origin of Britain’s Empire 3. The Mughal Empire and East India Company were powerful 4. Were the Seven Years War a success? 5. What motivated Britain to want an Empire?</p>	<p>The Transatlantic Slave Trade (Y5) 1. The Origins of the Transatlantic Slave Trade 2. Understand what the conditions were like in the Atlantic Passage 3. Know about the enslaved Africans; their treatment and resistance 4. The Abolition of Slavery 5. Who were the Abolitionists? Clarkson, Wilberforce and Equiano</p>	<p>The Industrial Revolution (Y5) 1. Why was the Industrial Revolution important to Britain? 2. Understand the significance of the cotton industry 3. Know about the steam engines and trains including local Trevithick 4. Understand how iron and coal became important for the Industrial revolution 5. What impact was there on children during the Industrial Revolution and how do we know this?</p>	<p>The Victorian Age (Y5) 1. Know what historians believe about the Reign of Queen Victoria and the British Empire 2. Understand the impact industrialization had on urbanisation 3. What was the Poor Law and why is it important? 4. Leisure 5. Compare life in the 1900 to life today. What is the legacy?</p>	<p>World War I (Y6) 1. The Causes of World War I 2. How did the industrial revolution impact how the war was fought? 3. Understand what life on the Western Front was like 4. Understand what life was like on the Home Front and the impact on women 5. Understand the Consequences of the War</p>	<p>The Suffragettes (Y6) 1. What was democracy like in the 19th Century 2. Who were the National Union of Women’s Suffrage Societies? 3. Why is Emmeline Pankhurst significant? 4. How do we know there was an Anti-Suffrage Campaign? 5. Why do historians think women were finally granted the vote?</p>
		<p>Substantive knowledge: empire, trade, power and war. Disciplinary knowledge: causation, sources and evidence and interpretation.</p>	<p>Substantive knowledge: slavery, empire, trade, migration, resistance, and revolt. Disciplinary knowledge: historical significance (e.g. why is the transatlantic slave trade historically significant?), causation, and sources and evidence.</p>	<p>Substantive knowledge: society, urbanisation and industrialisation. Disciplinary knowledge: sources & evidence (e.g. analysing paintings of the Industrial landscape), historical significance (beginning to develop children’s understanding that historians accredit significance to people, events and inventions e.g. the invention of the steam, engine) and continuity & change and similarities and differences (e.g. looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society).</p>	<p>Substantive knowledge: monarchy, industrialisation, urbanisation, empire, imperialism and poverty. Disciplinary knowledge: sources & evidence (e.g. using primary sources, including local examples), continuity & change (e.g. how life during, and after, the Victorian era has changed/stayed the same) significance (e.g. the historical significance of Queen Victoria-how she shaped Britain) and similarities and differences (e.g. looking at the lives of the rich and the poor).</p>	<p>Substantive knowledge: empire and war, as well as propaganda, imperialism, patriotism, nationalism, invasion, and democracy Disciplinary knowledge: causation, consequence, similarities & differences (how the war was experienced differently by different people), continuity and change (in terms of warfare) and sources & evidence.</p>	<p>Substantive knowledge: feminism, suffrage, equality and democracy Disciplinary knowledge: sources and evidence and similarities & differences.</p>
	Vocabulary	<p>Empire; imperial; trade; colony; slave; merchant.</p>	<p>Transatlantic slave trade; enslaved Africans; Atlantic passage; plantation; abolitionists</p>	<p>Industrial Revolution; locomotive; cottage industry; factory; cotton spinning machinery; mass production</p>	<p>Victorian Age; Industrial Revolution; urbanisation; slum; cholera; workhouse; The Great Exhibition</p>	<p>Imperialism; alliance; merchandised warfare; chemical warfare; trench warfare; no-man’s land; home front; conscription; armistice</p>	<p>Suffrage; electorate; democracy; campaign; petition; anti-suffragism; hunger strike; suffragist; suffragette; oppose</p>
	Reading To Learn						


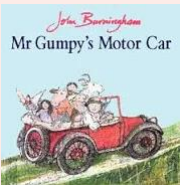
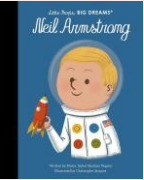

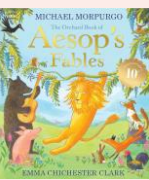
Cycle B 2024-25




Class 1: YR

Class 2: Y1 & Y2

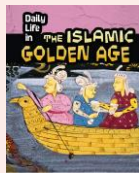


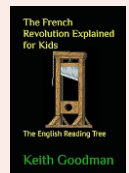
Class 3: Y3 & Y4

Class 4: Y5 & Y6

CB	ELG	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p>Understanding The world, Past & Present</p> <p><i>Guiding children to make sense of their physical world and their community</i></p>	<p>All about me! 2. I understand about the past and how our own families change over time and also those in the community</p>	<p>Transport 3. I know transport from the past was very different to transport in the present day. 4. I meet Ernest Shackleton and know about his expedition. I begin to understand about timelines. People: Ernest Shackleton</p>	<p>Space 2. I know about astronauts who are significant: Mae Jemison & Tim Peake. 4. I learn about stories from the past (constellations) and how people used them to explain ideas. 5. I know that in the past people went to the moon. People: Mae Jemison, Tim Peake & Neil Armstrong</p>	<p>Kings and Queens 3. I know that there is a coronation ceremony for a new king or queen. 4. I know that King John made some promises in the Magna Carta.</p>	<p>Growing and Changing 1b. I know people and places change over time. I begin to understand chronology and use a timeline to place changes about the land in my community in order.</p>	<p>Stories from the past 1. know that fairytales have been told for a long time. 2a. I know that stories from the past can teach us. 2b. I understand that over time, stories can change. 3b. I know the Ancient Greeks told stories a long time ago. 4. know Aesop’s Fables are stories that teach us lessons. 5. I know that the Ashanti told lots of different stories about Anansi the Spider.</p>
		<p>Substantive concept: Family history Disciplinary concepts: Continuity and change Chronology</p>	<p>Substantive concept: Development of transport Disciplinary concept: Similarities and differences</p>	<p>Substantive concept: Human achievement in space Disciplinary concept: Historical significance</p>	<p>Substantive concepts: Monarchy, power and religion. Disciplinary concepts: Sources & evidence, Historical significance Similarities & differences.</p>	<p>Substantive concept: Local history: agriculture Disciplinary concepts: Continuity and change Sources Chronology</p>	<p>Substantive concepts: civilisation, society, Disciplinary concepts: sources and evidence, similarities & differences</p>
	Vocabulary	<p>history, past, present, future.</p>	<p>Technology, horse and cart, carriage, motor, penny farthing, astronaut, past, present, future. Steam, coal, power, chimney, funnel, Rocket, speed, railway. North Pole, South Pole, Equator, Arctic, Antarctic, Ernest Shackleton, Endurance, crew, dangerous, challenging. Transport, icebreaker, dog sled, slide, runners, crampons.</p>	<p>Moon landing, Neil Armstrong, Apollo 11, crater, surface.</p>	<p>throne, coronation, the Royal Family, crown, monarch</p>	<p>change, time, past, present, buildings, roads, developments.</p>	<p>folk tale fable legend myth fairy tale</p>
	Reading To Learn	 		 	  		 

CB	Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1/ Y2	History		Romans in Britain: 1. To know that the Romans were an ancient civilisation with a huge empire. 2. To know that the Romans had several large armies with many soldiers from around the Empire 3. To know that the Romans invaded Britain and Boudicca led a rebellion 4. To know that Romans built towns across Britain 5. To know that the Romans made changes to Britain.		The Tudors: To understand that life in Tudor England was different to life in England today To know that Henry VIII was a Tudor king To know that Henry VIII made himself head of the Church of England To know that King Edward VI and Queen Mary I were the children of Henry VIII To know that Elizabeth I was the last Tudor monarch		Powerful Voices: To know that Gandhi is remembered as a significant person in history for his peaceful protests To know that Rosa Parks and Martin Luther King fought for equal rights for black people in America To know that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so To know that Greta Thunberg is a young, environmental activist To know David Attenborough is a British broadcaster who makes natural history documentaries and speaks about taking care of our planet
			Substantive concept: civilisation, empire, invasion, conquer, and rebellion. Disciplinary concepts: continuity & change		Substantive concept: monarchy, power and religion. Disciplinary concept: sources & evidence, historical significance and similarities & differences.		Substantive concept: empire, protest, civil rights, and equality. Disciplinary concept: sources & evidence historical significance and continuity & change
	Vocabulary		empire , legion, conquered , invasion , rebellion , emperor, defeat, aqueduct , centurion		Protestant , Catholic , The English Reformation , Dissolution of the Monasteries, heir, execute, peasant, monarch , inherit		Empire , protest, boycott, activist, civil rights, campaign, climate change
	Reading to Learn						

CB	SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LKS2	History	<p>Ancient Greece: To know the Ancient Greeks lived in independent city states. To understand that Athens was a democracy. To know the Spartans were famous for being great warriors. To know Sparta, Athens, and other city states joined together to fight in the Persian Wars To know Alexander the Great was a warrior who conquered a large area of land. To know that Philosophy means 'love of wisdom'. To know that the Ancient Greeks worshipped many gods. To know that Ancient Greeks myths/stories are still read today To understand that in the past, people removed art, architecture and artefacts from Greece. To know the city-states came together to compete in the Ancient Greek Olympic Games. The Ancient Greeks left a legacy that influences how we live and learn today.</p>	<p>Life in Ancient Rome: To know Ancient Rome was a powerful empire To understand Roman society during the Roman Republic To know Pompeii was a town buried after the eruption of Vesuvius. To know about some of the leisure activities that took place in Ancient Rome To know that many words we use today come from the Ancient Roman language, Latin.</p>	<p>The Rise and Fall of Rome: To understand that the Punic Wars allowed Rome to become powerful To know that Julius Caesar was one of the most influential people in world history To know causes and consequences of Julius Caesar's assassination To know that Augustus was Rome's first emperor, and the Pax Romana was a long To know that Christianity began as a small sect of Judaism but grew to be a huge, powerful religion To understand why the Roman Empire came to an end</p>	<p>The Stuarts; To know that James VI of Scotland became James I of England and believed in the 'Divine Right of Kings' To know that during the reign of James I there was a plot to blow up the Houses of Parliament (Gunpowder Plot) To understand how Charles I's decisions led to Civil War. To know that the English Civil War lasted for seven years and lots of people died. To know that when England did not have a king, Oliver Cromwell led the country as Lord Protector To know that Charles II (Charles I's son) was restored to the throne in 1660 To know the Great Plague of 1665 killed many people To know that the Great Fire of London in 1666 spread quickly and destroyed much of the city To know that Christopher Wren was asked to oversee the rebuilding of London after the Great Fire of London in 1666 To know that Catholic James II inherited the throne from his brother, Charles II, in 1685 To know that James II's daughter Mary, and her husband, William of Orange, were asked to take the throne from James II and become king and queen</p>		
		<p>Substantive concepts: power, democracy, empire, and civilisation. Disciplinary concepts: sources & evidence (looking at how we know about life in Ancient Greece) similarity and difference (how the lives between rich/poor and males/females differed in this period)</p>	<p>Substantive concepts: empire, civilisation, power, monarchy, government and democracy. Disciplinary concepts: are similarities & differences (how life in Ancient Rome was experienced differently by different people), sources & evidence (preserved ruins of Pompeii)</p>	<p>Substantive concepts: empire, conflict, civilisation, power and religion Disciplinary concepts: historical significance (e.g. Julius Caesar), continuity and change (e.g. the rise and fall of the Roman Empire, the rise of Christianity) causation (what led to the fall of the Roman Empire? What motivated Brutus and Cassius to assassinate Julius Caesar?)</p>	<p>Substantive concepts: monarchy, law, religion and war. Disciplinary concepts: historical significance, continuity & change, cause and consequence, sources & evidence</p>		
	Vocabulary	<p>Ancient Greece, Athenian, Persia, Spartan, civilisation, Olympics, legacy, democracy, conquered, influence, empire, tyrant, polytheistic, allies</p>	<p>Roman Empire, republic, Mediterranean, Latin, Pompeii, aqueduct, Gladiator, forum, conquer, society, artefact</p>	<p>Punic Wars, assassinate, Pax Romana, persecution, barbarian, sack, conquer,</p>	<p>divine right, plot, the Gunpowder Plot, Union of the Crowns, civil war, treason, commonwealth, Royalist, Parliamentarian, the restoration, bubonic plague, Catholic, Protestant</p>		
	Reading To Learn						

CB	Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UKS2	History	<p>Baghdad Circa 900CE: To know that the religion of Islam spread around the world. To know that Baghdad is a city that was built near the Tigris River by Caliph Al-Mansur To understand the layout of the city Baghdad in 900 CE To understand that many people came to Baghdad from around the world to trade, teach and learn To know that the Mongol attack on Baghdad destroyed the city.</p>	<p>The French Revolution: To know that before the French Revolution there was inequality in French Society King Louis XVI and Queen Marie Antoinette were arrested before being executed. Napoleon was a French military leader who seized power in France following the French Revolution The British Navy and the French Navy fought the Battle of Trafalgar Napoleon was exiled twice as punishment for trying to gain power</p>	<p>The Rise of Hitler and World War II: After WWI, many German people were unhappy with the armistice and the Treaty of Versailles. After World War 1, Adolf Hitler became leader of the Nazi Party in Germany. The Nazi party controlled many aspects of life in Germany. Kristallnacht, or Night of the Broken Glass, saw Jewish homes, businesses and synagogues attacked, people killed, and thousands sent to concentration camps. World War II began when Germany invaded Poland in 1939.</p>	<p>World War II: To know when and where World War II took place and who it was fought between To know what happened during the Battle of Britain and the Blitz. To understand the significant role that Bletchley Park played in helping the Allied Powers win the war. To know the Holocaust was a time during WW2 when millions of people were killed by the Nazis To know that the Home Front played a vital role in supporting the war effort.</p>	<p>The Cold War: To know that the Cold War was a period of tension between the capitalist democracies of the west and the communist countries of the east To know that the USA and USSR competed to develop and stockpile the most powerful nuclear weapons To know that the Cuban Missile Crisis was the closest the world came to nuclear war during the Cold War To know that during the Cold War the USA and USSR competed through the space race To know that during the Cold War the USSR and USA were involved in 'proxy wars' To understand the differing interpretations of the Cold War</p>	<p>The History of Human Rights: To know that Human Rights are the rights and freedoms that belong to every person To know that women's rights in the UK are protected by the law To know that the United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights To know that racial discrimination was made illegal in the UK in the 1960s To know that the Equalities Act 2010 made it illegal to discriminate against a person because of their religion or belief</p>
		<p>Substantive knowledge: dynasty, empire, civilization and invasion. Disciplinary knowledge: continuity and change and sources and evidence.</p>	<p>Substantive knowledge: monarchy, empire, alliance, society, tax and social hierarchy Disciplinary knowledge: causation, consequence, historical significance</p>	<p>Substantive knowledge: nationalism, invasion, dictatorship, refugee and racism Disciplinary knowledge: causation and sources and evidence</p>	<p>Substantive knowledge: empire, conflict, invasion, warfare, nationalism, propaganda and genocide Disciplinary knowledge: historical significance, similarity and difference and causation</p>	<p>Substantive knowledge: alliance, war, capitalism, communism, protectionism (containment) and expansionism Disciplinary knowledge:</p>	<p>Substantive knowledge: migration, empire, religion, race and law Disciplinary knowledge: sources and evidence, continuity and change, significance and similarities and differences.</p>
	Vocabulary	Scholarship, empire, city of peace, concentric, civilisation , Mongols, House of Wisdom	Revolution , absolute monarchy , republic , clergy, nobles, debt, exile, allied , the Bastille, Battle of Trafalgar, Battle of Waterloo	Armistice, Treaty of Versailles, nationalism, Concentration Camp, Refugee, blitzkrieg, coalition, territory,	Encryption, the Blitz, evacuation, the Holocaust, genocide, Enigma Machine, operation Sealion, propaganda	Communism, capitalism, mutually assured destruction, cosmonaut, containment, proxy war	Human rights, discrimination, race, ethnicity, equality, feminism, treaty , convention
	Reading To Learn	 	 				

SEND in History

Barriers to and solutions for Engagement, Progress and Achievement in Geography/History/ Religious Education

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/gross motor)	Memory/processing	ASD	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important 	<ul style="list-style-type: none"> • Difficulty in reading maps • Difficulty in reading grid references • Difficulty reading compasses • Staff expertise 	<ul style="list-style-type: none"> • Difficulty in recording in writing and diagrams • Cutting out and sticking in 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • Delay between instruction and task 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect 	<ul style="list-style-type: none"> • Waiting and frustration • Fairness • Organisation of resources • Maintaining attention 	<ul style="list-style-type: none"> • difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and “air-time”
Solutions Identified: subjectlead, SENCO, class-teacher by subject Coordinator	<ul style="list-style-type: none"> • Pictorial representations • Video • Vocab lists and explanations • Position within the class 	<ul style="list-style-type: none"> • Enlarged resources • Training for staff, where appropriate • Subtitles used on videos • Using blue worksheets (or whichever colour helps) 	<ul style="list-style-type: none"> • Alternative ways of recording • Simplification of diagrams • Scaffolded recording 	<ul style="list-style-type: none"> • Pre and reteaching • Sharing topics via Seesaw with parents ahead of topic • Recapping on task before they start 	<ul style="list-style-type: none"> • Visual representation • Allowing movement breaks where needed 	<ul style="list-style-type: none"> • Step by step instructions • Allowing movement breaks where needed 	<ul style="list-style-type: none"> • Word banks • Alternative methods of recording • Oral rehearsal 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity • Careful pairings

- Clarity of instruction, explanations and modelling are crucial
- Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn
- For many pupils with SEND, it is often the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating