

# St Michael's C.E Primary School

## History Curriculum 2025-2026

History is....

a knowledge and understanding of Britain's past and that of the wider world

Intent - At St Michael's History is...

challenging, interesting and motivating, with the aim of allowing children to talk enthusiastically about what they have learnt, with a clear understanding of historical events and how these have impacted upon today's society. The vibrant and varied curriculum ensures that pupils understand key historical concepts and can confidently articulate the place history has in their own lives, in society and in the modern world.

A Historian...

studies the passage of time and the events that happen within that period. Like a good detective, good historians are curious and ask important questions. They look for evidence such as artefacts or objects made by people in the past and use these to get as close to the truth as possible.

## Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

*To talk about spirituality is to talk about something which is beyond words.*

*Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.*

*We refer to this as:*

*The stillness of the mind*

*The settling of the soul*

*The uplifting of the spirit*

*Being at one in the world and finding meaning and purpose in life.*

*For some, but not all, this will be experienced, expressed or explained through faith or belief.*

*When discussing this with our pupils, we refer to spirituality as:*

*The way WOWS, OWS and NOWS shape me into the person that I am and will become.*

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



## Spirituality Opportunities

### Self

#### Opportunities

- Encourage pupils to reflect on how their personal experiences relate to broader historical narratives. Discuss what these events mean to them and how they have shaped their identities.
- Facilitate discussions about how understanding their heritage can contribute to their sense of self. Encourage pupils to share stories and reflect on how their family history influences their values and beliefs.
- Ask pupils to choose a historical figure they admire and reflect on what qualities they would like to emulate. Discuss how these figures' values can inspire their own actions and decisions.
- Encourage pupils to reflect on how history influences their lives today. Discuss the importance of learning from the past to understand their role in the present and future.
- Facilitate discussions about the values that resonate with pupils and how these values are reflected in historical contexts. Encourage them to consider how they can embody these values in their own lives.

#### Potential Question Prompts

- How did historical figures' spiritual beliefs influence their personal growth and leadership?
- What can we learn about our own spiritual journey by reflecting on the personal struggles and triumphs of historical figures?
- How did individuals in history find spiritual strength and resilience during times of adversity?
- How have personal spiritual experiences shaped the decisions and actions of historical figures?

### Others

#### Opportunities

- Encourage pupils to empathise with the experiences of others. Discuss how understanding these diverse perspectives can foster compassion and a sense of shared humanity.
- Facilitate discussions about the richness of cultural diversity and the importance of respecting and valuing different backgrounds. Encourage pupils to reflect on their own cultural identities and how they relate to others.
- Learn about historical figures who championed social justice, equality, or peace, such as Martin Luther King Jr., Malala Yousafzai, or Nelson Mandela. Discuss the values these figures embodied and how their actions can inspire pupils to make positive contributions to their communities. Encourage pupils to reflect on how they can embody similar values in their own lives.
- Encourage pupils to reflect on the importance of justice and equality. Discuss how understanding past injustices can motivate them to advocate for fairness and compassion in the present.

#### Potential Question Prompts

- How have different cultures and societies expressed compassion and spiritual care throughout history?
- What can we learn from historical interactions between different religious and spiritual groups?
- How have historical events shaped our understanding of empathy, community, and spiritual solidarity?
- How have spiritual leaders influenced social and political movements throughout history?



## Transcendence

### Opportunities

- History allows children to see where they fit as part of a long, continuous human story.
- To understand the emotions and efforts of others during historical events.
- To understand remarkable human achievements.
- To be inspired by important historical figures.
- Study significant historical achievements, such as the construction of the pyramids, the moon landing, or the abolition of slavery. Encourage pupils to reflect on the human spirit's capacity for greatness and innovation. Discuss how these achievements inspire us to strive for excellence and contribute positively to society.
- Read and analyse historical narratives that highlight human experiences of struggle, resilience, and triumph. Encourage pupils to connect emotionally with these stories and reflect on the shared human experience. Discuss how understanding these narratives can foster empathy and a sense of belonging to a larger human story.
- Study events such as the Holocaust, colonialism, or civil rights movements, focusing on the impact of these injustices on individuals and societies. Facilitate discussions about the importance of justice, compassion, and healing. Encourage pupils to reflect on how they can contribute to creating a more just and equitable world.

### Potential Question Prompts

- How have different civilizations understood and expressed the concept of the divine or a higher power?
- What role did spirituality and religion play in the lives of people during significant historical events?
- How have mystical experiences and spiritual movements influenced historical change?
- How have historical events and discoveries influenced people's understanding of the universe and their place in it?

## Nature

### Opportunities

- Learn about historical pilgrimages to natural sites.
- Study how different religions incorporate nature into their rituals and festivals.
- Discuss the role of spiritual beliefs in historical conservation efforts.
- Study the effects of colonization on the spiritual practices of Indigenous peoples, particularly their connection to the land and nature.
- Investigate historical figures who integrated scientific and spiritual perspectives.
- Examine historical agricultural festivals.

### Potential Question Prompts

- How did ancient civilizations view and interact with the natural world through a spiritual lens?
- What spiritual lessons can we learn from historical approaches to nature and the environment?
- How have historical events influenced our spiritual relationship with the environment?
- How have spiritual beliefs inspired environmental conservation efforts throughout history?



## St Michael's CE Primary History Curriculum 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	History Skills Covered Across the Curriculum - See Nursery Curriculum for more information					
Reception	History Skills Covered Across the Curriculum - See Reception Curriculum for more information					
Year 1	Toys <i>How have toys changed over time?</i>			Transport <i>How has transport changed over time?</i>	Castles <i>What was Weoley Castle Like?</i>	
Year 2		Significant Individuals <i>Why were the achievements of our incredible individuals so important?</i>			Great Fire of London <i>Why was the Great Fire of London a Significant Event?</i>	
Year 3		Stone Age, Iron Age, Bronze Age <i>Was it better to live in the Stone Age, Iron Age or the Bronze Age and Why?</i>			Egyptians <i>What made the Egyptians a successful civilisation?</i>	Reign Over Us <i>Which Monarch had the greatest impact on life in Britain and why?</i>
Year 4		Ancient Greek <i>How have Ancient Greeks influence life today?</i>	Romans <i>How have the Romans influenced our country and culture today?</i>			
Year 5	Mayans <i>How successful was the Mayan Civilisation?</i>		Anglo Saxons <i>How did Britain change from 410AD to 1066?</i>	Vikings <i>How did Britain change from 793AD to 1066?</i>		
Year 6	WW2 <i>What impact did the war have on Britain and the world?</i>				The Industrial Revolution <i>What impact did the Industrial Revolution have on Birmingham?</i>	



### Early Years Foundation Stage

#### Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### National Curriculum - History

#### Purpose of study

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:

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### National Curriculum - Key stage 1



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:

- changes within living memory - where appropriate, these should be used to reveal aspects of change in national life
- 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]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

### National Curriculum - Key Stage 2

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, 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:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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 Greece - a study of Greek life and achievements and their influence on the western world
- 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



## History

### Nursery

#### Knowledge

- To know we wear poppies to remember the soldiers that died in the war.
- To learn about bonfire night.

#### Skills

- To use the word yesterday in context.
- To talk about key events from my life.
- To sequence daily routines.
- To share and discuss photographs from my life with my teacher and peers.
- To use words to discuss a previous time such as yesterday or on my last birthday.
- To talk about changes in my classroom and school environment.
- To discuss significant events for me with my peers and teachers such as religious festivals and my birthday.
- To compare transport from today with transport from the past.

### Reception

#### Knowledge

- To learn about King Charles
- To know how we change from baby to adults
- To learn about Remembrance Day and why its important
- To learn about bonfire night and why its important
- To learn about King Charles

#### Skills

- To begin to place own life events on a timeline
- To use words like before, after, next to order sequence of events
- To begin to use dates of familiar events e.g. birthdays/Christmas
- To talk about what we did last week and last year etc.
- To share photographs from past events in our lives
- To reflect and discuss previous life events
- To use words like before, after, next to order sequence of events
- To share significant events within their own lives. E.g. how they celebrate Christmas
- To share family traditions of children within class from different culture backgrounds.



## Year 1

Toys How have toys changed over time?	Transport How has transport changed over time?	Castles Buildings (Local area) What was Weoley Castle Like?
<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>• To know changes that have occurred in their own lives</li><li>• To know the difference between toys of the past and those of today.</li><li>• To know what Victorian Toys were like</li><li>• To know how to find out about the past</li><li>• To know the meaning of key vocabulary</li><li>• To know the meaning of the word source</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>• To observe or handle evidence to ask questions and find answers to questions about the past</li><li>• To use artefacts, pictures, stories and databases to find out about the past.</li><li>• To place events and artefacts in order on a timeline.</li><li>• To use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li></ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>• To know a timeline shows how time has passed</li><li>• To know what transport was used in the past</li><li>• To know the difference between transport of the past and transport today</li><li>• To know about the development of the railways</li><li>• To know about the canal system</li><li>• To know how changes in transport have affected our lives</li><li>• To know the meaning of key vocabulary</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>• To label a timeline with words or phrases such as past, present, older, newer</li><li>• To ask questions such as: What was it like for people? What happened? How long ago?</li><li>• To use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li></ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>• To know when Weoley Castle was built</li><li>• To know why Weoley Castle was built</li><li>• To know how Weoley Castle has changed</li><li>• To know the meaning of key vocabulary</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>• To use artefacts, pictures, stories, online sources and databases to find out about the past.</li><li>• To place events and artefacts in order on a timeline.</li><li>• To use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li><li>• To identify some of the different ways the past has been represented.</li></ul>



## Year 2

### Significant Individuals

Why were the achievements of our incredible individuals so important?

#### Knowledge

- To know when significant individuals were alive
- To know the names of significant people from the past
- To know the achievements and importance of Matthew Boulton
- To know the achievements and importance of Mary Seacole
- To know the achievements and importance of Rosa Parks
- To know the achievements and importance of Nelson Mandela
- To know significant events linked to the above individuals
- To know the meaning of key vocabulary

#### Skills

- To label timelines with words or phrases such as: past, present, older and newer and use dates where appropriate
- To use dates as appropriate
- To ask questions such as: What was it like for people? What happened? How long ago?
- To use words and phrases such as: a long time ago, recently, when my parents/carers

### Great Fire of London

Why was The Great Fire of London a significant historical event?

#### Knowledge

- To know when and where the Great Fire of London happened
- To know why The Great Fire of London happened
- To know the changes that occurred as a result of the fire.
- To know the differences between ways of life of people at the time of the fire, compared with today.
- To know how The Great Fire of London could have been different if it happened today (e.g. different materials for buildings, building regulations, fire brigade) link to something the children can relate to
- To know that there are reasons why people in the past acted as they did.
- To know the meaning of key vocabulary.

#### Skills

- To use dates as appropriate
- To observe or handle evidence to ask questions and find answers to questions about the past.
- To place events and artefacts in order on a timeline and label with words or phrases such as: past, present, older and newer using dates where appropriate
- To use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- To use historical maps of locations



## Year 3

<p><i>Stone Age</i></p> <p><i>Would it be better to live in the Stone Age, Bronze Age or Iron Age?</i></p>	<p><i>Egyptians</i></p> <p><i>What made the Egyptians a successful civilization?</i></p>	<p><i>Reign Over Us</i></p> <p><i>Which monarch had the greatest impact on life in Britain and why?</i></p>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>To know when the Stone Age was</li><li>To know the difference between the Stone Age, Bronze age and Iron age</li><li>To know some Stone Age inventions</li><li>To know the importance of Stone Age inventions.</li><li>To know how the introduction of farming changed Stone Age life.</li><li>To know the meaning of key vocabulary</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>To use evidence to ask questions and find answers to questions about the past.</li><li>To place events, artefacts and historical figures on a timeline using dates.</li><li>To use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology.</li><li>To understand cause and effect of main events in history.</li></ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>To know when the Ancient Egyptian civilisation began and ended</li><li>To know the social, ethical, cultural and religious diversity of the Ancient Egyptians</li><li>To know the concept of 'Ancient' by placing the Ancient Egyptians on a timeline in history.</li><li>To know the beliefs of the Ancient Egyptians</li><li>To know the features of the Ancient Egyptians; including ideas, beliefs, attitudes and experiences of men, women and children.</li><li>To know the meaning of key vocabulary</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>To suggest suitable sources of evidence for historical enquiries.</li><li>To use artefacts to find out about the past</li><li>To use dates and terms to describe events</li><li>To use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology</li></ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>To know when each monarch reigned</li><li>To know some monarchs who have ruled our country and the impact they had on Britain</li><li>To know how different monarch's lives have shaped their country (Henry VIII, Queen Victoria and Queen Elizabeth II)</li><li>To know that Henry VIII created the Church of England</li><li>To know that Queen Victoria was the queen of the biggest empire in history</li><li>To know that Queen Victoria ruled during the industrial revolution</li><li>To know that Queen Elizabeth II is the longest reigning monarch</li><li>To know the rules of succession</li><li>To know the meaning of key vocabulary</li><li>To know the monarchs and government structures in other European countries (Journey to Europe)</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>To use evidence to ask questions and find answers to questions about the past</li><li>To suggest suitable sources of evidence for historical enquiries.</li><li>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li><li>To suggest cause and consequences of some of the main events and changes in history.</li><li>To understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>To use dates and terms to describe events.</li></ul>



## Year 4

### Ancient Greece

How have the Ancient Greeks influenced life today?

#### Knowledge

- To know who the Ancient Greeks were
- To know when the Ancient Greek civilisation began and ended
- To know that Ancient Greeks introduced democracy
- To know the beliefs of the Ancient Greek
- To know that the Ancient Greeks invented the Olympics
- To know aspects of daily life for men, women and children in Ancient Greece
- To know the legacy left behind by Ancient Greece.
- To know similarities and differences between the Ancient Greeks and the Ancient Egyptians.

#### Skills:

- To use dates and terms to describe events
- To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- To use appropriate historical vocabulary to communicate, including; dates; time period; era; change; chronology.
- To compare different civilisations of the past
- To use evidence to ask questions and find answers to questions about the past.

### Roman Rule

How have the Romans influenced our country and culture today?

#### Knowledge

- To know who the Romans were
- To know where they came from
- To know why the Romans invaded Britain
- To know when the Romans invaded Britain
- To know and understand the concepts of invading and settling
- To know the factors that led to the fall of the Roman Empire.
- To know how the Romans have influenced our lives today.
- To know how Britain has changed since the Stoneage
- To know the key vocabulary

#### Skills:

- To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- To compare some of the times studied with those of other areas of interest around the world
- To use appropriate historical vocabulary to communicate, including; dates; time period; era; change; chronology.



## Year 5

Mayans How successful was the Mayan Civilisation?	Saxons How did Britain change from 410AD to 1066?	Vikings How did Britain change from 793AD to 1066?
<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>• To know who the Ancient civilisation of the Mayans were (Ad 900).</li><li>• To know the location of the Ancient Mayan civilisation.</li><li>• To know about the structure of Ancient Mayan Civilisation</li><li>• To know about the beliefs of the ancient Mayans</li><li>• To know similarities and differences between the religions of Ancient Civilisations and modern religions</li><li>• To know the impact of the Mayans on life today</li><li>• To know similarities and differences between the Ancient Mayans, Ancient Egyptian and Ancient Greece civilisations</li><li>•</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>• To evaluate historical opinions as to why the Mayans 'disappeared.'</li><li>• To use sources of evidence to deduce information about the past.</li><li>• To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li><li>• To use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy.</li></ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>• To know how Roman Britain ended</li><li>• To know how where the Anglo Saxons came from</li><li>• To know when the Anglo Saxons first invaded</li><li>• To know why the Anglo Saxons first invaded</li><li>• To know why the Anglo Saxons settled in Britain.</li><li>• To know some aspects of daily life in an Anglo-Saxon village.</li><li>• To know the laws and beliefs of Anglo-Saxons</li><li>• To know the impact of the Anglo Saxon invasion on Britain</li><li>• To know the role of an archaeologist to piece together information and create a picture of the past.</li><li>• To know similarities and differences between the Anglo Saxon Britain and Roman Britain</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>• To use sources of evidence to deduce information about the past.</li><li>• To give a broad overview of life in Britain</li><li>• To use dates and terms accurately in describing events.</li><li>• To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li><li>• To use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy.</li></ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>• To know what life was like before the Viking invasion</li><li>• To know how where the Vikings came from</li><li>• To know when the Vikings first invaded</li><li>• To know why the Vikings first invaded</li><li>• To know why the Vikings settled in Britain.</li><li>• To know that the Anglo-Saxons and the Vikings conflicted</li><li>• To know the importance of Alfred the Great</li><li>• To know that Alfred the Great brought peace to Britain</li><li>• To know some aspects of daily life in an Viking</li><li>• To know the laws and beliefs of the Vikings</li><li>• To know the impact of the Viking invasion on Britain</li><li>• To know similarities and differences between the Anglo Saxon Britain, Viking Britain and Roman Britain</li><li>•</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>• To use sources of evidence to deduce information about the past.</li><li>• To give a broad overview of life in Britain</li><li>• To use dates and terms accurately in describing events.</li><li>• To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li><li>• To use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy.</li></ul>



## Year 6

### World War 2

What impact did the war have on Britain and the world?

#### Knowledge

- To know when and how WW2 began
- To know the names of countries involved in WW2
- To know the names of World leaders involved in WW2
- To know what the homefront was like during WW2
- To know that children were evacuated and the reasons why
- To know some of the different experiences of evacuees
- To know what life was like during the Blitz
- To know the importance of the Battle of Britain
- To know the main events, and significance of D-Day
- To know how and when the war ended
- To know what propaganda is and how it was used in WW2

#### Skills:

- To select suitable sources of evidence, giving reasons for choices.
- To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- To use appropriate historical vocabulary to communicate, including; dates; time period; era; chronology; continuity; change; century; decade; legacy.

### The Industrial Revolution

What impact did The Industrial Revolution have on Birmingham?

#### Knowledge

- To know what the industrial revolution was
- To know when the industrial revolution took place
- To know why Birmingham was a significant part of the industrial revolution
- To understand how Birmingham changed over time
- To know what Birmingham was like before, during and after the industrial revolution.
- To know the impact of significant individuals to the industrial revolution (Matthew Boulton/James Watt)
- To know what working conditions were like during the industrial revolution
- To know the positive impact of the industrial revolution
- To know the negative impact of the industrial revolution.

#### Skills:

- To seek out and analyse a wide range of evidence in order to justify claims about the past.
- To use dates and terms accurately in describing events.
- To use appropriate historical vocabulary to communicate, including; dates; time period; era; chronology; continuity; change; century; decade; legacy.
- To use sources of information to form testable hypotheses about the past.
- To understand that no single source of evidence gives the full answer to questions about the past.



## Progression in Vocabulary

Nursery	Yesterday, last, remembrance, bonfire.	Yesterday, last, next	Before, next
Reception	old, new, first, next, before, Remembrance, Bonfire, Guy, Fawkes, King, Charles	old, new, first, next	old, new, first, next
Year 1	past, present, older, newer, a long time ago, recently, when my parents/carers were children, years, decades, centuries	a long time ago, recently, when my parents/carers were children, years, decades, centuries	a long time ago, recently, when my parents/carers were children, years, decades and centuries
Year 2	past, present, older, newer, future, era, artefacts, time order	a long time ago, recently, when my parents/carers were children, years, decades and centuries, past, present, older, newer, future, era, artefacts, time order	a long time ago, recently, when my parents/carers were children, years, decades and centuries, past, present, older, newer, future, era, artefacts, time order
Year 3	time period, era, change, chronology, power, compare, contrast, influence, BC, AD, ancient civilisation	time period, era, change, chronology, power, compare, contrast, influence, BC, AD, ancient civilisation	time period, era, change, chronology, power, compare, contrast, influence, BC, AD, ancient civilisation
Year 4	time period, era, change, chronology, innovation, legacy, conquer, consequence, invasion, monarchy	time period, era, change, chronology, innovation, legacy, conquer, consequence, invasion, monarchy	time period, era, change, chronology, innovation, legacy, conquer, consequence, invasion, monarchy
Year 5	dates, time period, era, chronology, continuity, change, century, decade, legacy, rise and fall, exploration, hierarchy, bias, prejudice, oppression, empire, kingdom, rebellion, retreat	dates, time period, era, chronology, continuity, change, century, decade, legacy, rise and fall, exploration, hierarchy, bias, prejudice, oppression, empire, kingdom, rebellion, retreat	dates, time period, era, chronology, continuity, change, century, decade, legacy, rise and fall, exploration, hierarchy, bias, prejudice, oppression, empire, kingdom, rebellion, retreat
Year 6	dates, time period, era, chronology, continuity, change, century, decade, legacy, birthright, ideologies, democracy, advocate	dates, time period, era, chronology, continuity, change, century, decade, legacy, birthright, ideologies, democracy, advocate	dates, time period, era, chronology, continuity, change, century, decade, legacy, birthright, ideologies, democracy, advocate