



History Medium Term Planning





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 History – key stages 1 and 2.
- 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.

KS1

Pupils should be taught about:

- 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

Society and Power 		Trade and Exploration 		Invention and Technology 		Settlement and Culture 			
Y1	Autumn 1		Autumn 2		Spring		Summer		
	Changes within living memory			Significant historical events, people and places in the local area.			Beyond living memory.		
	Key Thread: Society			Key Threads: Exploration and Technology			Key Threads: Settlement and culture		
	<p>Once There Were Giants. Who are we? What can we learn about families?</p> <ul style="list-style-type: none"> Learn who are the people most significant to in our families. Learn what our generation circle is. Learn where I come from. Learn why we celebrate special events. Learn about the significant people who help us. 		<p>Toys. What can we learn about toys from the past?</p> <ul style="list-style-type: none"> Learn what toys are like today. Learn what other people's toys are like. Learn how we can tell that toys are old. Learn about the toys our grandparents had and how we know about them. Learn what it was like to play with these toys – get grandparent visitors if possible. 		<p>Flight: Why do people take to the skies?</p> <p>The Wright Brothers</p> <ul style="list-style-type: none"> Learn why the Wright Brothers are famous. Learn what their plane was like. Learn how we know the Wright Brothers flight was successful when it happened over 100 years ago. <p>Amy Johnson</p> <ul style="list-style-type: none"> Learn what she did. Learn about her connection to our local area – Croydon Aerodrome. https://www.historiccroydonairport.org.uk/schools/ Learn how people responded. 		<p>Seaside – how have seaside holidays changed over 100 years?</p> <ul style="list-style-type: none"> Learn what it was like to go to the seaside 100 years ago. Learn what people did at the seaside 100 years ago. Learn how we know about holidays 100 years ago (sources) Consider: do we go to the seaside now for the same reasons as 100 years ago? Learn how seaside holidays have changed in 100 years. 		

	Key Vocabulary: family, feelings, emotions, belong, personality, appearance, past, present	Key Vocabulary: favourite, toys, after, before, similarities, differences, decade, modern, old.	Key Vocabulary: aeroplane, Amy Johnson, Wright Brothers, propeller, invention, jet engine, experimental, progress.	Key Vocabulary: bathing machine, parasol, pier, promenade, Punch and Judy, amusements, sand castle, arcades, coach, train, car.
Knowledge	<ol style="list-style-type: none"> 1. Know who, in my family, is from the past and the present. 2. Know how I know about people in my family from the past. 3. Know who the people who help me are. 	<ol style="list-style-type: none"> 1. Sort toys from the past and the present. 2. Explain how I know a toy is from the past. 3. Know how toys are different and the same now and in the past. 4. Know how time to play has changed over time. 	<ol style="list-style-type: none"> 1. Know about the Wright brothers. 2. Know why we remember the Wright brothers. 3. Explain how we know the Wright brothers were successful. 4. Know who Amy Johnson was. 5. Explain how we know about Amy Johnson. 6. Know how planes were different in the past. 	<ol style="list-style-type: none"> 1. Know why we go to the seaside. 2. Know what seaside holidays were like in the past. 3. Compare seaside activities now and in the past. 4. Compare travel to the seaside now and in the past.
Concepts/ skills	<p>a) Evidence: I can find evidence from the past using sources like: pictures, objects and stories. I can find answers to simple questions from the past from sources of information.</p> <p>b) Interpretation: I can talk about some of the different ways the past is represented, e.g. story and newspaper accounts.</p> <p>c) Continuity and change: I can point out some similarities and differences between aspects of my life and the life of the people in the period I am learning about.</p> <p>d) Cause and consequence: I can make some comments about why people did things, why events happened and what happened as a result.</p> <p>e) Chronology: I can make observational comments about how I know something is in the past, e.g. we don't wear clothes like that.</p> <p>f) Significance of events and people: I can point out which people were historically important, e.g. who is important in the picture or story.</p>			
Y2	Autumn 1	Autumn 2	Spring	Summer

	Local Study	Events beyond living history significant nationally	Lives of significant individuals in the past who have contributed to national or international achievements.	Events beyond living history significant nationally.
	Key Thread: Settlement and Society.	Key Threads: Power, Society and Settlement	Key Thread: Settlement, Society, Technology	Key Thread: Trade and Exploration
	<p>History of our school. How is our school linked to the past?</p> <ul style="list-style-type: none"> Learn where did the school name come from. Learn when the school was built. Learn how our school and its surroundings have changed over time. 	<p>The Gunpowder Plot – How do events shape our world?</p> <ul style="list-style-type: none"> Learn where the Gunpowder Plot came from. Learn what happened during the Gunpowder Plot. Learn who the villain was and why we celebrate it. <p>Remembrance Day</p> <ul style="list-style-type: none"> Learn what else is remembered in November. Learn who we remember and why. 	<p>The Great Fire of London – why was the Great Fire of London significant?</p> <ul style="list-style-type: none"> Learn what happened during the morning in September 1666. Timeline of events, significance. Learn what London was like at this time. Learn how and where the fire started, consider whose fault it was. Learn how and why the fire spread across London (mapping) Learn how they fought the fire. Learn how we know what happened – Samuel Pepys, John Evelyn. Learn how people felt about the fire – primary and secondary sources. Learn about the effects of the fire – physical effects and lost homes. Learn how London changed after Learn about fire prevention now and then. 	<p>Captain Cook – why was Captain Cook a significant figure?</p> <ul style="list-style-type: none"> Learn who Captain Cook was and why Cook was exploring. Learn where Cook went and what he discovered on his first voyage. Learn what some of the difficulties Cook's crew faced on a long expedition at sea. Learn who Tupaia was and how he helped Cook. Compare Cook's expedition with that of Abel Tasman. Learn where Cook went on his second and third expeditions and about Cook's death. Consider how Captain Cook is remembered today? (consider controversy with indigenous peoples)
Key Vocabulary	building, date, materials, style, prominent families, estate, laundry, industrial land, waste	Bonfire Night, Guy Fawkes, gunpowder, plot, parliament, kill, religion, King, Queen, past, present,	past, present, modern, old, period, event, chronology, Thames, capital city, Britain, Samuel Pepys, consequence, diary, monument,	ocean, expedition, Antarctic, arctic, northern and southern hemispheres, Captain, success, failure, perseverance, scurvy, indigenous

	land, residential buildings	remember, remembrance, conflict, veterans, service men and women.		
Knowledge	<ol style="list-style-type: none"> 1. Know how and what we can find out about the history of our school. 2. Know who our school was named after and when it was built. 3. Identify changes in our locality over the past 50 years. 	<ol style="list-style-type: none"> 1. Know about the gunpowder plot. 2. Know what would have happened if the gunpowder plot had been successful. 3. Know who is remembered and how. 	<ol style="list-style-type: none"> 1. Know how and when the Great Fire of London started. 2. Know who Samuel Pepys was and the impact of his diaries. 3. Understand different accounts can exist about the same event. 4. Know why the Great fire was worse than other fires. 5. Understand how different people experienced the fire in different ways. 6. Know how London was rebuilt differently after the fire. 	<ol style="list-style-type: none"> 1. Know who Captain Cook was and what he did. 2. Know why Captain Cook went to Australia and New Zealand 3. Know about opinions that were different to Captain Scott's 4. Know who Tasman was and compare to Cook expedition. 5. Know that some people see Cook as a villain.
Concept/ Skills	<p>a) using evidence: I can say which sources (from a selection) are likely to be the most useful for a task. I can ask and answer questions such as: 'What was it like for a...?' 'What happened in the past?' 'How long ago did happen?'</p> <p>b) Interpretation: I can use information from more than one source in my answer.</p> <p>c) Continuity and change: I can point out some similarities and differences between aspects of life at different times in the past. I can describe some similarities and differences between people (eg rich and poor), events, and beliefs in the period of history I am studying.</p> <p>d) Cause and consequence: I can pick out some reasons for and results of people's actions and events.</p> <p>e) Chronology: I can say that some things happen a very long time ago compared to more recent history.</p> <p>f) Significance of events and people: I can talk about who was important e.g. in a simple historical account.</p>			
KS2	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age Examples • the Roman Empire and its impact on Britain Examples • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study Examples 			

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- the achievements of the earliest civilizations
- 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.

Y3	Autumn	Spring	Summer
	Local Study	British History	World history: achievements of an early civilisation
	Key Threads: Settlement, Trade	Key Threads: Settlement, Technology (farming/metals)	Key Threads: Settlement, Society,
	<p>Past and present of Carshalton High Street – how has the High Street changed over the past 100 years.</p> <ul style="list-style-type: none"> ● Learn about comparison of life now and in the past. ● Learn about how people travelled in the past. ● Learn how to use graphs, how to analyse historical records, use maps, business registers, photos and written accounts. 	<p>Changes in Britain from the Stone Age to the Iron Age – how did technology change people's lifestyles over this time period?</p> <ul style="list-style-type: none"> ● Learn what chronology is. ● Learn whether stone age man was a simple hunter gatherer. ● Learn how life changed when farming was introduced. ● Learn how people spent their time. ● Learn what people ate. ● Learn about Skara Brae ● Study Skara Brae and find out what it teaches us about life in the Stone Age. ● Learn why Stonehenge was important. ● Learn how a volcanic eruption effected the lives of people in the Bronze Age. ● Learn the four main changes from Stone age to Bronze Age. 	<p>The Achievements of the Earliest Civilisations – Ancient Egypt.</p> <ul style="list-style-type: none"> ● Learn the chronology of Ancient Egypt ● Learn what was significant about Egyptian Gods. ● Learn what the Ancient Egyptians believed about the afterlife. ● Learn how and why the Ancient Egyptians made mummies. ● Learn why the Nile was important to Ancient Egyptians. ● Learn how we know what Egypt was like over 5000 years ago. ● Learn who was Tutankhamun. ● Learn about the Valley of the Kings and Howard Carter; consider what we can learn from Tutankhamun's tomb. ● Learn what primary and secondary evidence tells us about life in Ancient Egypt. ● Learn what Ancient Egypt had in common with other civilisations of the time. (Link to

			Ancient Greeks who ruled Egypt 332BC meaning the Pharaohs weren't Egyptian after this date but Greek)
Key Vocabulary:	locality, business, premises, buildings, architecture, purpose, use, land use, community, population, transport links	archaeologist, sources, BC, chronology, AD/CE, tribe, settlement, hunter gatherer, Neolithic, mesolithic, Palaeolithic, Star Carr, weaving, pottery, farming, Sarsen Stone, evidence, burial, textiles, Beaker people, metal work, mining	River Nile, tomb, Tutankhamun, sarcophagus, pyramids, Valley of the Kings, Gods, amulets, mummification, civilisation, hieroglyphics, Cleopatra, Ptolemy
Knowledge	<ol style="list-style-type: none"> 1. Identify and describe key aspects of Carshalton High Street in the past. 2. Know how to find out information about the past. 3. Compare and contrast the past and present. 4. Use evidence to find out about transport in the past. 	<ol style="list-style-type: none"> 1. Know when the Stone Age was and how life developed throughout this time. 2. Know what Skara Brae is and what it tells us about life in the past. 3. Know when the Bronze Age was and what life was like. 4. Know why Stonehenge was built. 5. Know how life changed in the Iron Age and how we know this. 6. Know how life was different for different groups of people in the Bronze and Iron Ages. 	<ol style="list-style-type: none"> 1. Know how we can find out about ancient Egypt. 2. Know how important the Egyptian gods were. 3. Know who Tutankhamun was. 4. Explain why there are different interpretations about the death of Tutankhamun. 5. Know why the Ancient Egyptians used mummification. 6. Know how primary and secondary sources influence our understanding.
Concepts/ skills	<p>a) Using evidence: I can comment on the usefulness of different sources of evidence. I can use a source of evidence to answer and ask questions. I can ask questions such as 'how did people....?' what do people do for....?'</p> <p>b) Interpretation: I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.</p> <p>c) Continuity and change: I can describe some changes in the historical period I am studying. I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.</p> <p>d) Cause and consequence: I can suggest reasons for and results of people's actions and events.</p> <p>e) Chronology: I understand the concept of AD and BC. I can compare other civilisations in the world at corresponding times.</p> <p>f) Significance of events and people: I can suggest which people and events are more important.</p>		
Y4	Autumn	Spring	Summer

	World History	British History	Local Study
	Key Threads: Settlement, Society, Trade, technology	Key Threads: Settlement, Society, Trade, Technology	Key Threads: Trade, Settlement, technology
	<p>Ancient Greece – life, achievements and influence. What did the Ancient Greeks give to us?</p> <ul style="list-style-type: none"> Learn how we know about the Ancient Greeks who lived over 2500 years ago. Learn what life was like in Ancient Athens Learn what life was like in Ancient Sparta Learn about the role of women in Ancient Greek society. Learn why life in 5th century BC Athens was so special that we still study it today. Learn how the Ancient Greeks have influenced our life today. Learn what their interest in theatre and festivals tells us about Ancient Greeks. Learn about the legacy of the Ancient Greek theatre. Learn what was happening elsewhere in globe. 	<p>The Roman Empire and its impact on Britain – How did the Romans change Britain?</p> <ul style="list-style-type: none"> Learn what Britain was like before the Romans invaded. Learn what the Roman Empire was and how the Romans kept control of it. Learn about the invasion of Britain from Caesar’s first attempt. Learn why Boudica stood up to the Romans. Learn what the Romans built and how it changed the life of people living in Britain: cities, roads, houses and inventions. Learn what we can tell about Roman life from the Villa and how archaeology helps us to learn about their lives. Learn about the legacy of the Romans and the impact of this today. Learn what was happening elsewhere in globe. 	<p>Land use over time – history of The River Wandle. How has the area around the Wandle changed over time and why?</p> <ul style="list-style-type: none"> Learn how the use of the Wandle changed over time. Learn about the river during the Victorian era and William Morris. Learn why William Morris put his factory at Merton Abbey Mills and what it was like. Learn what a snuff mill is. Learn about the industries in Wandsworth linked to the Wandle. Learn how the Wandle has changed over time. Learn why these changes have happened.
Key Vocabulary	democracy, ostracism, Athens, Sparta, Olympics, marathon, government, City State, column, empire, Agora, labyrinth, catapult, Parthenon, Chiton, Peplos, theatre, philosophy.	Legion, Julius Caesar, Boudicca, Emperor, Roman villa, Celts, Roman Empire, invasion, occupation, settlement, archaeology	river, land, land use, local, habitat, skin bleaching, industry, mills, location, transport, cooling, power, mill, rinsing
Knowledge	<ol style="list-style-type: none"> Explain how we know about the Ancient Greeks. Use pottery to explain facts about everyday life in Ancient Greece. Explain why Athens was so strong in Ancient Greek times. 	<ol style="list-style-type: none"> Know what GB was like before the Romans invaded. Know what the Roman Civilisation was and how they invaded Britain. Know why Boudica is significant in British history. 	<ol style="list-style-type: none"> Know that the Wandle was vital to industry and trade. Know who William Morris is and how is connected to our local area. Explain how industry change and the Wandle changed with it.

	<p>4. Know what was important about life in Athens.</p> <p>5. Know how Ancient Greeks have influenced life today.</p>	<p>4. Know that archaeology helps us learn about the daily lives of Romans in Britain.</p> <p>5. Explain how Britain changed during Roman rule.</p>	
Concepts/ skills	<p>a) Using evidence: I can discuss sources of evidence in more detail. I can ask questions such as ‘what was it like for a during.....?’</p> <p>b) Interpretation: I can suggest some reasons why there are different accounts and interpretations of the past.</p> <p>c) Continuity and change: I can describe changes within periods and societies I have learned about. I can describe similarities and differences in society, culture and religion in Britain at local and national levels.</p> <p>d) cause and consequence: I can give some reasons for and results of historical events, situations and changes between periods I have studied.</p> <p>e) Chronology: I can compare different civilisations from similar time periods.</p> <p>f Significance of events and people: I can explain which people and events are the most significant.</p>		
Y5	Autumn	Spring	Summer
	World History	British History	World History
	Key Threads: Settlement, Society, Trade.	Key Threads: Settlement, Society, Trade	Key Threads: Society, technology
	<p>Mayan Civilisation – what contributed to the growth of the Mayan civilisation?</p> <ul style="list-style-type: none"> Learn who the Ancient Maya were. Learn why it is important to learn about them. Learn how their environment impacted on their way of life. Learn how the Maya produced food in such a difficult terrain. Learn what it was like in the city of Taikl Learn about the main characteristics of Mayan art and culture. Learn how the Maya read and write. Learn what the Mayan civilization traded. 	<p>Invaders and Settlers – Saxons and Vikings. How did the Anglo Saxons and Vikings shape England?</p> <ul style="list-style-type: none"> Learn when and why the Anglo Saxons invaded. Learn what the mystery of the empty grave tells us about Saxon Britain. Learn where the early Anglo Saxons lived and how we know this. Learn what image we have of the Vikings and why. Learn how the Vikings tried to take over the country and how close to success they got. Learn how great Alfred the Great really was. 	<p>Space Race – why did mankind want to get to the moon?</p> <ul style="list-style-type: none"> Learn what the Cold War was. Learn why mankind wanted to land on the moon - JFK legacy. Learn the chronology of the Space Race and reflect on its connection to the Cold War. Learn how they got to the moon and back safely. Learn about the ‘Hidden Figures’ women. Learn what they did on the moon and how many moon landings there were. Learn what happened beyond the apollo missions.

	<ul style="list-style-type: none"> ● Consider: if the Maya were so civilised why did they carry out human sacrifice? ● Learn the importance of Maya gods. ● Learn why the Mayan city declined so quickly. ● Learn how we know about life 1000 years ago – primary and secondary sources. 	<ul style="list-style-type: none"> ● Learn how recent excavations have changed our view of the Vikings. ● Learn how place name endings teach us about Viking settlements. ● Consider: Raiders or Settlers how should we remember the Vikings? Debate. ● Learn when the Anglo-Saxon and Viking era ends – Athelstan to William the Conqueror. 	<ul style="list-style-type: none"> ● Consider the modern space race – aliens, science and new worlds.
Key Vocabulary	temple, pyramids, monuments, codices, calendar, stelae, hieroglyphs, vault, sarcophagus, archaeologist, hierarchy.	archaeologists, sources, BC/BCE, AD/CE, raider, barbarians, conquer, weave, tanner, potter, Canterbury Cathedral, Scots	trigger event, chronology, timeline, long term effects, discovery, scientific advancement,
Knowledge	<ol style="list-style-type: none"> 1. Know where and when the Mayan Civilisation was. 2. Use evidence to talk about the Mayan civilisation. 3. Explain how life was similar and different for different groups within Mayan civilisation. 4. Explain what was significant about trade for the Mayan. 	<ol style="list-style-type: none"> 1. Know who the Anglo Saxons were. 2. Know who the Vikings were. 3. Know why the Anglo Saxons invaded and how we know where they settled. 4. Know why King Alfred was called Alfred the Great. 5. Know how and where the Vikings traded. 6. Know how the Anglo Saxon and Viking period came to end. 	<ol style="list-style-type: none"> 1. Know what the Space race was. 2. Know what the Apollo missions were. 3. Know who the hidden figures women were and why is their legacy was important. 4. Know how space exploration has developed after the apollo missions. 5. Understand why humans explore space.
Concepts/skills	<p>a) Using evidence: I can compare sources of evidence to help me identify reliable information. I can ask a range of questions about the evidence. I can address and create enquiry questions (with support).</p> <p>b) Interpretation: I can talk about the different factors that contribute to the accuracy and usefulness of a source (author, audience, purpose when and where)</p> <p>c) Continuity and change: I can describe in detail and make some links between events, situations and changes within the period I am studying. I can describe in detail and make some links between events, situations and changes between different periods. I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.</p> <p>d) Cause and consequence: I can explain my suggestions when giving reasons for and results of historical events, situations and changes.</p>		

<p>e) Chronology: I can explain time periods across the timeline.</p> <p>f) Significance of events and people: I can explain why 'x' is a significant part of history and the impact it has had on modern society.</p>			
Y6	Autumn	Spring	Summer
	British History	Knowledge and understanding of the wider world history	British History
	Key Threads: Power and Hierarchy, Trade, Society.	Key Threads: Settlement, Society, Trade and Exploration.	Key Threads: Hierarchy, Society, Religion, Trade and Exploration
	<p>WWII Britain on the Home Front . How did the government encourage people to support the war effort?</p> <ul style="list-style-type: none"> ● Learn what we know about WWII already. ● Learn when WWII began and why. ● Learn which countries were involved in WWII. ● Learn how close Britain came to being invaded. ● Learn the importance of the Battle of Britain. ● Learn how Britain and the local area was impacted by The Blitz ● Learn how children were affected by the war. ● Learn why rationing occurred in Britain during the war. ● Learn about the change of the role of women during WWII. ● Learn how the British Empire impacted the winning of the war. ● Learn how D-Day began the end of the war. ● Learn how London celebrated the end of the war. 	<p>Windrush – how has migration helped to fight racism and discrimination?</p> <ul style="list-style-type: none"> ● Learn how we can record first hand experiences. ● Learn the significant parts of a migrant's story. ● Learn what the impact of the war on the British workforce. ● Learn about how citizen of the British Empire saw themselves. ● Learn who the Windrush Generation are. ● Learn how migrants were treated when they first came to Britain. 	<p>Tudors - Who were the Tudors? And why were they significant?</p> <ul style="list-style-type: none"> ● Learn when the Tudors reigned. ● Learn who the Tudors were and how the line of succession worked. ● Learn how the Tudors become the Kings and Queens of England. ● Learn who Henry VIII was. ● Learn about the significance of Henry VIII's wives ● Learn what Tudor London and Sutton was like. ● Learn what Tudor daily life was like. ● Learn how effective Tudor medicine was. ● Learn about Tudor crime and punishment. ● Learn how Elizabethan exploration brought about the increase in trade (inc. slave trade) and Empire.

Key Vocabulary:	allies, axis, Europe, Nazi, ration, Blitz, Anderson shelter, Morrison shelter, propaganda, air raid, blackout, evacuation, Jew, home front, Fuhrer, holocaust, invasion, occupied, spitfire, bomb, nuclear, Hitler, Churchill, Chamberlain, Prime Minister,	migration, civilian, colony, discrimination, economy, settlement, foreparents, ancestors, empire, immigrant, settler, pioneer, citizen, culture, refugee.	Era, Succession, reign, Church of England, Pope, annulment, voyage, settlement, poverty, siblings, tenuous, revolt, primogeniture, legacy, treason.
Knowledge	<ol style="list-style-type: none"> 1. Know what WWII was, who was involved and why it started. 2. Explain the significance of the Battle of Britain and consider what would have happened if we had lost. 3. Know the impact of the Blitz. 4. Know what life was like for children during the Blitz. 5. Know how the role of women changed during the war. 6. Explain how WWII was a turning point for Britain. 	<ol style="list-style-type: none"> 1. Know who the Windrush generation were and how they impacted on British life. 2. Explain what was significant about this period in British history. 3. Explain the historical link between the homelands of the Windrush generation and Britain. 	<ol style="list-style-type: none"> 1. Know when the Tudor period was and the significant monarchs. 2. Know what significant change Henry VIII brought to England and why. 3. Know what life was like for the poor and the rich in Tudor Britain 4. Explain the opinions of discovery or invasion during Tudor exploration. 5. Explain the local Tudor legacy. 6. Explain the link between the Elizabethan exploration and trade, the British Empire and Windrush.
Concepts/ skills	<p>a) Using evidence: I can explain my evaluation of pieces of information and particular sources. I can create and address enquiry questions.</p> <p>b) Interpretation: I can discuss how and why different arguments and interpretations of the past have been constructed. I know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation.</p> <p>c) Continuity and change: I can describe and make links between events, situations and changes within and between different periods and societies. I can consider how people at the time might have viewed the changes and how this differs from the view today. I can explain similarities and differences in experiences and idea, beliefs and attitudes of men, women and children in past societies.</p> <p>d) Cause and consequence: I can analyse and explain reasons for and results of historical events, situations and changes. I can link different periods of history and make direct links between them.</p> <p>e) Chronology: I can recognise different periods of history out of chronological order and place them accordingly.</p> <p>f) Significance of events and people:</p>		

I can explain why 'x' is a significant part of history and understand and explain their historical impact.