



## EYFS

The EYFS Framework 2021 states that **understanding the world** requires children to make sense of their physical world and their community. In the Early Years we will foster a child’s understanding domain-specific language and begin their understanding of **key concepts of chronology, continuity & change and similarities** and differences.

	Reception
<b>Breadth of study</b>	<p><a href="#">How have I changed since I was a baby?</a></p> <p><a href="#">Why do we wear different clothes throughout the year?</a></p> <p><a href="#">What are our favourite celebrations each year?</a></p> <p>Know and learn the language associated with time: then, before, now, next, soon.  They will note changes since they were babies, order pictures from babies to old person in order to learn key vocabulary associated with the passage of time and know that time passes in sequential order.  Know the significance of festivals and celebrations and of their own birthdays as markers of the passage of time.  They will develop timelines of important and diverse cultural celebrations.  They will start to recognise that photographs and objects can tell us about the past.</p>

Complete EY vocab planning sheet [https://drive.google.com/file/d/14qvWVe76PQOkkqppm\\_0M1x1N586YR6aj/view?usp=sharing](https://drive.google.com/file/d/14qvWVe76PQOkkqppm_0M1x1N586YR6aj/view?usp=sharing)



## Year 1

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  
Development of toys.

### Memory Box

**Chronology:**

The 1950s and the 1960s-grandparents were born. Board games, building blocks and puzzles were popular toys.

The 1980s and 1990s- parents were born. Computers started arriving in homes.

The 21<sup>st</sup> Century: We were born. Many children have electronic games and phones.

**Society and Culture:**

In the past, children played with toys made of wood and metal. in the 20<sup>th</sup> century. After this, more toys were mainly made of plastic. Computer games became available in the 21<sup>st</sup> century.

### Questions

- Why have toys and games changed since our grandparents were children?
- How are toys different to when my parents and grandparents were children?

### Written tasks

- Unscramble sentences about toys from the past.
- Complete thoughts- identify, copy and punctuate sentences.
- Ask and answer a question about a piece of evidence in writing.
- Extend a sentence about your toy using 'because'

The lives of significant individuals in the past who have contributed to national and international achievements.

### Explorers

**Chronology:**

**John Cabot**

1450: John Cabot born

1495: Comes to Bristol

1497: The Matthew sails to Asia, Cabot discovers Newfoundland

1498: Final voyage, looking for Japan. Cabot and the fleet disappear.

**Christopher Columbus**

1451: Columbus born in Genoa, Italy

1492: Set sail on his first voyage, looking for a route to Asia

1502: Made his last voyage

1504: Returned to Spain

1506: Died

**Cause and Consequence:**

John Cabot was a seafarer who left Italy to live in Bristol in 1495. He wanted the King to help him to make voyages of exploration to Asia. The English King Henry VII was keen to pay for the exploration to get to Asia. He wanted to trade with other countries and make profits from it. The King wanted Asian silks and spices. Cabot wanted to get to Asia more quickly than Christopher Columbus or other seafarers.

**Legacy:**

Cabot's expeditions proved there was a shorter route to the Americas across the Atlantic Ocean. He claimed Newfoundland for England. His discovery led to English people setting up colonies in Canada and North America. His exploration was important in the development of links between Britain and America. He is credited with being responsible for people in the US and Canada speaking English and having strong links with Britain. Many places in Bristol are named after him.

**Exploration and Settlement:**

In May 1497, Cabot sailed west from Bristol on the 'Matthew' in the hope of finding a quicker route to Asia. On 24 June, he sighted land and called it Newfoundland. He believed it was Asia and claimed it for England. Cabot sailed across the North Atlantic Ocean in about seven weeks. During the voyage they saw enormous quantities of cod fish. Fishermen would soon follow to take advantage of the rich fishing in Newfoundland.

### Questions

- What was similar and different about what different explorers achieved?
- Why are so many places in Bristol named after John Cabot?
- How did John Cabot change the world?

### Written tasks

- Complete thoughts- identify copy and punctuate sentences
- Extend a sentence about each trailblazer using because.
- Fused sentences- rewrite.
- Write a before and after sentence about each of the trailblazers.

## The Great Fire of London

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events that are commemorated through festivals or anniversaries.]

### Chronology:

**2 September 1666:** Fire broke out in a bakery on Pudding Lane

**5 September:** fire stopped spreading.

### Cause and Consequence:

Many things caused the fire to spread rapidly. Firstly, it had been a long and dry summer. Also, houses at the time were mostly made of wood, and were built very close together. A strong wind helped to blow the fire across them. Also, the area was filled with flammable things like timber and oil.

### Legacy:

After the fire, houses were made from stone and brick -not wood and streets were widened.

St Paul's Cathedral was completely rebuilt and is now one of London's most famous buildings.

### Questions

- Why did the Great Fire spread so quickly?
- How do we know what happened during the Great Fire? What is the difference between fact and interpretation? What is an eyewitness, why are they important?
- What is an artefact?

### Written tasks

- Unscramble sentences about the fire.
- Complete thoughts- identify, copy and punctuate sentences.
- Ask and answer who what when where questions in writing about the Great Fire.
- Before and after sentences about the fire.

### Year 2

**The lives of significant individuals in the past who have contributed to national and international achievements.**

#### Queen Victoria, Brunel, and the Railways

**Chronology:**

**Queen Victoria**

- 1837:** Queen Victoria became queen
- 1852:** Victoria and Albert Museum opened
- 1871:** Royal Albert Hall opened
- 1901:** Died

**Isambard Brunel**

- 1806:** Brunel born in Portsmouth
- 1833:** becomes Chief Engineer of The Great Western Railway.
- 1836:** Begins work on Clifton Suspension Bridge in Bristol
- 1839:** built SS Great Britain
- 1859:** Died

**Cause and Consequence:**

- Brunel was talented engineer, who built the Great Western railway, and he constructed many bridges and tunnels. This changed how people travelled and did their work.

**Culture and Society:**

- The Great Western Railway helped many people to travel without needing a horse and carriage. Many people travelled outside their own towns for the first time. Many more people worked in factories and lived in towns because of the industrial revolution.

**Legacy:**

- Brunel changed transport in Britain. He designed the railway line between Bristol and London and built a ship that only took 15 days to get from Liverpool to New York City. His legacy is in the railway and buildings in and around Bristol, like Temple Meads station.
- Victoria was a very popular queen. She improved the relationship between the public and the monarchy. She also leaves the Albert Hall and V and A museum. Many places around the world are named after her.

#### Questions

- How did Bristol change because of Brunel's railway?
- Why have historians described Brunel as significant?
- How did land travel change for ever because of Brunel?

#### Written tasks

- Complete thoughts- identify copy and punctuate sentences,
- Fused sentences- unscramble.
- Ask and answer questions about evidence of Brunel's legacy in Bristol
- Before and after sentences: Brunel

**Golden Paragraphs**

- Write a paragraph about Brunel in Bristol

#### Communication through Time

**Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Development of the World Wide Web.**

**The lives of significant individuals in the past who have contributed to national and international achievements.**

**Chronology:**

- 1455:** Printing press developed in, nearly 6 centuries ago.
- Berners Lee, born in 20th century, belongs to our grandparents' generation.
- 1971:** First email sent
- 1990s:** First web pages developed in the, over 2 decades ago.
- 1992:** First SMS text was sent

**Cause and Consequence:**

- With the arrival of the printing press, books became more available, and ideas spread. The World Wide Web has changed the way people communicate. Emails are electronic and can be sent instantly whatever the distance.

**Culture and Society:**

- William Caxton was a merchant, he bought and sold goods as he travelled. It was during a trip in Germany where he saw the Printing Press and realised how it would save time with publishing books.
- Tim Berners-Lee is a computer scientist who designed the WWW for universities all over the world to communicate. The WWW became so effective and useful that it is a worldwide communication tool today.

**Legacy:**

- Both the printing press and the world wide web have changed how people communicate. Both have made sharing ideas quicker and easier.

### Questions

- How has how we communicate changed since our parents were children?
- What is similar and different about the printing press and the World Wide Web?
- What is the difference between a fact and interpretation?

### Written tasks

- Complete thoughts- identify copy and punctuate sentences,
- Fused sentences- unscramble.
- Dig for details using who and what about Brunel and QV
- Ask and answer questions about evidence of Brunel's legacy in Bristol
- Before and after sentences: Tim Berners Lee

### Golden Paragraphs:

- Write a paragraph about how we communicate and how it has changed.

### The lives of significant individuals in the past who have contributed to national and international achievements.

#### Chronology:

##### Rosa Parks

- 1955:** Rosa Parks arrested in Montgomery, Alabama
- 1962:** Bus boycott in Bristol
- 1964:** Civil Rights Act became law
- 1965:** Race Relations Act passed in Britain

##### Queen Elizabeth

- 1926** – Queen Elizabeth was born
- 1947** – Queen Elizabeth marries Prince Phillip at Westminster Abbey
- 1953** - Coronation of Queen Elizabeth II
- 2002** – The Queen celebrates her Golden Jubilee
- 2022** - Queen Elizabeth II dies

##### Malala

- 1997** - Malala born
- 2012** - Shot on her way home from school
- 2014** - Wins the Nobel Prize
- 2015** - Opens a girl's school in Syria

#### Cause and Consequence:

- When Rosa Parks refused to give up her seat on the bus it started a huge protest and many people stopped using them. Paul Stephenson organised a boycott of Bristol buses when they refused to employ black drivers.
- Elizabeth 2 made the monarchy popular. She visited places and supported charities.
- As a girl of 11, Malala wrote a diary the diary, she talked about how she wanted to stay in education and about how girls should be able to go to school. But the Taliban didn't like this. In October 2012, she was shot by their soldiers. She campaigned for girls to go to school and set up a fund to help girls around the world to get an education.

#### Culture and Society:

- In the 1960s. in the United States that black people had to live separately to white people. There were no segregation laws in the UK, but there was discrimination. This changed because of the Race Relations Act.
- In the Victorian era, women were expected to get married and have children. Florence Nightingale's parents did not want her to become a nurse.
- Elizabeth 2 was a working mother and wife. She was a well-respected female leader.

#### Legacy:

- Rosa Parks' brave decision led to significant changes in the law. Paul Stephenson helped to bring in laws to prevent unfair treatment of people because of their race and skin colour.
- Queen Elizabeth 2 was well known for her strong sense of duty. As a young woman she promised to do her job for her whole life.
- By age seventeen, Yousafzai became the youngest person to receive the Nobel Peace Prize for her work. Her fund and her work to support women and girls will be her legacy. She continues to work to help girls get an education and is studying at Oxford University.

Trailblazers  
(Rosa Parks, Malala, QUE2)

### Questions

- Why are Rosa Parks and Malala significant?
- Why are Malala and Queen Elizabeth II similar and different?
- How did the protests in the 1960s change people's views?
- How have historians interpreted Queen Elizabeth II? What are the different views of her?

### Written tasks

- Complete thoughts- identify copy and punctuate sentences
- Extend a sentence about each trailblazer using because.
- Fused sentences- rewrite.
- Write a before and after sentence about each of the trailblazers.



Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.

Stone Age

**Chronology:**

6,000 BCE – Britain became an island, separated from Europe.

4,500-3,500 BCE Neolithic (Late Stone Age)

**Cause and Consequence:**

- Because of changes in global climate, crops became more readily available, and Stone Age humans began to farm the land. As a result of these changes in agriculture, people settled more permanently in villages and built more permanent houses. Bronze Age trade led to large states, or kingdoms being formed. Improvements to weapons in the iron age led to conflict and building of defensive settlements.

**Culture and Society:**

- By the Neolithic period, stable settlements like those at Skara Brae were being made. Better tools and permanent settlements meant that large scale construction could take place. People lived in more permanent houses, which were congregated together in villages. Agriculture developed. Animals became domesticated. People began to have different roles such as leader, priest, fighter, farmer, hunter, or slave.

**Legacy:**

- Movement from nomadic lifestyles to settlements in groups and the development of agriculture.

**Exploration and Settlement:**

- In the early Stone Age, humans would have slept in basic temporary shelters, often in the open air, or in caves. There is evidence that by c.50,000 BCE more permanent huts were being built from wood and rock. By the Neolithic period, stable settlements like those at Skara Brae.
- Iron weapons made fighting between tribes more common.
- A consequence of this was the need to build much safer, fortified settlements. Tribes built well defended hill forts that were often as large as small towns. The buildings inside, called roundhouses, were made of mud and wood with thatched roofs.
- Roundhouses were used as homes, gathering places, and markets. Villagers who lived and farmed in areas outside the forts could also take shelter there if they were being attacked.

**Beliefs:**

- The period also saw the development of religions. Cave paintings suggest that many tribes believed in 'animism', or the idea that everything has a spirit, including animals, plants, and inanimate objects.

**Questions**

- How have historians decided the most important changes from the Stone Age?
- How are societies different from the Stone Age to today's society?
- How have historians interpreted evidence from the Stone Age?

**Written tasks**

- Main idea and supporting detail sentences linked to topic– match
- Write a paragraph of schema sentences about society, settlement beliefs, culture and conflict within each period.
- Before, after sentences for changes in society, exploration, settlement, conflict in each period.

**Golden Essay**

- How did human life change during the Stone Age?

**Bronze Age religion, technology, and travel.  
Iron Age-hill forts, tribal kingdoms, farming, art, and agriculture.**

**Chronology:**

**2,500 BC** – Bronze Age

**1,200-800 BC** Celtic culture and tribal kingdoms established.

**800-700 BC** Iron Age–

**00** Birth of Christ during the Iron Age in Western Europe

**43 CE** Romans invade Britain and the Iron Age ends.

**Cause and Consequence:**

- Because of changes in global climate, crops became more readily available, and Stone Age humans began to farm the land. As a result of these changes in agriculture, people settled more permanently in villages and built more permanent houses. Bronze Age trade led to large states, or kingdoms being formed. Improvements to weapons in the iron age led to conflict and building of defensive settlements.

**Culture and Society:**

- The Bronze Age saw the rise of states or kingdoms where larger groups of people joined together to live under the rule of a powerful leader. The Sumerians (the people of the Mesopotamian city of Sumer) were one of the first to use bronze. They are known for their development of farming methods like irrigation.
- During the Iron Age, people lived in tribes, and they were often at war with each other.

**Power:**

- A greater range of travel options (e.g., by chariot) and weapons (e.g., armour) allowed for raids and warfare of other settlements. In time, this led to empires being built. Many had an overriding king or emperor. Powerful empires grew in Egypt, Sumer, and the Indus Valley.
- During the Iron Age, the production of iron tools and objects became essential. Therefore, blacksmiths were very important people in society. People used their surplus grain and food to trade and owning land made some people wealthy and powerful. Poorer people had to work hard in the fields.

**Legacy:**

- Farming became more common through the use of ploughs to grow crops resulting in more permanent settlements. The iron age introduced the blacksmith, Job.

**Exploration and Settlement:**

- Bronze Age people began to travel great distances to trade with other settlements. The Bronze Age saw the rise of states or kingdoms where larger groups of people joined together to live under the rule of a powerful leader.
- As farming became more productive, the population rose more quickly. Iron weapons like swords and spears made fighting between tribes more common. A consequence of this was the need to build much safer, fortified settlements on high ground.

**Conflict and Invasion:**

- The Iron Age brought new farming technology but also new weapons like swords and spears. Consequently, fighting between tribes became more common.
- Farmers and villagers were often attacked, and their crops and animals stolen. Hill forts became a place of shelter during times of threat.

**Beliefs:**

- In the Bronze Age, burial mounds (called barrows) were made in the style of the Beaker culture. Only one important person was buried in a Bronze Age barrow. The objects that were buried with the body, such as pottery, cups, jewellery, and precious metals, give historians important clues about the time period. People believed in an afterlife where their possessions would be needed.

**Questions**

- How have historians decided the most important changes from the start Stone Age to the Iron Age?
- How were societies different from the start of the Stone Age to the end of the Iron Age?
- How have historians interpreted evidence from the Stone Age to Iron Age?

**Written tasks**

- Main idea and supporting detail sentences linked to topic– match
- Write a paragraph of schema sentences about society, settlement beliefs, culture and conflict within each period.
- Before, after sentences for changes in society, exploration, settlement, conflict in each period.

**Golden Essay**

- How did human life change between the Stone Age and Iron Age?



**The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Sumer and Ancient Egypt.**

**Chronology:**

**4,500-3,500 BCE:** Stone Age (Neolithic) period begins.

**2950 BC–2575 BCE:** Early Dynastic period in Egypt

**2,500 BCE:** Bronze Age

**700-500 BC** – Iron Age begins.

**30 BCE** - Egypt becomes a province of the Roman Empire

**43 AD** – Romans invade Britain.

**Culture and Society:**

- Egyptian society was a pyramid structure, with pharaohs at the top. Other jobs supported the pharaoh. Egyptians kept slaves who had no freedom.

**Power:**

- Ancient Sumer hierarchy is explored and how the King and Priests are used to control the groups with lesser power.
- In Egypt, Pharaohs were seen as having absolute power and divine rulers no one questioned.

**Legacy:**

- The Ancient Egyptians also built dozens of large and small obelisks (pointed stone pillars) to commemorate the achievements of kings, queens, and wealthy Egyptians or to worship the gods. Ancient Egyptians were very skilled builders, and there are more than 100 pyramids in Egypt.
- Egypt's magnificent stone buildings - her pyramids and temples - have inspired many artists, writers, poets, and architects.
- Among the many inventions of the ancient Egyptians was the ox-drawn plough and improvements in irrigation. Egyptians also invented the calendar.

**Beliefs:**

- When a person of wealth or importance, like a pharaoh or nobleman, died, their body was embalmed to prevent it from decaying. Egyptians believed that the souls of the dead were ferried across a river into the afterlife, which they called the Land of Two Fields. There were several things you had to do before you were allowed to enter. Above all, you had to have a light heart, which was only made possible by completing lots of good deeds during your lifetime. It was also essential that your name was written down somewhere (usually in the 'Book of the Dead') and your body had to be preserved so that you could stay in the heavenly afterlife for eternity.

**Civilization:**

- The Ancient Egyptians built the pyramids that still exist today and contributed a great deal to the fields of medicine, maths, and farming. They were also amongst the first to record information, using hieroglyphics drawn on paper made of papyrus.
- Mesopotamia is the region in which the rivers Tigris and Euphrates meet (mostly modern-day Iraq). Here, the Ancient Sumer civilisations lived. They are credited with advancing writing, irrigation, laws, and astronomy. They invented wheeled chariots.

**Questions**

- What was similar and different about, daily life, work, and beliefs in the structures of Ancient Egyptian society?
- What have historians agreed are the significant achievements of the Ancient Egyptians?
- How did technology and trade change ancient societies?
- How have historians interpreted the contents of Tutankhamun's tomb?

**Written tasks**

- Main idea and supporting detail sentences linked to schema – because so and but.
- Write paragraphs of schema sentences about society, settlement beliefs, culture, power in Ancient Egyptian life.

**Golden Essay**

- What did the contents of King Tut's tomb tell us about Ancient Egyptian society and beliefs?



**Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudicca (Celts), 'Romanisation' of Britain: and the impact of technology, culture**

**Chronology:**

- 43 AD** – Romans invade Britain.
- 61 BCE** Iceni revolt led by Boudicca.
- 312 CE**- Constantine makes Christianity legal.
- 410 CE** Last Romans leave Britain.
- 449 CE** German Saxons settle in Kent.
- 480 – 550 CE** Arrival of Anglo-Saxons

**Culture and Society:**

- Roman society was hierarchical, meaning some people were considered to be much more important than others.
- Slaves were at the bottom of the social pyramid. Next came plebeians. They were the ordinary working people of Rome. Although they were poor, they were allowed to vote. Patricians were the aristocracy of Rome. Senators were important people who helped make the laws of Rome.
- The emperor had absolute power over everyone and everything in the empire.

**Power:**

- Like many empires, the Romans were always looking for other regions to conquer.
- By expanding their territory, they were able to increase the money they received from taxing local people. Trade made the Roman empire even more powerful because vast amounts of money were made importing and exporting goods. During the Roman period Britain's trade was directed across the Southern North Sea and Eastern Channel. Imports included: coin, pottery, olive oil, wine, olives, salt fish, & glass. Exports were metals (silver, gold, lead, iron & copper), salt & agricultural products.

**Legacy:**

- The Romans left lots behind which continued after they left. New towns (e.g. place names- chester or caster.) More people lived in towns after the Romans left Britain, but most remained in the countryside. Straight roads; aqueducts; central heating; food like apples, pears, and peas; drains; the beginning of Christianity; the building of forts; public baths; Hadrian's Wall. Parts of the English language originating from Latin and Greek were a legacy of Roman rule.

**Exploration and Settlement:**

- Having a reliable and capable army was important when building an empire, but it was trade (exchanging, buying, and selling goods) that made the Roman Empire powerful and prosperous. Trade routes were essential and the competition to control them was fierce, sometimes leading to major conflicts. The Romans were only able to defeat the Carthaginians by building a huge fleet of ships.

**Conflict and Invasion:**

- In 43 CE the Romans landed an army in Kent, on the south coast of England, hoping to extend their vast empire even further. The Roman army was very powerful and despite resistance from many British tribes, came to control most of England and Wales by about 100 CE.
- One of the most famous rebellions of this time was led by Celt Queen Boudicca, the leader of the Iceni tribe. She led a huge army against the Romans in the cities of Colchester, London, and St Albans. Her army was finally defeated by a skilful and well-trained group of 1,200 Roman soldiers who defeated almost 80,000 men.

**Beliefs:**

- As the Roman Empire expanded, it encountered new religious customs and traditions. Having been influenced by the Ancient Greeks, the Romans were usually comfortable with people holding other beliefs. However, they felt it was important that people acknowledged Roman beliefs too. When Christians refused to worship Roman gods, they were persecuted and killed, but by the fourth century CE, Romans had embraced Christianity, and it became the Empire's official religion.

**Civilization:**

- Art was part of everyday Roman life and was used to decorate homes, temples, and public places. Large paintings and murals made from tiny pieces of tile (mosaics) depicted scenes from history, mythology, and daily life. The Colosseum, which still stands in the heart of Rome today, was built as a vast arena for the people of Rome. Emperor Vespasian started construction in c.70 CE and his sons Titus and Domitian completed it.
- Newspapers were first invented by the Romans around the year 131 BC. They were called Acta Diurna, which means 'daily acts.'
- Books were invented by Romans too. Before this, everything was written on clay tablets or scrolls. The Romans were the first to bind pages together.
- The calendar that we use today is based very closely on one that was developed by the Romans. The Julian calendar (named after Julius Caesar who developed it) split the year into twelve months, giving each month a name, such as Augustus, September, or Julius.
- Central heating was invented by the Romans to keep houses warm in the winter.

## Questions

- How have historians evaluated the legacy of the Roman empire?
- How have historians analysed the reasons Romans in Britain?
- How were beliefs similar and different in Roman society?

## Written tasks

- Main idea and supporting detail sentences because so and but- invasion.
- Write a paragraph about society, settlement beliefs, culture and conflict using main ideas and supporting details
- Before, after sentences for changes in life in Britain before and after the Roman invasion.

### Golden Essay:

- How did the Romans change Britain forever?

## Settlements by Anglo Saxons, raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Anglo-Saxon invasions, settlements, and kingdoms: place names and village life.

### Saxons

#### Chronology:

**449 CE** German Saxons settle in Kent.

**789 CE** First recorded Viking attack

**886 CE** Treaty of Alfred and Guthrum was formalised (Danelaw)

**927 CE** Athelstan unites English kingdoms.

**1066** Norman Conquest

#### Culture and Society:

- Saxon Kings were aided by Thanes, who were nobles who took charge of villages. Most people worked for the Thane who in return protected them from invaders. Knights and Thanes were rewarded by the king with lands. Extensive laws helped Thanes to control villages, and each had a court system. Punishments included trial by ordeal and fines. The Anglo Saxons value bravery and loyalty and their poets who told tales of bravery, like 'Beowulf' were valued in society.

#### Power:

- Each group of Anglo-Saxon settlers had a leader or warchief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain. In 927CE the four kingdoms were united under the rule of one king, King Athelstan, and the Kingdom of England was created. Saxon kings faced repeated raids by Vikings.

#### Legacy:

- The spread of Christianity in Britain. The idea of an "English" nation. Poetry like "Beowulf." Ideas of law and order, punishment for crime.
- Social order with Kings at the top of society.

#### Exploration and Settlement:

- Traditionally the Anglo-Saxon period has been thought of as a series of invasions.
- However, more recently historians have doubted this simple view and seen their arrival as settlement and then support of the indigenous Celts. However, large numbers of tribes fought for control of the land they had settled. This led to the concept of kingdoms and a larger kingdom of England. After invasions by the Vikings, King Alfred won a famous battle at Edington in 878. His resistance earned him the name "Alfred the Great"

#### Conflict and Invasion:

- Early Anglo-Saxon Britain was made up of many different tribes, with their own leaders, chiefs, and kings. These separate kingdoms were frequently in conflict with each other, and by the beginning of the seventh century, there were seven major Anglo-Saxon kingdoms including Northumbria, Mercia, East Anglia, Wessex, and Kent. Sometimes a king would try and lay claim to the title of Bretwalda (King of all Britain), and the overall control of Anglo-Saxon kingdoms often changed. Kent, for example, was an independent kingdom in the seventh century, but was ruled by Mercia in the eighth century and by the ninth century had become part of Wessex.

#### Beliefs:

- The Anglo-Saxons played a significant part in England's journey to becoming a Christian country. Some Celtic people had adopted the religion under Roman rule, but the Anglo-Saxons arrived in England in the early fifth century with their own sets of pagan beliefs. In 597, Saint Augustine of Canterbury arrived from Rome (which had been Christian since the fourth century CE) and started to convert the Anglo-Saxon kings and their people.

## Questions

- How have historians analysed the reasons Saxons settled in Britain?
- How were societies similar and different in Saxon and Roman periods?
- How have historians decided whether Saxons were invaders or settlers?
- Was Alfred really great? How do we know?

#### Written tasks

- Main idea and supporting detail sentences – because so and but.
- Write a paragraph about society, settlement beliefs, culture and conflict using main ideas and supporting details
- Before, after sentences for changes in life in Britain before and after Saxon settlement.

#### Golden Essay

- What do Saxon artefacts tell us about their society, rule and culture?



## Vikings invasions, settlements and kingdoms: place names and village life

Vikings

### Chronology:

**865:** The Great Viking Army invade England from Denmark.

**866:** The Vikings capture the city of York (known as Jorvik).

**871:** Alfred the Great becomes King of Wessex and drives the Vikings from the south, continuing to settle and raid in the north and east of England.

### Cause and Consequence:

- The terrain of Scandinavia was not great for farming, so Vikings left their homeland in search of more fertile lands. After many successful raids in Britain, they began to settle. This led to colonisation of large parts of England marked the beginning of decades of struggle between the Vikings and Anglo-Saxons.

### Culture and Society:

- Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. Clothes and housing were not dissimilar from those in the rest of England. There was little furniture in the single-room homes and certainly no bathroom – most families used a cesspit for discarding waste.

### Power:

- The same long ships that made the Vikings such capable raiders also made them great traders. The Vikings' ability to defend themselves and their goods (including wool and fish) meant that they were able to maintain a trading empire that stretched across northern and western Europe.
- In Britain, the Viking and Anglo-Saxon populations lived together although not without on-going battles, with Viking and Saxon kings claiming the throne over time.
- 1066 finally saw an end to these volatile times with the arrival of William, the Duke of Normandy and a direct descendant of Viking settlers in northern France.

### Legacy:

- The Norse language, a basis for modern English. Place names- “by” and “thorpe”. Last names ending in “son”.

### Exploration and Settlement:

- The Vikings were excellent sailors, traders and explorers who travelled as far as North America in search of lands to colonise and trade with.
- The famous Viking explorer
- Leif Eriksson was the first European to set foot in North America, 500 years before Columbus.
- Scandinavian countries were rich in timber, iron and fur and the Vikings sold these materials across western Europe.

### Conflict and Invasion:

- The longship was an essential part of the Vikings' ability to travel and explore. Longships were also perfect for raiding. They had banks of oars at either side and often had sails. As the name suggests, the longship was long, but it was also symmetrical. This direction rather than turning around. This ability to change direction quickly.
- was very useful in battle. Longships could sail right up to the coast, or even travel up rivers, and quickly escape. Another significant feature of the longship was its size, with many craft able to hold a large group of warriors and whatever treasure and resources they took from a raid.

### Beliefs:

- The Vikings worshipped many gods. Each god had different human strengths and weaknesses. Odin, the god of war, death, wisdom, and poetry, was the most important. Thor, the god of thunder, was Odin's son. Warriors who fought bravely in battle would be carried to Valhalla – the Viking warrior heaven.

### Questions

- How do we know whether Boudicca was a hero or villain?
- How have historians interpreted the Vikings?
- Were the Vikings really vicious and ruthless raiders?

### Written tasks

- Main idea and supporting detail sentences – because so and but.
- Write a paragraph of about society, settlement beliefs, culture and conflict using main ideas and supporting details
- Paragraph using appositive sentences about the Vikings in Britain

### Golden Essay

- Is it right to remember the Vikings as the ‘Vicious Vikings’?

**A non-European society that provides contrasts with British history**

Benin

**Chronology:**

**900:** Ogisos ruled Igodomigodo

**1180:** The first Oba, Eweka, ruled the kingdom

**1471:** Portuguese ships arrived in West Africa to trade

**1897:** British soldiers conquered the Kingdom of Benin

**Cause and Consequence:**

- The first dynasty of the Edo people, ruled by the Osisos, built the foundations for a great civilisation that became a significant central hub for trade between Southern West Africa and European countries like Portugal. By making their settlements safe and secure (with a powerful army and massive defensive fortifications), the people of the kingdom were able to create the conditions for successful trade. Skilful craftworkers made desirable goods to be sold in marketplaces. With guilds for brass, textiles, ivory, leather and pottery, the empire became very prosperous. Great wealth also brought colonisers from other lands, first the Portuguese and then the British, who in the late 19th century destroyed the spectacular walls of Benin city and took control of the kingdom.

**Culture and Society:**

- The Edo people worked closely together to build a community of farmers and craftspeople who could trade successfully. The primary produce of Benin was the yam. Other crops grown for trade included palm oil, beans, melons, and okra. Women were responsible for looking after their families and making domestic objects such as cooking pots. Children did not go to school but learned each day from storytellers.
- Benin became involved in the West African slave trade. They would capture people from rival peoples and sell them into slavery to European, British, and American buyers.

**Exploration and Settlement:**

- The civilisation began as a small group of villages that joined together to improve trading and security. The people worked hard as farmers and craftsmen so that the Kingdom had high quality goods to trade with foreigners. The Kingdom of Benin is famous for its large defensive walls, sometimes called the Great Walls of Benin.

**Conflict and Invasion:**

- From 1700, a series of **civil wars** within the kingdom weakened its power. In 1807, Britain abolished the slave trade which weakened the kingdom's finances. Britain wanted to control trade with Benin. In 1897 the British entered Benin City without permission. Fighting broke out (the 'Benin Massacre') and only two British officers survived. As punishment, the British launched the 'Benin Punitive Expedition' and destroy Benin City. The Oba was **exiled** and the British colonised Benin.

**Beliefs:**

- The Edo people of Benin worshipped lots of different gods. They believed that the god Osanobua created the world and that Olokun, his son, was the god of wealth and ruler of the ocean. Storytellers were very important and kept the kingdom's history and mythology alive by telling stories aloud by the fire every evening. The people of Benin had many stories involving gods and magic, and they believed that nonhuman objects had spirits or souls, a belief known as 'animism.'

**Civilization:**

- The first dynasty of the Edo people, ruled by the Osisos, built the foundations for a great civilisation that became a significant central hub for trade between Southern West Africa and European countries like Portugal.
- Skilful craftworkers made desirable goods to be sold in marketplaces. With guilds for brass, textiles, ivory, leather and pottery, the empire became very prosperous.
- The Edo people believed brass had the power to keep evil away and so it became one of the most valued materials, used to create beautiful sculptures, plaques, and masks. Artists of the Benin Kingdom famous for their sculptures, particularly plaques, and life-size head sculptures. Artisans also carved many different ivory objects, including masks and, for their European trade partners.

**Questions**

- How did the Benin kingdom change over time?
- What was similar and different about life for different social groups in the Benin kingdom?
- Why was the Benin kingdom such a successful trade location?
- What do artefacts tell us about beliefs and values in the Kingdom of Benin?

**Written tasks**

**A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**

History of Migration and the Seven Saints

**Chronology:**

**1066-**Normans conquer England. First Jews arrive from Europe.

**1290-** Jews are expelled from Britain. They are not permitted to return until 1656.

**1572-** Huguenots arriving in Britain.

**1845-52-** Irish potato famine leads to widespread migration of Irish families into the UK.

**1905-** Alien Act passed

**1948** SS Empire Windrush arrives from the Caribbean. This is seen as the start of modern-day mass migration to the UK.

**1964-** Bristol Bus Boycott

**1968-** Race relations Act- makes discrimination in jobs and housing illegal

**1991-** Civil War breaks out in Somalia

**Cause and Consequence:**

- After World War Two, the UK had a shortage of labour. Mass economic migration of people coming to work began in earnest. Many of the earliest arrivals were from the Caribbean, South Asia, and Cyprus.

**Culture and Society:**

- Following World War Two, Britain has become increasingly mixed culturally, both in its cities and smaller communities. However, some migrants settling in Britain have experienced discrimination and racism. employing only white drivers.
- Laws were eventually passed to make discrimination illegal.

**Legacy:**

- Migration has had a huge impact on British society. The skills and expertise that migrant workers have brought have impacted the economy, industry, and our government. Migration has had a very large impact on British social experiences. For example, very popular dishes and foodstuffs have been introduced by migrants.

**Exploration and Settlement:**

- One of the largest migrations took place after the Norman Invasion in 1066. The Normans changed place names and people's names as well as changes to laws. Thousands of Normans moved from France.
- With them, came a number of Jewish people. There have been lots of other migrations through history.
- Huguenots arrived from France in the 1570s. They had a huge economic impact on Britain.
- They revitalised the silk weaving trade, kick-started various manufacturing industries, such as cutlery making in Sheffield, and invested heavily in growing businesses like the Bank of England.
- Thousands of families left Ireland in the 19th century because of rising rents and prices. The Great Famine in the 1840s - a result of the potato disease that killed the crop most Irish people depended on to survive - caused a million to leave Ireland, with many going to Britain and the USA.

**Conflict and Invasion:**

- Wars and conflicts have caused people to move from their homeland. Britain has been shaped by invasion and settlements, including Roman, Saxon, Viking, and Norman settlement. World War 2 caused many people to resettle in Britain after becoming refugees in their homelands. Large numbers of troops from the British Empire fought for Britain. After the war, the Empire was disbanded, and the countries gained independence.
- Since World War Two, refugees from many conflicts have come looking for safety in the UK. This includes people from Afghanistan, Syria, and Iraq.
- Civil Wars in Somalia and Syria have led millions of people to become refugees and to migrate to new countries.

**Beliefs:**

- Overtime, the treatment of Jewish people in England deteriorated in the 12<sup>th</sup> and 13<sup>th</sup> centuries. This is because some people owed them money and did not want to pay it back. Others blamed the Jews for their problems.
- Religious persecution forced the Huguenots to migrate to Britain from France in the 1570s. The Huguenots were Protestant and at the time in France most people were Catholic.
- An organisation called the
- Taliban in Afghanistan believe in more traditional roles for women. This has led many
- Afghans migrating to Britain.

**Questions**

- How has migration to the UK changed over time?
- What is similar and different about migrations to the UK, what are the push and pull factors?
- How have historians evaluated the significance of the 'Windrush Generation' and post war migration on British society?

**Written tasks**

- Main idea and supporting detail sentences— because so and but.
- Main idea and supporting detail paragraphs, opening and closing sentences. Write paragraph for each migration.
- Paragraphs using appositive sentences to describe the migrations.

**Golden Essay:**

- Why have people migrated to Britain over time? What is similar and different about each migration?





A significant turning point in British history, for example, the Battle of Britain.

### World War 2 and the Bristol Blitz

#### Chronology:

**1939-** Britain declares war

**1940-** Blitz

**1940-41** air raids on Bristol

**1945-** War ends (In Bristol, 266,000 died because of the war)

#### Cause and Consequence:

- Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany. As a result of the threat of German air raids, millions of children were sent to rural areas, in a process known as evacuation.

#### Culture and Society:

- In Britain, all members of society were involved in the war effort. Women worked in jobs that used to be for men, like working the land or in factories. The whole population experienced rationing of food. Rationing began in 1940 and didn't end until 1954. Major towns and cities had to be rebuilt after the German bombing raids. The postwar years saw the introduction of a free National Health Service (the NHS) and the Welfare State

#### Power:

- Hitler's aim was to rule Europe and eventually the world. He joined forces with the Japanese and Italian governments in a group called the Axis. On 7<sup>th</sup> May 1945 Germany surrenders to the Allies – the end of war in Europe.

#### Legacy:

- The war caused the death of vast numbers of civilians as well as those fighting in the military and had a significant impact on the lives of people across the globe for decades. The United Nations (UN) was formed after the war is an international organisation that tries to resolve conflicts and create positive relationships between nations.
- With over 80,000 buildings lost or damaged, the city of Bristol took a long time to recover and rebuild.
- The city centre used to be next to the river, at Castle Park. The main shopping area was moved to Broadmead after the war. The 'Old Dutch House' was never rebuilt

#### Conflict and Invasion:

- German forces advanced through Europe. They controlled most of Europe, but Britain resisted, protected by the English Channel. The US didn't join the war until 1941, when Japan attacked the United States at Pearl Harbour in Hawaii. War was fought by air, land, and sea and both sides developed deadly weapons. Britain faced nightly air raids from enemy bombers during the "Blitzkrieg" or lightning war. D Day led to the surrender of Germany in May 1945 (VE Day) The allies developed an atomic bomb to end the war in Japan, bombing two Japanese cities in 1945.
- After the Battle of Britain, the Germans turned their attention to night-time raids on British cities. The attacks on Bristol began in September 1940. Bristol had an important harbour and shipyards. It was heavily bombed in late 1940 to 1941.

#### Beliefs:

- The Nazis believed that all Germans should be united under the 'Reich' and only those of 'German blood' could be classified as German. Those who were blond and blue eyed were 'Aryans' and Aryans were the master race. The Slavs, Jews and black people were inferior and could be treated as less than human.

### Questions

- How did society change in Britain as a result of WW2?
- What was similar and different about how the war affected different people in British society?
- Why have historians described WW2 as a turning point in British history?
- Was WW2 inevitable?
- What were the short- and long-term consequences of WW2 for Britain?
- Why was Bristol such a target?
- What do sources tell us about the Blitz spirit- is it true or a myth?

### Written tasks

- Main idea and supporting detail sentences – because so and but.
- Write a paragraph about society, settlement, beliefs, culture and conflict using main ideas and supporting details
- Before, after sentences for changes in life in Britain and Bristol before and after WW2



**Golden Essay**

- Was there such a thing as Blitz Spirit?

**Legacy of Ancient Greece**

**A study of Greek life and achievements and their influence on the western world.**

**A study beyond 1066 The legacy of Greek culture (art, architecture, or literature) on later periods in British history, including the present day.**

**Chronology:**

**776 BCE:** First Olympic Games

**508 BCE–** Democracy begins in Athens, giving greater power to the people.

**500 - 338 BCE- Golden Age of**

**Ancient Greece**

**432 BCE –** The Parthenon, the most famous building in Athens, is completed.

**431–404 BCE:** The Peloponnesian War (Athens defeated by Sparta)

**356 BCE** Alexander the Great defeats Persians at Issus and is given Egypt.

**27 BCE-** Conquest of Greece by Roman Empire

**Legacy:**

- Nearly every nation in the world now includes some element of democracy in its government. We also have the Ancient Greeks (Aristotle, Socrates, Plato, Pythagoras) to thank for some of the most significant discoveries in mathematics, science, and medicine.
- The influence of Ancient Greek architecture and design can be seen everywhere in modern life, particularly in the Western world. The best-known feature, the Greek column, (a large cylindrical post) can be seen in many cities. The idea of festivals, shared sporting events, shared theatre, and many concepts of beauty.

**Conflict and Invasion:**

- Ancient Greece was made up of separate city-states who often fought with each other. The Peloponnesian War, for example, was between Athens and Sparta.
- The Peloponnesian Wars lasted 30 years from 431BC but led to the weakening of both states. Following the end of the war it was Thebes who became the dominant state until Macedonia under Philip and Alexander took over.

**Beliefs:**

- The Ancient Greeks believed in three generations of gods. The first generation –the sky, the earth, the heavens, mountains, and other physical things –came into existence from nothing. The second generation were called the Titans (also known as the elder gods) and were the children of Uranus (heaven) and Gaia (earth). There were twelve Titans in total, six female and six males. From these gods came the third generation, the Olympians, who took on the appearance of men and women. The Olympians, including Zeus and Poseidon, defeated the Titans and came to rule over the world. Numerous other deities also appear frequently in Greek mythology.

**Civilization:**

- The Greeks invented the concept of theatre, and the Olympic games between states. These were held in Olympia in honour of Zeus the king of gods. Athenians practised reasoned debate and argument called philosophy. They made significant discoveries in mathematics, science, and medicine. Art reflected gods in their glory and ideas of beauty, such as statues at the Parthenon. They told stories about their gods called myths. The democratic form of government also forms the legacy of the Ancient Greeks.

**Questions**

- What was similar and different about how democracy affected different social groups in Ancient Greece?
- Why have historians described Ancient Greece as the most significant ancient civilisation?
- How have historians interpreted Ancient Greek beliefs and society from the evidence they left us?

**Written tasks**

- Main idea and supporting detail sentences linked to schema– because, so and but.
- Write a paragraph of schema sentences about society, beliefs, culture, power and legacy using main ideas and supporting details
- Paragraph using appositive sentences to describe influential Greeks and their achievements.

**Golden Essay**

- What are the lasting legacies of the Ancient Greeks, and which are most significant?

**Baghdad**

**Know the nature of the ancient civilisations, characteristic features of past non- European societies.**  
**Gain and deploy historically grounded understanding of abstract terms such as empire and civilisation.**  
**A non-European society that provides contrasts with British history-**

**Chronology:**

**632CE** Muhammad died and Muslims struggled to agree who should be the next caliph.

**752CE:** Caliph Al-Mansur starts to build Baghdad

**830CE** The House of Wisdom built in Baghdad.

**1258CE** The Siege of Baghdad, city destroyed.

#### **Culture and Society:**

- The ruler of the Islamic empire was called the Caliph. The Caliph paid scholars to travel abroad and collect books and knowledge.
- People were expected to learn Arabic so that they could read the Qur'an. Baghdad had the world's first hospitals.
- The city had parks, markets, mosques and bathhouses, as well as schools and hospitals. There were tea rooms where people met for business and pleasure.
- Boys in Baghdad went to school at the local mosque whilst girls were expected to stay at home and do domestic work. Women did not hold powerful positions in general. Some people were bought and sold as slaves.
- People had a good diet, because the land was fertile.

#### **Legacy:**

- Islamic golden age led to advancements in knowledge still in use today. Our numeral system, algebra and the names of some stars were established by scholars in Baghdad.
- Scholars used astronomy for navigation, creating a calendar, and for religious practices like finding the direction of Mecca for prayer.
- Islamic medicine developed important medical treatments, including a way to surgically treat eye cataracts. They studied anatomy and discovered more about how to treat heart disease.

#### **Exploration and Settlement:**

- The city of Baghdad grew around the River Tigris. The river granted easy access to traders and travellers to and from the Persian Sea. It also made the land very fertile and good for farming. The city was built right in the middle of the trade route known as the Silk Road. This was a trading network linking China to the East. Silk was brought from China to Baghdad where it was transported and prepared. There was huge demand from silk in Europe. Traders also sold other expensive goods from the East like spices and precious stones.
- The city was known as 'The Round City.' It had a moat and gates which connected to roads. It was built as two giant semicircles with a mosque at the centre. It housed the caliph's palace, government and military buildings. Residential areas for common people was outside the city walls. Also, in the centre was the 'House of Wisdom', a huge library which attracted scholars from around the world.

#### **Beliefs:**

- Muslims believe that Islam is a faith that has always existed and that it was gradually revealed to them by Muhammad. The religion of Islam began in 610AD when Muhammad received the first revelations of the Qur'an. This faith united the Arab people. Following Muhammad's death, other caliphates took control, and to unify the region into an empire. The Qur'an had a strong focus on the value of knowledge. This led leaders to push for advances in science, art and trade.

#### **Civilization:**

- The House of Wisdom had the largest collection of books in the world. Scholars studied medicine, astrology and science and many new developments were made. The knowledge was very advanced for its time, with cures for many serious ailments being discovered. Many new inventions were developed including the first camera and mechanical devices which told Muslims what time to pray. The world's first hospitals were built in Baghdad along with universities and observatories. Some new inventions like the astrolabe had a huge effect on astronomy.
- Scholars also invented algebra and the **decimal system** of nine numbers and a zero, now used everywhere in the world.
- While the Islamic civilisation was having the Golden Age, Europe was experiencing the Dark Ages.

#### **Questions**

- How did learning and knowledge develop during the Islamic golden age?
- What was similar and different about life in Baghdad and life in England in the 9<sup>th</sup> and 10<sup>th</sup> centuries?
- How have historians evaluated the importance and legacy of the Islamic golden age?
- What do historians believe were the reasons Baghdad became the most influential city in the world in the Middle Ages?
- What do sources tell us about Early Islamic society and civilisation?

#### **Written tasks**

- Main idea and supporting detail sentences—because so and but.
- Write a paragraph about society, settlement, beliefs, culture using main ideas and supporting details to describe Baghdad in 1000
- Paragraph using appositive sentences to describe the city.

#### **Golden Essay:**

- Why was Baghdad in 1000 such an important and influential place?

## Key Historical Concepts:

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge Concepts	Chronology	✓	✓	✓	✓	✓	✓	✓
	Culture and society		✓	✓	✓	✓	✓	✓
	Power		✓	✓	✓	✓	✓	✓
	Legacy		✓	✓	✓	✓	✓	✓
	Exploration & settlement		✓	✓	✓	✓	✓	✓
	Conflict & invasion			✓	✓	✓	✓	✓
	Beliefs				✓	✓	✓	✓
	Civilization							
Disciplinary concepts	Continuity & change	✓	✓	✓	✓	✓	✓	✓
	Similarities & differences	✓	✓		✓	✓	✓	✓
	Significance			✓	✓			✓
	Cause & consequence		✓	✓		✓	✓	✓
	interpretation	✓	✓	✓	✓	✓	✓	✓

### Disciplinary concepts explained



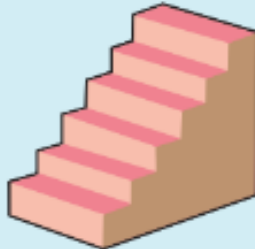
Disciplinary knowledge is how history is organised, how historians think about and know about the past. Our curriculum focuses on the following disciplinary concepts:

**Continuity & change**, **Similarities & differences**, **Significance**, **Cause & consequence**, **Evidence**, **Interpretation**

<p><b>Continuity &amp; change</b></p> <p>When historians look at the past they often compare two time periods, for example the Romans and the Anglo Saxons. When they compare they look at how much change there has been or how much things have stayed the same.</p>	<p><b>Similarities &amp; differences</b></p> <p>Historians often consider similarities and differences when studying the past. This might be similarities between time periods OR could be similarities within one time period, for example was the impact of the Roman invasion the same for all Britons.</p>
<p><b>Significance</b></p> <p>Some people or events in the past are significant. On a basic level this means they are important. But it is more complex than this. Significance changes over time. What we consider significant now might not have been in the past, for example a statue of Mary Seacole was only raised recently. She is now seen as significant but in the past was not. Historians consider why.</p>	<p><b>Cause &amp; consequence</b></p> <p>Historians analyse why events in the past happened. They look at their causes. Sometimes this analysis just looks at short term causes. Sometimes it can be over a longer period of time. They might try to categorise or theme the causes. Similarly they do the same looking at the consequences of events in the past.</p>
<p><b>Evidence</b></p> <p>When historians make a claim or argument about the past they look at evidence. Evidence or sources are from the time that is being studied. They could be artefacts or written documents or oral testimonies. They might consider what one piece of evidence can tell us or they might try to think about what a collection of evidence tells us.</p>	<p><b>Interpretation</b></p> <p>Interpretations are arguments or opinions or views about the past written or produced after the time. This might be a history book, a film or a painting or a historical event. The important thing is they are produced long after the event. When we analyse an interpretation we think about what evidence supports it, what challenges it and what might have influenced the author to present the past in the way they did.</p>

**Word Aware vocabulary planning (STAR):** see *Word Aware book/resources on G Drive for further support*

1. **Select** the relevant words for each topic (remember which category you put them in will vary depending on the needs of your class. You should adjust accordingly year on year)
2. Select and highlight in yellow the goldilocks words that you will explicitly teach – one for each history lesson
3. Plan your input using the word aware teaching guidance
4. **Teach** using the word wizard (5 mins max). **Activate** the word during the lesson
5. **Review** the words frequently in your timetabled review sessions

<p><b>Anchor words</b></p> 	<p><b>Goldilocks words</b></p> <p>Not too easy and not too hard, but just right</p> 	<p><b>Step on words</b></p> 
<p>Children have a thorough understanding of these words. Everyday spoken and written language for a child of this age. Used at home and in daily interactions. Children may have become familiar with this vocabulary through prior teaching.</p>	<p><b>Really useful words</b> Likely to be encountered again in reading or oral language. Average adult has a <b>good</b> level of knowledge of the word. Words that are very topic-specific but are core to the topic. Age 7+: Desirable for children to use in their writing.</p>	<p>Less likely to be encountered again in reading or oral language. Average adult does <b>not have much</b> knowledge of the word. Words that are particularly topic-specific and are not core to the topic. Age 7+: Not a word that children usually need to use in their own writing.</p>