St. Andrew's
Church of England Primary School
ENRICHING LIVES

History
Curriculum Journey

1. What is History?

At St. Andrew's, we believe that History helps our children to understand the complexity of people's lives, the process of change, the diversity of societies and their own identity, during the challenges of their time.

2. Through the eyes of our children, SUBJECT is important because:

'It helps us to understand Britain's past and the history of the wider world, as well as develop our understanding of key events in history.'

3. Curriculum Intent

At St. Andrew's Church of England Primary School, we aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should encourage pupils to ask questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

4. Implementation

The teaching and implementation of the History curriculum at St. Andrew's C.E. Primary School is based on the Early Learning Goals and National Curriculum and supported by expectations from Chris Quigley Milestones, ensuring a well-structured approach.

Our pupils should be able to organise their knowledge, skills and understanding around the following key concepts:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

These key concepts underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

Our History curriculum is taught over three terms each year and the curriculum is designed to develop knowledge and skills that are progressive and builds upon prior knowledge. We aim to ensure that, when appropriate, history is integrated into other areas of the curriculum through cross curricular work.

5. Impact

Assessment of children's learning in History is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children. At the end of each unit, each teacher completes unit evaluations, assessing attainment against the Chris Quigley Essentials milestones to make informed judgements about the depth of their learning and the progress children have made over time.

6. Programmes of Study

6.1 Programmes of Study - Primary

EYFS	KS1	KS2
Nursery: Begin to make sense of their own life-story and family's history. **Reception:** Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	• 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	• Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Ideas, political power, industry and empire: Britain, 1745-1901 • Challenges for Britain, Europe and the wider world 1901 to the present day • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • An aspect of their local history • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history

6.2 Programmes of Study - Next Steps

KS3
• The development of Church, state and society in Medieval Britain 1066-1509 • The development of Church, state and society in Britain 1509-1745 • Ideas, political power, industry and empire: Britain, 1745-1901 • Challenges for Britain, Europe and the wider world 1901 to the present day • A local history study • The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 • At least one study of a significant society or issue in world history and its interconnections with other world developments

7. Progression

- through each strand

7.1 Progression in EYFS

	Development Matters & ELG
Nursery	**Nursery:** • Communication & Language: • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat? • Literacy • Engage in extended conversations about stories, learning new vocabulary • Understanding the World: • Begin to make sense of their own life-story and family's history
Reception	**Reception:** • Communication & Language: • Learn new vocabulary • Use new vocabulary in different contexts. • Describe events in some detail • Engage in non-fiction books. • Understanding the World: • Talk about members of their immediate family and community. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past **ELG** • Listening, attention and understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Speaking • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Literacy • Comprehension • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Understanding of the World • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

7.2 Progression in KS1 & KS2 – Investigate and interpret the past.

KS1	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.
LKS2	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.
UKS2	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.

7.3 Progression in KS1 & KS2 – Build an overview of world history.

Y1/2	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.
Y3/4	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Y5/6	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from ancient until modern day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

7.4 Progression in KS1 & KS2 – Understand chronology.

Y1/2	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.
Y3/4	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.
Y5/6	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.

7.5 Progression in KS1 & KS2 – Communicate historically.

Y1/2	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Y3/4	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Y5/6	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

8. Implementation

8.1. Implementation through Themes

At St. Andrew's, we are dedicated to the teaching and delivery of a high-quality History curriculum through well-planned and resourced units of work, projects and experiences. We have determined that History will taught in bespoke units across the school year. During History units, when appropriate, our children draw upon subject knowledge and skills within Art and Design, Design and Technology, Religious Education, Maths and Science.

8.2 Nursery & EYFS Themes

Geographical elements may be woven across the academic year in EYFS. The following themes are of particular note;

Nursery children will focus on:

- **Nursery Cycle A**
  - Ourselves
  - All About Me!
  - Christmas
  - Lunar New Year
  - Once Upon a Time
  - Easter
  - Occupations
  - At the Seaside/Beach
- **Nursery Cycle B**
  - My Family and Me
  - Houses and Homes
  - Castles
  - Christmas
  - Lunar New Year
  - Easter
  - Travel and Transport
  - Pirates

Reception children will continue this learning with:

- **Reception Cycle A**
  - Autumn
  - Festivals (inc. Harvest)
  - Once Upon a Time
  - Space
  - Easter
- **Reception Cycle B**
  - All About Me
  - Harvest
  - Dinosaurs
  - Christmas
  - Growing
  - Easter

8.3. KS1 – Summary of Coverage

Cycle A– T1	**Changes within Living Memory:** Entertainment **National Curriculum** Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Cycle A– T2	**Significant historical events: -** Gunpowder Plot **National Curriculum** Pupils should be taught about: • events beyond living memory that are significant nationally or globally
Cycle A – T5	**Significant historical events, people and places in their own locality: -** Aeroplanes – linked to RAF in the area. **National Curriculum** Pupils should be taught about: • significant historical events, people and places in their own locality
Cycle B – T1	**Changes in living memory: -**Homes **National Curriculum** Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Cycle B – T4	**Life of a significant person –** Elizabeth I **National Curriculum** Pupils should be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements.
Cycle B – T5	**Significant event – international scale –** Global Warming **National Curriculum** Pupils should be taught about: • events beyond living memory that are significant nationally or globally
Cycle C – T1	**Changes within Living Memory:** Holidays **National Curriculum** Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Cycle C – T2	**Significant historical events:** The Coronation of Elizabeth II **National Curriculum** Pupils should be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements.
Cycle C – T5	**Significant historical events, people and places in their own Locality: -** Sir Isaac Newton. **National Curriculum** Pupils should be taught about: • significant historical events, people and places in their own locality

Cycle D – T1	**Changes in living memory –** Toys **National Curriculum** Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Cycle D – T2	**Significant event – international scale –** Remembrance **National Curriculum** Pupils should be taught about: • events beyond living memory that are significant nationally or globally
Cycle D – T4	**Life of a significant person –** Queen Victoria **National Curriculum** Pupils should be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements

8.4. Lower KS2 Summary of Coverage

Cycle A – T1	**Changes in Britain from the Stone Age to the Iron Age:** Stone Age * *What is Prehistory?* * *Late neolithic hunter/gatherers* * *Stone Age Life – Skara Brae* ○ *Religion* ○ *Building* ○ *Technology* * *Bronze Age Life* ○ *Building* ○ *Religion* ○ *Technology* * *Iron Age Life* ○ *Building* ○ *Religion* ○ *Technology* **National Curriculum:** *Pupils should be taught about:* • changes in Britain from the Stone Age to the Iron Age • Bronze Age religion, technology and travel, farming for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture
Cycle A – T3	**Anglo-Saxons and Scots** * *Who were the Anglo Saxons,* * *Picts and Scots?* * *Anglo-Saxon life* * *Anglo-Saxon religion* **National Curriculum:** *Pupils should be taught about:* • Britain's settlement by Anglo-Saxons and Scots • Late Neolithic hunter-gatherers and early farmers • Anglo-Saxon village life • Anglo-Saxon culture
Cycle A – T5	**British history that extends pupils' chronological knowledge beyond 1066:** Railways and the growth of coastal resorts * *Life before the railways* * *Steam power* * *Birth of the railways* * *Height of the railways* **National Curriculum:** *Pupils should be taught about:* • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a significant turning point in British history, for example, the first railways
Cycle B– T1	**Non-European study –** Early Islamic civilisation * **Where in the world?** * **Trade**

	* **Religion** * **Achievements** **National Curriculum** Pupils should be taught about: • 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
Cycle B-T3	**Anglo Saxon & Vikings** * ***Before the Vikings*** * ***Where were the Vikings from?*** * ***Viking raids*** * ***Viking life*** * ***Viking Gods*** **National Curriculum:** Pupils should be taught about: • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Cycle B – T5	**British history that extends pupils' chronological knowledge beyond 1066:** How has the Role of Monarchy Changed? * **Henry VIII to Elizabeth I** * **Charles I/Civil War, Charles II** **National Curriculum:** Pupils should be taught about: • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Cycle C – T1	**Non-European study –** The Mayans * **Where did the Mayans live?** * **Exploring Mayan artefacts** * **Mayan City States** * **Mayan daily life** * **End of Mayan civilisation** **National Curriculum** • 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.
Cycle C – T3	**The Roman Empire** * **Roman invaders** * **The Roman army** * **Hadrian's Wall** * **Celtic life** * **Boudica** * **Boudica's revolt** **National Curriculum:** The Roman Empire and its impact on Britain This could include: • 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, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Cycle C– T5	**Local History:** Woodhall and the RAF * **How did WW2 start** * **The Blitz** * **Air raids** * **Evacuation** * **Battle of Britain** **National Curriculum:** Pupils should be taught about: • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Cycle D – T1	**Earliest Civilisations: -** Summary of Early Civilisations ***Overview*** ***Writing systems*** ***Trade*** ***Maths and Numbers*** ***Technology and inventions*** ***Building and structures***

	National Curriculum *Pupils should be taught about:* • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Cycle D – T2	**Ancient Greece** ***Geography of Greece*** ***Population and culture of Greece today*** ***Daily life in Ancient Greece*** ***Aesops Fables*** *** Ancient Greek Olympics*** **National Curriculum** *Pupils should be taught about:* Ancient Greece – a study of Greek life and achievements and their influence on the western world
Cycle D – T5	**British history that extends pupils' chronological knowledge beyond 1066:** How did leisure and entertainment change in the 20th century? **National Curriculum:** Pupils should be taught about: ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Cycle A

Changes in Britain from the Stone Age to Iron Age

- earliest period of British history.

Anglo-Saxons and Scots

- Follows on from Iron age (AD43 – Romans – Anglo Saxons)

Railways

- Movement from river transport to rail.

Cycle B

Non-European Study – Early Islamic Society

- Progression away from the UK.
- Overlaps chronologically with Anglo-Saxons.

Anglo-Saxons and Vikings

- Progression from previous year's work.
- Encourages contrast with modern farming and settlement
- Forms background to changes in monarchy unit.

How has the role of the monarchy changed?

- Follows on from Anglo and Vikings (establishment of monarchy to abolition)

Cycle C

Non-European study – The Mayans

- Contemporary with Anglo-Saxons (previous year) and Romans (this year).
- Earliest chronologically this year.

The Roman Empire

- Contemporary with Anglo-Saxons (previous year) and The Mayans (this year).
- Comes next chronologically (Ancient Maya started earlier)
- **WW2 is covered in English at this time. Could this be changed?**

Local history – Woodhall and WW2

- Modern history unit – completes chronological journey.
- **The Romans is covered in English at this time. Could this be changed?**.

Cycle D

Early civilisations – Shang

- Earliest chronologically this year.

How did the leisure and entertainment industry change in the 20th century?

- Follows on from looking at changes in the built environment and the changing function of the CBD.

Ancient Greece

- Link with English topic.

8.5. Upper KS2 Summary of Coverage

Cycle A – T1	**Changes in Britain from the Stone Age to the Iron Age:** Bronze Age * ***What is pre-history?*** * ***Late neolithic hunter/gatherers*** * ***Bronze Age*** ○ ***Religion*** ○ ***Technology and Travel*** ○ ***Farming*** ○ ***Art*** * ***Archaeology – Stone Henge*** * **Iron Age** ○ **Tribal Kingdoms** ○ **Farming** ○ **Art and Culture** **National Curriculum:** *Pupils should be taught about:* • changes in Britain from the Stone Age to the Iron Age • Bronze Age religion, technology and travel, farming for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture
Cycle A – T3	**Anglo-Saxons and Scots:** * ****Beowulf*** * ****Scots*** * ****Sutton Hoo leading into investigation*** * ****Viking Raids*** **National Curriculum:** *Pupils should be taught about:* • Britain's settlement by Anglo-Saxons and Scots: • Viking raids and invasion • Scots invasions from Ireland to North Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms
Cycle A – T5	**British history that extends pupils' chronological knowledge beyond 1066: -** Railways growth of coastal resorts. **National Curriculum:** *Pupils should be taught about:* • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a significant turning point in British history, for example, the first railways
Cycle B – T1	**Non-European Study –** Benin * **Where was it?** * **Artefacts vs oral histories** * **Obas** * **Everyday life** * **Trade** * **Golden age**

	* **Decline and destruction** **National Curriculum:** *Pupils should be taught about:* • 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.
Cycle B-T3	**Anglo Saxon & Vikings** * **The Danelaw** * **Alfred the Great** * **Crime and punishment** * **Becoming unified** * **Edward the confessor** * **1066** **National Curriculum:** *Pupils should be taught about:* • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Cycle B – T5	**British history that extends pupils' chronological knowledge beyond 1066:** How has the Role of Monarchy Changed? * **Alfred to Æthelstan and England** * **Richard, John and the Magna Carta** **National Curriculum:** *Pupils should be taught about***:** • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Cycle C – T1	**Non-European Study –** The Mayans * **Meeting the Mayans** * **Religion, rituals, beliefs** * **Numbers and number system** * **Looking at the evidence** * **Mayan writing** * **Mayan Food** **National Curriculum** *Pupils should be taught about:* 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.
Cycle C – T3	**The Roman Empire** * ***Roman crime and punishment*** * ***Roman slaves*** * ***Gladiators*** * ***Roman Gods*** * ***What the Roman's did for us*** **National Curriculum** *Pupils should be taught about:* The Roman Empire and its impact on Britain This could include: * 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, Boudica * 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Cycle C – T5	**Local History:** Woodhall and the RAF * **Timeline of the RAF** * **Mapping Operation Chastise** * **Trip to The Petwood/BBMF/Metheringham** * **D-Day** * **Arnhem** **National Curriculum** *Pupils should be taught about:* a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Cycle D – T1	**Earliest Civilisations: -** Shang Dynasty ***Where and when*** ***Shang Dynasty Kings*** ***The tomb of Fu Hao***

	Daily Life ***Oracle Bones*** ***End of the Shang Dynasty*** **National Curriculum** *Pupils should be taught about:* The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
Cycle D – T3	**Ancient Greece** **** Timeline*** ***Democracy*** ***Athens and Sparta*** ***Greek Gods and Goddesses*** ***Scholars and philosophers*** **** Influence today*** **National Curriculum** *Pupils should be taught about:* Ancient Greece – a study of Greek life and achievements and their influence on the western world Link = understanding the world
Cycle D – T4	**British history that extends pupils' chronological knowledge beyond 1066:** Changing role of women in the 20th Century

Cycle A

Changes in Britain from the Stone Age to Iron Age

- Start at earliest period of British history.

Anglo-Saxons and Scots

- Follows on from Iron age (AD43 – Romans – Anglo Saxons)
- Direct link to work in English.

Growth of coastal resorts

- Appropriate time of year for Skegness fieldtrip.
- Direct link to work in English.

Cycle B

Non-European Study – Benin

- Progression away from the UK.
- Overlaps chronologically with Anglo-Saxons and Scots studied in previous year.

Anglo-Saxons and Vikings

- Progression from previous year's work.
- Forms background to the Changes in the monarchy topic.

How has the role of the monarchy changed?

- Follows on from Anglo and Vikings (establishment of monarchy)

Cycle C

Non-European study – The Mayans

- Contemporary with Anglo-Saxons (previous year) and Romans (this year).
- Earliest chronologically this year.

The Roman Empire

- Contemporary with Anglo-Saxons (previous year) and The Mayans (this year).
- Comes next chronologically (Ancient Maya started earlier)

Local history – Woodhall and WW2

- Modern history unit – completes chronological journey.

Cycle D

Early civilisations – Shang

- Earliest chronologically this year.

Changing role of women in the 20th Century

- Provides modern history topic.

Ancient Greece

- Follows on chronologically from Shang dynasty.

9. Links to Key Objectives

	KS1 Objective Coverage Summary	Cycle A			Cycle B		
		1	2	3	1	2	3
Investigate and Interpret the Past	• Observe or handle evidence to ask questions and find answers to questions about the past.	x		x	X		
	• Ask questions such as: What was it like for people? What happened? How long ago?	x			x		
	• Use artefacts, pictures, stories, online sources and databases to find out about the past.	x				x	x
	• Identify some of the different ways the past has been represented.		x	x		x	
Build an overview of World history	• Describe historical events.		x	x			x
	• Describe significant people from the past.		x			x	
	• Recognise that there are reasons why people in the past acted as they did.		x		x		x
Understand Chronology	• Place events and artefacts in order on a time line		x			x	x
	• Label time lines with words or phrases such as: past, present, older and newer.	x		x	x		
	• Recount changes that have occurred in their own lives.	x			x		x
	• Use dates where appropriate.		x			x	
Communicate historically.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	x		x	x		x
	• Show an understanding of the concept of nation and a nation's history.			x		x	
	• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.		x	x		x	

	KS1 Objective Coverage Summary	Cycle C			Cycle D		
		1	2	3	1	2	3
Investigate and Interpret the Past	• Observe or handle evidence to ask questions and find answers to questions about the past.	x		x	x		
	• Ask questions such as: What was it like for people? What happened? How long ago?	x				x	
	• Use artefacts, pictures, stories, online sources and databases to find out about the past.		x	x	x		x
	• Identify some of the different ways the past has been represented.	x		x		x	
Build an overview of World history	• Describe historical events.		x			x	x
	• Describe significant people from the past.			x			x
	• Recognise that there are reasons why people in the past acted as they did.	x			x	x	
Understand Chronology	• Place events and artefacts in order on a time line		x				x
	• Label time lines with words or phrases such as: past, present, older and newer.	x			x		
	• Recount changes that have occurred in their own lives.		x		x		
	• Use dates where appropriate.		x	x		x	
Communicate historically.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	x		x	x	x	x
	• Show an understanding of the concept of nation and a nation's history.		x			x	
	• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.		x				x

	Unit of Work	KS1 A
Unit 1	**Changes within Living Memory:** Entertainment	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 A
Unit 2	**Significant historical events: -** Gunpowder Plot	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 A
Unit 3	**Changes in living memory: -**Homes	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 B
Unit 1	**Changes in living memory: -**Homes	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 B
Unit 2	**Life of a significant person –** Elizabeth I	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 B
Unit 3	**Significant event – international scale –** Global Warming	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 C
Unit 1	**Changes within Living Memory:** Holidays	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 C
Unit 2	**Significant historical events:** The Coronation of Elizabeth II	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 C
Unit 3	Significant historical events, people and places in their own Locality: - Sir Isaac Newton.	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 D
Unit 1	**Changes in living memory –** Toys	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 D
Unit 2	**Significant event – international scale –** Remembrance	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	Unit of Work	KS1 D
Unit 3	**Life of a significant person –** Queen Victoria	**Investigate and Interpret the Past** • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. **Build an overview of World history** • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. **Understand Chronology** • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. **Communicate historically.** • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

	LKS2 Objective Coverage Summary	Cycle A			Cycle B		
		1	2	3	1	2	3
Investigate and Interpret the Past	• Use evidence to ask questions and find answers to questions about the past.		X		X	X	X
	• Suggest suitable sources of evidence for historical enquiries.	X	X			X	
	• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	X		X	X	X	X
	• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	X			X		
	• Suggest causes and consequences of some of the main events and changes in history.		X	X		X	X
Build an overview of World history	• Describe changes that have happened in the locality of the school throughout history.			X			
	• Give a broad overview of life in Britain from ancient until Tudors and Stuarts	X	X			X	X
	• Compare some of the times studied with those of other areas of interest around the world.				X		
	• Describe the social, ethnic, cultural or religious diversity of past society.		X		X	X	X
	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	X	X	X	X	X	X
Understand Chronology	• Place events, artefacts and historical figures on a time line using dates.	X					X
	• Understand the concept of change over time, representing this, along with evidence, on a time line.			X		X	
	• Use dates and terms to describe events.		X	X	X	X	X
Communicate historically.	• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.	X	X	X	X	X	X
	• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.			X	X	X	X

	LKS2 Objective Coverage Summary	Cycle C			Cycle D		
		1	2	3	1	2	3
Investigate and Interpret the Past	• Use evidence to ask questions and find answers to questions about the past.	X	X	X	X	X	X
	• Suggest suitable sources of evidence for historical enquiries.	X	X	X		X	X
	• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	X	X	X	X	X	X
	• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.		X	X	X		
	• Suggest causes and consequences of some of the main events and changes in history.	X	X	X		X	
Build an overview of World history	• Describe changes that have happened in the locality of the school throughout history.			X		X	
	• Give a broad overview of life in Britain from ancient until Tudors and Stuarts		X				
	• Compare some of the times studied with those of other areas of interest around the world.	X			X		
	• Describe the social, ethnic, cultural or religious diversity of past society.	X	X		X		
	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	X	X	X	X	X	X
Understand Chronology	• Place events, artefacts and historical figures on a time line using dates.			X		X	
	• Understand the concept of change over time, representing this, along with evidence, on a time line.			X		X	
	• Use dates and terms to describe events.	X	X	X	X	X	X
Communicate historically.	• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.	X	X	X	X	X	X
	• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	X	X	X	X	X	X

	Unit of Work	LKS2 A
Unit 1	**Changes in Britain from the Stone Age to the Iron Age:** Stone Age * **What is Prehistory?** * **Stone Age people** * **Stone Age life (including hunting/gathering** * **Stonehenge**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 A
Unit 2	**Anglo-Saxons and Scots** * **Who were the Anglo Saxons,** * **Picts and Scots?** * **Anglo-Saxon life** * **Anglo-Saxon religion**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 A
Unit 3	**British history that extends pupils' chronological knowledge beyond 1066:** Railways and the growth of coastal resorts * **Life before the railways** * **Steam power** * **Birth of the railways** * **Height of the railways**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 B
Unit 1	**Non-European study –** Early Islamic civilisation * **Where in the world?** * **Trade** * **Religion** * **Achievements**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 B
Unit 2	**Anglo Saxon & Vikings** * **Before the Vikings** * **Where were the Vikings from?** * **Viking raids** * **Viking life** * **Viking Gods**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Unit3	**How has the role of monarchy changed?** *** Henry VIII to Elizabeth I** *** Charles I/Civil War, Charles II**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 C
Unit 1	**Non-European Study – The Mayans** * **Where did the Mayans live?** * **Exploring Mayan artefacts** * **Mayan City States** * **Mayan daily life** * **End of Mayan civilisation**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 C
Unit 2	**The Roman Empire** * **Roman invaders** * **The Roman army** * **Hadrian's Wall** * **Celtic life** * **Boudica** * **Boudica's revolt**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 C
Unit 3	**Local History: Woodhall and the RAF** * **How did WW2 start** * **The Blitz** * **Air raids** * **Evacuation** * **Battle of Britain**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 D
Unit 1	**Earliest Civilisations** **Shang Dynasty** ***Overview** ***Writing systems** ***Trade** ***Maths and Numbers** ***Technology and inventions** ***Building and structures**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 D
Unit 2	**How did leisure and entertainment change in the 20th century?**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	Unit of Work	LKS2 D
Unit 2	**Ancient Greece** ***Geography of Greece** ***Population and culture of Greece today** ***Daily life in Anc Greece** ***Aesops Fables** *** Ancient Greek** ***Olympics**	**Investigate and Interpret the Past** • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. **Build an overview of World history** • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until Tudors and Stuarts. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	UKS2 Objective Coverage Summary	Cycle A			Cycle B		
		1	2	3	1	2	3
Investigate and Interpret the Past	• Use sources of evidence to deduce information about the past.	X	X		X		X
	• Select suitable sources of evidence, giving reasons for choices.	X	X			X	X
	• Use sources of information to form testable hypotheses about the past.		X			X	
	• Seek out and analyse a wide range of evidence in order to justify claims about the past.	X				X	
	• Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied.			X			X
	• Understand that no single source of evidence gives the full answer to questions about the past.	X	X			X	X
	• Refine lines of enquiry as appropriate.			X			X
Build an overview of World history	• Identify continuity and change in the history of the locality of the school.			X			
	• Give a broad overview of life in Britain from Ancient until present day	X	X	X		X	X
	• Compare some of the times studied with those of the other areas of interest around the world.			X	X		X
	• Describe the social, ethnic, cultural or religious diversity of past society.		X		X		
	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		X	X	X		
Understand Chronology	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural).			X	X	X	
	• Identify periods of rapid change in history and contrast them with times of relatively little change.	X		X		X	X
	• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	X	X	X	X	X	X
	• Use dates and terms accurately in describing events.	X	X	X	X	X	X

Understand Chronology	• Use appropriate historical vocabulary to communicate, including:	X	X	X	X	X	X
	• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.	X	X	X	X	X	X
	• Use original ways to present information and ideas.	X	X	X	X	X	X

	UKS2 Objective Coverage Summary	Cycle C			Cycle D		
		1	2	3	1	2	3
Investigate and Interpret the Past	• Use sources of evidence to deduce information about the past.		X				X
	• Select suitable sources of evidence, giving reasons for choices.	X					X
	• Use sources of information to form testable hypotheses about the past.	X	X		X		X
	• Seek out and analyse a wide range of evidence in order to justify claims about the past.	X	X		X		
	• Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied.			X		X	
	• Understand that no single source of evidence gives the full answer to questions about the past.	X	X		X		X
	• Refine lines of enquiry as appropriate.			X	X		
Build an overview of World history	• Identify continuity and change in the history of the locality of the school.			X		X	
	• Give a broad overview of life in Britain from medieval until present day		X	X	X	X	
	• Compare some of the times studied with those of the other areas of interest around the world.			X		X	X
	• Describe the social, ethnic, cultural or religious diversity of past society.	X	X			X	X
	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		X		X		X
Understand Chronology	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural).	X		X		X	X
	• Identify periods of rapid change in history and contrast them with times of relatively little change.	X				X	
	• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	X	X	X	X	X	X
	• Use dates and terms accurately in describing events.	X	X	X	X	X	X

Understand Chronology	• Use appropriate historical vocabulary to communicate, including:	X	X	X	X	X	X
	• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	X	X	X	X	X	X
	• Use original ways to present information and ideas.	X	X	x	X	x	X

	Unit of Work	**UKS2 A**
Unit 1	**Changes in Britain from the Stone Age to the Iron Age:** * **Bronze Age - Bronze making process** * **Bronze Age - Tools, weapons and materials** * **Bronze Age - Farming** * **Iron Age - Farming** **Iron Age – Celtic and Roman inf.**	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 A
Unit 2	**Anglo-Saxons and Scots:** * ***Beowulf*** * ***Scots*** * ***Sutton Hoo leading into investigation*** * ***Viking Raids***	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 A
Unit 3	**Growth of coastal resorts:** * *Victorian railways* * *Woodhall Spa* * *Decline of the railways (Dr Beeching)* * *The Tube* * *The future*	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 B
Unit 1	**Non-European Study – Benin** * **Where was it?** * **Artefacts vs oral histories** * **Obas** * **Everyday life** * **Trade** * **Golden age** **Decline and destruction**	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 B
Unit 2	**Anglo Saxon & Vikings** * **The Danelaw** * **Alfred the Great** * **Crime and punishment** * **Becoming unified** * **Edward the confessor** * **1066**	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 B
Unit 3	**how has the role of monarchy changed?** ***Alfred to Æthelstan and England** ***Richard, John and the Magna Carta**	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 C
Unit 1	**Non-European Study – The Mayans** * **Meeting the Mayans** * **Religion, rituals, beliefs** * **Numbers and number system** * **Looking at the evidence** * **Mayan writing** **Mayan Food**	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 C
Unit 2	**The Roman Empire** * ***Roman crime and punishment*** * ***Roman slaves*** * ***Gladiators*** * ***Roman Gods*** * ***What the Roman's did for us***	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 C
Unit 3	**Local History: Woodhall and the RAF** * **Timeline of the RAF** * **Mapping Operation Chastise** * **Trip to The Petwood/ BBMF/Metheringham** **D-Day Arnhem**	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 D
Unit 1	**Earliest Civilisations** **Shang Dynasty** ***Where and when*** ***Shang Dynasty Kings*** ***The tomb of Fu Hao*** ***Daily Life*** ***Oracle Bones*** ***End of the Shang Dynasty***	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 D
Unit 2	**Changing role of women in the 20th Century**	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

	Unit of Work	UKS2 D
Unit 3	**Ancient Greece** **** Timeline*** ****Democracy*** ****Athens and Sparta*** ****Greek Gods and Goddesses*** ****Scholars and philosophers*** **** Influence today***	**Investigate and Interpret the Past** • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. **Build an overview of World history** • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from Ancient until present day • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Understand Chronology** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. **Communicate historically.** • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas

10. Medium Term Plans

9.1. Progression across Cycle A

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	**Communication & Language:** Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat? **Literacy** Engage in extended conversations about stories, learning new vocabulary **Understanding the World:** Begin to make sense of their own life-story and family's history	**Communication & Language:** Learn new vocabulary Use new vocabulary in different contexts. Describe events in some detail Engage in non-fiction books. **Understanding the World:** Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past **ELG** **Listening, attention and understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. **Speaking** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **Literacy** Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Understanding of the World** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	**Changes within living memory:** Entertainment	**Changes in Britain from the Stone Age to the Iron Age:** Stone Age	**Changes in Britain from the Stone Age to the Iron Age:** Bronze Age
Term 2			**Significant historical events: -** Gunpowder Plot		
Term 3				**Anglo-Saxons and Scots**	**Anglo-Saxons and Scots**
Term 4					
Term 5			**Significant historical events, people and places in their own locality:** Aeroplanes – linked to RAF in the area.	**British history that extends pupils' chronological knowledge beyond 1066:** Railways and the growth of coastal resorts	**British history that extends pupils' chronological knowledge beyond 1066:** Railways growth of coastal resorts.

Term 6					

9.2 Progression across Cycle B

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	**Communication & Language:** Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat? Literacy Engage in extended conversations about stories, learning new vocabulary Understanding the World: Begin to make sense of their own life-story and family's history	**Communication & Language:** Learn new vocabulary Use new vocabulary in different contexts. Describe events in some detail Engage in non-fiction books. **Understanding the World:** Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past **ELG** **Listening, attention and understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. **Speaking** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **Literacy** Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Understanding of the World** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	**Changes in living memory:** Homes	**Non-European study:** Early Islamic civilisation	**Non-European Study:** Benin
Term 2					
Term 3				**Anglo Saxon & Vikings**	**Anglo Saxon & Vikings**
Term 4			**Life of a significant person:** Elizabeth I		
Term 5			**Significant event – international scale:** Global Warming	**British history that extends pupils' chronological knowledge beyond 1066:** How has the Role of Monarchy Changed?	**British history that extends pupils' chronological knowledge beyond 1066:** How has the Role of Monarchy Changed?

Term 6		Understand the past through settings, characters and events encountered in books read in class and storytelling.			

9.3. Progression across Cycle C

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	**Communication & Language:** Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat? Literacy Engage in extended conversations about stories, learning new vocabulary Understanding the World: Begin to make sense of their own life-story and family's history	**Communication & Language:** Learn new vocabulary Use new vocabulary in different contexts. Describe events in some detail Engage in non-fiction books. **Understanding the World:** Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past **ELG** **Listening, attention and understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. **Speaking** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **Literacy** Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Understanding of the World** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	**Changes within Living Memory:** Holidays	**Non-European study:** The Mayans	**Non-European Study:** The Mayans
Term 2			**Significant historical events:** The Coronation of Elizabeth II		
Term 3				**The Roman Empire**	**The Roman Empire**
Term 4					
Term 5			**Significant historical events, people and places in their own Locality:** Sir Isaac Newton.	**Local History:** Woodhall and the RAF	**Local History:** Woodhall and the RAF
Term 6					

9.4. Progression across Cycle D

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	**Communication & Language:** Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat? **Literacy** Engage in extended conversations about stories, learning new vocabulary **Understanding the World:** Begin to make sense of their own life-story and family's history	**Communication & Language:** Learn new vocabulary Use new vocabulary in different contexts. Describe events in some detail Engage in non-fiction books. **Understanding the World:** Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past **ELG** **Listening, attention and understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. **Speaking** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **Literacy** Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Understanding of the World** Talk about the lives of the people around them and their roles in society.	**Changes in living memory:** Toys	**Earliest Civilisations:** Summary of Early Civilisations	**Earliest Civilisations:** Shang Dynasty
Term 2			**Significant event – international scale:** Remembrance		
Term 3				**British history that extends pupils' chronological knowledge beyond 1066:** How has leisure and entertainment changed in the 20th century?	**British history that extends pupils' chronological knowledge beyond 1066:** Changing role of women in the 20th Century
Term 4			**Life of a significant person:** Queen Victoria		
Term 5				**Ancient Greece**	**Ancient Greece**

Term 6		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.			

10. Vocabulary

10.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using. In addition, specific key words (must words) will be selected from these lists for each unit of work for inclusion in the knowledge organisers.

10.2

EYFS Nursery	Vocabulary	Definition
	now	at this time
	old	not new, born or made a long time ago
	new	just made, bought or received
	today	this day

10.3

EYFS Reception	Vocabulary	Definition
	yesterday	the day before today
	tomorrow	the day after today
	day	a measure of time, 24 hours from midnight to midnight
	week	7 days
	long ago	of the distant past
	parent	a person that brings up and cares for a child
	grandparent	a parent of a mother or father
	old	not new, born or made a long time ago
	the past	all time before the moment of speaking or writing
	the present	things that exist or are happening now
	the future	what is going to happen
	memory	to remember something that has happened in the past
	lifetime	the time that something is alive

10.4

Key Stage 1	Vocabulary	Definition
	history	a record of past events
	timeline	a table listing important events in order of when they happened
	chronological order	to put events in the order that they happened
	month	a measure of time of about 30 days
	year	12 months
	decade	a period of 10 years
	century	a period of 100 years
	modern	something from the present or recent past
	event	something of importance that happens
	significant	something that is important and has meaning
	era	a long period of history
	earlier	near the beginning of a period of time
	later	near the end of a period of time
	artefact	an object from an earlier period of time
	evidence	facts or information that give people reason to believe in something
	compare	something of importance that happens

10.5

Key Stage 1 - Topic Specific

Vocabulary	Definition
monarch	The King or Queen of a country.
reign	The period of time a King or Queen rules.
coronation	The crowning of a King or Queen
sovereign	A supreme ruler
predecessor	The person who held that position before.
successor	The person who holds that position after.
British Empire	All the places around the world once ruled by Britain.
Industrial Revolution	How industry changed and grew within Britain
industry	Factories making goods.
Remembrance Day	a Memorial Day, held on the 11th November each year, observed in Commonwealth member states since the end of WW1
armistice	an agreement made by opposing sides in a war to stop fighting
parade	a public procession, especially one celebrating a special day or event
memorial	a monument commemorating those killed in a war
veteran	an ex-member of the armed forces
nation	a country or countries that are controlled by a single government
discovery	to find something
scientist	someone who observes, thinks and discovers how things work.
experiences	doing, seeing, or feeling things, or something that happens which has an effect on you
anniversary	The date celebrated because a special event happened on that day in a previous year.
hopscotch	a children's game in which a player tosses an object (such as a stone) into a short course made of squares marked on the ground and hops in the squares to collect the object.
marbles	a children's game played with small glass balls.
skittles	a game in which a wooden ball is rolled to knock down 9 pins.
whip and top	a spinning top that is set going by striking it with a toy whip.

Gun Powder Plot	the name given to the plan to blow up the Houses of Parliament on 5 November 1605
London	Capital city of England
Guy Fawkes	a member of the group who plotted to blow up the Houses of Parliament in 1605
Houses of Parliament	the place where decisions are made and laws passed about the United Kingdom
Traitor	someone who betrays their country or friends
Treason	betraying your country
Roman Catholic	a member of the Roman Catholic Church
Protestant	a member of a Western Christian Church other than a Roman Catholic Church
holiday	a day or time when you don't go to work or school
seaside	a place by the sea where people go on holiday
puppet	a kind of doll that can be made to move by fitting it over your fingers or hand or by moving stings or wires attached to it
Punch and Judy	a puppet show for children, often performed at the seaside. Punch and Judy, the two main characters, are always fighting
postcard	a card that you can write a message on and post without an envelope
promenade	a place suitable for walking, especially by the seaside
Global Warming	the gradual increase in the average temperature of the earth's climate
temperature	how hot or cold something is
consequence	something that happens because of an event or action
greenhouse gas	gases such as methane and carbon dioxide that trap heat in the earth's atmosphere
international	something involving more than one country
agreement	an arrangement that people have agreed on
Tudor	the royal family that ruled England and Wales from 1485 to 1603
heir	someone who inherits money or a title
peasant	a person who belongs to a farming community, especially in a poor area
banquet	a large formal dinner, often with speeches
religion	What people believe about a God or gods and how they worship

	execution	to put someone to death as a punishment
	armada	a fleet of warships
	victory	winning a battle, contest or game
	defeat	losing a game or battle
	aviation	flying in aircraft
	aeroplane	a flying vehicle with fixed wings and an engine
	pilot	someone who flies an aircraft
	Wright Brothers	it was two brothers called Orville and Wilbur Wright invented the aeroplane
	biplane	an aircraft with two pairs of wings, one above the other
	jet engine	an engine that produces movement by discharging a jet of fluid
	circus	entertainment with clowns, acrobats and animals performed in a large tent
	technology	the skills, methods and processes needed to achieve goals, e.g. developing and using tools
	attitudes	the way people think and feel about something
	animals	living things that can move and feel
	performance	showing something in front of an audience
	ring master	the person in charge of the performance in a circus ring
	acrobat	an entertainer who gives displays of jumping and balancing
	stove	an enclosed heated cabinet for cooking food
	copper tub	a bathtub made from copper
	chimney	a tall pipe that carries away the smoke from a fire
	range	a kitchen fireplace with ovens
	wash board	a ridged board used to scrub clothes against during washing

10.6

Lower Key Stage 2

Vocabulary	Definition
BC/BCE	used to show that a year, or a century, comes before the year 1 of the calendar used in much of the world (particularly in Europe and North/South America)
AD/ACE	Used when referring to a year after the birth of Jesus Christ when the Christian calendar starts counting years.
period	A length of time joined by a historical factor e.g. the Tudor period
millennium	One thousand years.
primary source	A first-hand account written or told by a person who was at the event they are describing.
archaeologists	people who study things that were made, used and left behind to find out about people in the past and how they lived
excavate	to move people away from a dangerous place
historical	to do with history
version	someone's account of something that has happened
viewpoint	your viewpoint is your opinion about something
accurate	correct, done exactly and carefully
impact	a strong influence or effect
argument	a reason someone gives to try to convince someone about something
aspect	people who study things that were made, used and left behind to find out about people in the past and how they lived
ancient	from a very long time ago
prehistory	the period of time before written records

10.7

Upper Key stage 2

Vocabulary	Definition
anachronism	Something that does not belong in that period of time
secondary source	documents, pictures and objects made by people looking at a primary source
comparison	an evaluation of the similarities and differences between two or more things
hypothesis	a good guess about what will happen based on information already known
influence	to influence someone or something is to have an effect on what they are or do
interpretation	to explain or show your understanding of something
propaganda	fake information that is spread to make people believe something
mono-cultural	having one culture
multi-cultural	relating to people of many different nationalities and cultures
legacy	something that is handed down from one period of time to another
biased	to show favour to one side and be against another
reliability	dependability and trustworthiness
democracy	government by leaders elected by the people
stereotype	an assumption about what someone will do or how they will behave based on a group to which they are thought to belong

10.8

Key Stage 2 – Topic Specific

Vocabulary	Definition
ice-age	a long period of lower temperatures
stone age	a time around 3 million years ago when humans first started to live in Europe
bronze age	when humans started to use metal for tools, weapons and ornaments
iron age	a period when humans started to make tools and weapons from iron
settlement	a place where people live together in a group of separate shelters
tribal	groups of people who live together
hunter-gatherer	a member of a nomadic people who live chiefly by hunting, fishing, and harvesting wild food.
Palaeolithic	the earlier part of the stone age when humans were nomadic (spent their time wandering rather than living in a settlement) and collected food by hunting and gathering
Mesolithic	the middle part of the stone age, approximately 10,000 years ago
Neolithic	the later part of the stone age when humans first started to form and live in settlements
Skara Brae	an archaeological site – a stone age village that has been well preserved
Sutton Hoo	the site of two Anglo-Saxon cemeteries
runes	a symbol for writing like a letter
monastery	a building where monks live and pray
monk	a member of a religious community
wergild	a fine imposed for stealing or killing
witan/witenagemot	a council that helped the Saxon king rule
thane	an important Anglo-Saxon person
churl	a lower-class Anglo-Saxon
locomotive	'moving engine' – a vehicle that moves using its own power
steam train	a train that is powered by burning coal to make steam
nationalised	under control of the government

privatised	run by a private company
working class	a social group that is made up of people who earn little money and usually do physical work
middle class	a social group made up of people who are well educated, have good jobs and are not poor nor very rich.
pier	a long structure built out over the sea for people to walk on
sea bathing	to swim in the sea
Baghdad	a round city built in the 8th century as the centre of the Arab and Islamic civilisation
House of Wisdom	a centre for scholars to go, also known as the Grand Library of Bagdad
scholar	someone who studies a subject thoroughly
siege	when an army surrounds a place until the people inside surrender
crusades	a series of religious wars between Christians and Muslims to control holy sites that both sides believed to be important
caliphate	the Muslim government that ruled the Islamic Empire
caliph	the leader of the caliphate
trade	to buy, sell or exchange things
Benin	a kingdom located on the South Coast of West Africa in what is known today as Nigeria
Yoruba	the name of the people from the holy city of Ife - the histories of the Edo and the Yoruba people are closely linked
Edo	the name given to the kingdom of Igodomigodo by Oba (king) Eweka
Oba	the title used by Eweka and following rulers - Oba is the Yuroba word for 'king'
animists	people who believe that humans, animals and objects all have souls or spirits
magna carta	the first document that limited the power of the king and stated that the king was not above the law
absolute power	where a monarch or ruler has complete control
hereditary	passed on from parent to child
conquer	to win/take control by force
kingdom	a country ruled by a kings or queen
constitution	a system of laws that states the peoples right and duties
government	a group of people responsible for running a country

Danelaw	an area of England controlled by the Vikings
Danegeld	a tax raised by the king to pay for protection against Viking invaders
treaty	an agreement made between two or more countries by their leaders to ensure peace
pillage	to steal something from a place or a person by using violence
raid	a surprise attack on an enemy
pagan	a religion where many gods/goddesses are worshipped
invasion/invade	to enter and occupy a land by force
longship	a long, wooden, narrow boat used by the Vikings
Chichen Itza	the Mayans most famous pyramid
glyphs	symbols used in Mayan writing – each symbol represents a word or sound
ahau/ahaw	the king or lord of a Mayan city/state
codices	books created by the Mayans usually made from soft bark and folded like a fan
Itzamna	the main god of the Maya – the god of fire who created the earth
sacrifice	where a person is killed as part of a religious ritual
city state	an independent city and it surrounding area that has its own ruler
emperor	the ruler of an empire
empire	a group of states/countries ruled over by a single monarch
Caesar	the title given to the emperor
gladiator	a man trained to fight as entertainment
annex	where a state or country proclaims it rule over another territory
centurion	a commander in the roman army
colosseum	a large amphitheatre
barbarian	a word used by romans to refer to any person not from a part of the Roman Empire
amphitheatre	an open circular/semi-circular or oval building with a central space surrounded by tiers of seats for spectators
Olympics	a series of athletic competitions among representative from different city states

	philosopher	a person who studies the idea of right and wrong, the value of things and knowledge
	temple	a place of worship
	civilisation	the people, culture and way of life of a certain area
	Zeus	the king of the Greek gods
	Spartan	people from the Greek city of Sparta
	Athenian	people from the Greek city of Athens
	dynasty	a family that rule a state or country for many generations
	hierarchy	a system of organising people into different ranks or levels of importance
	slave	a person who is the legal property of another and is forced to obey them
	oracle bones	animal bones or turtle shells with Chinese writing, used to ask the Gods questions
	cowrie shells	small sea shells which were used by the Shang when trading as kind of money
	shangdi	high god – the most powerful of the gods
	Lancaster Bomber	a type of bomber plane used by 617 squadron in the dambusters raids.
	squadron	a small group sent out to complete a particular task
	Luftwaffe	the German air force during the second world war
	the 'dambusters'	the members of 617 squadron who bombed 3 dams in operation chastise
	Guy Gibson	the commander of 617 squadron for operation chastise
	bouncing bomb	a bomb designed to bounce along the top of the water until it hits its target
	Barnes Wallis	the inventor of the bouncing bomb
	trend	what is popular at a certain time
	leisure	'free time' - where a person can choose what they would like to do
	entertainment	a form of activity that holds the attention and interest of an audience, or gives pleasure and delight
	fashion	a popular or the latest style of clothing, hair, decoration, or behaviour

	broadcasting	to send out or transmit (something, such as a program) by means of radio or television
	boardgame	a game people play by moving small objects around on a board
	silent film	movies that were made before sound cameras were invented – piano music accompanied the film
	'talkie' films	the first films where the actors could be heard speaking