



SARACENS
BELL LANE

History

Upper Key Stage 2

Curriculum map

- cause and consequence, similarity, difference and significance, and use them to make conn

Philosophy

Six underlying attributes at the heart of curriculum and lessons.

Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.

Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.

Our flexible curriculum enables schools to tailor Broadfields's content to their curriculum and context.

Our curriculum is evidence informed through rigorous application of best practice and the science of learning.

We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

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Units

KS2 Art & Design is formed of 3 units per year group and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
What was life like in Tudor England?	5	7
What did the Greeks ever do for us?	5	6
How did the Maya civilisation compare to the Anglo-Saxons?	5	6
What was the impact of World War 2 on the people of Britain?	6	7
What does the census tell us about our local area?	6	6
Unheard histories: Who should feature on the £10.00 banknote?	6	6

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Year 5

Unit 1: [What was life like in Tudor England?](#)

Pupils have previously learnt: British history 3: How hard was it to invade and settle in Britain? Explain how the Britons felt when the Romans left Britain.

- Suggest reasons for the Anglo-Saxon invasion of Britain.
- Name the key features of Anglo-Saxon settlements.
- Identify changes and continuities in settlements from prehistoric Britain.
- Make inferences about artefacts.
- Describe how Anglo-Saxon beliefs changed.
- Explain how missionaries spread Christianity.
- Explain the threat the Vikings posed to the Anglo-Saxons.
- Identify the qualities needed to be a monarch in 1066.

Lesson number/DTMQ	North Star Objective/Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: Fair ruler or tyrant? What was Henry VIII really like?	To use different types of evidence to interpret the character of Henry VIII. <ul style="list-style-type: none"> ● I can extract information from portraits and written sources of evidence. ● I can explain my interpretation 	<ul style="list-style-type: none"> ● How old was Henry VIII here? (Early fifties.) ● How does Henry show he is wealthy? (Rich clothes, jewellery, rich background. He's heavy so he has eaten a lot.) ● What does he want you to feel 	<ul style="list-style-type: none"> ● Tudor ● Battle of Bosworth ● Henry VII ● Elizabeth of York ● Henry VIII ● tyrant ● fair ● ruler ● monarch ● portrait ● interpretat 	<ul style="list-style-type: none"> ● 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 and deploy a historically grounded 	English Spoken language Pupils should be taught to: <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> use spoken language to develop understanding through speculating, hypothesising, imagining and </div>

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	<p>of Henry VIII providing supporting evidence.</p> <ul style="list-style-type: none"> I can identify the bias of sources of evidence. 	<p>about him? (Impressed, scared.)</p> <p>historical interpretations:</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Historical interpretations:</p> <p>Understanding that different evidence creates different conclusions.</p>	<p>ion</p> <ul style="list-style-type: none"> primary source bias 	<p>understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>Pupils should be taught about:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>exploring ideas.</p>
<p>Lesson 2: Why was Anne Boleyn killed?</p>	<p>To make deductions about Anne Boleyn from a range of primary and secondary sources.</p> <ul style="list-style-type: none"> I can make deductions from sources. 	<ul style="list-style-type: none"> Why was Anne killed? How was Anne killed? What else do you learn about 	<ul style="list-style-type: none"> Anne Boleyn historical investigation interpretation primary 	<ul style="list-style-type: none"> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <p>use spoken language to develop</p>

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	<ul style="list-style-type: none"> I can interpret historical sources. I can support my interpretations with evidence. 	<p>Henry and Anne?</p> <p>cause and consequence:</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p>	<p>source</p>	<p>and interpretations of the past have been constructed</p> <p>Pupils should be taught about:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>understanding through speculating, hypothesising, imagining and exploring ideas.</p>
<p>Lesson 3: Why did Henry VIII have so many wives?</p>	<p>To understand why Henry VIII had many wives.</p> <ul style="list-style-type: none"> I can use sources to make deductions. I can use evidence to support deductions. I can evaluate who was the best wife for Henry. 	<p>Why did people get married in Tudor times?</p> <p>Historical significance:</p> <p>Identifying significant people and events across different time periods.</p>	<ul style="list-style-type: none"> Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir source evidence 	<ul style="list-style-type: none"> 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 	<p>English</p> <p>Spoken language:</p> <p>Pupils should be taught to:</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

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				<p>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</p> <p>Pupils should be taught about:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
<p>Lesson 4: <u>What was a Royal Progress?</u></p>	<p>To extract evidence from primary sources about the Royal Progresses of Elizabeth I.</p> <ul style="list-style-type: none"> I can identify primary sources. I can highlight evidence in a source. I can make 	<ul style="list-style-type: none"> How do we find out about today's leaders, e.g. a prime minister or a monarch? How did the people of England find out about Elizabeth I? 	<ul style="list-style-type: none"> Royal Progress primary source secondary source propagand a image litter evidence historical 	<ul style="list-style-type: none"> 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 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <p>articulate and justify answers, arguments and opinions.</p>

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	<p>historical deductions from available evidence.</p>	<p><u>Sources of evidence:</u></p> <p>Recognising primary and secondary sources.</p>	<p>deductions</p>	<ul style="list-style-type: none"> ● 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. ● <p>Pupils should be taught about:</p> <p>a study of an aspect or theme in British history</p>	
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				that extends pupils' chronological knowledge beyond 1066.	
<p>Lesson 5: What was a Royal Progress like?</p>	<p>To reconstruct a Royal Progress using a range of primary sources.</p> <ul style="list-style-type: none"> I can assess the reliability of primary sources. I can select the relevant evidence required from sources. I can recreate Elizabeth's entrance into Worcester. 	<ul style="list-style-type: none"> What can you see in the street? What can you hear? What is unusual about the street? How did you feel about seeing Elizabeth I? <p>Historical significance:</p> <p>Using a range of sources to find out about a particular aspect of the past.</p>	<ul style="list-style-type: none"> reliability audience purpose accuracy creator interpretation reconstruction 	<ul style="list-style-type: none"> 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 gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' <p>Pupils should be taught about:</p> <p>a study of an aspect or theme in British history that extends pupils'</p>	<p>English</p> <p>Writing</p> <p>Pupils should be taught to:</p> <p>draft and write by [...] in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>

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				chronological knowledge beyond 1066	
<p>Lesson 6: What can inventories tell us about life in Tudor times? (Part 1)</p>	<p>To make deductions about the people in Tudor England using inventories.</p> <ul style="list-style-type: none"> I can make deductions using inventories. I can make a judgement as to whether a person was rich or poor. I can use evidence to support my judgement. 	<p>Who created the source? Who was the audience for the source? What was the purpose of the source? How accurate is the source?</p> <p>Historical interpretations:</p> <p>Evaluating the interpretations made by historians.</p> <p>Understanding that different evidence creates different conclusions.</p>	<ul style="list-style-type: none"> will inventory prediction valuation £ s d (pounds, shillings, pence) merchant 	<ul style="list-style-type: none"> 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 gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments 	<p>English</p> <p>Spoken language</p> <p>'Pupils should be taught to:</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</p>

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				<p>and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> 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. Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
<p>Lesson 7: <u>What can inventories tell us</u></p>	<p>To create a realistic inventory for a person living in Tudor times.</p> <ul style="list-style-type: none"> I can explain 	<ul style="list-style-type: none"> What can you see? Who are the people in the scene? What is unusual 	<ul style="list-style-type: none"> pewter John Blanke Cattelena of 	<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times 	English

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<p>about life in Tudor times? (Part 2)</p>	<p>how inventories are useful to historians.</p> <ul style="list-style-type: none"> • I can create a realistic inventory for a person. • I can explain why items were included in an inventory. 	<p>about this source?</p> <ul style="list-style-type: none"> • • <p><u>Historical interpretations:</u></p> <p>Evaluating the interpretations made by historians.</p> <p>Understanding that different evidence creates different conclusions.</p>	<p>Almondsbury</p> <ul style="list-style-type: none"> • free • enslaved • tournament 	<p>to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • 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 	<p>Spoken language</p> <p>Pupils should be taught to:</p> <p>participate in discussions, presentations, role play, improvisations and debates.</p>
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				<p>and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <ul style="list-style-type: none"> ● Pupils should be taught about: ● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
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Year 5

Unit 2: [What did the Greeks ever do for us?](#)

Pupils have previously learnt: What did the ancient Egyptians believe?

- Identify the ancient civilisations and key periods in ancient Egypt.
- Describe the physical features of Egypt.
- Explain the Egyptian creation story.
- Identify the characteristics of important gods or goddesses.
- Explain why the pyramids were built.

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- Identify the stages and challenges of building a pyramid.
- Explain the links between ancient Egyptian beliefs and mummification.
- Name sources that can be used to find out about ancient Egyptian beliefs.
- Explain some Egyptian beliefs about the afterlife.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: Who were the Greeks and when did they live?	<p>To understand where and when the ancient Greeks lived.</p> <ul style="list-style-type: none"> ● I can describe the features of Greece. ● I can identify the key periods in the ancient Greek civilisation. ● I can identify other events that happened at the same time as the ancient Greek civilisation. 	<ul style="list-style-type: none"> ● What are the key physical features of Greece? ● Which countries surround modern Greece? ● Why was the country's position important? How and why was ancient Greece organised? ● <p>Historical Significance:</p>	<ul style="list-style-type: none"> ● Greece ● period ● Mediterranean Sea ● Aegean Sea ● Ionian Sea ● Minoan Civilisation ● Mycenaean Period ● Dark Ages ● Archaic Period ● Golden Period ● Hellenistic Period 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Geography</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and</p>

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		<p>Identifying significant people and events across different time periods.</p>			<p>skills to enhance their locational and place knowledge.</p> <p>Human and physical geography</p> <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Maths</p> <p>Ratio and proportion</p>
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					<p>solve problems involving similar shapes where the scale factor is known or can be found.</p>
<p>Lesson 2: What did the Greeks believe?</p>	<p>To understand the importance of the Greek gods.</p> <ul style="list-style-type: none"> I can make inferences about Greek gods from a primary source. I can research a Greek god. I can explain the importance of gods to the ancient Greeks. 	<ul style="list-style-type: none"> What is your source? Who do you think is pictured on your source? Who were the Greek gods? Why were the gods important? <p><u>Similarities and differences:</u></p> <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<ul style="list-style-type: none"> Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo Artemis Ares Hephaestus Hermes Dionysus 	<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>

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<p>Lesson 3: How was ancient Greece governed?</p>	<p>To identify similarities and differences between Athens and Sparta.</p> <ul style="list-style-type: none"> I can explain how the city-states developed. I can identify similarities and differences between Athens and Sparta. I can explain which city-state I would live in and why. 	<ul style="list-style-type: none"> How was Athens ruled? How was Sparta ruled? How were women and children treated in Athens? How were women and children treated in Sparta? <p>Similarities and differences:</p> <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<ul style="list-style-type: none"> democracy oligarchy location city-state government Athens Sparta landlocked assembly lyre 	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>
<p>Lesson 4: Did the ancient Greeks give us democracy?</p>	<p>To understand how Athenian democracy worked.</p> <ul style="list-style-type: none"> I can identify the different types 	<ul style="list-style-type: none"> What were the three parts of Athenian democracy? What were the jobs of the 	<ul style="list-style-type: none"> democracy direct democracy representative democracy 	<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to use spoken language to</p>

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<p>y?</p>	<p>of democracy.</p> <ul style="list-style-type: none"> I can compare democracy in Athens and modern Britain. I can explain how Athenian democracy worked. 	<p>assembly, the council and the courts?</p> <ul style="list-style-type: none"> Who was allowed to participate or vote? <p>Historical significance:</p> <p>Explain the significance of events, people and developments.</p>	<ul style="list-style-type: none"> constitutional monarchy boule assembly 	<p>significance.</p> <ul style="list-style-type: none"> They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>
<p>Lesson 5: How do Greek philosophers influence us today?</p>	<p>To understand the importance of the ancient Greek philosophers.</p> <ul style="list-style-type: none"> I can explain what philosophy is. I can participate in philosophical discussions. I can explain the significance of ancient Greek philosophers. 	<ul style="list-style-type: none"> Why was Pythagoras famous? What is the Socratic method? Why was Plato famous? What were Aristotle's achievements? <p>Historical significance:</p> <p>Explain the significance</p>	<ul style="list-style-type: none"> philosophy Socrates Plato Pythagoras Aristotle formula Socratic method ethics logic 	<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources. <p>Ancient Greece – a study of Greek life and achievements and their influence on the</p>	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>

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		of events, people and developments.		western world	
Lesson 6: What did the Greeks do for us?	<p>To identify and explain the achievements of the ancient Greeks.</p> <ul style="list-style-type: none"> I can identify the Greek letters that appear in the modern alphabet. I can identify Greek legacies and explain their impact. I can select the most significant legacies and explain my reasoning. 	<ul style="list-style-type: none"> What were the ancient Greeks' greatest achievements or legacies? Which was the most significant Greek achievement and why? Who are the people on the stamps? Why are they important? <ul style="list-style-type: none"> <p>Historical significance:</p> <p>Explain the significance of events, people and developments.</p> 	<ul style="list-style-type: none"> legacy achievement impact alphabetum 	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>

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Year 5

Unit 3: [What does the census tell us about our local area?](#)

Pupils have previously learnt: British history 3: How hard was it to invade and settle in Britain?

- Explain how the Britons felt when the Romans left Britain.
- Suggest reasons for the Anglo-Saxon invasion of Britain.
- Name the key features of Anglo-Saxon settlements.
- Identify changes and continuities in settlements from prehistoric Britain.
- Make inferences about artefacts.
- Describe how Anglo-Saxon beliefs changed.
- Explain how missionaries spread Christianity.
- Explain the threat the Vikings posed to the Anglo-Saxons.
- Identify the qualities needed to be a monarch in 1066.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
How did the Maya civilisation compare to the Anglo-Saxons?	<p>To recognise when and where the ancient Maya lived.</p> <ul style="list-style-type: none"> ● I can describe the features of the Maya civilisation. ● I can sequence key periods on a timeline. 	<ul style="list-style-type: none"> ● Which ancient Maya period lasted the longest? ● During this period, which periods were happening in Britain? ● During the Classic period, 	<ul style="list-style-type: none"> ● civilisation ● Classic period ● Contact and Spanish Conquest ● Maya civilisation ● Maya lowlands 	<ul style="list-style-type: none"> ● 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 	<p>Geography</p> <p>Pupils should be taught to:</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p>

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	<ul style="list-style-type: none"> I can identify other events that happened at the same time as the ancient Maya civilisation. 	<p>who controlled Britain?</p>	<ul style="list-style-type: none"> natural barrier Postclassic period Preclassic period tropical rainforest Yucatan Peninsula 	<p>and follies of mankind.</p> <p>Pupils should be taught about:</p> <p>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.</p>	<p>physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>Lesson 2: How did the Maya settle in the rainforest?</p>	<p>To evaluate the challenges of settling in the rainforest.</p> <ul style="list-style-type: none"> I can identify the key features of the rainforest. I can explain the Maya's challenges when settling in the rainforest. I can suggest 	<ul style="list-style-type: none"> What challenges do you think the Maya faced when settling in the rainforest? What was the most challenging problem faced by the Maya? (Which solution to the challenges was the most innovative? (<ul style="list-style-type: none"> canopy layer emergent layer forest layer rainforest slash and burn terrace farming understory layer 	<ul style="list-style-type: none"> 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. 	<p>Geography</p> <p>Pupils should be taught to:</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p>

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	<p>ideas for how the Maya settled in the rainforest.</p>	<ul style="list-style-type: none"> ● What do the Maya's solutions to the challenges infer about them? 	<ul style="list-style-type: none"> ● vegetation 	<p>Pupils should be taught about:</p> <p>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.</p>	<p>physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>Lesson 3: What similarities and differences existed between Maya and Anglo-Saxon homes?</p>	<p>To compare and contrast Anglo-Saxon and Maya houses.</p> <ul style="list-style-type: none"> ● I can name the key features of Maya homes. ● I can recall the features of an Anglo-Saxon house. ● I can identify the similarities 	<ul style="list-style-type: none"> ● What features would the exterior of a Maya house have? ● ● What were the similarities and differences between Anglo-Saxon and Maya houses and 	<ul style="list-style-type: none"> ● clay daub ● limestone ● nah ● partitioning ● structure ● thatching ● woven fabric 	<ul style="list-style-type: none"> ● 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. 	

- cause and consequence, similarity, difference and significance, and use them to make conn

	and differences between Anglo-Saxon and Maya homes.	settlements?		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.	
Lesson 4: What did the Maya believe?	To explain the importance of Maya gods and goddesses <ul style="list-style-type: none"> I can explain the Maya creation story. I can identify the characteristics of important Maya gods and goddesses. I can compare Maya and 	<ul style="list-style-type: none"> How is the king connected to the gods? What other gods are mentioned? What inferences can you make? What animal or human characteristics does the maize god have? What symbols does he have? 	<ul style="list-style-type: none"> Ceiba tree Chaac creation story deity Itzamna K'awiil Kinich Ahau Kukulkan monotheism 	<ul style="list-style-type: none"> 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. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A non-European society 	Religion and Worldviews Religious Education Council Curriculum Framework for RE in England (non-statutory guidance): A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that

- cause and consequence, similarity, difference and significance, and use them to make conn

	<p>Anglo-Saxon beliefs.</p>		<ul style="list-style-type: none"> ● polytheism 	<p>that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldwide</p> <p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>
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- cause and consequence, similarity, difference and significance, and use them to make conn

<p>Lesson 5: What do archaeological remains tell us about Maya cities?</p>	<p>To design a map of a Maya city.</p> <ul style="list-style-type: none"> I can make deductions about cities from archaeological evidence. I can identify the key features of Maya cities. I can create a plan for a Maya city, including the main features. 	<ul style="list-style-type: none"> What were the buildings? What purpose did they have? 	<ul style="list-style-type: none"> Anglo-Saxon Chronicle ball court charters city-state grand plaza hieroglyphics observatory tower reservoir sacbe stela 	<ul style="list-style-type: none"> 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. <p>Pupils should be taught about:</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	

- cause and consequence, similarity, difference and significance, and use them to make conn

<p>Lesson 6: The decline of the Maya cities: man-made or natural disaster?</p>	<p>To evaluate the reasons for the decline of the Maya cities.</p> <ul style="list-style-type: none"> I can explain the potential reasons for the decline of the Maya cities. I can evaluate the reasons for the decline of the Maya cities. I can identify similarities and differences between the Maya civilisation and the Anglo-Saxons. 	<ul style="list-style-type: none"> How were the Maya and Anglo-Saxons similar? How were the Maya and Anglo-Saxons different? 	<ul style="list-style-type: none"> abandon conflict decline deforestation drought exacerbate overpopulation scarce 	<ul style="list-style-type: none"> 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. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 	
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Year 6

Unit 1: [What was the impact of World War 2 on the people of Britain?](#)

Pupils have previously learnt: British history 4: Were the Vikings raiders, traders or settlers?

- cause and consequence, similarity, difference and significance, and use them to make conn

- Identify the different reasons for migration to Britain.
- Sequence events according to their significance for groups of people.
- Explain where the Vikings came from and why they came to Britain.
- Make inferences from sources.
- Explain how sources can be biased.
- Find evidence within a source to support their reasoning.
- Describe the parts of a longboat.
- Design and creating a longboat.
- Describe what the Vikings traded.
- Identify Viking trading routes.
- Explain whether the Vikings were traders or raiders and providing supporting evidence.
- Identify important events in the Anglo-Saxon and Viking struggle for Britain.
- Explain the meaning of cause and consequence.
- Suggest the cause and consequences of events.
- Make observations and deductions about artefacts.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
What was the impact of World War 2 on the people of Britain?	To understand the causes of World War 2. <ul style="list-style-type: none"> ● I can identify the causes of WW2. ● I can place events on a timeline. ● I can evaluate how significant the 	<ul style="list-style-type: none"> ● What happened to Germany at the end of WW1? ● What was the significance of the Treaty of Versailles for Germany? ● How did the 	<ul style="list-style-type: none"> ● appeasement ● Treaty of Versailles ● reparations ● Neville Chamberlain ● Adolf 	<ul style="list-style-type: none"> ● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Pupils should</p>	<p>English</p> <p>Spoken language</p> <ul style="list-style-type: none"> ● Pupils should be taught to use spoken language to develop understanding

- cause and consequence, similarity, difference and significance, and use them to make conn

	<ul style="list-style-type: none"> causes were. 	<p>defeat of Germany in WW1 lead to WW2?</p>	<p>Hitler</p> <ul style="list-style-type: none"> allies disarm debt unrest prosperity 	<p>continue to:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study 	<p>through speculating, hypothesising, imagining and explaining ideas.</p>
<p>Lesson 2: Who won the Battle of Britain?</p>	<p>To understand how the Battle of Britain was won.</p> <ul style="list-style-type: none"> I can identify the different phases of the Battle of Britain. I can compare the different strengths of the RAF and Luftwaffe. I can understand the feelings of the aircrew. 	<ul style="list-style-type: none"> Can you describe Paul's job? Why did he join the RAF? What were the conditions like? 	<ul style="list-style-type: none"> RAF Luftwaffe Battle of Britain Winston Churchill sorties Operation Sealion bomb aimer scramble 	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Pupils should continue to:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study <p>should understand how our knowledge of the</p>	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>

● cause and consequence, similarity, difference and significance, and use them to make conn

				past is constructed from a range of sources	
<p>Lesson 3: What do sources tell us about the Blitz?</p>	<p>To make inferences about the Blitz using images.</p> <ul style="list-style-type: none"> I can describe the important details on a photograph. I can make inferences from a photograph. I can use inferences to make some deductions about the Blitz. 	<ul style="list-style-type: none"> What does the photograph show? Who is in the image? What do you think you would see, hear and smell if you were there? How does the photograph make you feel? Who do you think took the photograph? What do you think happened before this image was taken? What questions do you have about the image? 	<ul style="list-style-type: none"> the Blitz air raid shelter Anderson shelter blackout RAF Luftwaffe propagand a 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Pupils should continue to:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study should understand how our knowledge of the past is constructed from a range of sources 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>

● cause and consequence, similarity, difference and significance, and use them to make conn

<p>Lesson 4: What was evacuation like for children? (Part 1)</p>	<p>To understand the emotions and experiences of children during the evacuation.</p> <ul style="list-style-type: none"> • I can identify the reasons for evacuation. • I can make observations and inferences about how children thought and felt about evacuation. • I can demonstrate the feelings and thoughts of evacuees in a 'freeze frame'. 	<ul style="list-style-type: none"> • Describe the children's experiences. What were the children thinking? • How were the children feeling? 	<ul style="list-style-type: none"> • air raid • Anderson shelter • blackout • evacuation • evacuee • gas mask • host family • identity tag • propaganda • ration book 	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Pupils should continue to:</p> <p>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study should understand how our knowledge of the past is constructed from a range of sources</p>	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>
<p>Lesson 5: What was evacuation like for</p>	<p>To evaluate the accuracy and reliability of sources.</p>	<ul style="list-style-type: none"> • Who was the source's audience? • What was the 	<ul style="list-style-type: none"> • accuracy • audience • bias • creator 	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological 	<p>English</p> <p>Spoken language</p>

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<p>children? (Part 2)</p>	<ul style="list-style-type: none"> I can make inferences from a primary source. I can create my own primary source describing evacuation. I can evaluate the reliability of a primary source. 	<p>purpose of the source?</p> <ul style="list-style-type: none"> How accurate was the source? Who created the source? Why is the source useful? Does the source display bias? 	<ul style="list-style-type: none"> evacuation evacuee host family identity tag propaganda purpose 	<p>knowledge beyond 1066</p> <p>Pupils should continue to:</p> <p>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <p>should understand how our knowledge of the past is constructed from a range of sources</p>	<p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas.</p>
<p>Lesson 6: What impact did WW2 have on women's lives?</p>	<p>To identify the impact of WW2 on women's lives.</p> <ul style="list-style-type: none"> I can explain why women's roles changed. I can describe job roles fulfilled by women during WW2. 	<ul style="list-style-type: none"> Which three job areas were women called up to work in? What positive experiences do the sisters Yvonne and Joy mention? What negative experiences did 	<ul style="list-style-type: none"> Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) propaganda Special 	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	

- cause and consequence, similarity, difference and significance, and use them to make conn

	<ul style="list-style-type: none"> I can research and present information. 	Yvonne and Joy face?	<p>Operations Executive (SOE)</p> <ul style="list-style-type: none"> Women's Auxiliary Air Force (WAAF) Women's Land Army Women's Royal Naval Service (WRNS) 	<p>Pupils should continue to:</p> <p>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>understand how our knowledge of the past is constructed from a range of sources.</p>	
Lesson 7: How did migrants help the war effort?	Coming soon				

Year 6

- cause and consequence, similarity, difference and significance, and use them to make conn

Unit 2: [What does the census tell us about our local area?](#)

Pupils have previously learnt: British history 3: How have children's lives changed?

- Make observations and deductions from sources.
- Suggest how children's lives have changed.
- Explain why children needed to work.
- Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases from the past and discuss how effective the treatments were.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: What does the census tell us about the people living in our local area?	<p>To use the census to make inferences about people from the past.</p> <ul style="list-style-type: none"> ● I can use the census to make inferences about people from the past. ● I can provide supporting evidence for statements. ● I can interpret evidence and explain answers. 	<ul style="list-style-type: none"> ● How can you use the census to find out about people from the past? ● What words can you read? ● What do you know about Elizabeth Towers from the evidence? ● How trustworthy was the census? ● Can you think of any problems created by the 	<ul style="list-style-type: none"> ● census ● enumerator ● schedule ● enumeration books ● head of household ● scholar ● condition ● 	<ul style="list-style-type: none"> ● 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 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

- cause and consequence, similarity, difference and significance, and use them to make conn

		<p>way it was recorded?</p>		<ul style="list-style-type: none"> • 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. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where 	
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• cause and consequence, similarity, difference and significance, and use them to make conn

				<p>appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> ● a local history study <p>Examples:</p> <ul style="list-style-type: none"> ● a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ● a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	
<p>Lesson 2: What happened to Mary Bucktrout? (Part 1)</p>	<p>To use the census to investigate how the lives of people in the past changed.</p> <ul style="list-style-type: none"> ● I can make observations from the census. ● I can identify changes between periods of time on the census. 	<ul style="list-style-type: none"> ● What can you learn about Mary? ● How has Mary's life changed? ● What was the most significant change in Mary's life? ● What sources could you use to find out why 	<ul style="list-style-type: none"> ● textiles ● flax ● flax mill spinner ● joiner ● observation ● inference 	<ul style="list-style-type: none"> ● 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 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use spoken language to develop understanding through speculating, hypothesising, imagining and

- cause and consequence, similarity, difference and significance, and use them to make conn

	<ul style="list-style-type: none"> I can make inferences to explain the changes. 	<p>Mary stopped working in the factory?</p>		<p>accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> 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. 	<p>exploring ideas.</p>
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- cause and consequence, similarity, difference and significance, and use them to make conn

				<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life a local history study <p>Examples:</p> <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	
<p>Lesson 3: What happened to Mary Bucktrout?</p>	<p>To use primary sources to find out about the working conditions of children in factories.</p>	<ul style="list-style-type: none"> What changes happened in Mary Bucktrout's working life? Now you know 	<ul style="list-style-type: none"> textile mill flax yarn carding bobbins 	<ul style="list-style-type: none"> understand historical concepts such as continuity and change, 	<p>English</p> <p>Spoken language</p>

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<p><u>(Part 2)</u></p>	<ul style="list-style-type: none"> • I can identify the dangers in a textile mill. • I can create questions to identify the thoughts and feelings of a Victorian working child. • I can create a realistic interpretation of Mary Bucktrout's experiences. 	<p>Mary worked in a textile mill and some of the dangers she faced, can you predict what happened to her?</p> <ul style="list-style-type: none"> • What happened to Mary Bucktrout? • What was unfair about the treatment of Mary? 	<ul style="list-style-type: none"> • William Dodd • shilling • flax linen • can-hooker • piecer 	<p>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</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
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- cause and consequence, similarity, difference and significance, and use them to make conn

				<p>local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Pupils should be taught about:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>a local history study</p> <p>Examples:</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant</p>	
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- cause and consequence, similarity, difference and significance, and use them to make conn

				in the locality.	
<p>Lesson 4: How did Mary Bucktrout feel about the key events in her life?</p>	<p>To recreate the thoughts and feelings of Mary Bucktrout.</p> <ul style="list-style-type: none"> I can identify the key parts of Mary's life. I can reconstruct Mary's thoughts and feelings. I can create a diary extract for a key event in Mary's life. 	<ul style="list-style-type: none"> What was she thinking? How was she feeling? 	<ul style="list-style-type: none"> can-hooker piecer overlooker reconstruct 	<ul style="list-style-type: none"> 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 	<p>English</p> <p>Writing</p> <p>'Pupils should be taught to:</p> <p>draft and write by:</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action'.</p>

- cause and consequence, similarity, difference and significance, and use them to make conn

				<p>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.</p> <p>Pupils should be taught about:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>a local history study</p> <p>Examples:</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go</p>	
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- cause and consequence, similarity, difference and significance, and use them to make conn

				<p>beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	
<p>Lesson 5: Who lived in our local area? (Part 1)</p>	<p>To reconstruct the lives of people in a household using the census.</p> <ul style="list-style-type: none"> ● I can extract information from the census. ● I can recreate the lives of people in a household from the local area. ● I can summarise details of the household. 	<ul style="list-style-type: none"> ● Who lived in the household you were investigating? ● Can you describe who they were? ● What were their occupations? 	<ul style="list-style-type: none"> ● suffragette ● head of household 	<ul style="list-style-type: none"> ● 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 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

- cause and consequence, similarity, difference and significance, and use them to make conn

				<p>contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> ● 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. <p>Pupils should be taught about:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>a local history study</p>	
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- cause and consequence, similarity, difference and significance, and use them to make conn

				<p>Examples:</p> <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	
<p>Lesson 6: Who lived in our local area? (Part 2)</p>	<p>To compare census returns and identify continuities and changes in a household.</p> <ul style="list-style-type: none"> I can extract information from the census. I can decide whether a family was rich or poor. I can compare census extracts to identify continuities and changes. 	<ul style="list-style-type: none"> How did the household change? How has the household stayed the same? Was the household poor, rich, or comfortably well-off? 	<ul style="list-style-type: none"> comparing governance 	<ul style="list-style-type: none"> 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 	<p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

- cause and consequence, similarity, difference and significance, and use them to make conn

				<p>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</p> <ul style="list-style-type: none"> ● 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. <p>Pupils should be taught about:</p> <p>changes within living memory. Where appropriate, these</p>	
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- cause and consequence, similarity, difference and significance, and use them to make conn

				<p>should be used to reveal aspects of change in national life</p> <p>a local history study</p> <p>Examples:</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	
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Year 6

Unit 3: [Unheard histories: Who should feature on the £10.00 banknote?](#)

Pupils have previously learnt: How have children's lives changed?

- **Make observations and deductions from sources.**
- **Suggest how children's lives have changed.**

- cause and consequence, similarity, difference and significance, and use them to make conn

- Explain why children needed to work.
- Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases from the past and discuss how effective the treatments were.

Lesson number/ DTMQ	North Star Objective/ Success Criteria	Key Questions	Key vocabulary	National curriculum links Pupils should be taught	Cross curricular links
Lesson 1: Who features on banknotes and why?	<p>To explain the significance of people on banknotes.</p> <ul style="list-style-type: none"> ● I can name the features of a banknote. ● I can make inferences about people featured on banknotes. ● I can explain the contributions of historically significant individuals. 	<p>Based on the banknote, what inferences can you make about Winston Churchill?</p>	<ul style="list-style-type: none"> ● Alan Turing ● criteria ● issuing bank ● Jane Austen ● Joseph William Turner ● shortlist ● watermark ● Winston Churchill ● 	<ul style="list-style-type: none"> ● 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. <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological</p>	

- cause and consequence, similarity, difference and significance, and use them to make conn

				knowledge beyond 1066.	
Lesson 2: Was Alfred the Great or Elizabeth I the more significant monarch?	<p>To decide whether a person is historically significant.</p> <ul style="list-style-type: none"> I can make deductions from sources. I can apply criteria when deciding on the historical significance of a person. I can explain why a person is historically significant. 	<ul style="list-style-type: none"> What does historically significant mean? What criteria do historians suggest using? 	<ul style="list-style-type: none"> historically significant remarkable remembered resonant resulted revealed 	<ul style="list-style-type: none"> 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. <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	
Lesson 3: How were Ellen	<p>To evaluate the significance of historical figures.</p>	<p>What inferences can you make about Ellen and Betty's personalities?</p>	<ul style="list-style-type: none"> adversity contribution 	<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, 	

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<p>Wilkinson and Betty Boothroyd historically significant?</p>	<ul style="list-style-type: none"> I can make deductions from a source about the characteristics of a person. I can evaluate a person's achievements to decide if they are significant. I can create criteria for selecting a historical person for a banknote. 	<p>What questions do you have about Betty Boothroyd or Ellen Wilkinson after reading the sources? What was the legacy of Ellen Wilkinson and Betty Boothroyd? Why are they significant?</p>	<ul style="list-style-type: none"> gender legacy politics stereotype working class 	<p>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.</p> <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	
<p>Lesson 4: Why was William Tuke significant?</p>	<p>To explain the significance of William Tuke.</p> <ul style="list-style-type: none"> I can make inferences from sources. I can compare the living 	<ul style="list-style-type: none"> How were people treated in these hospitals? Was the treatment of people fair? How do you think the treatment should have been 	<ul style="list-style-type: none"> Bedlam Bootham Park Hospital Equality Act 2010 asylum mental health 	<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, actions, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and 	

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	<p>conditions in hospitals over a period of time.</p> <ul style="list-style-type: none"> I can explain the legacy of William Tuke. 	<p>changed?</p> <ul style="list-style-type: none"> Is there any other evidence that you need to make a judgement about the way people who required support with their mental health were treated and the changes needed? 	<ul style="list-style-type: none"> moral treatment non-restraint Quaker Samuel Tuke William Tuke 	<p>analyses.</p> <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	
<p>Lesson 5: Who was more significant? Lily Parr or Betty Snowball?</p>	<p>To evaluate the significance of sporting people.</p> <ul style="list-style-type: none"> I can research important aspects of a person's life. I can create a fact file. I can explain what makes a person significant. 	<ul style="list-style-type: none"> Which sporting personality was the most significant? Why? 	<ul style="list-style-type: none"> Football Association Lily Parr Betty Snowball 	<ul style="list-style-type: none"> 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. 	

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				<p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	
<p><u>Lesson 6:</u> <u>Who will be the face of the new £10 note?</u></p>	<p>To evaluate the significance of historical figures.</p> <ul style="list-style-type: none"> I can identify the achievements of a historical figure. I can explain why a historical figure is significant. I can evaluate and explain which historical figure should be on a banknote. 	<ul style="list-style-type: none"> Who should be the face of the £10 banknote? Why? 	<ul style="list-style-type: none"> achievements Mary Anning banknote criteria historical figure historical significance Stephen Hawking Srinivasa Ramanujan 	<ul style="list-style-type: none"> 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. <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond</p>	

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				1066.	
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Learn More

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1. Coherence and flexibility

The art, craft and design curriculum for Key Stage 2 covers engaging and age-appropriate content for all 4 year groups. Pupils are introduced to a broad range of knowledge, understanding and skills across 12 areas of making: drawing, painting, printmaking, sculpture, creative craft, ceramics, collage, textiles, photography, installation and site-specific art, digital and new media, design and graphic design.

Each unit, consisting of 5 lessons, can be delivered as a standalone scheme of work to complement schools' existing provision for art, craft and design education. Although no prior knowledge is required within each area of making, the lessons within each unit are planned for continuity and progression and should therefore be delivered in sequence.

Whilst we recognise that learning can be in, through, about and with art, craft and design, the focus of this curriculum is on intrinsic rather than extrinsic learning - i.e. the stated knowledge, understanding and skills in each lesson's objectives are specific to the discipline rather than cross-curricular or transdisciplinary. This is a knowledge-rich curriculum, where skills are also underpinned by essential knowledge.

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2. Knowledge organisation

Due to the broad scope of the discipline, learning in art, craft and design does not progress in a linear fashion. Any one of the 12 areas of making in this curriculum could be taught to any age group, with appropriate teacher instruction and support. Pupils' knowledge, understanding and skills are developed through experience in making, viewing and talking about art, craft and design. Importantly, lesson objectives encompass the productive, critical and cultural dimensions of learning in the discipline.

Units in this curriculum address opportunities for learning in:

- Knowledge and understanding (acquiring and applying knowledge to inform progress) '
- Generating ideas (skills of designing & developing Ideas)
- Making (skills of making art, craft and design)
- Evaluating (skills of judgement and evaluation)

Central to this curriculum is an emphasis on drawing, digital processes and sketchbook practice, all of which are interwoven throughout the units to create a spiral curriculum. Drawing is a tool for thinking and as such offers pupils a valuable way of recording their observations, ideas and memories, which inform knowledge acquisition. Digital processes might take the form of internet or app-based research activities, as well as the documentation of practical activities or conversations about art, craft and design through pupil photography, video and audio recordings. Sketchbooks provide a space for the development of work, 'storing' knowledge, and offer teachers useful insights into pupils' learning progress in terms of strengths and areas for development. Importantly, owning a sketchbook and taking responsibility for this can increase pupil autonomy and self-motivation.

As noted above, each unit can be delivered independently of other units.

3. Knowledge selection

The knowledge included within this curriculum demonstrates that art, craft and design is a rich discipline with both practical (i.e., the productive dimension) and academic content (i.e., the critical and cultural dimensions). The national curriculum specifies 3 areas of making that pupils should be taught at Key Stage 2 as a basic entitlement: drawing, painting and sculpture - to be complemented by other techniques. This curriculum

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includes 12 areas of making across the primary age phase, making it a quality curriculum that, as noted above, is knowledge-rich and scaffolds skill-acquisition through guided participation.

As a note of caution, whilst the key stage 1 and 2 art curriculum features 12 areas of making, it contains only 1 unit (consisting of 5 lessons) for each of these areas. Taken wholesale, it does not cover every aspect of art, craft and design practice that might be possible or desirable to cover within the primary age range. Ideally, this curriculum is best supplemented by other learning activities both in and out of school, which we suggest includes visits to cultural institutions such as galleries and museums. Additionally, we would like to emphasise the potential for integrating artistic activities and ways of thinking across the primary curriculum to enhance learning in other subjects, such as the use of drawing as a tool for learning.

4. Inclusive and ambitious

This art, craft and design curriculum is inclusive in many ways. Content reflects the broad range of learning possibilities in the discipline across the 12 areas of making, suitably pitched to the age group. Lessons aim to be inclusive for all pupils in terms of interests and needs, with appropriate scaffolding; and the chosen artists, craft makers, architects, designers, and film-makers referred to within each unit reflects the cultural diversity of these creative practitioners to offer inspiration and celebrate difference.

5. Pupil engagement

Art, craft and design, as a primary school subject, is one that encompasses not only the physical skills of making. Children are also required to engage emotionally and socially as well as intellectually. In this way children will be taught the knowledge, skills and concepts that are particular to each of the processes they will encounter on this scheme, using pedagogy that is underpinned by holistic learning methods. Inclusive practice, that is advocated in these lessons, ensures that all units of work and lesson plans are focused on children's interests and experiences, therefore encouraging them to feel committed and enthused to learning in this area of the curriculum.

Children will be introduced to a wide range of creative practitioners in art, craft and design from different times, cultures, and societies. They will engage in multisensory activities that will enable them to build long term memory, and through the teacher's use of open-ended questioning they will develop confidence in their own abilities and understanding of this subject area. Children will be expected to articulate their own learning both through dialogic practice as well personal reflection.

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6. Motivation through learning

The units of work and lesson plans are designed to facilitate a deep love of learning in this subject area, and for children to learn to appreciate working with the unknown, creativity and innovation. The units are designed to encourage teachers to enjoy learning alongside their pupils and to celebrate the element of surprise, as well as the individual outcomes that arise as a result. Learning in art, craft and design is a journey, for both pupil and teacher, and these lessons emphasise the joy of visual expression, giving confidence to experiment with processes and ideas, whilst at the same time guiding pupils towards satisfying visual outcomes.

7. A curriculum of quality

This art, craft and design curriculum ensures a breadth of experience, knowledge and skills across the primary age phase. It covers a wide range of processes across the years of a child's life whilst in primary education, making the content accessible and varied. It is linked to the national curriculum, and develops clear progression of skills and concepts throughout the overarching scheme. With pupil progress at its heart, this scheme builds upon and revisits important processes, such as drawing. It utilises key learning opportunities to aid progression, placing Bruner's(1960) spiral curriculum as a framework. The lessons are designed to be both enjoyable and challenging at every level, with expected outcomes as diverse as the children themselves

8. Additional information about sequence

Units in each year group can be taught in the sequence AB or BA. As noted above, for mixed age classes, teachers can choose to deliver units within the appropriate key stage: Lower Key Stage 2 (Year 3 & 4) or Upper Key Stage 2 (Year 5 & 6). Furthermore, teachers can elect to deliver units from any age group where they feel the learning content and objectives are appropriate for their class, based on pupils' prior experience, interests, and ability.

9. Key stage 1 progress objectives

The tables below give additional information about each progress objective in the key stage 2 art curriculum: generating ideas, making, evaluating, and underpinning knowledge and understanding.

For each progress objective, you can see how that objective is developed across each of the key stage 2 art and design units.

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