



Key Lines of Enquiry & Progression of Skills

History - 2021 - 2022

	<u>Key Lines of Enquiry</u>	<u>Historical Study</u>	<u>Historical Knowledge and Awareness</u>	<u>Chronology and Change</u>
Year 1	Topic 1 – Spring Term 1 – Marvellous Mitcham NC Objective: Recommended scheme:			
	<u>Key Lines of Enquiry</u> <ul style="list-style-type: none"> ● What was life like in Mitcham in the past? ● How has Mitcham changed? ● Who was William Morris and why is he significant to Mitcham? 	<u>Historical Study</u> <ul style="list-style-type: none"> - I can use visual sources to provide information about the town of Mitcham in the past. - Using pictures and maps I can explain how Mitcham has changed through time. - I can ask and answer questions about a significant individual, William Morris. 	<u>Historical Knowledge and Awareness</u> <ul style="list-style-type: none"> - I can recognise a past and a present in my own and other people's lives linked to Mitcham. - I can explain the differences between present Mitcham and Mitcham in the past. - I can explain why William Morris is remembered. 	<u>Chronology and Change</u> <ul style="list-style-type: none"> - I can sequence the life of William Morris within a timeline. - I can sequence significant changes in Mitcham on a timeline.
	Topic 2 – Summer Term 1 & 2 – Royalty <i>(Link to Queen Elizabeth's Platinum Jubilee)</i> NC Objective: Lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. Recommended scheme:			
<u>Key Lines of Enquiry</u> <ul style="list-style-type: none"> ● Who is the Queen of the UK? ● What has the life of Queen Elizabeth II been like? ● What has Queen Elizabeth II contributed to national and international achievements? ● Why are we celebrating the platinum jubilee in 2022? ● Who was Queen Victoria? ● Was her life similar or different to Queen Elizabeth II? ● Where do royalty live? 	<u>Historical Study</u> <ul style="list-style-type: none"> - I can ask and answer questions about Queen Elizabeth II and Queen Victoria - I can use visual sources to provide information about an individual. - I can begin to talk about different sources of information which tell us about Queen Victoria and Queen Elizabeth II's life. - I can summarise my learning into short sentences. 	<u>Historical Knowledge and Awareness</u> <ul style="list-style-type: none"> - Develop an awareness of the past. - Identify some difference between Queen Victoria's life and Queen Elizabeth's. - I can describe significant events in Queen Victoria and Queen Elizabeth II's life and explain reasons for my choices. 	<u>Chronology and Change</u> <ul style="list-style-type: none"> - I can sequence the achievements of different explorers on a timeline. - I can place Queen Victoria and Queen Elizabeth's life in sequence along a timeline. 	



Key Lines of Enquiry & Progression of Skills

History - 2021 - 2022

	<u>Key Lines of Enquiry</u>	<u>Historical Study</u>	<u>Historical Knowledge and Awareness</u>	<u>Chronology and Change</u>
Year 2	<p>Topic 1 – Autumn 1 & 2 – He Who is Tired of London is Tired of Life (Great Fire of London)</p> <p>NC Objective: Events beyond living memory that are significant nationally or globally.</p> <p>Recommended schemes: Historical Association, https://www.history.org.uk/primary/categories/207/resource/7198</p>			
	<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● What was Stuart London like? ● Could anyone have stopped what happened on 2nd September 1666? ● What did people do first? ● What was it like at the height of the fire? ● What was left of London? ● What did the King do to make London better? 	<p>Historical Study</p> <ul style="list-style-type: none"> - Use pictures and artefacts related to the Great Fire of London to answer questions about the past. - Use a range of simple sources to devise historical questions. - Summarise their learning about the Great Fire of London into short sentences. 	<p>Historical Knowledge and Awareness</p> <ul style="list-style-type: none"> - Retell the story of Great Fire of London. - Pick out the main elements of the story of Great Fire of London. - Explain what they think is important about what people learned from the Great Fire of London and explain reasons why. - Identify any important changes that happened because of the Great Fire of London. 	<p>Chronology and Change</p> <ul style="list-style-type: none"> - Use more complex phrases to describe time – a long time ago, centuries ago, - Sort the Great Fire of London into a timeline of historical events already studied.
<p>Topic 2 – Summer 2 – Significant Sporting Heroes (Arthur Wharton)</p> <p>NC Objective: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Article Link: file:///C:/Users/NStopp/Downloads/PH88 Arthur Wharton MatthewSossick.pdf</p> <p>Alternative Significant individual that could be studied is Walter Tull: https://www.history.org.uk/primary/categories/207/resource/9081</p>				
	<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● What do we mean by heroes, famous and significant? ● What makes these people special? ● Why was Arthur Wharton a remarkable character? ● How are sports stars treated today compared to Arthur Wharton? ● Why was it remarkable that Arthur succeeded in a time when so many advancements in technology did not exist and when racism existed on a level we can't understand? ● What obstacles are there to becoming a top sports person today and what obstacles would Arthur have faced in the past? ● Who are some other top black sports persons that we are aware of? What did they achieve? ● Why is it important to remember Arthur and other black, ethnic and minority figures from history? 	<p>Historical Study</p> <ul style="list-style-type: none"> - Use different photographs to extract information, to make comparisons and to make some inferences. - Identify other sources of information which they might use to find out more about Arthur Wharton's life. - Devise appropriate questions to ask Arthur Wharton about his experience as a black footballer in his time. - Find relevant information about a person from the internet and take notes. 	<p>Historical Knowledge and Awareness</p> <ul style="list-style-type: none"> - Understand what is meant by the terms 'famous' and 'significant' and begin to understand the differences between the two. - Begin to make a judgment about the quality of Arthur Wharton's life. - Make comparisons between football matches over time. - Make comparisons between the lives of Arthur Wharton and other significant sporting persons identifying some similarities and differences over time. 	<p>Chronology and Change</p> <ul style="list-style-type: none"> - Locate Arthur Wharton on a timeline. - Sequence correctly some of the key events in Arthur Wharton's early life. - Make comparisons over time.



Key Lines of Enquiry & Progression of Skills

History - 2021 - 2022

	<u>Key Lines of Enquiry</u>	<u>Historical Study</u>	<u>Historical Knowledge and Awareness</u>	<u>Chronology and Change</u>
Year 3	Topic 1 – Autumn Term 1 & 2 Ancient Civilisations – Egyptians NC Objective: 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 Egypt Recommended schemes: Historical Association, https://www.history.org.uk/primary/categories/217/resource/6787			
	<u>Key Lines of Enquiry</u> <ul style="list-style-type: none"> ● What did the Ancient Egyptians believe? How do we know? How different were Ancient Egyptian beliefs from today? ● How did religion affect life in Ancient Egypt? ● How did civilisation adapt to the needs of Egyptian life? 	<u>Historical Study</u> <ul style="list-style-type: none"> - Understand that we can learn about the importance of animals in Ancient Egypt/ Egyptian belief systems using a range of primary and secondary sources (history texts, artefacts, hieroglyphics, myths) - Understand that events from the past are represented and interpreted in different ways and that sources can confirm or contradict - Use the internet to research Egyptian Gods and create a simple database to organise information about them - Interpret the past through role play – e.g. hot seating as a pharaoh/ slave/ priest - Choose and discriminate between a range of information and use this to ask questions and to guide their research - What does the tomb of Tutankhamun tell us about Egyptian beliefs? 	<u>Historical Knowledge and Awareness</u> <ul style="list-style-type: none"> - Guess what objects from the past were used for using evidence to support answers (British Museum quiz) - Begin to understand why people believed and lived in the way they did and give reasons - Understand how the Egyptian beliefs contributed to their building of temples, tombs and pyramids - Understand the ways that the Egyptians worshipped and celebrated their festivals. Compare with religious festivals today. - Understand what the Egyptians believed about death and the practices around this. 	<u>Chronology and Change</u> <ul style="list-style-type: none"> - Understand the concept of decades and centuries. Use this to divide the past into periods of time. - Use a timeline with dates using BC and AD - Use key dates when describing events.
	Topic 2 – Spring Term 1 & 2 – Changes in Britain – Stone Age to Iron Age NC Objective: Changes in Britain from the Stone Age to the Iron Age Recommended schemes: Historical Association, https://www.history.org.uk/primary/resource/7537			
<u>Key Lines of Enquiry</u> <ul style="list-style-type: none"> ● What was 'new' about the New Stone Age? ● Which was better, bronze or iron? ● If you were Julius Caesar, would you have invaded Britain in 55BC? ● When do you think it was better to live – Stone Age, Bronze Age or Iron Age? 	<u>Historical Study</u> <ul style="list-style-type: none"> - Choose and discriminate between a range of information, and use this to ask questions about the Stone Age, Bronze Age and Iron Age. - Use the internet to research information about early Britain, e.g. housing, materials used, farming. - Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict. 	<u>Historical Knowledge and Awareness</u> <ul style="list-style-type: none"> - Guess what objects from the past were used for using evidence to support answers. - Summarise the main events from the early Britain period of history. - Give reasons for the main changes during this period of time. - Explain why people of early Britain made these changes, giving reasons. 	<u>Chronology and Change</u> <ul style="list-style-type: none"> - Sort events or objects into groups to show the changes over time during early Britain. - Use a timeline with dates, including both BC and AD to show some changes throughout the Stone Age. - Use evidence to describe changes within a time period. 	



Key Lines of Enquiry & Progression of Skills

History - 2021 - 2022

	<u>Key Lines of Enquiry</u>	<u>Historical Study</u>	<u>Historical Knowledge and Awareness</u>	<u>Chronology and Change</u>
Year 4	Topic 1 – Spring Term 2 – Historical Impact on Britain – The Roman Empire in Britain NC Objective: The Roman Empire and its impact on Britain Recommended schemes: Historical Association, https://www.history.org.uk/primary/resource/9227 Key Stage History, https://www.keystagehistory.co.uk/Resources/P2-2r28.pdf			
	<u>Key Lines of Enquiry</u> <ul style="list-style-type: none"> When did the Romans invade and why? Did the native Britons welcome or resist the Romans, and why? How did the Romans influence the culture of the people already here? 	<u>Historical Study</u> <ul style="list-style-type: none"> Use a range of documents and printed sources about life in Roman Britain. Understand that some evidence is limited. Support own point of view using evidence. Distinguish between reliable and unreliable sources in the study of Roman London. 	<u>Historical Knowledge and Awareness</u> <ul style="list-style-type: none"> Understand how the Britons felt about the Roman arrival. Understand differences in social (how society changed in Roman Britain), religious and cultural history. Summarise the main events from Romano-British history Understand links between history and geography. Know some similarities and differences within a period of time e.g. Roman slaves Describe how some things from the past affect life today (Roman roads and homes) Understand some of the lasting contributions of the Romans – city names, road structures, housing 	<u>Chronology and Change</u> <ul style="list-style-type: none"> Use a full range of dates and historical terms related to Roman Britain. Show how Roman Britain changes over time on a time line. Describe and make links between events and changes, such as: <ul style="list-style-type: none"> Julius Caesar – Britain (Starting question that children can find the answer to during the topic) Use evidence to describe changes within a time period e.g. changes to everyday life in Britain during the Roman occupation.
	Topic 2 – Summer Term 2 – Local History Study – Tudor Mitcham NC Objective: A local history study Recommended schemes: Key Stage History, https://www.keystagehistory.co.uk/Resources/P2-2rpl37.pdf (Not to be used in its entirety)			
	<u>Key Lines of Enquiry</u> <ul style="list-style-type: none"> What do we understand by Tudor times? How did the monarch and the church affect life in Tudor London? What was it like to live in Tudor Mitcham? How did that compare to life in the city? What does Elizabeth’s visit to Mitcham tell us? Did anyone else come to Mitcham? Why? How did the population of Tudor London change over time? What might some of the reasons for this be? How did it affect life in the city? 	<u>Historical Study</u> <ul style="list-style-type: none"> Use a range of documents and printed sources about life in Tudor Britain Identify the most useful sources for a particular task. Compare consistency of information from different sources. Use graphs to track population changes in Tudor London (See museum of London Pocket History) https://www.museumoflondon.org.uk/application/files/5314/5450/2917/life-in-tudor-london-pocket-history.pdf Give reasons for population change in Tudor London through analysing evidence. 	<u>Historical Knowledge and Awareness</u> <ul style="list-style-type: none"> Understand difference in social, religious, political and cultural history (The role of the Church of England and Henry VIII) Understand links between history and geography. How the Tudors use the river Thames and how this is mirrored today. Know some similarities and differences within a period of time e.g. The rich vs the poor in Tudor London and how the wealthy visited Mitcham. Describe how some things from the past affect life today. Shadows of the past in Mitcham ie. How road names have evolved from their original use ‘Steers Mead’, ‘Lavender Avenue’ (lavender fields in Sutton), ‘Tudor Place’, Non Such park/palace. Understand the relationship between beliefs and action in historical change ie. Refugees from The Spanish Netherlands seeking freedom from religious persecution, these refugees brought trade (bleaching of linen) to this country. How does this compare to welcoming refugees in Britain today? 	<u>Chronology and Change</u> <ul style="list-style-type: none"> Use a full range of dates and historical terms related to Tudor London. Use a timeline to place events, periods and cultural movements. Show how Tudor London/Mitcham, Tudor Family, Religious instability changes over time on a time line. Describe and make links between events and changes, such as: <ul style="list-style-type: none"> Henry VIII and the Roman Catholic Church Dissolution of the monasteries ‘Ravensbury Manor’ Changing Monarch and attitudes to Catholicism.



Key Lines of Enquiry & Progression of Skills

History - 2021 - 2022

	<u>Key Lines of Enquiry</u>	<u>Historical Study</u>	<u>Historical Knowledge and Awareness</u>	<u>Chronology and Change</u>
Year 5	<p>Topic 1 – Autumn Term 1 & 2 – Ancient Greece</p> <p>NC Objective: 1) Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Recommended schemes: Historical Association, https://www.history.org.uk/primary/categories/216/resource/6791 Key Stage History, https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-greece-outstanding-lessons-keystage-2/</p>			
	<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> - How can we find out about the civilisation of Ancient Greece? - Who were the Ancient Greeks? - What do artefacts tell us about what life was like in Ancient Greece? - What do archaeological sites tell us about what life was like in Ancient Greece? - Can we learn anything from Greek myths and legends? - What do we know about the achievements of Alexander the Great? - What sources should we include in a museum display on the life and achievements of the Ancient Greeks? 	<p>Historical Study</p> <ul style="list-style-type: none"> - to carry out research using secondary sources of written information - to locate Ancient Greece, Athens and Sparta on a map - to infer information from artefacts about what life was like in Ancient Greece - to consider the utility and limitations of using artefacts in isolation from other historical sources - to infer information from archaeological sites about what life was like in Ancient Greece - to select and combine information from different sources about life in Ancient Greece - to use different sources to identify the most important achievements of Alexander the Great giving reasons - - 	<p>Historical Knowledge and Awareness</p> <ul style="list-style-type: none"> - to locate Ancient Greece, Athens and Sparta on a map - that Ancient Greece consisted of city states - to identify some of the similarities and differences between life in Athens and Sparta - to identify some of the similarities and differences between life in Athens and Sparta - to show some understanding that aspects of the past have been represented and interpreted in different ways 	<p>Chronology and Change</p> <ul style="list-style-type: none"> - to place Ancient Greece in time
<p>Topic 1 – Summer Term 1 & 2 – Invaders and Settlers – The Vikings and Anglo Saxons</p> <p>NC Objective: 1) Britain’s settlement by Anglo-Saxons and Scots 2) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Recommended schemes: Historical Association, https://www.history.org.uk/primary/categories/177/resource/6919 Key Stage History, https://www.keystagehistory.co.uk/Resources/P2-2r27.pdf</p>				
	<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> - What happened to Britain when the Romans left? - How well did the Saxons and Vikings get on with each other? - Was life better in Anglo-Saxon or Roman Britain? - What did the Anglo Saxons and Vikings leave behind? 	<p>Historical Study</p> <ul style="list-style-type: none"> - Identify differences in historical evidence available for life in Britain from the end of the Roman era to the departure of the Vikings - Rank sources of information according to usefulness and reliability 	<p>Historical Knowledge and Awareness</p> <ul style="list-style-type: none"> - Explain their own point of view about the characteristics of different invaders justifying this using a broad range of evidence - Describe the main changes through this period of history, from the perceptions of the Vikings, Saxons and Scots - Explore evidence for the reasons why different people have come to Britain through choice or necessity. Adapt their viewpoints as different evidence is considered. 	<p>Chronology and Change</p> <ul style="list-style-type: none"> - Use key dates and terms accurately when referring to the events through this period of British history - Show key migration periods to Britain on a timeline and discuss possible causal factors for these migrations - Compare reasons for migration to Britain with these societies and today



Key Lines of Enquiry & Progression of Skills

History - 2021 - 2022

	<u>Key Lines of Enquiry</u>	<u>Historical Study</u>	<u>Historical Knowledge and Awareness</u>	<u>Chronology and Change</u>
Year 6	<p align="center">Topic 1 – Autumn Term 1 – Ancient Civilisation – Benin</p> <p>NC Objective: a non-European society that provides contrasts with British history – one study: Benin (West Africa) c. AD 900-1300.</p> <p>Recommended schemes: Key Stage History, https://www.keystagehistory.co.uk/Resources/P2-2r26.pdf</p>			
	<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> Why do we learn about Benin in school? What sort of place was Benin 1,000 years ago and how do we know? What can we tell about the Benin society from the images and artefacts that have survived? What changes took place when the European settlers started trading? Soap, margarine and tyres: Why did the British get involved in Benin and what are the effects for the Benin people? Should the bronzes be returned to Benin? 	<p>Historical Study</p> <ul style="list-style-type: none"> Make conclusions about life in Benin with evidence as to the most likely version of events. Devise historically valid questions about change in Benin. Interpret the past of Benin by using a range of concepts and ideas. Understand the role of opinion 	<p>Historical Knowledge and Awareness</p> <ul style="list-style-type: none"> Organise a series of relevant historical information, and check this for accuracy. Begin to understand the significance of the King of Benin. Understand and use the concept of legacy, when studying Benin before the Europeans arrived. Speculate and hypothesise about the past, formulating their own theories about what life in Benin was like based on the evidence available. 	<p>Chronology and Change</p> <ul style="list-style-type: none"> Speculate – what if? What if the Europeans/British didn't get involved in Benin? Identify changes from 1850 – 1890 in the fortune of Benin and their changing relationship with the British Empire.
	<p align="center">Topic 2 – Autumn Term 2 – Chronological History Beyond 1066 – Battle of Britain</p> <p>NC Objective: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history, the Battle of Britain</p> <p>Recommended schemes: Historical Association, https://www.history.org.uk/primary/categories/217/resource/9433</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> Why did Britain have to go to war in 1939? Why was it necessary for children to be evacuated and what was evacuation really like? How was Britain able to stand firm against the German threat? How did people manage to carry on normal life during the war and how do we know? Why is it so difficult to be sure what life on the Home Front was really like? What was VE day really like? 	<p>Historical Study</p> <ul style="list-style-type: none"> Understand the role of opinion and propaganda in regards to how life was like on the Home Front. Devise historically valid questions about the cause of the battle of Britain. Give a balanced view of interpretations of the past, using different points of view. Interpret the past using a range of concepts and ideas. 	<p>Historical Knowledge and Awareness</p> <ul style="list-style-type: none"> Adapt their ideas and viewpoints about World War 2 as new information arises. Speculate and hypothesise about the past, formulating their own theories about reasons for change. Understand and use the concept of legacy e.g. how did World War 2 change Britain? 	<p>Chronology and Change</p> <ul style="list-style-type: none"> Speculate – what if? What if Britain didn't go to war...what if children weren't evacuated out of Britain...what if propaganda wasn't used. 	