

History

<p>Intent – what do we want to achieve?</p>	<p>In the Federation of Kymbrook and Thurleigh Primary Schools, we understand that in order for knowledge to become memorable, children need repeated encounters with a wide range of ideas, in a variety of contexts. If something seems familiar, it is easier to remember – therefore, children’s prior knowledge helps to makes new information meaningful.</p> <p>Our aim is for our children to know and understand significant aspects of the history of the wider world – such as the journey of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; then be able to link key concepts such as ‘empire’, ‘civilisation’, ‘invasion’ across their learning from Early Years to Year 6. We intend for children to understand continuity and change, cause and consequence, similarity, difference and significance. For them to be able to create their own accounts - including written essays, to explain their own thoughts and develop their understanding. To understand there are different ways to explore history and begin to explain how and why there is more than one side to an argument and how ideas and opinions may have changed through time.</p>
<p>Implementation – how will we achieve this?</p>	<p>Through our knowledge-rich, creative curriculum the children in the KT Federation will start by looking at their own past experiences, and also draw on the local environment, which will help them to gain an understanding of the world in which they live. Our teaching of history will encourage the children’s natural curiosity about past events in the UK and the wider world. Children will be taught to know and understand the history of our islands from the earliest times to the present day.</p> <p>In addition, we will provide a well-balanced view of history to ensure children learn about the diversity of people, groups and experiences. We will teach history to our children, through a range of different and exciting topics that are relevant to each stage of their education and follow the requirements of the National Curriculum. Our learning environments will be immersive and inviting and our curriculum will be adapted to the needs of all of our pupils and ambitious for all.</p>
<p>Impact – what will be the impact on learning?</p>	<p>Work in topic books will show that children have engaged in a variety of approaches that invite curiosity and develop historical inquiry. Outcomes will show that children understand key knowledge and themes that have been taught.</p> <p>The history subject leader will have access to current CPD/training and will support other staff with planning, delivering content and the assessment of the subject.</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

EYFS				
EYFS framework - intent	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.			
	Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
	<p>During dedicated talk time, listen to what children say about their family.</p> <p>Share information about your own family, giving children time to ask questions or make comments.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show children how there are many different families.</p> <p>Frequently share texts, images and tell oral stories that help children</p>	<p>Present children with pictures stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Frequently share texts, images and tell oral stories that help develop an understanding of the past and present.</p>	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance.</p> <p>Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, school and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising things may happen before they were born.</p>	<p>Talk about people that the children may have come across within their community such as hairdressers, the police, fire service, nurses, doctors and teachers.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	develop an understanding of the past and present.		Feature fictional and non-fictional characters from a range of cultures and times in storytelling.	
Development Matters	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.			
Vocabulary	Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now.			
ELG: Past and Present (Statutory)	Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling			
Cycle 1 – Year 1 & 2				
	Autumn	Spring	Summer	
Threads	Social Change	Social Change	Exploration	
Topic	Let's Go Wild!	Once Upon A Time	Where in the World	
Knowledge	<ul style="list-style-type: none"> • Know the importance of the Great Fire of London & how long ago it was • Know when the fire started, how long it lasted and how it was extinguished • Know if anybody died in the Great Fire of London • Know the impact of the Great Fire on London. • Know how the Great Fire of London been remembered • Be able to discuss and order the events surrounding The Great Fire of London. • Who was Samuel Pepys? • Be able to recognise the significance of Samuel Pepys as a witness and why he and others acted as they did. 	<ul style="list-style-type: none"> • Know of the significant 1960s decade and the link with British pop music and fashion. • Know the significance of the Beatles • Understand the significant of the Moon Landing and who Neil Armstrong was. • Understand how and why the decade brought change to people's everyday lives. 	<ul style="list-style-type: none"> • Know about Captain James Cook • Know why his voyages were significant. • Know that Captain Cook is one of the world's greatest explorers. • Know that he created the first accurate map of the Pacific Ocean. 	
Skills	Investigate and interpret the past: <ul style="list-style-type: none"> • Ask and answer questions, using stories, artefacts, pictures, and other sources. 	Investigate and interpret the past: <ul style="list-style-type: none"> • Ask and answer questions, using stories, artefacts, pictures, and other sources. 	Investigate and interpret the past: <ul style="list-style-type: none"> • Ask and answer questions, using stories, artefacts, pictures, and other sources. 	

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<ul style="list-style-type: none"> • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe historical events and people from the past, within & beyond living memory. • Identify similarities and differences between life in different periods. • Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. • Understand where the people and events they study fit within a chronological framework • Developing an awareness of change over time. • Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use words & phrases to describe the passing of time. E.g: a long time ago, recently, years, decades, and centuries. • Identify and talk about simple similarities and differences. • Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? • Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. • Begin to use questions to understand past events. 	<ul style="list-style-type: none"> • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe historical events and people from the past, within & beyond living memory. • Identify similarities and differences between life in different periods. • Describe historical events, people, and places in their own locality. • Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. • Understand where the people and events they study fit within a chronological framework • Developing an awareness of change over time. • Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use words & phrases to describe the passing of time. E.g: a long time ago, recently, years, decades, and centuries. • Identify and talk about simple similarities and differences. • Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? • Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. • Begin to use questions to understand past events. 	<ul style="list-style-type: none"> • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe historical events and people from the past, within & beyond living memory. • Identify similarities and differences between life in different periods. • Describe historical events, people, and places in their own locality. • Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. • Understand where the people and events they study fit within a chronological framework. • Developing an awareness of change over time. • Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use words & phrases to describe the passing of time. E.g: a long time ago, recently, years, decades, and centuries. • Identify and talk about simple similarities and differences. • Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? • Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. • Begin to use questions to understand past events.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KT Federation Curriculum Progression

Vocabulary	Samuel Pepys , Thomas Farriner, eye-witness River Thames, Pudding Lane, bakery, King Charles I, diary, fire- hooks, fire-breaks, St Paul’s Cathedral.	decade, past, present, source, primary source, fashion, The Beatles, John Lennon, moon landing, Neil Armstrong	explorer, Aboriginal and Torres Strait Islander, peoples, native animals, voyage, Captain Cook, Endeavour, ocean, Earth
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	Fantastic Finish - History off the Page visit	Marvellous Middle – “Swinging Sixties Day” - children dress up in 1960’s clothes and celebrate the clothes, food, dancing, music and some of the key events of the decade (e.g. the Moon Landing)	Sparkling Start – Dress up as an Explorer Day. Children can be introduced to the idea of “exploration” – by going on a playground safari with “binoculars” and “telescopes” made from cardboard tubes
Assessment Opportunities			
Cycle 1 – Year 3 & 4			
	Autumn	Spring	Summer
Threads	Civilisation		Social Change
Topic	Rocks, Shocks, Shakes and Wild Weather	From Snozzcumbers to Perfect Potions	Dress to Impress
Knowledge	<ul style="list-style-type: none"> • What prehistory is, when it was and the periods within it. • How we find out about Prehistory and the role archaeologists play. • The changes in Britain from the Stone Age to Iron Age, including: farming, food, tools and weapons, houses, art and culture, tribes, and travel. • What Skara Brae tells us about life in the late Stone Age. 	<ul style="list-style-type: none"> • Know the significant events of Roald Dahl’s life and the impact these events had on his work. • Know the importance of Roald Dahl and his influence on the writing and reading of children today. 	<ul style="list-style-type: none"> • How British clothing has developed and changed from 1066 to the Present Day, understanding how and why fashion has changed over time. • How materials and manufacturing processes have changed over time, understanding how these changes were brought about and the reasons for them. For example, the key changes and developments in spinning and weaving. • The impact of developments in the textile industry on Britian, especially in the 18th and 19th Centuries.

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

			<ul style="list-style-type: none"> • The influence of significant British designers throughout history, including Vivienne Westwood.
<p>Skills</p>	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk about historical events and the impact of these, making connections to the modern day. • Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). • Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. • Suggest causes and consequences of some of the main events and changes in History. • Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and historical terms to describe events. • Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Compare some of the times studied with those of other areas of interest and the modern day. • Explore the social, ethnic, cultural, or religious diversity of society in the past. • Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. • A detailed study of a famous person and their historical legacy. • Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk about historical events and the impact of these, making connections to the modern day. • Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). <p>Understand chronology:</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and historical terms to describe events. • Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • A detailed study of a famous person and their historical legacy. • Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. • Begin to use questions to understand significant events. • Analyse the impact of significant people and events in history. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk about historical events and the impact of these, making connections to the modern day. • Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). • Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. • Suggest causes and consequences of some of the main events and changes in History. • Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and historical terms to describe events. • Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate. • Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Compare some of the times studied with those of other areas of interest and the modern day. • Explore the social, ethnic, cultural, or religious diversity of society in the past. • Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children.

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<ul style="list-style-type: none"> • Begin to use questions to understand significant events. • Analyse the impact of significant people and events in history. 		<ul style="list-style-type: none"> • A detailed study of a famous person and their historical legacy. • Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. • Begin to use questions to understand significant events. • Analyse the impact of significant people and events in history.
Vocabulary	Prehistory, archaeologist, artefact, evidence, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, civilisation, tribes, hunter gatherers, settlement, BC, AD, chronology, change.	Timeline, significant events, works, influence, birth, death, occupation	Fashion, style, evolve, century, materials, fabric, manufacturing, spinning, weaving, embroidery, printing, tie dying, designer, Vivienne Westwood, change, industry
FLASHBACK –Links to previous learning	Y1/2 – Autumn and Summer Cycle 1: Chronology of significant events.	Y1/2 – Autumn and Summer Cycle 1: History of significant events and individuals (Captain Cook, Samuel Pepys and GfofL)	Y1/2 – Spring cycle 1: 1960's Fashion.
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	<p>Sparkling Start: Stone Age Day (dressing, cooking, and living like a Stone Age man/woman).</p> <p>Marvellous Middle: Theatre of Widdershin's Stone Age Experience (Puppet Show, Stone Age Art Workshop and Creative Writing Workshop).</p> <p>Fantastic Finish: Forest School – Stone Age Activities (campfire, tools, den building)</p>	Fantastic Finish: Visit to the Roald Dahl Gallery at Bucks Museum, Aylesbury	Marvellous Middle: Visit the Northampton Museum - shoes
Assessment Opportunities			
Cycle 1 – Year 5 & 6			
	Autumn	Spring	Summer
Threads	Locality	Exploration Civilisation	Civilisation/invasion
Topic	How have the conflicts of World War Two shaped British History? - WW2	How should we unravel the past? - Ancient Egypt	Can chocolate transform the world? - Maya

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

<p>Knowledge</p>	<ul style="list-style-type: none"> - Know when World War Two took place. - Know which countries were involved. - Know what the Blitz was and how it affected people. - Know about the experiences of children during the war, including those who were evacuated. - Know how WW2 affected people such as: The Home Front, rationing, Make Do and Mend, Land Army, etc. - Know the term propaganda and that the past has been represented in different ways - Know what daily life was like during WW2 - Know of significant leaders & decisions - Know the experiences of women during and post war. - Understand the impact of war locally and within staff/pupils families - Know how the war ended 	<ul style="list-style-type: none"> - Know how much the people of Egypt depended on the River Nile - Know the major achievements of the civilisation, such as: architecture, mummification, communication - Know about the different roles in society - Know how and why Egyptians used to mummify their dead - Know the significance of Egyptian Gods - Know the significance of the Pharaohs - Know about the exploration by Howard Carter of the tomb of Tutankhamun - Know why the Egyptians built pyramids - Know about the art and culture of the Ancient Egyptians. 	<ul style="list-style-type: none"> - Know the major achievements of the Maya civilisation. - Understand who they were, when and where they lived. - Know the religious beliefs and practices of the Maya people. - Know the significance of the Maya Gods - Know the significance of the Maya calendar and number system. - Know of the Maya understanding of astronomy. - Investigate the Maya cities and some of the people who explored and documented them - Know about the Maya writing system - Understand the importance of food to the Maya and its religious/cultural significance.
<p>Skills</p>	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context. • Hone lines of enquiry as appropriate. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context.

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<ul style="list-style-type: none"> Summarise how Britain has had a major influence on world history. <p>Understand Chronology:</p> <ul style="list-style-type: none"> Describe the significant changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and technical terms accurately when describing events. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Place features of historical events and people from the past societies and periods in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the schools and surrounding villages. Compare periods of times in relation to other historical events and the impact of these, linking to modern day. Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. A detailed study of a particular famous person and their historical legacy. Communicate knowledge and understanding orally and in writing and offer points of view based upon what has been learned Begin to use questions to understand significant events. Analyse and evaluate the impact of significant people/events in history. <p>Specific to topic:</p> <p>Identify and explain my understanding of propaganda. Debate more than one version of an event and say how the author may be attempting to persuade or give a specific viewpoint</p>	<ul style="list-style-type: none"> Show an awareness of the concept of propaganda and how historians must understand the social context. Hone lines of enquiry as appropriate. Summarise how Britain has had a major influence on world history. <p>Understand Chronology:</p> <ul style="list-style-type: none"> Describe the significant changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and technical terms accurately when describing events. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Place features of historical events and people from the past societies and periods in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Compare periods of times in relation to other historical events and the impact of these, linking to modern day. Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Hone lines of enquiry as appropriate. <p>Understand Chronology:</p> <ul style="list-style-type: none"> Describe the significant changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and technical terms accurately when describing events. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Place features of historical events and people from the past societies and periods in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Compare periods of times in relation to other historical events and the impact of these, linking to modern day. Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Communicate knowledge and understanding orally and in writing and offer points of view based upon what has been learned Begin to use questions to understand significant events. Analyse and evaluate the impact of significant people/events in history. <p>Specific to topic:</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<p>Describe a key event from Britain's past using a range of different sources Use different sources of information in ways that go beyond simple observations to ask and answer questions about the past</p>	<ul style="list-style-type: none"> • A detailed study of a particular famous person and their historical legacy. • Communicate knowledge and understanding orally and in writing and offer points of view based upon what has been learned • Begin to use questions to understand significant events. • Analyse and evaluate the impact of significant people/events in history. <p>Specific to topic:</p> <p>Describe what Egyptian life was like for different groups of people Say how the Egyptian life has had an impact on modern society Explain why people chose to settle in certain areas in Ancient Egypt Compare what was happening in the Egyptian civilisation with what was happening in Britain at the same time Compare aspects of life such as achievements, society, beliefs, and architecture Present knowledge about the Egyptians using a variety of skills – cross curricular Use appropriate vocabulary to communicate about the Egyptians</p>	<p>Analyse a variety of sources and use these to make inferences about the past - in particular about Maya economy, culture, religious beliefs and society Examine the timeline of the Maya civilisation and consider where there was rapid change; where there was very little change, explain why this may be the case Compare what was happening in the Maya civilisation with what was happening in Britain at the same time Compare the Maya with the Greek and Egyptian civilisations using a Venn diagram. Describe the ideas, beliefs and attitudes of all groups of people in the Maya civilisation Use appropriate vocabulary to communicate about the Maya.</p>
Vocabulary	<p>Conflict, invasion, allies, axis, Blitz, evacuation, Home Guard, Land Army, rationing, VE Day, propaganda, Holocaust, Luftwaffe, Royal Air Force, United States Air Force, 306 Bombardment Group, Adolf Hitler, Joseph Stalin, Benito Mussolini, Hideki Tojo, Winston Churchill, Neville Chamberlain, Franklin Roosevelt.</p>	<p>Civilisation, BC/ BCE, irrigation, silt, hieroglyphs, hieroglyphics, tomb, burial chamber, pyramid, afterlife, amulet, canopic jar, tomb, embalming, mummification, Pharaoh, River Nile, papyrus, scarab, Egypt, Howard Carter, Tutankhamun, Sphinx, sarcophagus.</p>	<p>Civilisation, drought, ritual, jaguar, scribe, codices, cacao beans, priest, Gods, South America, Upperworld, Middleworld, Underworld (Xibalba), Maya, Mesoamerica, deity, Chichen Itza, legend, mortal vs immortal being, hieroglyph, maize, sacrifice.</p>
FLASHBACK –Links to previous learning	<p>Y1/2 Autumn Cycle 2: Invasion thread Y3/4 Autumn Cycle 2: Social Change – Medicine.</p>	<p>Y3/4 – Summer Cycle 2: Civilisations, invasion & society - Ancient Rome in Y3/4 as part of Invasion topic.</p>	<p>Y3/4 – Summer Cycle 2: Civilisations, invasion & society - Ancient Rome in Y3/4 as part of Invasion topic.</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	Y3/4 Summer Cycle 2: Invasion thread - Romans, Anglo-Saxons & Vikings			Year 5/6 – Egyptian civilisation in previous term.		
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors	Stunning Start – Visit to the 306 Bombardment Museum, Thurleigh Fantastic Finish – Street Party to celebrate VE Day		Stunning Start – Discover box with hieroglyphic message & Ancient Egyptian artefacts. Marvellous Middle - Visits to the Fitzwilliam Museum in Cambridge. Fantastic Finish – Ancient Egyptian Day.		Marvellous Middle – Create chocolate bars. Fantastic Finish – Dragon’s Den pitch to parents.	
Assessment Opportunities						
Cycle 2 - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Cycle 2 – Year 1 & 2						
	Autumn		Spring		Summer	
Threads	Civilisation/Invasion		Social Change		Locality/Social Change	
Topic	Castles		Growing		Under the Sea	
Knowledge	<ul style="list-style-type: none"> • Know how we can find out about the past. • Know how to use words relating to the passing of time. • Know what a timeline is and what it shows. • Know when different castles were built and put them on a timeline. • Know what castle life was like in the past. 		<ul style="list-style-type: none"> • Know what an example of a source of information is – identify reliable and not reliable sources • Know what a Victorian classroom looked like. • Know that not all children would go to school and that Queen Victoria 		<ul style="list-style-type: none"> • Know about the origins of piracy. • Know about the history of the River Great Ouse in Bedford being used for transport. • Know how we can find out about the past • Know how to use words relating to the passing of time. 	

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<ul style="list-style-type: none"> • Know the roles of people in the castle – similarities and differences to jobs today. • Identify the differences between life today and in the past in a castle. • Know the history and chronology of Thurleigh and Bedford Castle. • Know who the Monarch of England was at various times in history 	<p>made it compulsory for children to attend school.</p> <ul style="list-style-type: none"> • Know the types of lessons children would have had in Victorian England. • Know that there were laws to help protect children from working long hours in poor and dangerous conditions so that they could attend school. • Know that school was different for people in the past, including our families 	<ul style="list-style-type: none"> • Describe the features of the seaside now and then, explaining the differences and similarities.
<p>Skills</p>	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Ask and answer questions, using stories, artefacts, pictures, and other sources. • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe historical events and people from the past, within & beyond living memory. • Identify similarities and differences between life in different periods. • Describe historical events, people, and places in their own locality. • Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. • Understand where the people and events they study fit within a chronological framework. • Recount changes that have occurred in their own life, developing an awareness of change over time. • Begin to be able to describe events with growing accuracy. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Ask and answer questions, using stories, artefacts, pictures, and other sources. • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe historical events and people from the past, within & beyond living memory. • Identify similarities and differences between life in different periods. • Describe historical events, people, and places in their own locality. • Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Ask and answer questions, using stories, artefacts, pictures, and other sources. • Understand ways that we find out about the past and identify some of the different ways the past has been represented. • Develop an awareness of the past • Observe or handle evidence to ask questions and find answers to questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Describe historical events and people from the past, within & beyond living memory. • Identify similarities and differences between life in different periods. • Describe historical events, people, and places in their own locality. • Begin to understand things continue and change over time and use questions to understand past events. <p>Understand chronology:</p> <ul style="list-style-type: none"> • Place events and artifacts in order on a timeline, labeling this with words/phrases like past/present, older/newer. • Understand where the people and events they study fit within a chronological framework.

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<p>Communicate historically:</p> <ul style="list-style-type: none"> • Use words & phrases to describe the passing of time. e.g: a long time ago, recently, years, decades, and centuries. • Identify and talk about simple similarities and differences. • Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? • Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. • Begin to use questions to understand past events. <p>Skills specific to topic:</p> <p>Recount the life of someone famous from Britain who lived in the past.</p>	<ul style="list-style-type: none"> • Understand where the people and events they study fit within a chronological framework. • Recount changes that have occurred in their own life, developing an awareness of change over time. • Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use words & phrases to describe the passing of time. e.g: a long time ago, recently, years, decades, and centuries. • Identify and talk about simple similarities and differences. • Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? • Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. • Begin to use questions to understand past events. <p>Skills specific to topic:</p> <p>Begin to identify the main differences between old and new objects. Ask and answer questions using artefacts or photograph provided. Understand that some objects belonged to the past. Spot old and new things in a picture. Put up to three objects in chronological order</p>	<ul style="list-style-type: none"> • Recount changes that have occurred in their own life, developing an awareness of change over time. • Begin to be able to describe events with growing accuracy. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use words & phrases to describe the passing of time. e.g: a long time ago, recently, years, decades, and centuries. • Identify and talk about simple similarities and differences. • Show an understanding of the concept of a nation and a nation's history. Such as: What was it like for people? What happened? How long ago? • Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy, and war and peace. • Begin to use questions to understand past events. <p>Skills specific to topic:</p> <p>Give a plausible explanation about what an object was used for in the past. Recognise a story that may have happened a long time ago.</p>
Vocabulary	Source, same time as, long before, long after, Middle Ages, medieval, centuries ago.	Modern, newer, older, after, more recently, Victorian, today, 21 st Century	Before I was born, newer, older, within living memory, when I was younger, chronology, chronological order, newest, source, evidence, question, a long time ago, research, earliest, latest
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/Marvellous	Stunning Start:	Stunning Start: Victorian School Day.	Stunning Start: Marvellous Middle: Pirate Day.

KT Federation Curriculum Progression

Middles/Fantastic Finishes/Visits & Visitors	Marvellous Middle: Virtual tour around Buckingham Palace. Fantastic Finish: Castles Day 'History off the page'		Fantastic Finish: Virtual Lighthouse and light boat talk RNLI.
Assessment Opportunities			
Cycle 2 – Year 3 & 4			
	Autumn	Spring	Summer
Threads	Civilisation	Locality /exploration	Civilisation/invasion
Topic	What's Going on Inside?	Around the World in 80 Days	Invasion!
Knowledge	<ul style="list-style-type: none"> • Know about public health, surgery, and the treatment of disease and infection. • Know that this has developed and changed over time & why. • Know of early teachings and beliefs about disease, particularly within the Roman Empire and the Middle Ages. • Know the significance of The Black Death. • Know the significant developments and changes that happened during the twentieth and twenty-first centuries, which promoted progress and change towards modern medicine. For example: the development of penicillin, the birth of The National Health Service (NHS), advancements in surgery, organ transplantations and developments in radiation. • Know the influence of key historical figures who played a part in the development and advancement of medicine. This will include: Edward Jenner, 	<p>Study a site dating from a period beyond 1066 that is significant in the locality. The Castle Mound in Bedford.</p> <p>Children will know...</p> <ul style="list-style-type: none"> • How the area/locality of the school/village has changed over time. • About the difference between primary and secondary sources of evidence and how to use them. • How to evaluate sources of evidence to determine their trustworthiness. 	<ul style="list-style-type: none"> • About the Roman Empire and its impact on Britain. This will include: Julius Caesar's attempted invasion in 55-54 BC, The Roman Empire by AD 42 and the power of its army, the successful invasion by Claudius and conquest, the British resistance, and the 'Romanisation' of Britain. • About Britain's settlement by the Anglo-Saxons and Scots. This will include: Roman withdrawal from Britain and the fall of the western Roman Empire, the Scots invasions from Ireland to north Britain, the Anglo-Saxon invasions, settlements and kingdoms and Anglo-Saxon art and culture. • About the Anglo-Saxon and Viking struggle for the Kingdom of England to the time of Edward the Confessor. This will include: Significant Viking raids and

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<p>Flornce Nightingale, Mary Seacole, Ignas Semmelweis (hand washing) or Edith Cavell.</p>		<p>invasions, the resistance by Alfred the Great and Athelstan, the first King of England, Anglo–Saxon laws and justice and Edward the Confessor and his death in 1066.</p> <ul style="list-style-type: none"> • Who the Anglo-Saxons were, why they invaded Britain and why the Romans left Britain. • Where the Anglo-Saxons built settlements and kingdoms and the meaning of their place names. • What life and culture was like in an Anglo-Saxon village. • How the Anglo-Saxons dressed and how they decorated themselves. • Religious beliefs of the Anglo-Saxons and Vikings. • Why the Anglo-Saxons became Christian. • Why the Vikings invaded by attacking Lindisfarne and the consequences of that. • The key events of King Alfred’s life. • The importance of the Sutton Hoo treasures and what they signify.
<p>Skills</p>	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk about historical events and the impact of these, making connections to the modern day. • Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). • Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk about historical events and the impact of these, making connections to the modern day. • Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). • Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history. 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk about historical events and the impact of these, making connections to the modern day. • Suggest and use a variety of suitable sources of evidence for historical enquiries (considering validity). • Understand that it is necessary to use more than one source of evidence to gain an accurate understanding of history.

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. Suggest causes and consequences of some of the main events and changes in History. Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events. Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Compare some of the times studied with those of other areas of interest and the modern day. Explore the social, ethnic, cultural, or religious diversity of society in the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. A detailed study of a famous person and their historical legacy. Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. Begin to use questions to understand significant events. Analyse the impact of significant people and events in history. 	<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. Suggest causes and consequences of some of the main events and changes in History. Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events. Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest and the modern day. Explore the social, ethnic, cultural, or religious diversity of society in the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. A detailed study of a famous person and their historical legacy. Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. Begin to use questions to understand significant events. Analyse the impact of significant people and events in history. 	<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ, showing an awareness of social context. Suggest causes and consequences of some of the main events and changes in History. Recognise ways Britain has had a major influence on world history. <p>Understand chronology:</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events. Place events, artefacts, and historical people in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate. Use literacy, numeracy, and technology, to a good standard, to communicate information about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest and the modern day. Explore the social, ethnic, cultural, or religious diversity of society in the past. Describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences of men, women, and children. A detailed study of a famous person and their historical legacy. Communicate knowledge and understanding orally and in writing, offering a point of view based upon what has been learned. Begin to use questions to understand significant events. Analyse the impact of significant people and events in history.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

Vocabulary	Medicine, Public Health, treatment, disease, illness, developments, advancements, surgery, infection, Medieval, plagues, epidemics, The Black Death, radiation, organ transplants, The Four Humours, NHS, superstitions, progress, Modern Medicine	Location, chronology, historical importance, evidence, primary sources, secondary sources, evaluate, trustworthiness, change, study	Anglo-Saxons, Invasion, Settlements, Kingdoms, Art, Culture, Law, Justice, Lundenwic, Romans, Vikings, Scots, Edward the Confesor, Roman Empire, Conquered, BC, Resistance, Religion, Culture, Art,
FLASHBACK –Links to previous learning	Great Fire of London – Y1&2 Autumn Cycle 1.	Explorers - Y1&2 Summer Cycle 1.	Castles & civilisations – Year 1&2 Spring cycle 1
Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors		Visit: Village walk to see historical places	Sparkling Start: Roman Day Marvellous Middle: Viking Day Fantastic Finish: Visit to Bedford Museum or Cambridge Museum
Assessment Opportunities			
Cycle 2 – Year 5 & 6			
	Autumn	Spring	Summer
Thread	Locality	Social Change	Civilisation/invasion
Topic	What makes us and our community marvellous?	What is the solution to pollution?	What puts the game in gaming? - Ancient Greeks
Knowledge	Locality is a thread but with a Geography focus	<ul style="list-style-type: none"> - Understand the impact of humans on the Earth in modern times - The history of plastic. - Know how the Industrial Revolution led to water and air pollution. - A detailed study of a particular famous person and their historical legacy from at least two different 	<ul style="list-style-type: none"> - Know where and when the Ancient Greek civilisation existed and order events on a timeline. - Know about the history of the Olympics. - Know significant events from the history of Ancient Greece - Know about the significant influence of Ancient Greece on modern day.

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

		<p>points of view. David Attenborough and Greta Thunberg</p>	<ul style="list-style-type: none"> - Know about the Greek Empire, how it was established and maintained and the impact on the wider world - Know about Alexander the Great - Know about the religious beliefs of the Ancient Greek people and know some of the gods they worshipped - Know about the Ancient Greek writing system and know some well-known Greek writers and stories
<p>Skills</p>		<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about a historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context. • Hone lines of enquiry as appropriate. • Summarise how Britain has had a major influence on world history. <p>Understand Chronology:</p> <ul style="list-style-type: none"> • Describe the significant changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and technical terms accurately when describing events. • Note connections, contrasts and trends 	<p>Investigate and interpret the past:</p> <ul style="list-style-type: none"> • Talk in depth about a historical events and the impact of these, linking to modern day. • Compare and analyse a variety of reliable sources to gain a deeper understanding of the past/subject. • Use a wide range of historical evidence (acknowledge validity) in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context. • Hone lines of enquiry as appropriate. <p>Understand Chronology:</p> <ul style="list-style-type: none"> • Describe the significant changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and technical terms accurately when describing events. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

KT Federation Curriculum Progression

		<p>over time and develop the appropriate use of historical terms.</p> <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate • Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. • Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • A detailed study of a particular famous person and their impact • Communicate knowledge and understanding orally and in writing and offer points of view based upon what you have learned • Begin to use questions to understand significant events. • Analyse and evaluate the impact of significant people/events in history. 	<ul style="list-style-type: none"> • Place features of historical events and people from the past societies and periods in a chronological outline/framework. <p>Communicate historically:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate • Use literacy, numeracy and technology skills to an exceptional standard in order to communicate information about the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Compare periods of times in relation to other historical events and the impact of these, linking to modern day. • Understand the major achievements of a society, such as: social, ethnic, cultural or religious diversity of past societies. • Understand features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • A detailed study of a particular famous person and their historical legacy. • Communicate knowledge and understanding orally and in writing and offer points of view based upon what you have learned out. • Begin to use questions to understand significant events. • Analyse and evaluate the impact of significant people/events in history.
Vocabulary		Recycle, reuse, reduce, hazard, starvation, contaminate, micro-plastic, biodegradable, deforestation, disposable products, pollution, (air & plastic)	Acropolis, Polytheistic, Democracy, Mount Olympus, City-State, Olympics, patron, scholar, invasion, chronology, civilisation, culture, democracy, mythology.
FLASHBACK –Links to previous learning			<p>Year 1/2: Cycle 2 – Castles</p> <p>Year 3/4: Cycle 2 – Romans, Anglo-Saxons & Vikings.</p> <p>Year 5/6 Cycle 1 – Ancient Egypt</p>



KT Federation Curriculum Progression

Enrichment - Sparkling Starts/Marvellous Middles/Fantastic Finishes/Visits & Visitors			Fantastic finish: Olympic/Ancient Greek day
Assessment Opportunities			

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*