



History Phase Overview UKS2



Cycle A

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 Show a chronologically secure knowledge and understanding of local, national and global history.	I1 Recognise when they are using primary and secondary sources of information to investigate the past	H1 Show an awareness of the concept of propaganda and censorship
C2 Able to tell the story of events within and across the time periods studied	I2 Select relevant sections of information to address historically valid questions and construct detailed, informed responses	H2 Consider a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
C3 Describe connections, contrasts and trends over short and longer time periods	I3 Use a wide range of different evidence to collect evidence about the past	H3 Consider different ways of checking the accuracy of interpretations of the past
C4 Order an increasing number of significant events, movements and dates on a timeline using dates accurately	I4 Able to devise questions about change, cause and consequences, similarity, difference and significant people/events in a wider context	H4 Realise that there is often not a single answer to historical questions
C5 Accurately use dates and terms to describe historical events		H5 See the relationship between different periods, and the legacy or impact for people today
C6 Know and describe in some detail the main changes to an aspect in a period of history being studied		

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<u>Autumn</u> <u>What was the impact of WW2 on Britain?</u>	<u>Spring</u> <u>Why should the Titanic disaster never be forgotten?</u>	<u>Summer</u> <u>How did Britain change from the time of the Anglo-Saxons and Scots to the Vikings?</u>
Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life
C1, C3, C4, C5, C6, I1, I2, I3, I4, H1, H2, H3, H4, H5 To be revisited:	C1, C3, C4, C5, C6, I3, H2, H5 To be revisited: C1, I1, I2, H3, H4	C1, C2, C3, C4, C5, C6, I1, I3, I4, H2, To be revisited: C1, I1, H3, H4, H5
Subject Specific Vocabulary		
Axis, allies, propaganda, no-man's-land, Armistice Day, Conscripton	Captain Edward Smith, voyage, passenger, iceberg, society (third, second, first class)	Anglo-Saxon, Scot, Viking, Shire Reeve, churl, longship, longhouse, Jorvik
I will ...		
<ul style="list-style-type: none"> Use a range of sources such as photos, personal recounts, replica war documents to understand the events of WW2 (disciplinary) Place the significant events of WW2 on a timeline (disciplinary) Know the dates that WW2 started and ended L Know about the main events that happened in WW2 L Use sources of evidence to learn about the significant leaders such as Hitler and Churchill (disciplinary) L, EL Know the impact that the war had on everyday life (work, trade, families, evacuees, rationing) L, W&T, EL 	<ul style="list-style-type: none"> Use a range of different sources to explain the factors that contributed to the sinking of the Titanic (disciplinary) L How life on the Titanic was for a first class passenger compared to that of a third class passenger W&T, EL Why such a diverse range of people were travelling on the Titanic L, W&T, EL Use a range of different sources, such as eye witness accounts, to investigate who was at fault for the sinking of the Titanic L 	<ul style="list-style-type: none"> Use a range of sources to understand and prove the Anglo-Saxons attempted to bring about law and order into the country (disciplinary) L Know that during the Anglo-Saxon period, Britain was divided into many kingdoms L, W&T, EL Know that the way the kingdoms were divided led to the creation of some of our county boundaries/names today (link to Geography mapping skills) L Know the impact that the conflict between the Vikings and Anglo-Saxons had on everyday life L, W&T, EL



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Cycle B

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world	I1 Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites	H1 Find and analyse a wide range of evidence about the past
C2 To identify specific changes within and across different periods over a long period of history	I2 Investigate own lines of enquiry by posing historically valid questions to answer	H2 Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
C3 Use timelines to place events, periods and cultural movements from around the world	I3 To understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time	H3 Select different ways of checking the accuracy of interpretations of the past
C4 Use timelines to demonstrate changes and developments in culture, technology, religion and society		H4 Start to know the difference between primary and secondary evidence and the impact of this on reliability
C5 Describe main changes in a period in history using words such as: social, religious, political, technological and cultural		H5 Show an awareness of the concept of propaganda
C6 Name the date of any significant event studied from the past and place it correctly on a timeline		H6 Know that people in the past represent events or ideas in a way that may be to persuade others
		H7 Begin to evaluate the usefulness of different sources

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		H8 Form own opinions about historical events from a range of sources
<u>Autumn</u> <u>What has been the impact of immigration on Britain over the past 100 years?</u>	<u>Spring</u> <u>What did the Ancient Greeks bring to the world?</u>	<u>Summer</u> <u>Who were the Mayans and what have we learnt from them?</u>
Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life
C1, C3, C5, C6, I1, I2, I3, H4, H5, H6, H7, H8	C1, C2, C4, I3, H3, H7, H8	C1, C2, C3, C4, C5, I3, H2, H3, H8
To be revisited from Cycle A:	To be revisited: C3, C5, C6, I1, I2, H1, H2, H4	To be revisited: C6, I1, I2, H4, H6, H7
Subject Specific Vocabulary		
Immigration, prejudice, Caribbean, opposition, Windrush generation, Asian community	Philosophy, Athenians, Spartans, democracy, Zeus, Olympics	Chichen, itza, itzamna, codices, ahau or ahaw, batab, Kukulcan
I will		
<ul style="list-style-type: none"> Use a range of sources to understand why many people found Britain an attractive place to come to live (disciplinary) L, W&T, EL Know about the prejudice that many immigrants met when they arrived in Britain L, EL Use a range of sources to research what is meant by the Windrush generation (disciplinary) L, W&T, EL Know about the impact many individuals from immigrant families have on our lives today L, W&T, EL 	<ul style="list-style-type: none"> Use sources of evidence such as photos, paintings (Gods), events (Olympics) to prove the legacy the Greeks left (disciplinary) L, EL Know that there were two different governments, the Spartans and Athenians and what they stood for L, W&T, EL Know the names and influences of significant Greek philosophers L, EL Know that the Ancient Greeks believed in a number of influential Gods L, EL Know about the legacies that the Ancient Greeks left – democracy, Olympics, philosophy L Place Ancient Greece on a timeline linking to my previous Historical learning in school (disciplinary) 	<ul style="list-style-type: none"> Use a range of sources to research the impact that the Mayan civilization has had on the world (disciplinary) L Know why they were considered an advanced society in relation to that period of time in Europe W&T, EL Know what was happening in Britain when the Mayans were most powerful L Compare and contrast the Mayans and Egyptian pyramid (Link to Y3/4) L, EL Know how the Mayan's belief in Gods created a culture of sacrifice EL Use a range of sources to prove why the Mayans civilisation died out (disciplinary) L



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Key themes running through the History Curriculum at Castlechurch Primary School

Legacy – A legacy is defined as something that has passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, building and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Work and Trade – The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people's lives and the wider community.

Everyday Life – How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.