

England (KS1)	Primary History: unit name, topic name, toolkit callouts
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>Year 2: How should we remember Pocahontas? L1: How can we find out whether a story is real or imaginary? (Your personal timeline) Spark, Explain/Explore 1 L3: Do you know the life history of Pocahontas? L4: What was life like for Pocahontas and the Powhatan people?</p> <p>Year 2: The Great Fire of London L2: What were the problems with London in 1666? L3: What happened and how do we know?</p> <p>Year 1: Travel and transport L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practice L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2</p>

Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Year 2: How should we remember Pocahontas?

L1: How can we find out whether a story is real or imaginary? Spark, Explain/Explore 1 L2: What makes a person historically important?

L3: Do you know the life history of Pocahontas? (Timeline of Pocahontas' life)

Year 2: The Great Fire of London

L1: How can we safely build a fire? Extend and stretch

L2: What were the problems with London in 1666? Explain/Explore 1

L3: What did eyewitnesses say about the Great Fire? Explain/Explore 1 and 2

Year 1: Travel and transport

L1: How did the wheel begin to change lives? Explain/Explore 1 and 2

L2: How much has changed? (Transport 'firsts') Practise

L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2

L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2

L5: How much has changed since the Wright Flyer? Explain/Explore 1 and 2, Demonstrate understanding

L6: How has transport changed over time? Explain/Explore, Summative assessment, Extend and stretch

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<p>Pupils should use a wide vocabulary of everyday historical terms.</p>	<p>Year 2: How should we remember Pocahontas? L1: How can we find out whether a story is real or imaginary? L2: What historical evidence will you leave for historians?</p> <p>Year 2: The Great Fire of London L1: What were the problems in London in 1666? L2: What happened and how do we know?</p> <p>Year 1: Travel and transport L1: How much did the wheel begin to change lives? L2: How much has changed? (Transport 'firsts') L3: Did everyone welcome the railways? (Timeline of the train) L4: How has the car developed and did everyone benefit?</p>

Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Year 2: How should we remember Pocahontas?

L1: How can we find out whether a story is real or imaginary? Spark, Explain/Explore 1

L2: What historical evidence will you leave for for historians? (Making guesses)

L3: Do you know the life history of Pocahontas? (Pocahontas' life story) Practise 1 and 2

L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) Explain/Explore, Targeted activity, Demonstrate understanding

L5: Why did the colonists leave England and risk their lives in North America? (Trade)

Year 2: The Great Fire of London

L2: What were the problems with London in 1666? Explain/Explore

L3: What happened and how do we know? (A timeline of the Great Fire of London, 1666) Explain/Explore 1, Practise 1, Practise 2

Year 1: Travel and transport

L1: How did the wheel begin to change lives? Explain/Explore 1 and 2

L2: How much has changed? (Transport 'firsts') Practise

L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2

L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2

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<p>Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Year 2: How should we remember Pocahontas? L1: How can we find out whether a story is real or imaginary? Explain/Explore 3 L2: What historical evidence will you leave for for historians? (Making guesses) Practise L3: Do you know the life history of Pocahontas? (Pocahontas’ life story) Explain/Explore L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) Explain/Explore, Targeted activity, Demonstrate Understanding</p> <p>Year 2: The Great Fire of London L2: What were the problems with London in 1666? Explain/Explore 1 and 2, Practise L3: What happened and how do we know? A timeline of the Great Fire of London, 1666. Explain/Explore 1, Practise 1, Practise 2</p> <p>Evidence toolkit: links to <i>The Great Fire of London</i> and <i>How should we remember Pocahontas?</i> units</p>
<p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Year 2: How should we remember Pocahontas? L5: Why did the colonists leave England and risk their lives in North America? Explain/Explore, Targeted activity, Explain/Explore 2</p> <p>Year 2: The Great Fire of London L1: How can we safely build a fire? (Safety inspectors) L5: Where are causes and consequences? Explain/Explore 1</p> <p>Year 1: Travel and transport L1: How did the wheel begin to change lives? L2: How much has changed? L3: Did everyone welcome the railways? L4: How has the car developed and did everyone benefit? L5: How much has changed since the Wright Flyer? L6: How has transport changed over time?</p> <p>Chronology, change and continuity toolkit: links to <i>How should we remember Pocahontas?</i> unit</p>

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<p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p>	<p>Year 2: How should we remember Pocahontas? L1: How can we find out whether a story is real or imaginary? Spark, Explain/Explore 1 L2: What historical evidence will you leave for for historians? (Making guesses) L3: Do you know the life history of Pocahontas? (Pocahontas’ life story) L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) L5: Why did the colonists leave England and risk their lives in North America? (Trade)</p> <p>Year 2: The Great Fire in London L4: What did eyewitnesses say about the Great Fire? Explain/Explore 1 and 2 L5: What are causes and consequences? Explain/Explore 1 and 2 L6: Why did the Great Fire of 1666 spread so easily? Demonstrate understanding, Summative assessment</p> <p>Year 1: Travel and transport L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? 2. Transport ‘firsts’ Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2</p> <p>Cause and consequence toolkit: links to <i>The Great Fire of London</i> unit and includes historical literacy cards, cause cards and domino run activities</p>

England (KS1)	Primary History: unit name, topic name, toolkit callouts
<p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Year 2: How should we remember Pocahontas? L3: Do you know the life history of Pocahontas? (Pocahontas' life story) L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) L6: Why should we remember Pocahontas? (A memorial for Pocahontas)</p> <p>Year 2: The Great Fire of London L2: What were the problems with London in 1666? Explain/Explore 1 and 2, Practise L3: What happened and how do we know? (A timeline of the Great Fire of London, 1666) Explain/Explore 1, Practise 1, Practise 2 L4: What did eyewitnesses say about the Great Fire? Explain/Explore 1 L5: What are causes and consequences? Explain/Explore 1 L6: Why did the Great Fire of 1666 spread so easily? Demonstrate understanding, Summative assessment</p> <p>Year 1: Travel and transport L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 L5: How much has changed since the Wright Flyer? L6: How has transport changed over time?</p> <p>Significance toolkit: links to <i>How should we remember Pocahontas?</i> unit</p>

England (KS1)	Primary History: unit name, topic name, toolkit callouts
<p>Pupils should be taught about significant historical events, people and places in their own locality.</p>	<p>Year 2: How should we remember Pocahontas? L2: What makes a person historically important? Explain/Explore L3: Do you know the life history of Pocahontas? (Pocahontas' life story) L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) L5: Why did the colonists leave England and risk their lives in North America? L6: Why should we remember Pocahontas? (A memorial for Pocahontas)</p> <p>Year 2: The Great Fire in London L4: What did eyewitnesses say about the Great Fire? Explain/Explore 1 and 2 L5: What are causes and consequences? Explain/Explore 1 and 2 L6: Why did the Great Fire of 1666 spread so easily? Demonstrate understanding, Summative assessment.</p> <p>Year 1: Travel and transport L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 L5: How much has changed since the Wright Flyer? L6: How has transport changed over time?</p>

England (KS2)	Primary History: topic name, unit name, toolkit callouts
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>Year 3, 4, 5 & 6: Units- All</p> <p>Chronology, change and continuity toolkit</p>
<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Contrasts:</p> <p>Year 5- Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2</p> <p>Year 4- Roman L5: Which factors were most important in the fall of the Roman Empire? KQ3</p> <p>Year 5- Medieval L4: What are the features of a great medieval monarch? L6: Who do you think was the greatest medieval monarch?</p> <p>Year 6- Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4</p> <p>Year 5- Middle East L4: Was Mesopotamia the cradle of civilisation? L5: Was the Ottoman Empire so successful because of its leadership?</p> <p>Connections:</p> <p>Year 5- Benin L4: What was the transatlantic slave trade?</p> <p>Year 6- Civil Rights L1: What was the United States of America like in the 1950s? KQ4</p> <p>Trends:</p> <p>Year 6- Industrial L2: What were living and working conditions like during the Industrial Revolution?</p> <p>Year 3- Prehistoric L2: What tools did early humans use? KQ3; L3: What was life like in a Stone Age settlement? KQ2; L6: What were the major differences between the different eras of the Stone Age?</p> <p>Year 5- Medieval L4: What are the features of a great medieval monarch? KQ1; L5: How did power change throughout the medieval period? C20th Conflict L2: Why were so many lives lost on the Western Front?</p>

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They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Change:

Year 6- Industrial L1: What were the main features of Victorian society?; L3: How successful were political acts at making Victorian Britain fairer?; L4: What was it like for children working during the Industrial Revolution?; L5: How did the Industrial Revolution change Feltham?; L6: What advantages and disadvantages did the Industrial Revolution have for working-class people?

Year 3- Prehistoric L2: What tools did early humans use?; L3: What was life like in a Stone Age settlement? KQ2; L6: What were the major differences between the different eras of the Stone Age?

Year 4- Roman L3: How did Britain change under the Romans?; L4: Can you plan your own Roman town?; L6: Life for most Britons didn't change much when the Romans came to Britain. Do you agree?

Year 5- Medieval L5: How did power change throughout the medieval period?

Year 4- Anglo L1: How did control of Britain change following the Roman withdrawal?; L6: How did the Anglo-Saxons and Scots change life in Britain? Civil

Year 6- Rights L4: Why did 3,200 people march from Selma to Montgomery? Explain/Explore 1 C20th Conflict: Why were so many lives lost on the Western Front?

Cause:

Year 6- Industrial L2: What were living and working conditions like during the Industrial Revolution? KQ1

Year 3- Prehistoric L1: What was life like during the Ice Age? KQ2

Year 4- Roman L1: How did the Roman Empire become so successful?; L5: Which factors were most important in the fall of the Roman Empire?

Year 3- Shang L3: How did the Shang Dynasty end? KQ3

Year 6- Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? KQ3; Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ2-3

Year 6- 20thC Conflict L1: What were the different causes of the First World War?; L4: How did Hitler rise to power?; L5: What caused the Second World War?; L6: Could the Second World War have been avoided?

Similarity/Difference:

Year 5- Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2

Year 5- Medieval L3: Which King was worse, John or Richard? KQ1-2 (Demonstrate understanding)

Year 6- Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4

Year 5- Vikings L5: What were the similarities and differences between Norse and Anglo-Saxon beliefs?

Significance:

Year 5- Benin L4: What was the transatlantic slave trade? KQ4; L6: What was the greatest achievement of the Benin Kingdom?

Year 3- Greece L4: How has Ancient Greece influenced our lives? KQ3; L6: Why have so many ideas from Ancient Greece lasted so long?

Year 3- Shang L3: How did the Shang Dynasty end? KQ1

Year 5- Medieval L5: How did power change throughout the medieval period? KQ2 Civil

Year 6- Rights L6: Non-violent protest is not enough. Do you agree?

Year 4- Vikings L3: Why did Alfred sign a treaty with Guthrum? KQ3

Chronology, change and continuity toolkit; Cause and consequence toolkit

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<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Source work:</p> <p>Year 5- Benin L2: What was life like for the Edo people in the Benin Kingdom? Targeted activity; L3: How were trade links established and what goods were traded? Demonstrate understanding; L5: What can the Benin Bronzes teach us about the Benin Kingdom? KQ2-3</p> <p>Year 3- Prehistoric L3: What was life like in a Stone Age settlement? Explain/Explore 1; L4: Why was bronze used for tools and weapons? Explain/ Explore 3; L5: What can we learn from Skara Brae and other Stone Age sites?</p> <p>Year 4- Romans L4: Can you plan your own Roman town?</p> <p>Year 3- Shang L2: Who was Fu Hao, and how do we know about her? Demonstrate understanding 1; L5: What can artefacts tell us about how the Shang lived?</p> <p>Year 4- Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain?</p> <p>Year 6- Civil Rights L1: What was the United States of America like in the 1950s? Demonstrate understanding; L2: Why did Oliver Brown take the Board of Education to the Supreme Court? KQ1-2</p> <p>Year 6- C20th Conflict L2: Why were so many lives lost on the Western Front? Demonstrate understanding; L3: Was the Treaty of Versailles fair? Spark; L4: How did Hitler rise to power? Explain/Explore 1; L5: What caused the Second World War? Spark Vikings L1: Why did the Vikings raid and invade Britain? Targeted activity</p> <p>Evidence toolkit</p>
<p>Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain</p>	<p>Units: Year 3- Prehistoric Britain, Year 4- Romans</p> <p>L1: What was life like during the Ice Age?</p> <p>L3: What was life like in a Stone Age settlement,</p> <p>L5: What can we learn from Skara Brae and other Stone Age sites?; KQ1 How do we learn about the past? Romans L1: How did the Roman Empire become so successful?,</p> <p>L2: How did the Romans invade Britain?,</p> <p>L3: How did Britain change under the Romans? KQ1 How did the Romans change the British landscape? KQ2 How did the Romans change British culture? KQ3 How did the Romans change British beliefs?</p> <p>L5: Which factors were most important in the fall of the Roman Empire?</p> <p>Cause and consequence toolkit</p>

<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Units: Year 4- Anglo Saxons and Scots Anglo L1: How did control of Britain change following the Roman withdrawal?; L2: What was life like in Anglo-Saxon Britain?; L3: Who ruled Anglo-Saxon Britain? Demonstrate understanding, L4: What can the sources of Gildas, Bede and Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain, KQ2 + 3, L5: Can you design an Anglo-Saxon hillfort? Explain/Explore. L6: How did the Anglo-Saxons and Scots change life in Britain? Assessment Opportunities.</p>
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England (KS2)	Primary History: topic name, unit name, toolkit callouts
<p>A local history study</p>	<p>Units: Year 6- Industrial Revolution, Year 5- Changing Britain, Year 6- Civil Rights, Year 4- Anglo Saxons. L1: What were the main features of Victorian society?, L2: How did living and working conditions change during the Industrial Revolution?, L3: How successful were political acts at making Victorian Britain fairer? What political acts were introduced at this time? L4: What was it like for children working during the Industrial Revolution? Explain/Explore. L5: How did the Industrial Revolution change Feltham? Targeted activity, Explain/Explore. L6: What advantages and disadvantages did the Industrial Revolution have for working class people? Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 How did the protest in the USA compare with that in the UK? L6: Non violent protest is not enough - do you agree? Extension Opportunity: What sparked the BLM movement and why is it needed? Changing Britain L1: How have people fought for Civil Rights in Britain? Explain/Explore. L2: What was the Bristol Bus Boycott? Demonstrate understanding. L3: What was the Grunwick site? Demonstrate understanding Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain? Evidence toolkit</p>

<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Units: Year 5- Medieval Monarchs, L1: Why was there a succession crisis in 1066? Explain/Explore. L2: Who was responsible for the death of Thomas Becket? Extend and stretch. L3: Which King was worse, John or Richard? KQ1 What were the main events of King Richard's rule?, KQ2 What were the main events of King John's rule? L4: What are the features of a great medieval monarch? Targeted activity. L5: How did power change throughout the medieval period? KQ4 How did the power of the monarch change during the medieval period? Explain/Explore. L6: Who do you think was the greatest Medieval monarch? Assessment Opportunities.</p> <p>Significance toolkit</p>
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<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Unit: Year 3- Shang Dynasty L1: How did the Shang Dynasty begin? L3: How did the Shang Dynasty end?, KQ1 What did the Shang Dynasty achieve? L4: How did the Shang Dynasty create and use Chinese writing? KQ1 When was Chinese writing invented? L5: What artefacts can tell us about how the Shang lived? L6: What do we know about the Shang Dynasty?</p> <p>Significance toolkit</p>
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Unit: Year 3- Ancient Greece L1: What do we know about Ancient Greece? KQ4 Can you order major events on a timeline? L2: What did Ancient Greeks believe? KQ1 Why do civilisations use myths, KQ4 Can you retell any famous myths? L2 Explain/Explore. L3: Who was Alexander the Great? Explain/Explore. L4: How has Ancient Greece influenced our lives? KQ3 How does the Golden Age of Greece influence our lives today? Demonstrate understanding. L5: How equal was society in Greece? Targeted activity. L6: Why have ideas from Ancient Greece lasted so long?</p> <p>Significance toolkit</p>

A non-European society that provides contrasts with British history – one study chosen from:
early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Unit: **Year 5**- Benin Kingdom

L1: How did the Benin Kingdom begin? Explain/Explore task.

L2: What was life like for the Edo people in the kingdom? KQ1 How did the Obas rule the kingdom?

L4: What was the Transatlantic Slave Trade? KQ4 What is the legacy of the slave trade?

L5: What can the Benin Bronzes teach us about the Benin Kingdom? Demonstrate understanding task.

L6: What was the greatest achievement of the Benin Kingdom?