

History Overview 2022-2023

	<p>Early Learning Goals (end of EYFS outcomes): <i>"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."</i> (Statutory Framework for the Early Years Foundation Stage)</p>		
EYFS	<p>Understanding the World ELG: Past and Present 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.</p> <p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Children at the expected level of development will: - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>	<p>Understanding the World - Development Matters - (the non-statutory guidance we are following to help children at the end of EYFS/Reception achieve their Early Learning Goals) 3 to 4 year olds will be learning to: Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Children in Reception will be learning to: 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. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>

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	experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
	Autumn		Spring	Summer
Year 1	<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;"><u>Changes within Living memory</u></p> <p style="text-align: center;">How have Toys changed?</p> <ol style="list-style-type: none"> 1. What is my favourite toy? 2. How are my parents toys different to mine? 3. How have toys changed over time? 4. What makes a good question? 5. What can we learn from our relatives? 6. Can we recreate a historical game? 7. How have adverts changed over time? 8. Why have adverted changed over time? 	<p style="text-align: center;">Discovering History</p> <ol style="list-style-type: none"> 1. What is the past? 2. Family trees 3. How do we know about history 4. What do archaeologists do? 5. Our Local History 	<p style="text-align: center;">Kings and Queens and leaders.</p> <ol style="list-style-type: none"> 1. Kings and Queens 2. King John and the Magna Carta. 3. Henry III and parliament 4. Charles I 5. Oliver Cromwell and the Commonwealth. 	<p style="text-align: center;">Parliament and Prime Ministers</p> <ol style="list-style-type: none"> 1. James II, Mary II and William of Orange. 2. Simon de Montfort and parliament 3. Robert Walpole 4. Our Prime Minister today 5. Elections
Skills covered	<p style="text-align: center;"><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? 			

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	<ul style="list-style-type: none"> • Can they retell a familiar story set in the past? <p>Can they explain how they have changed since they were born?</p> <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? <p>Can they identify objects from the past, such as vinyl record?</p> <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? <p>Can they give a plausible explanation about what an object was used for in the past?</p>			
Key vocabulary	Past Present History Historian, Family Tree Related Relation Relationship Parent Grandparent Great-grandparent, Source Information Past Historian, Archaeologist Artefact, Transport London Underground Horse Cart Carriage Steam train	King, Queen, Rule, majesty, royalty, reign, inherited, crown, coronation, throne, sceptre, orb, ring, bow, prison, trial, tax, power, rule, King John, Barons, Magna Carta, Parliament, Representatives, Tax, Civil war, Battle of Lewes, Simon de Montfort, King Henry III, civil war, taxes, executed, republic, Charles I, Capture, Oliver Cromwell, commonwealth, Republic, Puritan, Charles II, Oliver Cromwell, Lord Protector	<ul style="list-style-type: none"> • laws, Government, Parliament, Bill of Rights, Parliament, budget, Houses of Parliament, Simon de Montfort, Prime Minister, King George I, Robert Walpole Germany, 10 Downing Street, Vote, Election, budget, Vote, Election, polling station, party, ballot box. 	
Year 2	<p><u>Significant historical events, people and places in their own locality</u> The Victorians: 'Middlesbrough back then' What would the people who lived in Middlesbrough be like over 100 years ago?</p>	<p>Romans in Britain</p> <ol style="list-style-type: none"> 1. The Roman Empire 2. Roman armies and soldiers. 3. The invasion of Britain and Boudicca. 4. Roman towns 5. Roman legacy on Britain 	<p>The Tudors</p> <ol style="list-style-type: none"> 1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 5. Elizabeth I 	<p>Powerful voices.</p> <ol style="list-style-type: none"> 1. Ghandi 2. Rosa Parks and Martin Luther-King 3. Malala Yousafzai. 4. Greta Thunberg 5. Local: David Attenborough
Skills covered	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' correctly? 			

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	<ul style="list-style-type: none"> • Can they use a range of appropriate words and phrase to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the fire of London started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? <p>Can they explain what is meant by a parliament?</p> <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? 				
Key vocabulary	<p>Ancient, empire' Roman, Rome, Italy, Civilisation Technology, Army, Legion Soldier, Centurion, Service Helmet, Shield, Armour, Conquered, Invasion, Emperor, Tribes, Defeat, Rebellion, Icen, Roads, Cities, Towns, York (Eboracum), London (Londinium), Forum, Basilica, Public baths, Trade, Hadrian's Wall, Connect. Canals, Aqueducts, Sewage, Villa Records, History, Influence</p>	<p>Tudor, Rich, Poor, Peasants, Ornate, Diet, Life expectancy, King, Queen, , Jousting, Lute, Harpsichord, Archery, Heir, Marriage, Divorce, Executed, Source, heir, reformation, divorce, break with Rome, Catholic, Protestant, Pope, dissolution of the monasteries, treason, Protestant, Catholic, Book of Common Prayer, succession, convert, burnt at the stake, executed, martyr, heretics, heresy, Compromise, Elizabethan, Religious, Settlement, Tudor, dynasty, Symbol, Primary source, Portrait, Reign, Golden Age, Colony, Theatre.</p>	<p>Empire, British Empire, Rule, Colony, Peace, Independence, Protest, Peaceful protest, Boycott, Civil Rights, Equality, Segregation, Activist, Education, Campaign, Right, Taliban, Nobel Peace Prize, Environment, Climate Change, Strike, Asperger's Syndrome, Disability, Environment, Earth, Broadcaster, Documentary, Climate Change, Natural historian, Naturalist, Humanity, • Television.</p>		
Year 3/4 Cycle A 2021-22	<p>Stone Age to Iron Age</p> <ol style="list-style-type: none"> 1. Mesolithic Hunter Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age. 	<p>Ancient Egypt</p> <ol style="list-style-type: none"> 1. Locating Egypt and the river Nile 2. Life in Ancient Egypt 3. Religion and the after-life. 4. Tutankhamun and Howard Carter. 5. Hieroglyphics. 	<p>The Anglo-Saxons, Scots and the Vikings</p> <ol style="list-style-type: none"> 1. Anglo-Saxon England 2. The Scots and the Picts. 3. Anglo-Saxon settlements. 4. Anglo-Saxon culture and religion 5. Who were the Vikings? 6. Viking raids and Invasion 7. Alfred the great 8. Viking settlements and Danelaw. 9. Viking religion and culture 	<p>Law and Power (1154- 1272)</p> <ol style="list-style-type: none"> 1. Henry II and English common law 2. Henry II and Thomas Beckett 3. The Holy wars and Richard the Lion Heart 	<p>The War of the Roses</p> <ol style="list-style-type: none"> 1. An introduction to the war of the roses 2. Henry VI vs Edward IV 3. Richard III and the Princes in the Tower.

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			10. Edward the confessor 11. The Norman invasion.	4. King John and the Magna Carta 5. Simon de Montfort	4. The Battle of Bosworth Field 5. Henry VIII and the Tudors.
Skills covered	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? <p><u>Knowledge and interpretation</u></p> <ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they through research identify similarities and differences between given periods in history? 				
Key vocabulary	Archaeologist, Migration, Artefacts, Prehistory, Palaeolithic, Mesolithic, Stone Age, Ice Age, Hunter-gatherer, Nomad, Auroch, Palaeolithic, , Neolithic, Migration, Pottery, Trade, Wheat, Barley, Cattle, Crop Long barrow, Tomb, Stone circles, Farm, Causewayed, Enclosure, Bronze, Copper, Gold. Beaker, Barrows, Hill-forts, Pottery, Excavation,	Africa, Egypt, continent, country, River Nile, Flood, silt, fertile, farming, Pyramid, Pharaoh, Vizier, Slave, Society, Hierarchy, Polytheistic, Book of , he dead, God, Goddess, Papyrus, Afterlife, Tomb, Pyramid, Mummification,	Anglo-Saxon, . kingdom, ruler, crops, Mercia, Wessex,, Northumbria, invade, migrate, Dark Ages, Pict, Invade, Scotti, Scots, Hadrian's, Wall, Dál Riata, Pictland, Migrate, Farm, Settlement, Slave, Famine, Crop, Hunt, , Stonema-, son, , Carpenter, Glassmaker, Feasting, Christianity, Convert ,Pagan, Monk, Pope, Craft, workers, Monasteries, Vikings, Scandinavia, long ships, trade, Migrate, Invade, raid, exploration, Raids, invasion, attack, Conquer, valuable, burial site, carving, Danegeld, Danelaw, law, crops, farming, wattle, daub, thatched, roof, pit, weaving, firewood, retreat, defeat, marshland, oath, Pagan, Odin, Thor, Loki, Freja, King Canute,	Reformer, rule of law, , judge, jury, trial by ordeal, Assizes, Royal , ustices, Jury of Presentment, Common Law, Baron, Excommunicated, Crusade, Archbishop of Canterbury,	

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	Wattles, Timber, Thatch, Turf, Stonehenge, Henge, Ditch, Sarsens, Bluestone, Antler, Horseshoe, Trilithon, Midsummers Day, Midwinters Day, Hill , orts, tribes, Quern , tone, Fort, Plough, Loom, Celt, Wattle and , daube, druids.	Embalming, Archaeologists, statues, tomb, pyramids, mummy, pharaoh, Afterlife, Valley of the Kings, papyrus, hieroglyphics, hieroglyphs, scribe, language, translate,	empire, tide, power, Edward the, Confessor, confession, defeat, victorious, victory, knight, chainmail, lance, ace.	Thomas Becket, Canterbury Cathedral, Saint, Pope, Turbulent, Saint.	
Cycle B 2022/23	Ancient Greece 1. Ancient Greece and city states. 2. Athens and Democracy 3. Sparta 4. The Persian Wars. 5. Alexander the Great 6. Greek Philosophy 7. Gods 8. Mythology 9. Art and Architecture 10 The Ancient Olympic games 11. The Legacy of Ancient Greece.	Life in Ancient Rome 1. Locating Ancient Rome 2. Monarchy, Republic, Empire. Rome's different governments 3. Pompeii 4. A day in the life in Ancient Rome 5. Latin	The Rise and fall of Rome 1. The Punic wars and the expanding empire 2. Julius Caesar 3. Caesar Augustus and Pax Romana 4. Christianity and the Roman Empire. 5. The fall of the Roman Empire	The Stuarts 1. James I and the Union of the Crown 2. The Gunpowder Plot 3. Charles I 4. The English Civil War 5. Oliver Cromwell and the Commonwealth 6. The Restoration of Charles II 7. The Great Plague of 1665 8. The Great Fire of London 9. Christopher Wren and the re-building of London 10. James !! and the Monmouth Rebellion 11. William of Orange and the Bill of Rights.	
Skills covered	<u>Chronological understanding</u> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? <u>Knowledge and interpretation</u> <ul style="list-style-type: none"> • Can they explain how events from the past has helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 				

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	<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 			
Key vocabulary	<p>Civilization, city-states, Athens, Sparta, Tyrant, Democracy, Vote, Ostraca (single), Ostracon (plural), Spartans, Warrior, Discipline, Persia, Spartan, Athenian, Allies, Enemy, Conquered, Civilization, Empire, Conquer, Slavery, Empire, Gordian Knot, Ruthless</p>	<p>Empire, Rome, Romulus, Remus, Mediterranean, century, Consul, Senate, Senator, Patrician, Plebeian, slave, republic, Pompeii, volcano, Vesuvius, pyroclastic, flow, ash, casts, forum, gladiator, amphitheatre, theatre, chariot race, circus, Circus Maximus, Colosseum, Latin, Romance language</p>	<p>Rome, Carthage, Punic War, Hannibal, navy, conquer, Julius Caesar, Gaul, Civil War, Pompey, Rubicon, Consul, Julius Caesar, Rubicon, consul, assassinate, Brutus and Cassius, Ides of March, dictator, Mark Anthony, Octavian, Caesar Augustus, alliance, Pax, Romana, Christianity, sect, Judaism, Judea, persecution, polytheistic Tribe, Visigoth, barbarian, bodyguard, auction, sacked.</p>	<p>Heir, Inherit, Crown, Union, Union Jack, Kingdom, Tax, Monarchy, 'Divine Right of Kings', Primary source, Plot, Treason, Gunpowder, Catholic, Protestant, Conspirators, Cellars, Trial, execution, Radicalised, civil war, tax, Parliament, Puritan, Power, rebellion, tyranny, Noble, Gentry, Grand Remonstrance, Parliamentarians, Roundheads Royalists, Cavalier, Gentry, Puritan, New Model Army, Cause, Consequence Lord Protector, Commonwealth, Puritan Military Dictatorship, Calvary Restoration Crown, Parliament, civil War, Puritan, Catholic, Exile, Illegitimate, Patron, Habeas Corpus, Plague, Bubonic plague, Plague doctor, Black Death, Cart, Symptom, Cure, Epidemic, Fumigate, Fire hook, Firebreak, Pudding Lane, Architect, St Paul's Cathedral, Boulevards, Insurance, Fire brigade, Policy holders, Heir, Catholic, Protestant, Crown, Reign, Rebellion, Illegitimate, Executed, Overthrow, catholic, Parliament, Rebellion, Execute, Glorious, Revolution, Abdicated, Heir.</p>

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Year 5	<p>Viking Invaders In this unit, children will continue their learning about British history with a study of the mediaeval period. They will continue to explore the theme of invasion and settlement by revisiting their learning from Year 3 about the Roman, Anglo-Saxon and Scot invasions.(AD 787)</p>	<p>Baghdad c900 CE 1. The Rise of Islam 2. Baghdad a City of Peace. 3. Baghdad building a city. 4. Baghdad: A centre for learning in the Islamic Golden Age 5. The Mongol Attack on Baghdad.</p>	<p>The Early British Empire 1. The British Empire 2. Global Trade 3. The Mughal Empire and the East India Company 4. The Seven Year War. 5. What Motivated Britain to want an Empire?</p>	<p>The French Revolution 1. Life in France before the Revolution 2. Louis XVI & Marie Antoinette. 3. Napoleon 4. Battle of Trafalgar 5. Battle of Waterloo.</p>	<p>The Transatlantic Slave Trade 1. The origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved African Treatment and Resistance. 4. The Abolition of Slavery. 5. The Abolitionists: Clarkson, Wilberforce and Equiano.</p>	<p>The Industrial Revolution 1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and trains. 4. Iron and Coal 5. Children at Work.</p> <p>The Victorians The Reign of Queen Victoria 2. Victorian Cities. 3. The Poor Law and the workhouse. 4. Leisure 5. Life by 1900</p>
Skills covered	<p><u>Historical knowledge:</u> I can study different aspects of life of different people – differences between men and women I can examine causes and results of great events and the impact on people I can compare life in early and late times studied I can compare an aspect of life with the same aspect in another period</p> <p><u>Chronology</u> I can place current studies on a timeline in relation to other studies I know and sequence key events of time studied I can use relevant terms and periods labels I can relate current studies to previous studies. I can make comparisons between different times in history</p> <p><u>Interpretation of History & Historical Enquiry</u> I can compare accounts from events from different sources I can offer some reasons for different versions of events I can begin to identify primary and secondary sources I can use evidence to build up a picture of life in time studied I can select relevant sections of information</p>					

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	<p>I am confident in the use of book and e-learning for research</p> <p><u>Organisation and Communication</u></p> <p>I can fit events into a display sorted by time</p> <p>I can use appropriate terms, matching dates to people and events</p> <p>I can record and communicate knowledge in different forms Work independently in group showing initiative.</p>					
Key vocabulary	<p>Vikings, Scandinavia, long ships, trade, Migrate, Invade, raid, exploration, Raids, invasion, attack, Conquer, valuable, burial site, carving, Danegeld, Danelaw, law, crops, farming, wattle, daub, thatched, roof, pit, weaving, firewood, retreat, defeat, marshland, oath, Pagan, Odin, Thor, Loki, Freja, King Canute, empire, tide, power, Edward the Confessor, confession, defeat, victorious, victory, knight, chainmail, lance, ace</p>	<p>Islam Empire Mecca Medina Alhambra Palace Cordoba Mosque Philosophy Caliph Caliphate Tigris River trade route fertile City of Peace Dynasty ocaation Mosque Palace government accommodation avenue concentric medicine philosophy law translation House of Wisdom scholar trade, Mongols Asia Abbasid depopulate uninhabitable irrigation Empire</p>	<p>Empire, Imperial, Trade, Britain, British, Monarch, Chronology, Timeline, Colonies, Merchants, Trade, Merchandise, Global, Conquered, Colony, Imperial Trade, Wealth, Globalisation, East India Company, Colony, Colonisation, Merchant, Mughal Empire, Artillery, Treaty, Patriotism, Seven Years War, Rule Britannia, Victory, Invade, War, Colony, Empire, Imperial Trade, Merchants, Global Conquered, Colony, East India, Company, Mughal Empire, Nawab, Artillery Patriotism, Rule Britannia</p>	<p>clergy, nobles, peasant, Absolute, Monarch, Revolution, inequality, society, estates, taxation, colonisation, Absolut, monarch, debt, guillotine, revolution, royalists, revolutionaries, nobility, consul, emperor, battles, military, gentry, commander, pre-emptive, strike, navy, battle, invade, Trafalgar, Nelson, Napoleon, exiled, allied, Elba, St Helena, Battle of Waterloo</p>	<p>Transatlantic, Enslaved, African, slavery, plantation, barracoon, Atlantic pas-Sage, trade, goods Atlantic passage, Middle passage, slave ship, West Africa, America, mutiny, resistance, log book, source, auction, branding Plantation, resistance, whipping, punishment, Collar, revolt, resistance, boycott, petition, Abolitionists, British Empire, economic, profit, resistance, boycott, petition, Abolitionists, Quaker, activist</p>	<p>Industrial Revolution, Society, industrialisation, factory, engine, machine, mechanise, mass produce, urbanisation, migrate, water frame, mill, textile, mass produce, cotton, spinning, 'cottage industry', 'pre-industrial', Invention, Steam engine, piston rotary-motion, locomotive steam Train, blast Furnace, smelting, coalfield, coalmine, mining, Cotton mill, Coal mine, Scavenger, Apprentices.</p>
Year 6	<p><u>World War One Britain At War</u></p>	<p>The suffragettes. 1. Democracy in the 19th Century.</p>	<p>The Rise of Hitler and World War II</p>	<p>World war II and the Holocaust. 1. World war II.</p>	<p>The Cold War 1. The Cold War 2. The Arms Race.</p>	<p>The History of Human Rights. 1. Human rights</p>

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	<ol style="list-style-type: none"> 1. The causes of WWI 2. On Land at Sea and in the Air. 3. Life on the western front 4. The Home Front 5. The Consequences of the War. 	<ol style="list-style-type: none"> 2. The National Union of Women's Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign 5. World War I and the Representation of the People Act. 	<ol style="list-style-type: none"> 1. The Armistice and the Treaty of Versailles. 2. The Rise of the Nazi Party. 3. Life in Nazi Germany 4. Kristallnacht and the Refugee Crisis. 5. The Second World War. 	<ol style="list-style-type: none"> 2. The Battle of Britain. 3. The Codebreakers at Bletchley Park. 4. The Holocaust 5. The Home Front 	<ol style="list-style-type: none"> 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars. 	<ol style="list-style-type: none"> 2. Women's Rights 3. Children's Rights 4. Racial Equality 5. Freedom of Beliefs and Religion.
Skills covered	<p><u>Historical Knowledge</u> I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings I can compare beliefs and behaviour with another period Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation I know key dates, characters and events of a time studied I can compare and contrast ancient civilisations</p> <p><u>Chronology</u> I can place a current study on timeline in relation to other studies I can use relevant dates and terms I can sequence up to ten events on a time line</p> <p><u>Interpretation of History & Historical Enquiry</u> I can link sources and work out how conclusions were arrived at I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion I am aware that different evidence will lead to different conclusions I am confident in the use of books and e-learning for research I can recognise primary and secondary sources I can use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out I can bring knowledge gathering from several sources together in a fluent account</p> <p><u>Organisation and Communication</u> I can select aspects of a study to make a display I can use a variety of ways to communicate knowledge and understanding including extended writing I can plan and carry out individual investigations</p>					
Key vocabulary	Allies, Alliance, War, Imperialism, Empire, Triple Alliance, Triple , ntente, Politics,	Democracy, Vote, Wealthy, Electorate, Suffrage, Politics, Government,	armistice, Treaty of Versailles, League of Nations, outlaw, reparation, Adolf Hitler,	invasion, Blitz, conquer, Allied Powers, Axis Powers, Operation 'sealion', Red Army, Nazi	Superpower, Capitalist, Communist, Domino theory,	Liberty, Human right, United Nation, Legal, Law, Trial,

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	<p>Assassination, Invade, War, Mechanized warfare, ,Chemical warfare, Mustard gas, Chlorine gas, Technology, Navy, Army, Tank, Trenches, No man's land, Entrenching, Sapping, Tunnelling, Trench fever, Trench foot, Frostbite, Battle of the Somme, Home Front, Propaganda Conscription, Enlist, Battlecruisers, Zeppelins, Rationing, British Summer Time, Allies, ceasefire, Armistice Treaty of Versailles, Democratic, Vote, Shell shock, Territorial, Military, Financial, Economic</p>	<p>Parliament, Suffrage, Committee, Democracy, , Electorate, Vote, Campaign, Petition, Suffragist, Campaign, Deeds, Radical, Hunger strike, Arson, Marches, Protests, Anti-suffrage, Opposition, Empire, Nation, Equality, War, Home Front, Campaign, Democracy, Suffrage, Feminist, Working-class, Gender pay gap</p>	<p>Nazi Party, Nationalism, , intimidate, Hitler Youth, League of German Maidens, Aryan Race, Subhuman, Kristallnacht, Synagogue, concentration camp, assassination. Refuge, refugee, Blitzkrieg, invade, territory, coalition.</p>	<p>nation, Royal Air-force (RAF), Luftwaffe Spitfire, Hurricane, Messer-schmitt, Junkers, Heinkel, codebreaking, cryptology, cipher, intelligence, enigma, Colossus, bombes, intercept, decode, ghetto, Concentration, camp, Extermination Camp, Death March, Genocide, Air raid, shelter, Blackout, Evacuation, Rationed, civilians, Air raid siren, land Army, Home Guard, Propaganda. Campaign</p>	<p>Expansionism, Containment, Atomic Bomb, Arms Race, Space , Race, Ideologies, Democracy, Dictatorship, 'Mutually Assured, Destruction', ICBM, (Intercontinental Ballistic Missile), Hydrogen Bomb, Atomic Bomb Nuclear weapon, SALT (Strategic Arms Limitation Talks), Manhattan Project, Stockpile, Monopoly, Bay of Pigs, Missile Blockade, Communist, Submarine, Negotiation, Nuclear weapon, Cosmonaut, Astronaut, Satellites, Orbit, Earth, Space, Moon, Sputnik 1, Apollo 11, Proxy, war, Communism, Capitalism,</p>	<p>Discrimination, European, Convention, discrimination, Rights, Equal pay, Equality, Pay Gap, Suffragettes, Gender/ sex, Feminism/ feminist, Childhood, Child, Poverty, Refugee, • UN, Treaty, Ethnicity, BAME, Windrush, The Civil Rights Movement, Colonisation, British Empire, Slavery, Racism, Boycott Persecution, Heretical Discrimination Catholic, Protestant, Religion, Faith, Belief</p>
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