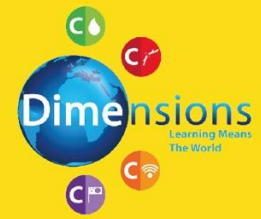




History



Knowledge Building

Perspectives and Interpretation

Historical interpretation is the process by which an explanation of **past** events is constructed. **Interpretation** is based on primary and secondary **historical** sources. **Evidence**, contexts and points of view all form the basis of historical interpretation.

Looking at **historical perspective** means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.

Cause and Consequence

In **historical** terms, every event has a **cause**, and is itself the **cause** of subsequent events, which may therefore be considered its effect(s), or **consequences**. Recognising the relationship between the two is vital to deeper historical understanding and **causal explanation** should be a primary feature in history teaching and learning at all stages within the school curriculum.

Continuity and Change

Historical change is an all-encompassing term used to describe the **changing** of events over the course of time. **Historical change** happens constantly and includes both major events and seemingly insignificant events. **Historical change** takes place through the process of **cause and consequence**. There are sometimes several causes that

continuity refers to things that stay the same, relatively unchanged, over time.

Historical Vocabulary

Historical vocabulary can be placed into various categories:- language related to the passing of time e.g. yesterday; language related to the measuring of time e.g. decade; historical roles e.g. monarch; concepts and more abstract terms e.g. democracy. Some of the more abstract terms benefit from being taught through concrete and practical examples to help children to fully understand them. They should then be able to interpret historical language within contexts e.g. questions, concepts.

Similarities and Differences

Comparison is a tool used by historians to analyse historical events, societal features, and values and beliefs within and across different time periods in order to discover things of historical importance or interest e.g. common causes, stages of development or to demonstrate a larger historical pattern. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.

Chronology

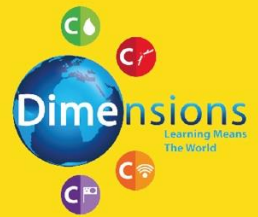
Understanding **chronology** is vital in helping children position their learning within a linear narrative. It involves sequencing, placing and connecting periods of history as part of a framework which should reinforce and increase their depth of knowledge and understanding.

* **Evidence** is a thread that runs throughout the history curriculum. Evidence can take various forms, including printed sources e.g. documents; physical evidence e.g. artefacts; oral accounts and testimony. Primary sources relate to original, first-hand evidence while secondary sources provide second-hand information that comes from the description, analysis, interpretation and evaluation of primary evidence.





History

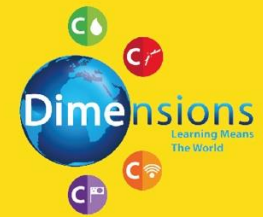


ADVENTURERS YEAR 3&4

| Knowledge Building | | | | | |
|--|--|--|---|---|---|
| Chronology | Continuity and Change | Cause and Consequence | Historical Vocabulary | Perspectives and Interpretation | Similarities and Differences |
| Establish clear narratives within periods of history | Make links between events and changes across and within periods of history | Identify the results of events, situations and changes | Understand and use a range of historical terminology, some linked to concepts | Understand that different versions of the past may exist, giving reasons for this | Compare and contrast a range of diverse societies |
| Skills Progression | | | | | |
| History Skills Adventurers 1 / Y3 | | | History Skills Adventurers 2 / Y4 | | |
| Hi15 Develop their understanding that the past can be divided into different periods of time Hi16 Explore the different ways we can find out about the past and how to understand evidence Hi17 Identify different ways in which the past can be represented Hi18 Recognise similarities and differences between people's lives during different periods of time Hi19 Use dates and vocabulary relating to the passing of time and sequence events Hi20 sequence several events or artefacts Hi21 Begin to give reasons for and results of the main events and changes Hi22 Use sources of information including ICT to find out about events, people and changes | | | Hi23 Ask and answer a variety of preceptive historical questions Hi24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK Hi25 Identify the impact of the movement and settlement of people in different periods of British history Hi26 Identify how significant events, developments or individuals and groups have influences their locality, the UK and beyond in the recent and distant past Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved. Hi28 Place events, people and changes into correct periods of time on a timeline Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted Hi31 Communicate knowledge and understanding in a variety of ways | | |




History



Knowledge Progression

Adventurers 1 / Year 3

Athens v Sparta


 Pupils will begin this unit by using inter-disciplinary skills, employing geographical knowledge in locating Greece on a present-day map and noting some of its key features, and historical knowledge in comparing it with a map of Ancient Greece. A key focus of this unit is comparing the city states of Athens and Sparta and recognising that their differences meant that they did not live peacefully together. Pupils will explore cause and consequence when learning about key events in Ancient Greek times, such as the Persian Wars. They will also learn about continuity through some Ancient Greek legacies that are still influential today, like democracy and the alphabet.

Concepts

NC - Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world

- A. To know the location of Greece
- B. To learn about the Greek Empire
- C. To understand the importance of Athens and Sparta
- D. To know about some of the important battles e.g. The Persian Wars
- E. To learn about Greek mythology
- F. To discover the legacy of the Ancient Greeks e.g. democracy and buildings

Come Fly With Me! Africa

 Pupils will explore the links between the disciplines of history and geography through this African theme, with a historical focus on the Benin from West Africa. Pupils will learn that the kingdom of Benin was incredibly powerful and influential at the time by studying artefacts that have been left behind.

Concepts

NC - Pupils should be taught about a non-European society that provides contrasts with British history

- B. To learn about the Benin Early Period

Lindow Man

In this unit, pupils will explore the changes and developments that took place over several millennia in Ancient Britain. They will use vocabulary relating to specific eras (Stone, Bronze and Iron Age) to categorise development and societal change during these eras. They will recognise that we can make claims about the lives people led in ancient times because of evidence left behind. Pupils will also learn about key people from history and how their actions still impact our present day.


Concepts

NC - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

- To know when the Stone Age, Bronze Age and Iron Age took place
- To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.)

Adventurers 2 / Year 4

Under the Canopy

 Using the historical period of the Mayans, pupils will link history and geography together through exploring the roots of two fictional children. They will research the original Mayan meaning of the children's names and then compare these to the origins of their own. Pupils will then collect evidence of how the Mayan people lived in the rainforest in the past, through research, and then share what they find, noting any influences on present day.

Concepts


NC - Pupils should be taught about a non-European society that provides contrasts with British history

Question 1. To understand where names come from and what they mean

Question 2. To understand the relationship between where we originate from and what our names mean

Question 4. To learn what it would have been like for the Mayans, living in the rainforest

Cry Freedom

 Pupils will be introduced to the concept of slavery in a sensitive manner, initially discussing some of the historical vocabulary surrounding slavery. Pupils will also learn that slavery has been a feature of societies across the globe for several centuries and they will compare, contrast, and discuss changes to how slavery occurred. Pupils will develop their chronology skills by comparing key events in Sojourner Truth and William Wilberforce's lives and how both these people worked to abolish slavery. Finally, pupils will research, assess, and draw conclusions on the issue of modern-day slavery.

Concepts

NC - Pupils should be taught about a non-European society that provides contrasts with British history

NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- A. To know and understand what slavery is and recognise its different forms
- B. To learn about the history of slavery around the world - Europe, Asia, Africa, America
- C. To learn about key figures involved in the abolition of slavery
- D. To learn about modern-day slavery

Saxon King

In this unit, pupils will learn about some aspects of early medieval life in England through the life of a key historical figure, Harold Godwinson. Pupils will have the opportunity to investigate timelines and family trees to understand the chronology of Harold's life and debate his claim to the throne through available evidence. Pupils will use the Bayeux tapestry to note the events of the Battle of Hastings and will start to explore the use of bias in source materials recognising we should always question what we are looking at when working historically.

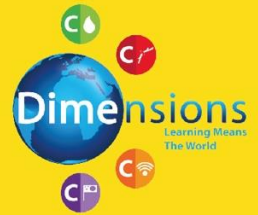
Concepts



NC - Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots

NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



History

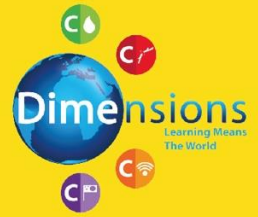


| | |
|---|---|
| <ul style="list-style-type: none"> To know who the Celts were, in particular, Boudicca To know how the people living during these three periods of time influenced the locality To understand how evidence from the past is used to make historical claims To understand the way in which the past impacts on the present | <ul style="list-style-type: none"> To know and be able to retell the life story of Harold Godwinson To know what Harold Godwinson was famous for To understand what makes Harold Godwinson an inspirational historical figure |
| <p style="text-align: center;">Additional Knowledge Law and Order</p> <p> Pupils will identify the importance of having their voices heard through debate and discussion inspired by the debates of Ancient Greeks. They will learn more about the place that founded early democracy and hold elections of their own.</p> <ul style="list-style-type: none"> NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | <p style="text-align: center;">Viking Warrior</p> <p>Pupils will explore some of the oral history of the Viking period through the tales told about Ragnar Lothbrok. Pupils will discover that stories of events of this time were often not written down until much later and therefore may not be accurate. As historians, pupils will have to explore further evidence to be sure that certain events took place; Ragnar may not have existed! Pupils will use chronology to plot Viking invasions and relating their time in Britain with that of the Romans and Anglo-Saxons. Pupils will also begin to use questioning and research to find out why the Vikings chose to invade Britain. Finally, pupils will assess evidence of what the Vikings left behind and how they still influence our lives today.</p> <p>Concepts</p> <p>NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> To know and be able to retell the life story of Ragnar Lothbrok To know the chronology of invaders and settlers in Britain To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore may contain more fiction than fact To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions To understand why the Vikings invaded Britain To understand the way in which the past impacts on the present |
| <p style="text-align: center;">Lightning Speed</p> <p> Pupils will learn about the development of communication over 200 years and then look at the creation of the Internet. They will explore how communication has grown from requiring people to be close by to one another, to sending post to the development of email and the internet as a communication tool. Pupils will learn about Tim Berners-Lee as the creator of the world wide web</p> | |





History

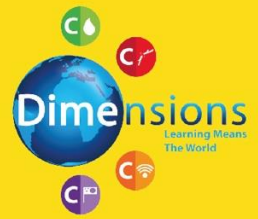


Key Vocabulary

| Adventurers 1 / Year 3 | | | | Adventurers 2 / Year 4 | | | |
|------------------------|------------------|--------------------------|----------|------------------------|-----------|------------------------|--|
| Athens v Sparta | | Come Fly With Me! Africa | | Under the Canopy | | Cry Freedom | |
| amphitheatre | mythology (gods) | AD / CE | plaque | AD / CE | pyramid | Abolition/abolitionist | |
| ancient | Olympic games | trading | restore | temple | sacrifice | captive | |
| architecture | Persian Wars | artefacts | security | ancestor | | colonialists | |
| artefacts | Sparta | BC / BCE | | ulama | | economy | |
| Athens | temple | Benin | | BC / BCE | | Harriet Tubman | |
| BC / BCE | Zeus | civilisation | | civilisation | | human trafficking | |
| civilisation | | coral | | empire | | master | |
| colonies | | elected | | era | | merchants | |
| Colosseum | | epoch | | evidence | | middle passage | |
| conflict | | era | | gods | | modern-day | |
| democracy | | exiled | | heritage | | plantation | |
| empire | | gods | | hierarchy | | poverty | |
| leadership | | ivory | | hieroglyphs | | slave | |
| legacy | | merchants | | Mayan | | Sojourner Truth | |
| marathon | | misruling | | millennia | | William Wilberforce | |
| Mount Olympus | | | | plaque | | | |
| | | | | plaza | | | |
| Lindow Man | | | | Saxon King | | Viking Warrior | |
| Boudicca | | | | battle | | Anglo-Saxon | |
| Bronze Age | | | | Bayeux Tapestry | | coward | |
| Celts | | | | bias | | invasion | |
| Iron Age | | | | claim | | Jorvik | |
| henge | | | | conquest | | legacy | |
| hunter-gatherer | | | | dynasty | | legend | |
| Mesolithic Period | | | | exile | | longship | |
| Neolithic Period | | | | heir | | Norman | |
| nomadic | | | | invasion | | pitch | |



History

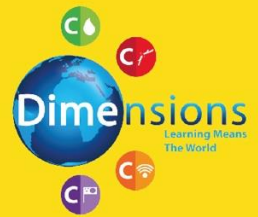


| | | |
|---|---|--|
| Palaeolithic Period prehistoric revolt Roman Skara Brae Stone Age | monarch Norman patronymics reign Witan Council | raid Roman saga settlement Viking |
| Law and Order | "That's All, Folks!" | Lightning Speed |
| AD / CE BC / BCE ancient civilisation democracy elected government non-democratic United Nations (UN) Universal Declaration of Human Rights society World War 2 | animation cartoon CGI (computer-generated imagery) development discovery flip book stop-motion technology Walt Disney zoetrope | causation century decade development invention present day prophecy Tim-Berners Lee |





History



NAVIGATORS YEAR5&6

Knowledge Building

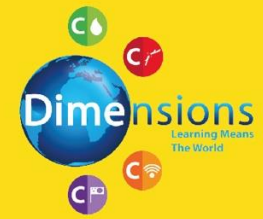
| Chronology | Continuity and Change | Cause and Consequence | Historical Vocabulary | Perspectives and Interpretation | Similarities and Differences |
|---|--|--|---|---|--|
| Make connections between periods of history | Explain change and continuity across and within periods of history | Analyse and explain the results of historical events, situations and changes | Interpret historical language in the context of concepts and questions linked to periods of history | Explain how and why different historical viewpoints and interpretations have been constructed | Analyse the diverse experiences, beliefs and attitudes of people in past societies |

Skills Progression







| History Skills Navigators 1 / Y5 | History Skills Navigators 2 / Y6 |
|--|--|
| <p>Hi32 Investigate the characteristic features of, and changes, within, periods of history</p> <p>Hi33 Devise historically valid questions about change, similarity and difference and investigate for find possible answers</p> <p>Hi34 Investigate events in the past using primary and secondary sources</p> <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> <p>hi36 Recognise primary and secondary sources</p> <p>Hi37 Identify and describe the effect of some economic, technological and scientific developments</p> <p>Hi38 Place events, people and changes into correct periods of time</p> <p>Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade</p> <p>Hi40 Interpret historical evidence</p> <p>Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p> | <p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi45 Recognise and understand the broader chronology of major events in the UK, and some key events in the world, from ancient civilisations to the present day, and locate within this the periods, events and changes they already studied</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p> |



History

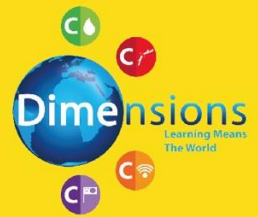


Knowledge Progression

| Navigators 1 / Year 5 | Navigators 2 / Year 6 |
|---|---|
| <p style="text-align: center;">You're Not Invited</p> <p> In this unit, pupils will take a deeper look at cause and consequence with a focus on Roman invasion and the expansion of the Roman Empire across Europe. Pupils will be expected to think more analytically, giving reasons for invasion and discuss some of the outcomes, recognising that not all outcomes of invasion are negative. Pupils will use timelines to record important battles from the Roman era, noting key people involved. They will also be encouraged to start drawing their own conclusions about historical events, with evidence to support their thinking.</p> <p>Concepts NC - Pupils should be taught about the Roman Empire and its impact on Britain</p> <p>A. To learn the meaning of the word 'invasion' and understand the possible reasons for and consequences of an invasion</p> <p>B. To know the location of Italy and the Roman Empire</p> <p>C. To understand why the Roman Army was so successful in their invasions</p> <p>D. To learn about some of the famous battles that took place during the Roman era</p> <p>E. To understand the positive impact of the Roman invasions on the inhabitants of those countries invaded</p> | <p style="text-align: center;">Wars of the World</p> <p> This unit studies war in a much wider context. Pupils will explore the causes of war, including analysing the reasons for the conflict in Gaza. Pupils will develop their research skills by finding out more about either WWI or WWII and presenting their findings to their peers, with opportunity to question each other's findings. They will learn the term 'civil war', recognising that conflict does not just occur between two or more countries. As well as the causes, pupils will discuss the consequences of war and the concept of pacifism in preventing conflict and resolving problems in other ways. Pupils will also recognise that war is not just a historic concept but that there are conflicts still occurring across the globe today.</p> <p>Concepts NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Legacy</p> <p>A. To know and understand why wars occur</p> <p>B. To learn about the two world wars and understand their impact</p> <p>C. To understand what a civil war is and have some knowledge of famous civil wars</p> <p>D. To know where current wars are taking</p> <p>E. To learn about pacifism and the concept of peace</p> |
| <p style="text-align: center;">Come Fly With Me! America</p> <p> Using a podcast, pupils will listen to the story of how America was discovered and re-tell it in their own words. They will then explore in more depth the impact that European discovery and settlement had on Native American tribes. Pupils will be expected to carry out their own research on a chosen tribe, and then produce a short drama piece on daily life.</p> <p>Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>B. To learn about the discovery of America</p> <p>C. To know about the Indigenous People of the Americas</p> | <p style="text-align: center;">"I Have a Dream..."</p> <p> Throughout the pathways, pupils have been made aware of the injustice and segregation imposed on black communities across the globe and throughout history. This unit allows pupils to look in more depth at key discriminatory events in global history. Pupils will analyse the similarities and differences between life under the Jim Crow Laws in the USA and Apartheid in South Africa. They will also learn about the work of Martin Luther King and Nelson Mandela, drawing parallels and discussing the changes made to improve rights for black people in the two countries. Finally, pupils will question and research other forms of discrimination including those that are occurring in the present day.</p> <p>Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>A. To learn the definition of apartheid</p> <p>B. To know about the Jim Crow Laws and how they affected black people</p> <p>C. To learn about Martin Luther King and the impact he had on society</p> <p>D. To become familiar with Nelson Mandela's role in the anti-apartheid movement in South Africa</p> <p>E. To know about and understand other forms of discrimination e.g. anti-Semitism</p> |
| <p style="text-align: center;">A World of Bright Ideas</p> <p> By using their understanding of chronology, pupils will build a timeline around either the development of transportation or technology. They will be required to compile a set of questions around their chosen subject to guide their research. They will then need to analyse and pare down their findings to build a clear, succinct timeline.</p> <p>Concepts NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A. To learn about important inventions from the past</p> | <p style="text-align: center;">Mission Control</p> <p> Pupils will develop their ability to analyse source material by first recognising the differences between primary and secondary sources, and then understanding how both are useful in developing a broader field of evidence around a key historical event – the moon landing. They will use source material to answer historical questions. They will also analyse the developments and changes made to space travel and satellite communication over the decades. Chronological knowledge will be embedded further by researching famous astronomers and placing their dates, significant events and achievements on a timeline.</p> <p>Concepts</p> <p>A. To learn about space exploration and discovery</p> <p>B. To develop knowledge and understanding of famous astronomers, as well as significant worldwide astronauts</p> <p>C. To learn about the development and role of satellite communication</p> |



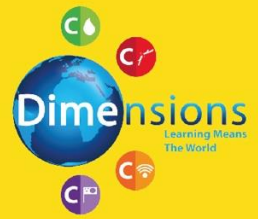
History



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|---|--|
| <p style="text-align: center;">The Rescuers</p> <p>In this unit, pupils will learn about the sinking of the Titanic with a focus on two key survivors, turned rescuers. Pupils will begin by exploring changes to methods of communication, both on board ship and on land, since the early 20th century. They will look at how the Titanic was built and use inference to imagine how those involved in the design and launch would feel about hearing about the sinking. They will then analyse evidence surrounding the sinking, drawing their own conclusions on who or what was to blame, and discuss sources relating to Molly Brown and Harold Bride's involvement in the event.</p> <p>Concepts</p> <ul style="list-style-type: none"> To learn about the sinking of the famous ship, the Titanic To learn about the communication on the Titanic and how communication methods changed in the last one hundred years To learn about the chronology of the relevant events leading up to the sinking of the Titanic To draw conclusions about what led to the sinking of the Titanic To understand the role played by Molly Brown in the rescue effort To understand the role played by Harold Bride in the rescue effort | <p style="text-align: center;">Time Team</p> <p>This is a multi-disciplinary study of the local area. The geographical aspect includes a disciplinary focus on processes and changes, linking with a historical disciplinary focus on continuity and change, helping pupils understand how the events of history shape a locality. They also further develop their mapping skills as part of this project.</p> <p>Concepts</p> <p>NC - Pupils should be taught a local history study</p> <ol style="list-style-type: none"> To identify and research a famous historical figure who lived in your local area To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time To know how to apply their knowledge when giving a guided tour of the local area |
| <p style="text-align: center;">British Bulldog</p> <p>In this competency unit, pupils will begin by finding out why Winston Churchill is regarded as the UK's most well-known Prime Minister and why his image is still used in popular cultural today. They will listen to and study some of his famous speeches during World War 2 and discuss how and why these speeches were so important to the morale of the British people both at home and away fighting. Pupils will investigate the reasons why Winston Churchill is now seen as a controversial figure in British cultures due to some of the views that he held. Additionally, pupils will learn that Churchill was an accomplished painter and will study some of his works in order to produce some artwork of their own in a similar style.</p> <p>Concepts</p> <ul style="list-style-type: none"> To know who Winston Churchill was and why he is an important figure To know and be able to retell the life story of Winston Churchill To know what the main achievements of Winston Churchill were, both as a very capable politician and military leader To understand how speech and oratory can have both positive and negative effects To know that as well as a politician, Winston Churchill was an accomplished painter To know that his views can now be seen as controversial To understand that, when exploring controversial views, we must look at a wide range of sources before drawing conclusions | <p style="text-align: center;">Pharaoh Queen</p> <p>Initially, pupils will engage some of their geographical map reading skills by locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. Pupils will then compare a map of modern-day Egypt with that of Ancient Egypt. Pupils will turn their focus to some of the important people and places in Ancient Egypt, particularly focusing on Queen Hatshepsut. They will analyse evidence to find reasons why she became queen when women could not traditionally rule, why the people of Egypt were loyal to her and then, strangely, why almost all evidence of her existence as pharaoh were destroyed. Pupils will write a written account of her life, using all the evidence gathered and conclusions drawn.</p> <p>Concepts</p> <p>NC - Pupils should be taught about an Early Civilization e.g. Egypt</p> <ul style="list-style-type: none"> To know the location of Egypt To know about the significant Ancient Egyptian places and individuals To know about Ancient Egyptian beliefs and practices To understand how evidence is used to make historical claims To understand the importance of the River Nile in Ancient Egyptian times To learn about the third female pharaoh, Hatshepsut |
| <p style="text-align: center;">True Crime? The Pendle Witches</p> <p>This unit develops skills in selecting, organising and understanding relevant historical information using an investigative approach. The pupils will learn what evidence is and how sources can be seen as reliable or unreliable depending on whether they are primary or secondary sources or whether they can be corroborated against facts or are hearsay. The pupils will work in teams to analyse evidence to then forward their own verdicts for the trial. They will also look at how persecution can still happen today based on the beliefs, religious or otherwise, of different groups of people.</p> <p>Concepts</p> <ul style="list-style-type: none"> To know about some aspects of life in Lancashire in the early 1600s To know about the accusations of witchcraft | <p style="text-align: center;">Fighting Footballer</p> <p>Pupils will begin by looking at campaigns to highlight the issues around racism and other prejudices within football. Then, through the life of footballer and World War 1 soldier, Walter Tull, they will learn about the racism he faced in the early part of the 20th century as a footballer and in the military. Pupils will discover that women's football became increasingly popular through WW1 and into the 1920's until the Football Association banned them from playing and they will explore the steps taken to bring women's football back into the forefront of sporting society. Ultimately, pupils should understand that racism and prejudice in sport is not a new issue but it is highly important that it continues to be tackled.</p> <p>Concepts</p> <ul style="list-style-type: none"> To know the significant events of Walter Tull's life |



History

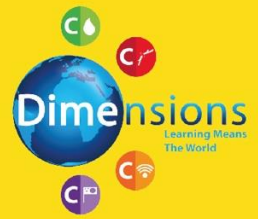


- To know what evidence is and analyse initial evidence for the Pendle Witch trials
- To know the order of events leading to the Pendle Witches' arrest
- To analyse further evidence in the form of convictions
- To know and understand the role Jennet Device played in convicting the witches
- To know that persecution based on religion and belief still occurs today

- To understand what makes Walter Tull an inspirational historical figure
- To understand the way in which the past impacts the present
- To know that events of the past can have an impact on the actions, prejudices and attitudes of today
- To understand the importance of courage, commitment and community
- To know that, whilst there are many different types of prejudice in society today, there have been times in the past when this has been challenged
- To understand that views and opinions can change over time



History

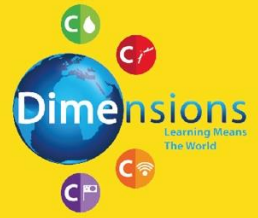


Key Vocabulary

| Navigators 1 / Year 5 | | Navigators 2 / Year 6 | |
|--|--|---|--|
| You're Not Invited | Come Fly with Me! America | Wars of the World | "I Have a Dream..." |
| armour army aqueduct Augustus battle borders Boudicca Caesar census conquer consequences emperor empire Hadrian invasion | leadership legacy Nero Roman ruler settlement | Columbus colonisation conquest emigrate immigrant indigenous persecution pilgrim puritan republic Stars and Stripes State Thanksgiving Day tolerance | alliance allies anti-Semitism Axis powers conflict consequences civil war consequence evacuation Hitler holocaust imperialism invasion militarism mutiny |
| | | nationalism pacifism solidarity terrorism Tripartite Pact World War 1 World War 2 | anti-Semitism apartheid discrimination diversity injustice Jim Crow Laws Martin Luther-King Nelson Mandela oppression prejudice race primary source secondary source |
| A World of Bright Ideas | The Rescuers | Mission Control | Time Team |
| brand Calculus commercial copyright development discovery economic innovation invention inventor | aftermath evidence legacy Marconi survivor Titanic tragedy wireless telegraphy World War I | astronaut astronomer causation conspiracy theory evidence exploration injustice interpretation inquisition Neil Armstrong | anachronism catalyst change connections continuity historical figure historical narrative historical viewpoint interpretation locality |



History

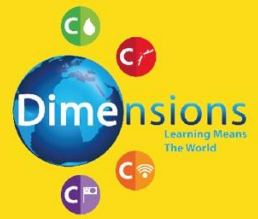


| | | | |
|---|---|--|--|
| modify printing press scientific significant technological vaccine | | primary source satellite communication secondary source technology viewpoint | national history regeneration |
| True Crime? The Pendle Witches | British Bulldog | Pharaoh Queen | Fighting Footballer |
| accusation case file Catholicism confession cunning woman evidence familiar gaol gaoler lame magistrate Protestantism source primary secondary hearsay | Admiralty allies aristocrat boarding school Gallipoli MP politics Prime Minister | afterlife temple Ancient Egypt archaeology architecture era Hatshepsut hieroglyphics historian legacy mummification Nile Pharaoh regent sarcophagus Sphinx Stone Age | colonist commission Dick, Kerr Ladies Football Association orphanage prejudice racism sexism shellshock The Somme |





History



End Goals

Adventurers / LKS2

Our aim in teaching history in Adventurers is to broaden pupils' historical horizons so they are learning not only about the more recent past but also about ancient civilisations. Pupils should be exploring source materials and begin to look for bias and accuracy. In this phase, pupils should recognise that some aspects of the past can be interpreted in different ways, and it is up to them as present-day historians to be aware that people in the past can tell their stories differently. History in this phase also encourages pupils to, not only explore similarities and differences, but inclusivity across diverse societies. In the unit 'Cry Freedom', pupils will compare how slavery has been imposed on a range of societies and how people from very different backgrounds can work towards a common goal (Sojourner Truth and William Wilberforce). Pupils should also now recognise that they should not only question why changes happen over time, but they should review the consequences of those changes, such as the legacies left by the Ancient Greeks or the development of the United Nations after the Second World War.

Navigators / UKS2

Our aim in teaching history in Navigators is to deepen pupils' skills in thinking historically and historical comprehension. Pupils should now be confident in using and constructing timelines to organise their findings chronologically and make connections across wider periods of time. They should also be aware that they can not only study objects or artefacts to provide evidence of historical events but that these sources can be split into primary and secondary sources. Pupils should be starting to be more confident in analysing these to provide evidence to support their own thoughts and conclusions about how and why historical events happened. It is important, in this phase, that pupils begin to consider that the way things were done in the past cannot always be viewed through the lens of the present. The same beliefs, values and ideals of the present day are often anachronistic with the past (presentism). In this phase, pupils will also have had the opportunity to link their historical knowledge with other subjects such as geography and they should see how these two areas of learning are closely linked. For example, in Pharaoh Queen, pupils should know that the River Nile is a key geographical feature of Egypt, and was key to the survival of Ancient Egyptians, as well as its importance to those living in Egypt today.