




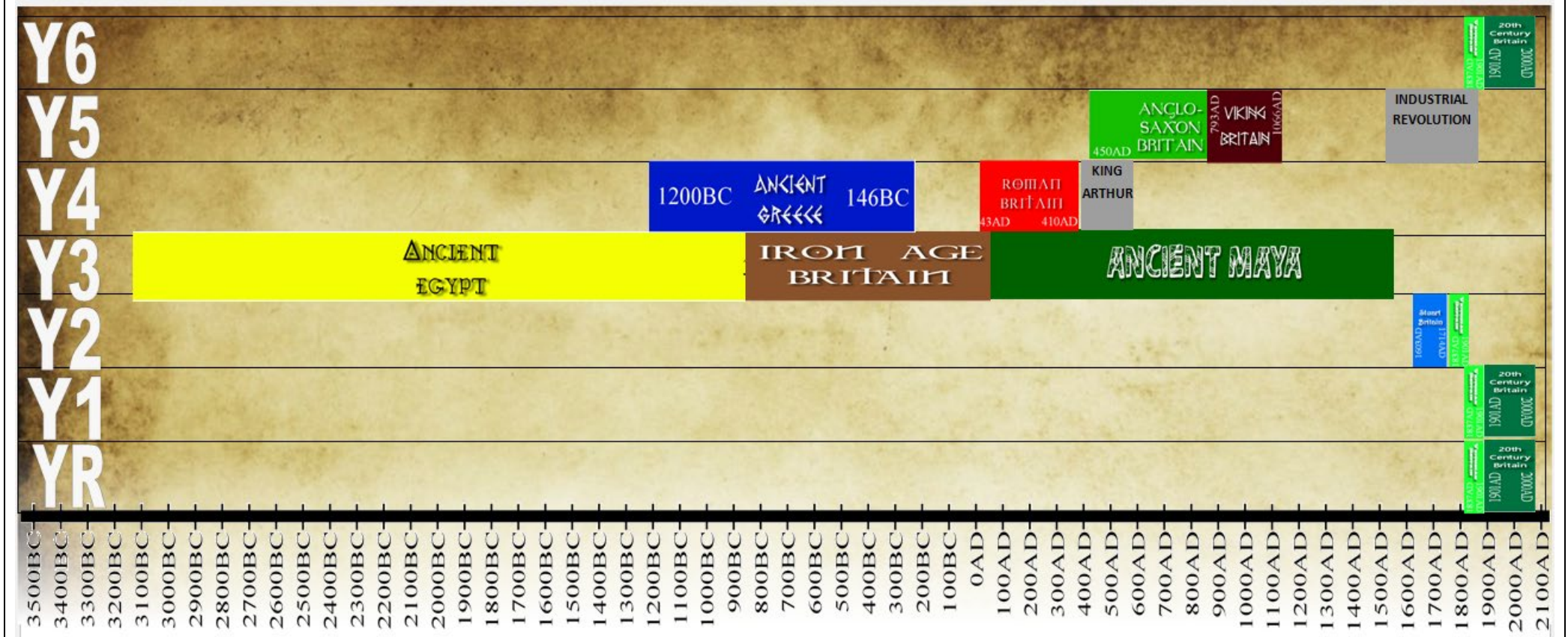


History Substantive Concepts Tracker

Year Group	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Substantive Concepts							
Settlements/Civilizations 	Spring 1	Spring 1 Summer 1		Autumn 2 Spring 2 Summer 2	Autumn 1 Spring 1	Autumn 2 Spring 2 Summer 2	Spring 1
Exploration/Discovery 	Autumn 1 + 2 Spring 1 Summer 1	Autumn 2 Spring 1 Summer 1	Autumn 2 Spring 2 Summer 2	Autumn 2 Spring 2 Summer 2	Spring 1 Summer 1		Autumn 1 Summer 1
Leaders 	Spring 1 Summer 2		Autumn 2 Spring 2	Spring 2	Autumn 1 Spring 1 Summer 1	Autumn 2 Spring 2 Summer 2	Autumn 1 Spring 1 Summer 1
Invasion 			Spring 2		Autumn 1	Autumn 2 Spring 2	Spring 1
Trade 	Spring 2	Autumn 2 Spring 1 Summer 1	Summer 2	Autumn 2		Autumn 2 Spring 2 Summer 2	Autumn 1

Timeline of History Taught at Charlestown





History Enquiry Questions and Assessment Checkpoints

EYFS

2024/2025 EYFS Understanding The World - Past and present	Autumn 1	Spring 1	Summer 1
	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	<p>Autumn 1: Are there real-life superheroes in our school? Understanding the World</p> <ol style="list-style-type: none"> Past / present (History – Florence Nightingale) People, Culture and Communities Natural World (Science – Seasons – Autumn/Winter) <p>Autumn 2: What happens when I fall asleep? Understanding the World</p> <ol style="list-style-type: none"> People, Culture and Communities (festivals – Diwali, Christmas) Natural World (Science – animals, light / dark) 	<p>Spring 1: What will I find down on the farm? Understanding the World</p> <ol style="list-style-type: none"> Past / present (History - How machinery has impacted 'new' farming techniques) People, Culture and Communities (Africa – Handa's Hen) Natural World (Science – Where does food come from? Seasons – Spring/Summer) <p>Spring 2: Are we there yet? Understanding the World</p> <ol style="list-style-type: none"> Past / present (History – How cars have changed, Amelia Earhart - planes) Natural World (Science – forces, pushing/pulling) 	<p>Summer 1: Which house would you choose to live in? Understanding the World</p> <ol style="list-style-type: none"> Past / present (Historical objects around house and how have changed – link to KS1 Great Fire of London) Natural World (Science – materials pre-teach for KS1, Three Little Pigs) <p>Summer 2: Would you find a starfish in the woods? Explore the natural world around them and recognise that some animals wouldn't live in some environments. Understanding the World</p> <ol style="list-style-type: none"> Natural World (Science – link to KS1 habitats + Geography - drawing maps of where minibeast can be found in the woodland - fieldwork)
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Exploration/Discovery Leaders</i>	<i>Exploration/Discovery Settlements/Civilisations Leaders Trade</i>	<i>Exploration/Discovery Leaders (King's birthday)</i>
Disciplinary Skills	<i>Sources and Evidence Chronology</i>	<i>Sources and Evidence Chronology</i>	<i>Sources and Evidence Chronology</i>
Key historical figures		Amelia Earhart - <i>Gender</i>	

History Enquiry Questions and Assessment Checkpoints

<p>Texts</p>			
<p>Tier 3 Vocabulary</p>	<p>Past Present Similarity Difference Age Time Older Younger</p>	<p>Past Present Machinery Inventions Improvements Similarity Difference</p>	<p>Past Present Inventions Improvements Similarity Difference</p>
<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: How has my teacher changed? (look at photo of the teacher as a baby. Discuss how she has changed). <i>Sources and Evidence, Chronology</i></p> <p>CQ2: How have I changed? (look at photos of the children as a baby. Compare similarities and differences) <i>Sources and Evidence, Chronology</i></p>	<p>CQ1: How do farms operate in the present? <i>Chronology</i></p> <p>CQ2: How do farms operate in the past? <i>Sources and Evidence</i></p> <p>CQ3: What is good about the changes in farming? What has not been so good? <i>Sources and Evidence</i></p> <p>CQ4: How can you travel? (identifying different types of transport)</p> <p>CQ5: What is the same / different about old and new cars? <i>Sources and Evidence</i></p> <p>CQ6: How did people used to travel? How do they travel today? <i>Sources and Evidence, Chronology</i></p> <p>CQ7: Who was Amelia Earheart and why is she important? <i>Sources and Evidence, Chronology</i></p>	<p>CQ1: What is my house like?</p> <p>CQ2: What are houses like around me? Are they similar?</p> <p>CQ3: What do different types of houses look like? What are they called? (houses, flats, bungalow, terraced)</p> <p>CQ4: What makes a house a house? (Label different parts of a house – roof, chimney, window, brick, door.)</p> <p>CQ5: What is inside my house? Have these things always been there? (what has changed over time) <i>Sources and Evidence, Chronology</i></p>

History Enquiry Questions and Assessment Checkpoints

Assessment Checkpoint	Children who are secure will be able to:	Children who are secure will be able to:	Children who are secure will be able to:
	<ul style="list-style-type: none"> ✓ Explain about how they have changed since they were a baby <i>Exploration/Discovery</i> ✓ know that babies change and grow and describe some of these changes <i>Exploration/Discovery</i> ✓ know that some roles help to lead others e.g. Headteacher at school, star of the day etc. <i>Leaders</i> 	<ul style="list-style-type: none"> ✓ Identify some similarities and differences between now and the past. <i>Exploration/Discovery</i> ✓ Describe how farms worked in the past using pictures and videos <i>Exploration/Discovery</i> ✓ Describe how farms worked in the present using pictures and videos <i>Exploration/Discovery</i> ✓ Know how aspects of farming have changed from the past <i>Exploration/Discovery Settlements/Civilisations</i> ✓ Explain how there have been some advantages / disadvantaged to changes in farming. <i>Exploration/Discovery Settlements/Civilisations</i> ✓ Know and explain how transport has changed from the past including trains, cars, bikes, boats and planes <i>Exploration/Discovery</i> discuss prominent people from the past <i>Exploration/Discovery Trade, Leaders</i> ✓ explain who Amelia Earheart was, the transport she used and what she did <i>Exploration/Discovery</i> 	<ul style="list-style-type: none"> ✓ Identify some similarities and differences between now and the past. <i>Exploration/Discovery</i> ✓ Know and describe different parts of a house <i>Exploration/Discovery</i> ✓ Know and describe different types of houses <i>Exploration/Discovery</i> ✓ Know and explain how household objects have changed from the past and the advantages of the changes. <i>Exploration/Discovery</i>



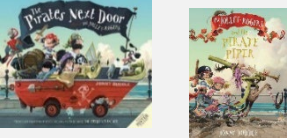
Year One

2024/2025 Y1	Autumn 2	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	How have toys changed over the last 100 years?	What happened when London was on fire?	How have seaside holidays changed over the last 100 years?
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Exploration/Discovery Trade</i>	<i>Settlements/Civilisations Exploration/Discovery Trade</i>	<i>Settlements/Civilisations Exploration/Discovery Trade</i>
Disciplinary Skills	<i>Similarity and Difference Change and Continuity Chronology</i>	<i>Historical Significance Cause and Consequence Sources and Evidence Chronology</i>	<i>Historical Interpretation Sources and Evidence Chronology</i>
Key historical figures	<i>Theodore Roosevelt Morris and Rose Michtom Religion and belief Margarete Steiff Gender</i>	<i>Samuel Pepys King Charles II Thomas Farriner</i>	<i>Queen Victoria Gender King Edward VII King George V</i>
Texts			
Tier 3 Vocabulary	Century/20 th Century Timeline Past Modern Artefacts Similarities Differences	Significant Event Impact Samuel Pepys River Thames King Charles II Tudors	Evidence Sources Victorian Period Pier Promenade Tourist Feature
Component Questions (components to be explored throughout the unit)	CQ1: What is your favourite toy to play with? Why?	CQ1: What is London like now? CQ2: What was life like in the 17 th century? <i>Cause and Consequence</i>	CQ1: What is a holiday? What is it like to go on a seaside holiday? (now) CQ2: When was the Victorian era? (timeline) <i>Chronology</i>

History Enquiry Questions and Assessment Checkpoints

	<p>CQ2: What toys my parents and grandparents play with? <i>Similarity and Difference</i></p> <p>CQ3: How were their toys different to ours? <i>Similarity and Difference</i></p> <p>CQ5: How have teddy bears changed overtime? <i>Change and Continuity</i></p> <p>CQ6: How have other toys changed (developed) overtime? <i>Change and Continuity</i></p>	<p>CQ3: What were the key events of The Great Fire of London? <i>Cause and Consequence</i></p> <p>CQ4: How do we know about The Great Fire of London? (sources) <i>Sources and Evidence</i></p> <p>CQ5: What lessons were learned from the Great fire of London? <i>Historical Significance</i></p> <p>CQ6: What was the impact of The Great Fire of London? <i>Historical Significance</i></p>	<p>CQ3: What was life like in the Victorian era? <i>Sources and Evidence</i></p> <p>CQ4: What were holidays like in the Victorian era? (Use sources of evidence discover what seaside holidays were like in the past). <i>Sources and Evidence</i></p> <p>CQ5: What is the same and different about holidays then and now? <i>Historical Interpretation</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Discuss their favourite toy <i>Exploration/Discovery</i> ✓ Ask questions about toys in the past <i>Exploration/Discovery</i> ✓ Make comparisons between toys in the past and present <i>Exploration/Discovery</i> ✓ Sequence artefacts from different periods of time ✓ Describe how toys have changed over time <i>Trade</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Describe London now and in the past <i>Settlements/Civilisations</i> ✓ Know what it was like to live in the 17th century <i>Settlements/Civilisations</i> ✓ Explain the reasons for and events of The Great Fire of London <i>Exploration/Discovery</i> ✓ Explain the significance of this event for future London <i>Settlements/Civilisations, Trade</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what a holiday is <i>Exploration/Discovery</i> ✓ Know what life was like in Victorian times <i>Settlements/Civilisations</i> ✓ Ask questions about holidays in the past <i>Exploration/Discovery</i> ✓ Describe how holidays have changed overtime <i>Trade</i> ✓ Explain some of the reasons why seaside holidays have changed over the last 100 years <i>Trade</i>

Year Two

2024/2025 Y2	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	What do we celebrate in November?	Who are the some of the most famous Victorians and why?	Piracy in Cornwall: fact or fiction?
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Exploration/Discovery Leaders</i>	<i>Invasion / Leaders Exploration/Discovery</i>	<i>Exploration/Discovery Trade</i>
Disciplinary Skills	<i>Historical Significance Historical Interpretation Chronology Sources and evidence</i>	<i>Similarity and Difference Change and Continuity</i>	<i>Historical Interpretation Historical Significance Sources and evidence</i>
Tier 3 Vocabulary	Houses of Parliament Gunpowder Conspirators World War Flander’s Field Peace Remembrance	19 th Century Victorian Age Similarities Differences Celebrity Famous Disease Hygiene War Invasion	Golden Age of Piracy Trade Interpretation Significance Smuggling Jolly Roger Myth Legend Sloop Galleon
Key historical figures	King James I Guy Fawkes Captain Tom Moore <i>Age</i> Adolf Hitler	<i>Florence Nightingale Gender Mary Seacole Race; Religion or Belief Queen Victoria Gender</i>	<i>Lady Mary Killigrew Gender Anne Bonney Gender Blackbeard John Carter – Kind of Prussia</i>
Texts			
Component Questions (components to be explored throughout the unit)	CQ1: Who was King when the Gunpowder Plot happened? <i>Historical Significance, Chronology</i> CQ2: Why did Guy Fawkes want to kill the king? <i>Historical Interpretation, Sources and evidence</i> CQ3: How did Guy Fawkes plan to kill the king? <i>Historical Interpretation, Sources and evidence</i>	CQ1: What skills do you need to be a nurse? CQ2: Who were Florence Nightingale and Mary Seacole? (Link back to EYFS learning). CQ3: What were their childhoods like? <i>Historical Interpretation</i>	CQ1: When was 'The Golden Age of Piracy'? CQ2: Were there pirates in Cornwall? <i>Historical Significance, Sources and evidence</i> CQ3: Do we know of any famous pirates? (John Carter links) <i>Historical Significance</i>

History Enquiry Questions and Assessment Checkpoints

	<p>CQ4: How did the king survive? <i>Historical Significance, Sources and evidence</i></p> <p>CQ5: How and why is this still remembered each November? <i>Historical Interpretation</i></p> <p>CQ6: <i>When was WWI?</i> <i>Historical Significance, Chronology</i></p> <p>CQ7: <i>Why did WWI start? How did it end?</i> <i>Historical Significance, Chronology</i></p> <p>CQ8: <i>Why do we still hold a silence on 11th of November?</i> <i>Historical Interpretation</i></p> <p>CQ9: <i>What impact has WWI had on our lives today?</i> <i>Historical Interpretation</i></p>	<p>CQ4: Why did Mary and Florence go to The Crimean War? <i>Historical Significance</i></p> <p>CQ5: What would it have been like to work in a hospital during the Crimean War? <i>Historical Interpretation</i></p> <p>CQ6: Why were Florence and Mary considered celebrities? Why were they given special names? <i>Historical Interpretation</i></p> <p>CQ7: How is nursing now different to nursing in Victorian Times? <i>Similarity and Difference; Change and Continuity</i></p>	<p>CQ4: Who was Lady Mary Killigrew? Are the rumours true? <i>Historical Interpretation, sources and evidence</i></p> <p>CQ5: What impact did pirates have on our county today? <i>Historical Interpretation</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know who Guy Fawkes was and who he tried to kill <i>Exploration/Discovery</i> ✓ Understand why Guy Fawkes wanted to kill the king. <i>Leaders</i> ✓ Know that WWI ended in November <i>Invasion</i> ✓ Know that we still hold a silence every November to remember those fallen in war <i>Invasion</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know who Florence Nightingale and Mary Seacole are <i>Exploration/Discovery, Leaders</i> ✓ Know about the Crimean War <i>Invasion</i> ✓ Understand the impact of Florence Nightingale and Mary Seacole <i>Exploration/Discovery</i> ✓ Compare nursing now and in Victorian times <i>Exploration/Discovery</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain ‘The golden age piracy’ <i>Exploration/Discovery</i> ✓ Plot ‘The golden age piracy’ on a timeline / know when this happened <i>Exploration/Discovery</i> ✓ Know why Cornwall was famous for piracy <i>Exploration/Discovery</i> ✓ Explain why pirates existed <i>Trade</i> ✓ Describe the life of local pirates in the past <i>Exploration/Discovery</i>

Year Three

2024/2025 Y3	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	How did the Iron Age replace the Stone Age?	Who built the pyramids and why?	How did the Mayan Civilisation survive?
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Settlements/Civilisations Exploration/Discovery Trade</i>	<i>Settlements/Civilisations Exploration/Discovery Leaders</i>	<i>Settlements/Civilisations Exploration/Discovery</i>
Disciplinary Skills	<i>Similarity and Difference Change and Continuity Historical Interpretation</i>	<i>Historical Interpretation Sources and Evidence</i>	<i>Similarity and Difference Cause and Consequence Historical Interpretation</i>
Key historical figures	Amesbury Archer Dorothy Garrod <i>Gender</i>	Cleopatra VI <i>Gender</i> Khufu <i>Religion and Belief</i> Hatshepsut <i>Gender</i> Howard Carter	Itzamna/ Kukulcan (Gods) Lady of Tikal <i>Gender, Age</i> John Stephens (<i>Rediscovery links to Gender, Race, Religion and beliefs</i>) Frederick Catherwood
Texts	  	 	
Tier 3 Vocabulary	Archaeologists Palaeolithic Mesolithic Neolithic Hunter-Gathers B.C A.D Prehistory Nomad Settlement	<i>Civilisations Dynasty Mummified Canopic jars Sarcophagus Hieroglyphics Pharoh Cleopatra VI</i>	<i>Civilization Chichen Itza Itzamna Cacao Classic period Hieroglyphs Epigrapher</i>
Component Questions (components to be explored throughout the unit)	CQ1: When was the pre-historic period? <i>Similarity and Difference</i> CQ2: What was life like in the Stone Age? (use evidence from Skara Brae to discover about life in the Stone Age)	CQ1: When and where did the Ancient Egyptians live? CQ2: What was the importance of the Egyptian Gods and Goddesses to the Ancient Egyptians? <i>Historical Interpretation</i>	CQ1: When and where did the Maya live? CQ2: What are the challenges of settling in the rainforest? <i>Cause and Consequence</i>

History Enquiry Questions and Assessment Checkpoints

	<p>CQ3: Who was Amesbury Archer? Why are they famous? <i>Historical Interpretation</i></p> <p>CQ4: How did bronze change life in the Stone Age? <i>Change and Continuity</i></p> <p>CQ5: How did trade change during the Stone and Iron Age? <i>Change and Continuity</i></p> <p>CQ6: How were the Stone Age and Iron Age different? <i>Change and Continuity</i></p>	<p>CQ3: Why did the Egyptians build pyramids? Why was this a challenge? (links to Science – forces)</p> <p>CQ4: How and why did the Egyptians mummify people?</p> <p>CQ5: What can we learn from Egyptian beliefs? <i>Historical Interpretation</i></p>	<p>CQ4: What was the importance of Maya Gods and Goddesses to the Maya Civilisation?</p> <p>CQ5: What do the archaeological remains tell us about Maya cities? <i>Historical Interpretation</i></p> <p>CQ6: What caused the decline of the Maya cities? <i>Cause and Consequence</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain how bronze was better than stone age and the impact this had on farming <i>Trade Exploration/Discovery</i> ✓ Explain how trade increased during the Iron Age and why coins were needed <i>Trade</i> ✓ Identify changes and continuities between the Neolithic and Iron Age periods <i>Settlements/Civilisations</i> ✓ Explain which period they would prefer to have lived in, providing evidence for their choice. <i>Settlements/Civilisations</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain key periods and people in the Ancient Egyptian era <i>Settlements/Civilisations</i> ✓ Explain the links between Ancient Egyptian beliefs and mummification <i>Leaders</i> ✓ Name sources that can be used to find out about Ancient Egyptian beliefs <i>Exploration/Discovery</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sequence the key periods in the Maya civilisation <i>Settlements/Civilisations</i> ✓ Identify periods that were happening in Britain at the same time <i>Exploration/Discovery</i> ✓ Explain how the Maya settled in the rainforest <i>Settlements/Civilisations</i> ✓ Explain the reasons for the decline of the Maya civilisation <i>Exploration/Discovery</i>



Year Four

2024/2025 Y4	Autumn 1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	How did the Roman Empire impact Britain?	Who were the Ancient Greeks?	Who was King Arthur and what is his legacy?
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Settlements/Civilisations Invasion Leaders</i>	<i>Settlements/Civilisations Exploration/Discovery Leaders</i>	<i>Leaders Exploration/Discovery</i>
Disciplinary Skills	<i>Historical Significance Cause and Consequence</i>	<i>Similarity and Difference Historical Interpretation</i>	<i>Historical interpretation</i>
Key historical figures	<i>Boudica Gender Julius Ceasar Emperor Claudius</i>	<i>Alexander the Great</i>	<i>King Arthur</i>
Texts			
Tier 3 Vocabulary	<i>Invasion Inferences Legacy Combat Historians Romanisation Centurion Emperor</i>	<i>Civilisations Architecture Mount Olympus</i>	<i>Similarities Differences Famous</i>
Component Questions (components to be explored throughout the unit)	<i>CQ1: When were the Roman times? What was life like? Cause and Consequence</i> <i>CQ2: Why did the Romans invade Britain? Cause and Consequence</i> <i>CQ3: How did Britain respond to the Roman invasion? Cause and Consequence</i>	<i>CQ1: When did the Ancient Greeks live?</i> <i>CQ2: How was life different for Ancient Greeks to our lives today? Similarity and Difference</i> <i>CQ2: What was the importance of the gods to the Ancient Egyptians?</i> <i>CQ3: Who were the Ancient Greek Leaders? Were they all human?</i>	<i>CQ1: Who was King Arthur?</i> <i>CQ2: When was King Arthur alive? (timeline – links to eras learned previously e.g. Romans) Historical Significance</i> <i>CQ3: How is King Arthur significant to Cornwall? (Tintagel Castle) Historical Interpretation</i>

History Enquiry Questions and Assessment Checkpoints

	<p>CQ4: How well were the Roman Soldiers equipped for war?</p> <p>CQ5: How effective were the Roman Army formations?</p> <p>CQ6: What impact did the Romans have on our lives today? <i>Historical Significance</i></p>	<p>CQ4: What are the lasting achievements of the Ancient Greeks? <i>Historical Interpretation</i></p>	<p>CQ4: How do we know that King Arthur wasn't a real King? <i>Historical interpretation</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the meaning of empire and invasion <i>Invasion</i> ✓ Understand the chronology of the Roman invasion of Britain <i>Invasion</i> ✓ Identify the consequences of the Roman invasion <i>Leaders</i> ✓ Explain why the Romans needed a powerful army <i>Leaders</i> ✓ Identify how the Romans changed Britain <i>Settlements/Civilisations</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify the key periods in the Ancient Greeks <i>Settlements/Civilisations</i> ✓ Understand what the Ancient Greeks believed in <i>Leaders</i> ✓ Describe the achievements / impact of the Ancient Greeks on today's society <i>Exploration/Discovery</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know who King Arthur is <i>Leaders</i> ✓ Know that are links to Cornwall - Tintagel Castle <i>Settlements/Civilisations</i> ✓ Explain why King Arthur was not a 'real' King and that sources of information aren't always reliable

Year Five

2024/2025 Y5	Autumn 2	Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	<i>What did the Anglo Saxons leave behind?</i>	How successful was the Viking invasion?	What was the impact of the Industrial Revolution in Britain?
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Settlements/Civilisations Invasion Trade Leaders</i>	<i>Settlements/Civilisations Invasion Trade Leaders</i>	<i>Settlements/Civilisations Trade Leaders</i>
Disciplinary Skills	<i>Historical Interpretation Historical Significance</i>	<i>Historical Interpretation Sources and Evidence</i>	<i>Sources and Evidence Change and Continuity</i>
Tier 3 Vocabulary	<i>Anglo-Saxon Celt Conquer Settlement Succession</i>	<i>Danelew Migration Monegald Pagans Pillaged Raid Monastery Conquer Knarr Longhouse/Dragonship Invade Raiders Voyagers</i>	<i>Primary/Secondary sources Imperial Revolution Merchant Legislation Inventions Technological Steam</i>
Key Historical Figures	<i>William the Conqueror</i>	<i>Alfred the Great Guthrum King Canute</i>	<i>Queen Victoria Gender James Watt Isambard Kingdom Brunel</i>
Texts			
Component Questions (components to be explored throughout the unit)	<p>Q1: How did the Anglo Saxons come to Britain? <i>Historical Significance</i></p> <p>CQ2: Why did the Anglo Saxons come to Britain? <i>Historical Interpretation</i></p> <p>CQ3: What was Anglo-Saxon life like? <i>Sources and Evidence</i></p>	<p>Q1: How do we know about the Vikings? Are the sources reliable? <i>Sources and Evidence</i></p> <p>CQ2: What other sources can we use to explore what Viking life was like Britain? (Extract and interpret information from a range of sources). <i>Sources and Evidence, Historical Interpretation</i></p>	<p>Q1: What was Victorian society like? <i>Sources and Evidence</i></p> <p>CQ2: How did the living conditions change during the Industrial Revolution? <i>Change and Continuity</i></p> <p>CQ3: How did the working conditions change during the Industrial Revolution? <i>Change and Continuity</i></p>

History Enquiry Questions and Assessment Checkpoints

	<p>CQ4: Why did the Anglo Saxons leave Britain? (Battle of Hastings) <i>Historical Significance</i></p> <p>CQ5: What impact did the Anglo Saxons have on Britain today?</p>	<p>CQ3: When and why did the Vikings come to Britain?</p> <p>CQ4: How did the Vikings travel to Britain?</p> <p>CQ5: Why was trade important to the Vikings?</p> <p>CQ6: What was the impact of the Vikings' struggles on Britain? <i>Cause and Consequence</i></p>	<p>CQ4: What inventions revolutionised the lives of British people? <i>Change and Continuity</i></p> <p>CQ5: What impact did the Industrial Revolution have on locations in the UK? <i>Change and Continuity</i></p> <p>CQ6: What was the impact of the political changes that took place during the Industrial Revolution? (compare this to the Ancient Greeks democracy) <i>Change and Continuity</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify the different reasons for migration to Britain <i>Trade, Leaders</i> ✓ Explain where the Anglo Saxons came from and why they invaded Britain <i>Invasion</i> ✓ Explain the key events of the Battle of Hastings <i>Invasion</i> ✓ Identify important events in the Anglo Saxon struggle for Britain <i>Settlements/Civilisations</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify the different reasons for migration to Britain <i>Trade, Leaders</i> ✓ Explain where the Vikings came from and why they invaded Britain <i>Invasion</i> ✓ Describe how sources can be biased ✓ Explain whether the Vikings were traders or raiders and providing supporting evidence <i>Trade Invasion</i> ✓ Identify Viking trading routes <i>Trade</i> ✓ Identify important events in the Viking struggle for Britain <i>Settlements/Civilisations</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the key events of the Industrial Revolution <i>Trade</i> ✓ Explain the impact of the Industrial Revolution on locations and people <i>Settlements/Civilisations</i> ✓ Compare political changes during the Industrial Revolution and Ancient Greece <i>Leaders</i> ✓ Describe the legacy of the Industrial Revolution <i>Trade, Settlements/Civilisations</i>

Year Six

2024/2025 Y6	Autumn 1	Spring 1		Summer 1	
Lead Enquiry Question (Composite Outcome)	Why did the Titanic sink?	What impact did World War II have on Britain?		What is the space race and are we still taking part?	
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Exploration/Discovery Trade Leaders</i>	<i>Settlements/Civilisations Invasion Leaders</i>		<i>Exploration/Discovery Leaders</i>	
Disciplinary Skills	<i>Historical Interpretation Historical Significance</i>	<i>Cause and Consequence Similarity and Difference</i>		<i>Sources and Evidence Change and Continuity</i>	
Tier 3 Vocabulary	<i>The Titanic Significance Legacy Impact</i>	<i>Triple Entente Triple Alliance Allies Propaganda Trench Warfare Western Front Impact Air raid</i>	<i>Battle of Britain Black Market Rationing Blitz Conscription Evacuee Luftwaffe Hitler Youth</i>	<i>20th Century Exploration Space Race Cold War Soviet Union (USSR) Iron Curtain Escalation Tourism Advancement</i>	<i>Technological National security Satellites Outer Space Treaty International Space Station Sputnik Vostok 1 Apollo 11</i>
Key Historical Figures	<i>Robert Fitzroy Eliza Gladys Dean/Barbara Joyce Dainton Gender Joseph Bruce Ismay</i>	<i>Beatrice Shilling Gender Captain Tom Moore Age Alan Turing Sexual Orientation Adolf Hitler Winston Churchill Clement Atlee</i>		<i>Dorothy Vaughan, Mary Jackson, Katherine Johnson, Christine Darden Gender, Race Dr Temple Grandin Gender, Disability John F Kennedy Nikita Khrushchev Tim Peake Yury Gagarin Buzz Aldrin</i>	
Texts					
Component Questions (components to be explored throughout the unit)	CQ1: What was the Titanic? CQ2: What made the Titanic a special ship, even before sailing?	CQ1: What was the cause of WWII? <i>Cause and Consequence Similarity and Difference</i>		CQ1: What are the key historical events of space exploration? <i>Change and Continuity</i>	

History Enquiry Questions and Assessment Checkpoints

	<p>CQ3: What was the intended journey for the Titanic?</p> <p>CQ4: How did a significant maritime disaster affect so many in 1912, including those of different classes? <i>Historical Significance</i></p> <p>CQ5: Which ships from the United Kingdom that have had a significant impact on the world? (case study?) <i>Historical Interpretation</i></p>	<p>CQ2: Have there been any others wars since then?</p> <p>CQ3: What impact did the Falklands war have on Great Britain? <i>Cause and Consequence</i></p> <p>CQ4: How was WWII won?</p> <p>CQ5: What was 'the Battle of Britain'? Why is it significant?</p> <p>C6: What is the impact of war on different groups of people? <i>Cause and Consequence, Similarity and Difference</i></p>	<p>CQ2: What is the 'Space Race' and why this was important to different countries? <i>Change and Continuity</i></p> <p>CQ3: What were some of the early achievements of the Space Race?</p> <p>CQ4: Was the Space race always a success?</p> <p>CQ5: What were some of the failed missions and disasters of the Space Race and what did we learn? <i>Sources and Evidence</i></p> <p>CQ5: Who are some of the significant people who have travelled to space?</p> <p>CQ6: What's next for the race? <i>Change and Continuity</i></p> <p>CQ7: Will be go on holiday to space? space? <i>Change and Continuity</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Describe what the Titanic was and why she was so special. <i>Exploration/Discovery</i> ✓ Explain the significance of different ships in the last century <i>Exploration/Discovery</i> ✓ Describe how the class system impacted upon people's lives <i>Leaders, Trade</i> ✓ Explain the impact of any disasters at sea <i>Exploration/Discovery</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify the causes of different wars <i>Leaders</i> ✓ Know other key warfare that has taken place in the last century which has included British soldiers ✓ Identify the different phases in the Battle of Britain <i>Invasion</i> ✓ Use sources to make inferences and deductions <i>Invasion</i> ✓ Describe the impact that wars have on different groups of people <i>Settlements/Civilisations</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sequence the key events of space exploration <i>Exploration/Discovery</i> ✓ Describe the success and failures of some space missions <i>Exploration/Discovery</i> ✓ Explain the importance of exploring space <i>Power, Exploration/Discovery</i> ✓ Explain the legacy of space exploration <i>Exploration/Discovery</i> ✓ Consider the future of space exploration and the impact this may have on future generations <i>Exploration/Discovery</i>



History Enquiry Questions and Assessment Checkpoints