

**Great Hollands Primary  
School**

**History  
Curriculum**



# History Curriculum

At Great Hollands Primary School, we deliver History subject skills and understanding through topic-based learning which is linked to the National Curriculum. It is carefully balanced to give children opportunities to explore a range of age-appropriate historical periods throughout the ages - beginning with the Stone Age through to the 21st Century.

The knowledge and skills covered through History are carefully structured to link to other parts of the curriculum. Learning is interweaved into Writing, Reading, Art, Design & Technology, Music and where appropriate e.g., Maths. Specific topics have a History base so that we develop historical thinking; analyse historical sources and evidence, make historical connections, make chronological reasonings and create and support historical arguments. Knowledge of significant historical events, people and places in our own locality is also taught to give children a rich understanding of events which have transpired in the past and how those impacted Britain and the wider world.

History is taught through a variety of approaches to provide opportunities for children to dive deeply into the past to gain a thorough understanding of who, what, where, when, why and how events transpired. Children learn through; visual and audio representations, discussion and debating, role playing and comparing and contrasting.

In Early Years and Key Stage 1, children are taught a variety of historical topics to provide them with basic historical investigation skills, through learning about famous people from Britain's past.

In Key Stage 2, children will build further on these skills by exploring historical events in greater depth chronologically through the years, continually linking back with Britain today.

## GHPS History Content Overview

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS 1 Nursery</b>	<b>Topics</b>	<i>What makes me ... me?</i>	<i>How can I stay safe and healthy?</i>	<i>What makes my home and my school?</i>	<i>Are things the same everywhere?</i>	<i>How do things grow and change?</i>	<i>How can I take care of my world?</i>
	<b>History (UW) Focus</b>		<b>People who help me</b> People who help me stay safe and healthy	<b>People who help me</b> People who help me at home and school	<b>My family history</b> Beginning to know about my family history	<b>My life history</b> How I have grown and changed	
	<b>DM</b>	A B	A B	A B	A B	A B	A B
			Through stories, images and visitors - talk about people who help us stay healthy and how they help us – include doctor, nurse, optician, dentist. Through stories, images and visitors talk about the people who help us stay safe explore how they help us – include police officer, firefighter, paramedic, RNLI. Extend to people and occupations in the local community and include a postman, shop keeper and refuse collector. Explore themes through role play.	Through stories and images - talk about the people we live with at home and how they help us – include mums, dads, brothers and sisters and grandparents. Explore the care they give us. Through stories and images talk about the people at school and how they help us – include teacher, TA, caretaker, children, lollipop person - explore how they help us. Explore themes through role play.	Using photos of our family to share and talk about in class. Involve parents in sharing their family history with the children and sharing things in class – in living memory. Children should talk about the people in their family and begin to recognise that their parents were once little like them through the use of photographs. Sequence in a timeline. Explore themes through role play.	Through the use of photographs, explore what the children can do now that they couldn't do when they were a baby. Explore how the children have grown and changed over time to develop a sense of their life story. Sequence in a timeline. Explore themes through role play. Vocabulary yesterday – today – past and now.	
<b>DM</b>  Understanding the World  Past and Present	<b>Development Matters</b> A. Begin to make sense of their own life-story and family history. B. Show interest in different occupations						

**EYFS 2 Reception**

<b>Topics</b>	<i>What will my first Autumn at school be like?</i>	<i>Why are people, places, times and things special?</i>	<i>What changes in Winter and is it the same everywhere?</i>	<i>Who helps us to stay safe, healthy and well</i>	<i>How is life in the UK different to other places around the world?</i>	<i>Have things always been the same?</i>
<b>History Focus</b>	<b>Comparing images of the past and now</b> Changes in schools and farming	<b>Comparing images of the past and now</b> How Christmas and toys were different in the past	<b>Stories about people in the past</b> How people explored the natural world in the past	<b>People who help me</b> People who help us stay safe and healthy today & in the past	<b>Stories about people in the past</b> Historically famous people around the world	<b>Stories about the past</b> What the past was like and how things have changed
<b>ELG &amp; DM</b>	<b>1 2 3 A B C D</b>	<b>1 2 3 A B C D</b>	<b>1 2 3 A B C D</b>	<b>1 2 3 A B C D</b>	<b>1 2 3 A B C D</b>	<b>1 2 3 A B C D</b>
	<p>Compare images of schools and pupils in the past – (revising their own life story from FS1)</p> <p>Compare and contrast the things seen in the classroom, the things children and teachers used to write with and the clothes they both wore.</p> <p>Compare and contrast images of farmers and farming in the past and today. Focus on the use of horses in the past and machinery today. Look at milking in the past and today. Compare and contrast clothing worn.</p> <p>Read stories about people who have changed things for the better (linked to all being values in PHSE) – Emily Pankhurst, Rosa Parks and Nelson Mandela. (Black History Month – October)</p>	<p>Compare and contrast images of toys in the past. Focus on toys their parents &amp; grandparents had and how we still have some today like Lego, wooden blocks, train sets, cars and dolls but some we do not like jacks, spinning tops, robots, pogo stick, Punch and Judy, and games like Mousetrap. Focus on the change in materials over time (link to family history in FS1 &amp; Toys in Y1).</p> <p>Look at images of Christmas in the past – our own families and more generic. Compare and contrast, linking in toys, what the decorations looked like, the food eaten, and the clothes people wore.</p> <p>Read ‘The Toy Maker’ and ‘Dogger’ in Literacy to reinforce knowledge. Read about famous creative people Beethoven, Vivaldi, Picasso and Frida Kahlo.</p>	<p>Through stories and pictures, discuss famous people who explored the natural world in the past and how their experiences were different to today.</p> <p>Focus on the places they explored, how they travelled, some of the things they used and about the difficulties they faced.</p> <p>Look at images and compare and contrast clothing and transport.</p> <p>Focus on Scott of the Antarctic, Christopher Columbus, David Livingstone, Neil Armstrong, Captain James Cook, Isabella Bird.</p>	<p>Talk about people who help us at home, using photos of our family to share and talk about in class. Explore family trees &amp; extend vocabulary to include grandparents, cousin, aunt, uncle (revising their own life story from FS1).</p> <p>Learn to name and describe people who help them stay safe and healthy in &amp; around school and know what roles they do focus on teacher, TA, HT, admin, lunch, caretaker, librarian, shop keeper, postman, bus driver, lollipop person, dustbin man. Extend to people in the community, focus on doctor, nurse, dentist, optician, police officer, fire fighter, paramedic, RNLI (link to FS1).</p> <p>Read stories about people in the past &amp; how they helped – Florence Nightingale, Seacole, Jenner, Braille, Keller, Curie (links to KS1).</p>	<p>Through stories and pictures, discuss famous people in history from different countries. Talk about why they are famous and where in the world they came from. Look at images and compare and contrast including some of the things they used and clothing.</p> <p>Focus on Gandhi, Mother Theresa, Ann Frank, Alexander the Great, Cleopatra, Caesar (links to time periods studies in LKS2 – Greeks, Egyptians and Romans, also WWI in UKS2).</p>	<p>Through stories and pictures, discuss famous people and times in British History. Talk about how things were different and explore why. Look at images and compare and contrast including some of the things they used, transport of the time and clothing.</p> <p>Talk about how we know by things we have found, often in the ground. Focus on Dinosaurs – bones, fossils and Mary Anning (build on in Year 3) Knights, Castles, Kings and Queens – Henry VIII and Elizabeth I &amp; Queen Victoria (build on in Year 1) King Arthur and Alfred the Great (build on in Year 5) Pirates - Blackbeard, Ann Bonnie, Grace Darling.</p> <p>Look at how boats have changed, lighthouses and the Titanic (build on in Year 2).</p>
<b>ELG</b> Understanding the World  Past and Present	<ol style="list-style-type: none"> <li>1. Talk about the lives of the people around them and their roles in society.</li> <li>2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>3. Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ol>			<p><b>Development Matters</b></p> <ol style="list-style-type: none"> <li>A. Talk about members of their immediate family.</li> <li>B. Name and describe people who are familiar to them.</li> <li>C. Comment on images of familiar situations in the past.</li> <li>D. Compare and contrast characters from stories, including figures from the past.</li> </ol>		

<b>Year 1</b>	<b>Topics</b>	<i>What makes me special?</i>	<i>How are the toys we play with made?</i>	<i>Why was a castle built here? Windsor Castle</i>	<i>What makes me proud of our place?</i>	<i>Who lives in the Animal Kingdom?</i>	<i>How did families have fun in the past?</i>
	<b>History Focus</b>	<b>My life compared to my grandparent's</b> Looking at how my everyday life is different	<b>My toys and my grandparent's toys</b> Development of toys with a focus on materials made of	<b>Local History – Windsor Castle</b> Comparing people and time periods at Windsor Castle			<b>Changes in Seaside Holidays</b> Comparing aspects of seaside holiday over time
	<b>Skills</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>
	<b>Year 1 Programme of Study</b>	To know about changes within living memory that had an impact on national life. Developments in technology since my grandparents were children. To know about lives of significant individuals with impact on national and international life: Tim Berners-Lee (the world wide web); Martin Cooper (mobile phone).	To know about changes within living memory to childhood toys and stories. To know about Ole Kirk Christiansen (inventor of Lego) and contribution to the development of toys. Extend to Victorian toys to sequence toys from 3 different time periods (link to toys at Christmas). Events commemorated through anniversaries – Guy Fawkes & Gunpowder Plot.	Significant historical events, people and places in their own locality – Windsor Castle (used to compare aspects of life in different periods). The lives of significant individuals in the past who have contributed to national achievements. Tudor times – Henry VIII Elizabethan – Elizabeth I Victorian times at Windsor - Queen Victoria Windsor today - Queen Elizabeth II and the fire.			Changes beyond living memory; Seaside past and present (Post war and Victorians). The lives of significant individuals in the past who have contributed to international achievements (George Stephenson and Grace Darling).
<b>Y1 Historical Thinking Skills</b>	<b>Chronological understanding</b> <ol style="list-style-type: none"> <li>1. Know where people and events they study fit within a chronological framework.</li> <li>2. Sequence events in their life.</li> <li>3. Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>4. Match objects to people of different ages.</li> </ol> <b>Range and depth of historical knowledge</b> <ol style="list-style-type: none"> <li>5. Recognise the difference between past and present in their own and others' lives.</li> <li>6. Know and recount episodes from stories about the past.</li> </ol>			<b>Interpretations of history</b> <ol style="list-style-type: none"> <li>7. Use stories to distinguish between fact and fiction.</li> <li>8. Compare adults talking about the past – how reliable are their memories?</li> </ol> <b>Historical enquiry</b> <ol style="list-style-type: none"> <li>9. Ask and answer questions about the past from sources of information e.g., artefacts.</li> </ol> <b>Historical Language</b> <ol style="list-style-type: none"> <li>10. Use common words and phrases relating to the passing of time and a wide vocabulary of everyday historical terms.</li> </ol>			

<b>Year 2</b>	<b>Topics</b>	<i>What happened in the Great Fire?</i>	<i>What makes a healthy lunchbox?</i>	<i>What is the best way for Mrs Armitage to travel?</i>	<i>What makes us like other animals?</i>	<i>What do plants need to grow?</i>	<i>How would my life be different if I lived in the Amazon?</i>
	<b>History Focus</b>	<b>Great Fire of London</b> Looking at the event through Pepys' diary and rebuilding with Wren	<b>Developments in Nursing in Wartime</b> Compare and contrast Crimean War and WW1	<b>Developments in Transport</b> Significant events and developments in travel			<b>Famous Explorers</b> Looking at the significance of explorers to discovering North America
	<b>Skills</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	<b>Year 2 Programme of Study</b>	Events beyond living memory that are significant nationally (Great Fire of London). To know about Samuel Pepys and his contribution to national achievements. To know about Christopher Wren and his contribution to architecture in London.	The lives of significant individuals in the past who have contributed to national achievements. Compare aspects of medical nursing during the Crimean war and WW1 by looking at the lives of Mary Seacole and Florence Nightingale and Edith Cavell. Events commemorated through anniversaries – WWI & WWII Remembrance.	Events beyond living memory about transport that are significant internationally/nationally. Bike – Penny Farthing by Meyer. Car – Benz, Ford. Plane – Wright Brothers. Events – Titanic (thought she was unsinkable made from metal). (Building on development of railway in Y1).			The lives of significant individuals in the past who have contributed to international achievements through exploration. Compare aspects of life in the time of Christopher Columbus and Neil Armstrong.
<b>Y2 Historical Thinking Skills</b>	<b>Chronological understanding</b> <ol style="list-style-type: none"> <li>1. Sequence artefacts closer together in time - check with reference book.</li> <li>2. Sequence photographs etc. from different periods of their life.</li> <li>3. Describe memories of key events in lives.</li> </ol> <b>Range and depth of historical knowledge</b> <ol style="list-style-type: none"> <li>4. Recognise why people did things, why events happened and what happened as a result.</li> <li>5. Identify differences between ways of life at different times.</li> </ol>			<b>Interpretations of history</b> <ol style="list-style-type: none"> <li>6. Compare 2 versions of a past event.</li> <li>7. Compare pictures or photographs of people or events in the past.</li> <li>8. Discuss reliability of photos/ accounts/stories.</li> </ol> <b>Historical enquiry</b> <ol style="list-style-type: none"> <li>9. Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations.</li> </ol> <b>Historical Language</b> <ol style="list-style-type: none"> <li>10. Use common words and phrases relating to the passing of time and a wide vocabulary of everyday historical terms.</li> </ol>			

<b>Year 3</b>	<b>Topics</b>	<i>How did Early man change Prehistoric Britain?</i>	<i>What is life in the UK like?</i>	<i>Who were the greatest builders?</i>	<i>What do plants need to stay healthy?</i>	<i>How is a region of Mexico and the UK the same/different?</i>	<i>What forces move mountains?</i>
	<b>History Focus</b>	<b>Stone and Iron Ages</b> Look at how Britain and life in Britain changed between these times		<b>Early Civilisations</b> Looking at where and when the early civilisations occurred – focus Egypt	<b>Early Civilisations</b> Comparing and contrasting building of early Mayans with Egyptians and Britons		
	<b>Skills</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>
	<b>Year 3 Programme of Study</b>	To know about changes in Britain from the Stone Age to the Iron Age.  Late Neolithic hunter-gatherers and early farmers - Skara Brae.  Bronze Age religion, technology and travel - Stonehenge.  Iron Age hill forts: tribal kingdoms, farming, art and culture.		To know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt – everyday life, building, religion, and writing.	To make connections between the architecture and basic lives, writing and religion of early civilisations in Britain, Ancient Egypt and the Early Mayans.		
	<b>Y3 Historical Thinking Skills</b>	<b>Chronological understanding</b> <ol style="list-style-type: none"> <li>Place the time studied on a time line and use dates and terms related to the study unit and passing of time.</li> <li>Sequence several events or artefacts.</li> </ol> <b>Range and depth of historical knowledge</b> <ol style="list-style-type: none"> <li>Find out about everyday lives of people in time studied and compare with our life today.</li> <li>Identify reasons for and results of people's actions and understand why people may have wanted to do something.</li> </ol>			<b>Interpretations of history</b> <ol style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented.</li> <li>Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc.</li> </ol> <b>Historical enquiry</b> <ol style="list-style-type: none"> <li>Use a range of sources to answer and ask some historically valid questions and begin to use the library and internet for research.</li> <li>Observe small details – artefacts, pictures.</li> <li>Select and record information relevant to the study.</li> </ol> <b>Historical Language</b> <ol style="list-style-type: none"> <li>Develop the appropriate use of historical terms, using orally and in written accounts, gaining an understanding of abstract terms such as empire and civilisation.</li> </ol>		

<b>Year 4</b>	<b>Topics</b>	<i>What legacies did the Ancient Greeks leave on modern culture?</i>	<i>How was William Shakespeare influenced by the Ancient Greeks?</i>	<i>What did the Romans leave behind?</i>	<i>What makes Italy roar?</i>	<i>How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?</i>	<i>How does chocolate move through our digestive system?</i>
	<b>History Focus</b>	<b>Ancient Greece</b> Impact on culture, architecture and theatre	<b>Theatre</b> Legacy of Greek theatre and William Shakespeare	<b>The Romans</b> The Roman Empire and its impact on Britain	<b>Mount Vesuvius</b> Timeline and Impact	<b>Classical Mayans</b> A contrasting non-European society	
	<b>Skills</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>
	<b>Year 4 Programme of Study</b>	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world with a focus on culture, architecture and theatre.</p> <p>Contrast Greek soldiers – both Athenian and Spartan (army) with a Roman soldier (army).</p>	<p>To know about the life of William Shakespeare and his legacy on theatre.</p>	<p>Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army.</p> <p>Successful invasion by Claudius and conquest, including Hadrian’s Wall.</p> <p>British resistance, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>	<p>To know about the eruption of Mount Vesuvius in 79 AD. Create a timeline of events and impact upon Roman Empire.</p>	<p>To contrast the Classical Mayans from a non-European society with British History from the same period.</p> <p>To explore Mayan life, culture, religion, warriors and trade exploring their impact on Britain and the world with cocoa.</p>	
<b>Y4 Historical Thinking Skills</b>	<p><b>Chronological understanding</b></p> <ol style="list-style-type: none"> <li>Place events from period studied on time line understand more complex terms, e.g., BC/AD.</li> <li>Use terms related to the period and begin to date events.</li> </ol> <p><b>Range and depth of historical knowledge</b></p> <ol style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied and identify key features and events.</li> <li>Look for links and effects in time studied and offer a reasonable explanation for some events.</li> </ol>			<p><b>Interpretations of history</b></p> <ol style="list-style-type: none"> <li>Look at the evidence available, use text books and historical knowledge.</li> <li>Begin to evaluate the usefulness of different sources.</li> </ol> <p><b>Historical enquiry</b></p> <ol style="list-style-type: none"> <li>Use evidence to build up a picture of a past event, use the books and internet for research.</li> <li>Choose relevant material to present a picture of one aspect of life in time past.</li> <li>Ask a variety of questions.</li> </ol> <p><b>Historical Language</b></p> <ol style="list-style-type: none"> <li>Develop the appropriate use of historical terms, using orally and in written accounts, gaining an understanding of abstract terms such as empire and civilisation.</li> </ol>			

<b>Year 5</b>  <b>Year 5 Programme of Study</b>	<b>Topics</b>	<i>Why did people invade and settle in Britain?</i>	<i>Where did they settle and why?</i>	<i>How did the Kingdom of England come to be?</i>	<i>What is Globalisation?</i>	<i>What's around the river bend</i>	<i>Where in the world is Bracknell?</i>
	<b>History Focus</b>	<b>Invaders and Settlers</b> Britain's settlement by Anglo-Saxons and Scots	<b>Origins of place names</b> What place names tell us about the past	<b>The Kingdom of England</b> Viking and Anglo-Saxon struggle for the Kingdom			<b>A local study</b> Study of the local area through different time periods
	<b>Skills</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>
		<p>Discuss the Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire.</p> <p>Describe the Scots' invasions from Ireland to north Britain (now Scotland).</p> <p>Explain how Anglo-Saxon invasions, settlements and kingdoms: place names and village life changed after the Roman withdrawal.</p> <p>Discuss Anglo-Saxon art and culture.</p> <p>Explore the Christian conversion – Canterbury, Iona and Lindisfarne (linked to RE unit of work to help embed understanding)</p>	<p>Explore what current settlement place names tell us about the past.</p>	<p>Explain how Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England shaped Britain.</p> <p>Explain how further Viking invasions led to the development of Danegeld.</p> <p>Discuss Anglo-Saxon laws and justice.</p> <p>Explain how Edward the Confessor and his death in 1066 changed Britain</p>			<p>Place Bracknell's development within a chronological framework beyond 1066.</p> <p>Explain how events such as the Norman conquest (Windsor Forest), the coming of the railways, and the New Towns policy shaped the town.</p> <p>Study places like the Bull Inn, the railway station, or the New Town estates, using maps, photos, and documents. Bill Hill – Bronze Age Barrow. Caesar's camp – Iron Age Hill Fort. The Devil's Highway – Roman Road. Vikings in Reading. Bracknell name and Anglo-Saxon Settlement. William the Conqueror builds Windsor. Tudor priests hiding in the Old Manor, Bracknell. Easthampstead – Home of James I. Highwayman in Bracknell Forest.</p> <p>Make reasoned judgements about why Bracknell is important in understanding national history.</p>

	<b>Y5 Historical Thinking Skills</b>	<p><b>Chronological understanding</b></p> <ol style="list-style-type: none"> <li>1. Know and sequence key events of time studied, use relevant terms and period labels.</li> <li>2. Make comparisons between different times in the past.</li> </ol> <p><b>Range and depth of historical knowledge</b></p> <ol style="list-style-type: none"> <li>3. Study different aspects of different people - differences between men and women.</li> <li>4. Examine causes and results of great events and the impact on people.</li> <li>5. Compare life in early and late 'times' studied and an aspect of life with the same aspect in another period.</li> </ol>			<p><b>Interpretations of history</b></p> <ol style="list-style-type: none"> <li>6. Compare accounts of events from different sources – fact or fiction.</li> <li>7. Offer some reasons for different versions of events.</li> </ol> <p><b>Historical enquiry</b></p> <ol style="list-style-type: none"> <li>8. Begin to identify primary and secondary sources, use books and internet for research with increasing confidence, selecting relevant sections of information.</li> <li>9. Use evidence to build up a picture of a past event.</li> </ol> <p><b>Historical Language</b></p> <ol style="list-style-type: none"> <li>10. Develop the appropriate use of historical terms, using orally and in written accounts, deploying an historical understanding of abstract terms such as peasantry and parliament.</li> </ol>		
<b>Year 6</b>	<b>Topics</b>	<i>What's around the River bend?</i>	<i>What is Bracknell like now?</i>	<i>What was the significance of the Battle of Britain?</i>	<i>Why do some creatures no longer exist?</i>	<i>How successful are we as entrepreneurs?</i>	
	<b>History Focus</b>		<b>A local study</b> Study of the local area through different time periods	<b>Battle of Britain</b> The significance of this event in turning British history – knowledge beyond 1066	<b>Charles Darwin</b> The significance of his theory of evolution		
	<b>Skills</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>	
	<b>Year 6 Programme of Study</b>		Place Bracknell's development within a chronological framework beyond 1066.  Explain how events such as the Norman conquest (Windsor Forest), the coming of the railways, and the New Towns policy shaped the town.  Study places like the Bull Inn, the railway station, or the New Town estates, using maps, photos, and documents. Bill Hill – Bronze Age Barrow. Caesar's camp – Iron Age Hill Fort. The	To know about the significant turning point in British History – The Battle of Britain, extending pupils' chronological knowledge beyond 1066. Explore the lead up to the point in relation to the war, the impact on the people and how this event was a turning point in the war.	To know the basics of his theory of evolution and the significance of this.		

			<p>Devil's Highway – Roman Road. Vikings in Reading. Bracknell name and Anglo-Saxon Settlement. William the Conqueror builds Windsor. Tudor priests hiding in the Old Manor, Bracknell. Easthampstead – Home of James I. Highwayman in Bracknell Forest.</p> <p>Make reasoned judgements about why Bracknell is important in understanding national history.</p>				
	<p><b>Y6 Historical Thinking Skills</b></p>	<p><b>Chronological understanding</b></p> <ol style="list-style-type: none"> <li>1. Place current study on time line in relation to other studies and sequence up to 10 events on a time line, use relevant dates and terms.</li> </ol> <p><b>Range and depth of historical knowledge</b></p> <ol style="list-style-type: none"> <li>2. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>3. Compare beliefs and behaviour with another time studied, know key dates, characters and events of time studied.</li> <li>4. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> </ol>			<p><b>Interpretations of history</b></p> <ol style="list-style-type: none"> <li>5. Link sources and work out how conclusions were arrived at.</li> <li>6. Consider ways of checking the accuracy of interpretations – fact or fiction or opinion, be aware that different evidence leads to different conclusions.</li> </ol> <p><b>Historical enquiry</b></p> <ol style="list-style-type: none"> <li>7. Use a range of sources to find out about an aspect of history, recognise primary &amp; secondary sources, confidently use books &amp; internet to research.</li> <li>8. Suggest omissions to a historical account and the means of finding out.</li> <li>9. Bring knowledge gathered from several sources together in a fluent account.</li> </ol> <p><b>Historical Language</b></p> <ol style="list-style-type: none"> <li>10. Develop the appropriate use of historical terms, using orally and in written accounts, deploying an historical understanding of abstract terms such as peasantry and parliament.</li> </ol>		