

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 – Quality of Education (1,3,15) Life on Land (2,4,6)	Not applicable	<ul style="list-style-type: none"> To understand that this happened in the past, beyond their living memory. To identify one difference and one similarity between Victorian schools and ours. Place artefacts (or photos of artefacts into groups of old and new (Victorian and modern). Draw a picture of Buckden school when it was at the church. 	<ul style="list-style-type: none"> To identify different types of source that can tell us about the past To put events in Attenborough's life on a timeline Use language relating to the passing of time Name something that has changed since David Attenborough started his career 	<ul style="list-style-type: none"> To use different sources to find facts about education. Identify some similarities and differences between education in different time periods. Can place artefacts (or photos of artefacts) into the correct time period. Use dates and terms related to the study unit and passing of time 	<ul style="list-style-type: none"> Understand that primary sources are from people who were actually involved in or witnessed the event Justify an opinion on whether Shackleton's actions were correct Decide if a source of information is useful or not Explain what it was like to be in the extreme conditions with the equipment available to Shackleton 	<ul style="list-style-type: none"> Explain trends in education in Britain from the Middle Ages through to modern day Explain the significance of the Education Act in ensuring Quality Education in the UK today Sequence key changes in education in Britain on a timeline. Research the Education act and select reliable source 	<ul style="list-style-type: none"> To know the significance of Darwin's theories and how this impacts modern life To know why some were opposed to Darwin's theories
Autumn 2 – Industrial Revolution and Infrastructure (1,3,5) Peace, Justice and Strong Institutions	<ul style="list-style-type: none"> Give examples of different cultures Give examples of different historical events 	<ul style="list-style-type: none"> Put pictures of Buckden into chronological order To know that pictures let us find out about the past Think about how life would have been different for people in Buckden in each photo compared to now 	<ul style="list-style-type: none"> To understand that the Act in the past has affected modern life Recall key facts about the introduction of the police force Use sources to find out information about Robert Peel 	<ul style="list-style-type: none"> Place key events onto a chronological timeline Use dates when discussing key events Explain positive and negative consequences of railways To explain how these changes in the past affect our lives today 	<ul style="list-style-type: none"> To explain why, in both cases, there were tensions between those in power and those beneath them To understand why the barons/conspirators wanted a change Compare similarities and differences between the conspirators and the barons Explain how the Magna Carta has influenced life today To understand the causes of tension and rebellion. 	<ul style="list-style-type: none"> Create a timeline of innovations and explain how each helped latter innovations on the timeline Explain the significance of these communication innovations to communication today Explain why coal mines needed to expand Know the difference between a primary and a secondary source of information. Compare sources of information on the same subject/event and understand why they may be different Describe how the improvement of technology during the industrial revolution has impacted on today 	<ul style="list-style-type: none"> To know some of the causes of WWI and understand it was more complicated than one single trigger To know how fighting in WWI was so different to previous wars To know the significance of the Treaty of Versailles
Spring 1 – Life below water (1,3,5) Clean Water and Sanitations (2,4,6)	<ul style="list-style-type: none"> Retell the story of Chinese New Year Explain why it is important to the Chinese Give Examples of some things they do to celebrate 	<ul style="list-style-type: none"> Recall facts about James Cook Understand that these animals existed in the past but do not now Use different sources of information to find out about James Cook. 	<ul style="list-style-type: none"> Use different sources to find out information about the sewers Decide which sources are reliable and which are not Compare life before the sewers, after the sewers, and now Place events on a timeline 	<ul style="list-style-type: none"> Know why people hunted whales. Explain the consequences of whaling in the past Understand why the negative consequences of whaling are more serious now than hundreds of years ago Understand why whaling was important for Japan after WWII 	<ul style="list-style-type: none"> Understand that Roman technology was more advanced than the following hundreds of years Research some other benefits the Romans brought to Britain Explain why chosen sources are reliable Evaluate how Roman innovation has impacted on modern life 	<ul style="list-style-type: none"> To know how Cpt Phillip's actions led to the colonisation of Australia To use sources to justify their opinion of his actions Be able to find out if a source of information is fact or fiction 	<ul style="list-style-type: none"> To know why sources for the Ancient Egyptians can be harder to come by than more modern historical periods To know what sources we can use and assess their reliability To make comparisons between an ancient civilisation and later historical periods
Spring 2 – Sustainable cities and communities (1,3,5) Reduced Inequalities (2,4,6)	<ul style="list-style-type: none"> Give examples of different artists 	<ul style="list-style-type: none"> To understand that Buckden Towers has been here longer than most of the other buildings To explain why Buckden Towers was important To understand that houses have not always been built of bricks 	<ul style="list-style-type: none"> To find information about the Titanic from different sources Explain which sources are the best to use and why. Explain why the Titanic sank To identify when the Titanic fits in a timeline of different periods they have learned about Name some similarities and differences between classes of passengers 	<ul style="list-style-type: none"> Place events from the fire of London on a timeline Identify reasons why the fire became so large Identify changes made due to the fire and how they affect life today Explain why there are paintings but no photographs Can use a sources of information and identify small details to help understand the events 	<ul style="list-style-type: none"> Explain why the suffragettes protested Know why some sources contradict each other Know when women won the right to vote in Britain Explain how the suffragettes actions influenced our history Describe why some sources of information are more reliable than others 	<ul style="list-style-type: none"> Research using different sources Identify which sources are primary and which are secondary Use sources to justify an opinion on why the Mayans declined 	<ul style="list-style-type: none"> To explain why some sources showed contrasting opinions To create a timeline to show changes in civil rights in USA. Use sources to justify an opinion on whether things are fair. To discuss relative significance of two major figures (Rosa Parks and Emmeline Pankhurst) and use sources to justify their opinion

<p>Summer 1 – Zero Hunger (1,3,5) No Poverty (2,4,6)</p>	<ul style="list-style-type: none"> Knows that as time passes change occurs Can give examples of changes 	<ul style="list-style-type: none"> To sort pictures into chronological order To know that pictures let us find out about the past To use historical vocabulary in comparisons To think about similarities and differences to farmer's lives through time 	<ul style="list-style-type: none"> To understand why different sources say different things about the Workhouses To begin to understand that some sources are more reliable than others Use different sources of information to answer questions about the workhouses. Compare life in workhouses to life in modern day. 	<ul style="list-style-type: none"> To identify causes and effects of the famine To explain why different sources can contradict each other Sequence some key events into a timeline Use a picture to look for details to help answer questions about the potato famine 	<ul style="list-style-type: none"> Know key features of life for different levels of the feudal system Justify an opinion as to whether this was a good system Use previous knowledge to explain how this system led to the signing of the Magna Carta Describe some differences in the lives of people from different class levels 	<ul style="list-style-type: none"> Explain why rationing was introduced To explain why there are more primary sources available for this period of history than many others we have studied To use sources to create a genuine menu of food for a week Compare different sources of information to find the similarities and differences 	<ul style="list-style-type: none"> Compare sources of the period to identify truths within the story of Robin Hood Recall how the feudal system reinforced poverty for some classes Explain how the Crusades led to increased poverty
<p>Summer 2 - Responsible consumption and production / Affordable and sustainable energy (1,3,5) Decent work and Economic growth (2,4,6)</p>	<ul style="list-style-type: none"> Give examples of different religions and views. 	<ul style="list-style-type: none"> Identify which pictures are of food in the past and which are modern To discuss how things may have been better and worse in the past 	<ul style="list-style-type: none"> To put pictures of Buckden into chronological order Name some similarities and differences between the high street in the past and now To identify when topics they have learned about fit into the timeline Describe what kinds of sources of information we can use to find out about the past 	<ul style="list-style-type: none"> To place different events in rail history on a timeline To compare different locomotives and explain how the advances improved them To understand why some people opposed the progress. Compare this to why some people oppose some travel technology now (environmental impact) and why that wasn't important for many at the time (they didn't know about it) 	<ul style="list-style-type: none"> Put Windrush in a timeline with other major events (WWII, end of rationing) Explain why Windrush happened and describe consequences of the war for the UK Justify why sources are reliable or not. 	<ul style="list-style-type: none"> Identify trends in innovations and place one of Musk's innovations in a timeline with previous, related ideas Explain what they think future generations will think of these innovations Research using different sources and present findings in an organised way 	<ul style="list-style-type: none"> Know some of the causes of the Great Depression Assess reliability of biased sources Know the significance of the New Deal in how it impacted America today.

