

# History Coverage Document



Children in KS1 focus on the four strands of the History National Curriculum:

## Changes Within Living Memory

This includes aspects of change to national life, where relevant

There are 6 topics in Key Stage One which cover the four strands of the National Curriculum

Year One

## Events Beyond Living Memory

This refers to globally or nationally significant events

**Toys Past and Present**

Year Two

**The Great Fire of London and the Gunpowder Plot**

## Significant Individuals

Studying people who have contributed to national and international achievements (with some used to compare aspects of life in different periods).

**Famous Queens**

**Florence Nightingale and Mary Seacole**

## Significant Historical Events, People and Places

Events, people and places linked to our local area

**What Were Seaside Holidays Like in the Past?**

**Castles**

There are 12 topics in Key Stage Two which focus on the nine strands of the History National Curriculum.

## Year Three

**The Achievements of the Earliest Civilizations: Ancient Egypt (AE)**

**The Roman Empire and its Impact on Britain (REIB)**

**Changes in Britain from the Stone Age to the Iron Age (SAIA)**

## Year Four

**An Overview of the achievements of the earliest civilizations including where and when the first civilizations appeared (ECIV)**

**Britain's Settlement by the Anglo-Saxons and Scots (SASS)**

**A Non-European Society the provides Contrasts With British History: Mayan Civilization c AD900 (MC)**

## Year Five

**Ancient Greece - a Study of Greek Life and Achievements and their influence on the Western World (AG)**

**The Viking and Anglo-Saxon Struggle for England to the time of Edward the Confessor (VASS)**

**A Local History Study - Luton (LHL)**

## Year Six

**A Non-European Society the provides Contrasts With British History: Benin (West Africa) cAD900-1300) (BK)**

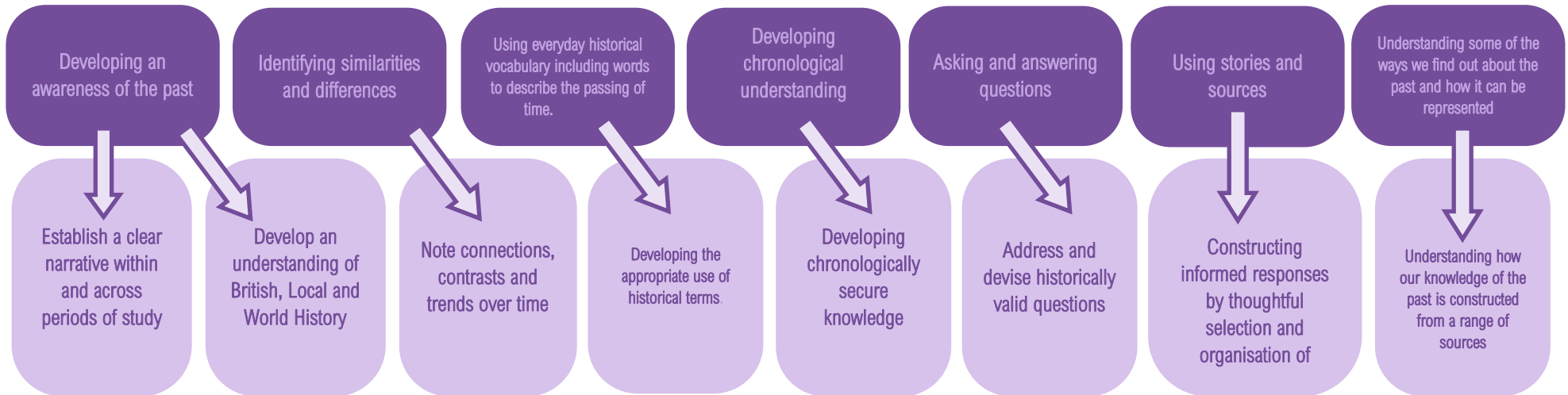
**A Study of an Aspect or Theme in British History that Extends Pupils' Chronological Knowledge Beyond 1066 - Rebuilding Britain (RB)**

**A Study of an Aspect or Theme in British History that Extends Pupils' Chronological Knowledge Beyond 1066 - Leisure and Entertainment in the 20th Century (LENT)**

# History Progression Document



There are seven skills to be focussed upon in Key Stage One, which expands to eight in Key Stage Two. The links between skills are shown below. This document is to help teachers plan effectively and to create strong chronological links for children across the school.



# Year One

Developing an awareness of the past

Year One

Understanding that toys from the past are different from today's playthings (TPP).

Learning that Britain has had many rulers in the past. (FQ)  
Recognising that changes in Victorian society (such as the coming of the railways and the introduction of bank holidays) enabled many more working people to go 'on holiday' and on daytrips in Britain. (SHP)



Link ideas: build on knowledge of life in Victorian times gained in the FQ topic when discussing Victorian holidays.

Identifying similarities and differences

Year One

Discovering how children played in the past (in my parents' and grandparents' childhoods) and identifying how this is similar and different today (TPP).

Looking at aspects of life in the Tudor, Victorian and Modern Period and making comparisons (FQ).

Knowing that in the past the throne passed from father to son, but new laws mean that the eldest child inherits and that this is a change to national life (FQ).

Appreciating that the holidays of the rich and poor in the past would have some similarities and some differences both from each other and our lives today (SHP)

Using everyday historical vocabulary including words to describe the passing of time.

Year One

- When I was little
- A long time ago
- Before I was born
- When my parents / grandparents were children
- Then/ now
- Event
- Explain
- Source
- Predict
- Evidence
- Famous
- Celebrate
- Sequence
- Recent
- Remember
- Decade
- Available
- Throne
- Inherit
- Tudor times
- Queen/King/Ruler
- Victorian times

Developing chronological understanding

Year One

Establishing the idea of a timeline by ordering toys by decade (TPP).

Identifying the time periods in which the three Queens lived, matching dates and ordering these on a timeline. (FQ)

Ordering photos of holiday destinations from different eras (SHP)

Placing key events such as the coming of the railways on a timeline and discuss how life was different before and after key moments. (SHP)



Link ideas: encourage children to think about previous timelines - e.g. from what we know about the dates, could Queen Victoria have played with x? Would Queen Elizabeth I have travelled by train?

Asking and answering questions

Year One

Thinking about 'free-time' and how children would have played in the time they had (TPP).

How would my life be different if I lived when Queen Elizabeth I lived? What was life like in Tudor times? (FQ)

Think about where workers in Luton might have travelled (if possible by looking at old railway maps). (SHP)



Link ideas: encourage children to reference previous topics. E.g. How long would it have taken to go on holiday in Tudor times? Would it have been possible to have a holiday if you were a worker back then?

Using stories and sources

Year One

Identifying toys which are old (from the past) and new (available today but not available to our parents or grandparents) (TPP)

Investigating and explaining some changes that took place under the rule of Queen Victoria by looking closely at photographs (FQ).

Using different sources to find out about the lives of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. (FQ)

Inferring information from the past, by looking at photos (SHP)

Understanding some of the ways we find out about the past and how it can be represented

Year One

Know that we can look at pictures, books and ask adults who were alive before us for help when learning about the past (TPP)

Look at a wide variety of sources and understand they come from different places, are written by different people and may be from different times. (FQ)

Suggesting ways we might find out about seaside holidays from the past based on the types of sources seen in previous topics (SHP).

## Year Two

Developing an awareness of the past

### Year Two

Understanding where and when the Great Fire of London started (GFGP).



Link ideas: how long ago was the Great Fire?

Remind children of the reigns of the three Queens they have studied (FQ), where does this event fit in? What kinds of houses did people at this time live in? Might this have impacted the events?

Learning about what medicine and medical care was like in the Victorian era (FNMS)



Link ideas: What do we know about when the Victorian era was? Is it within living memory? Or can it be considered before living memory?

Knowing what a castle is and when and why they were built. (C)

Identifying similarities and differences

### Year Two

Discovering how homes at the time of the Great Fire are similar to / different from modern homes (GFGP)

Discovering how medicine and medical care was delivered by Florence Nightingale and Mary Seacole, compared to modern times. (FNMS)

Knowing that the technology of castles changed over time - identifying and commenting on the developments (C).



Link ideas: Understand how a castle is similar to/ different from a home. Relate this back to houses in the time of the Great Fire.

Using everyday historical vocabulary including words to describe the passing of time.

### Year Two

- Before / After
- When I was younger
- Past/Present
- Chronological order
- earlier
- later
- local area
- When my grandparents were young
- research
- timeline
- historical event
- Artefact
- Similarities
- Historian
- Eye witness
- Plot
- Monument
- Century
- Capital city
- Castle
- Attackers / Defenders

Developing chronological understanding

### Year Two

Sequencing events of the Great Fire of London and viewing them within a wider timeline of the historical periods covered in Year One (GFGP)



Link ideas: look at the sequence as a mini timeline. Begin to see events as leading to other events (cause and effect).

Discovering when castles were first built in England (C)



Link ideas: look at the the monarchs in charge when the castles studied were built. Think about whether they were before or after the monarchs studied in Year One.

Asking and answering questions

### Year Two

Wondering about what life was like for Florence Nightingale, Mary Seacole and their patients in the past. (FNMS)

Thinking about what Florence Nightingale did and whether it would have improved conditions for the soldiers in her care in Scutari (FNMS).

Link ideas: encourage children to reference previous topics. E.g. How long would it have taken to go on holiday in Tudor times? Would it have been possible to have a holiday if you were a worker back then?

Using stories and sources

### Year Two

Identifying what houses were like in the time of the Great Fire of London, including their building materials (GFGP)

Using biographical sources about Mary Seacole and Florence Nightingale to find out why they went to the Crimea. (FNMS)

Discovering what historical sources can tell us about life in a castle (C).



Link ideas: is Buckingham Palace or the other homes of Monarchs they have studied like a castle?

Understanding some of the ways we find out about the past and how it can be represented

### Year Two

Knowing that some parts of history are before living memory and how we can use different sources to find out about these times. (GFGP)

Learning that different people might have different opinions about the past, for example the two sides in the Gunpowder Plot (GFGP)

Discovering that people did write down events in history and to think about whether this is useful (Samuel Pepys' diary) (GFGP)

Learning that biographies of famous people can be useful when learning about the past (FNMS).

Finding out that photographs and visits are useful when exploring historical places (C).

## Year Three

Establishing a clear narrative within and across periods of study

Developing an understanding of British, Local and World History

Noting connections, contrasts and trends over time

Developing the appropriate use of historical terms

Developing chronologically secure knowledge

Addressing and devising historically valid questions

Constructing informed responses by thoughtful selection and organisation of relevant historical information

Understanding how our knowledge of the past is constructed from a range of sources

### Year Three

Learning about the role of significant individuals and events and their place within the wider timeline of Ancient Egypt. This is to include the exploration of the valley of the Kings and the discovery of Tutankhamun's tomb by Howard Carter's party after the end of the reign of the Pharaohs. (AE)

Understanding and being able to sequence (and in some cases recount) the events of the Roman invasion and occupation of Britain. Beginning to look at reasons for the invasion and withdrawal from Britain. (REIB)

Knowing about and discussing what Britain was like and who lived here before written history. Realising that many people have contributed to the history of Britain. (SAIA)


### Year Three

Learning about key events in world history such as the construction of the pyramids. Consider Ancient Egyptian beliefs and the role of the gods (including mummification and after-life) (AE)

Learning about the previous settlers of Britain. Note the developments that the Romans brought to life in this country (e.g. straight roads, church buildings) (REIB)


Look at significant world events including the eruption of Vesuvius and the rule of Julius Caesar. (REIB)

Considering what life was like for people in this country during the Stone Age. Discovering and discussing the types of struggles they had (SAIA)


 Link ideas: Where is the earliest settlement in Luton? Where did Romans settle near Luton? Who was in Luton after the Romans?

### Year Three

Comparing daily life in Ancient Egypt with the present day (AE).

 Link ideas: think back to other eras using what children have learned in KS1 about different homes through time to stimulate further discussion

Discovering what Cleopatra was like as a ruler. (AE)

 Link ideas: think back to other strong female rulers studied in KS1. Continue the connection when discussing Cleopatra (AE) and Boudicca (REIB) Refer back to what children learned about inheritance of the throne in Britain and make comparisons.

Discovering how representations of the same significant individual (Boudicca) can vary. (REIB)


Looking at the aspects of life such as homes, tools, weapons, record keeping (cave paintings), hunting, construction and travel (SAIA)

### Year Three


- BC / AD
- Invasion
- Settlement
- Trustworthy
- Untrustworthy
- Source

### Year Three

Learning that the time of the Ancient Egyptians comes before any other period they have studied. (AE)

 Link ideas: how much further back in time are we than the earliest previous periods studied (First Castles and Elizabeth I). Show relative distance on a timeline.

Sequencing events and artefacts from Ancient Egypt. Discovering when the Romans invaded and placing on a timeline. Noting that the Romans also took power in Egypt and ended the time of the Pharaohs. (AE)

 Link ideas: was the Roman settlement before or after other known periods? (Tudors, Victorians, Egyptians).

Placing the Stone Age and Iron Age periods on a timeline which includes the time periods already studied (SAIA)

### Year Three

Investigating questions such as 'What evidence survives from this time? Why were Pharaohs usually men? Why were tombs raided? What can tombs tell us about the life of rulers?' (AE)

Discussing how the lack of evidence for life in the Stone and Iron Ages might impact the interpretation of the past (SAIA)

Asking and investigating ideas around how life changed following the discovery of fire and the invention of tools in the Stone Age and Iron Age (SAIA)


Choosing investigations including an examination of the evidence left behind by Romans in Britain today. E.g. What do Roman Roads tell us about life in Britain at the time? Do any still exist? (REIB)

### Year Three

Present findings after considering the reign of Pharaohs and the social hierarchy; the role of women and the differences between rich and poor. (AE)

Researching and presenting their work about life in the time of the Celts. (REIB)

Presenting work in a variety of ways about their discoveries. Children to select the sources they think will help them (SAIA)

 Link ideas: discuss possible difficulties for historians when faced with undeciphered written evidence in Egypt, limited or one-sided written evidence in the Roman era. And no written evidence in

### Year Three

Understanding that Ancient Egyptian history was obscured until hieroglyphs could be translated. (AE)

Realising that learning about the past is not always easy and that historians have to interpret and infer meaning like detectives. (AE)

Selecting evidence from books, websites and artefacts to help understand what life during the stone age might have been like. (SAIA)

 Link ideas: Begin to understand that ancient history lacks sources and needs interpretation. Compare Egypt to Stone Age.

Discovering where answers to our questions about this time may be found. (SAIA)

Selecting and evaluating evidence about Boudicca. Beginning to examine the idea of trustworthy and untrustworthy sources (REIB).



## Year Four

Establish a clear narrative within and across periods of study

Develop an understanding of British, Local and World History

Note connections, contrasts and trends over time

Developing the appropriate use of historical terms

Developing chronologically secure knowledge


Address and devise historically valid questions

Constructing informed responses by thoughtful selection and organisation of relevant historical information


Understanding how our knowledge of the past is constructed from a range of sources

### Year Four

Learning about the progression from village to town to city (ECIV)


 **Link ideas:** WThink about why Stone Age People did not have large civilizations.

Linking the reason for the migration of the Angles, Saxons and Jutes to England to the uncertain leadership at the time following the Roman withdrawal. (SASS)


 **Link ideas:** How was the invasion by the Angles, Saxons and Jutes different to that of the Romans studied in Year 3? Was it in any way similar?

### Year Four

Finding out World history by learning about the locations and historical time period of a variety of ancient civilisations including Ancient Egypt, Ancient Greece, Ancient Sumer, the Minoans, the Phoenicians, and the Shang Dynasty . (ECIV)

 **Link ideas:** what was happening in Britain at the time of these civilizations?

Examining who the Angles, Saxons, Jutes, Picts and Scots were; where they came from; and where they settled in Britain. (SASS)


 **Link ideas:** Who came to Luton after the Romans? Was it Angles, Saxons or Jutes in this area?

Investigating how and when Europeans encountered the Mayan civilization. (MC)

### Year Four


Looking at the development of writing through learning about the Sumerians, Egyptians, the Shang Dynasty and the Phoenicians. Considering what the evidence tells us about how writing has changed. (ECIV)

Looking at clues on coins to establish a chronology (ECIV)

 **Link ideas:** think about why both the Shang dynasty and the Romans built walls.

Contemplating and using number systems from early civilizations (ECIV)  
Noting if and how life changed for those living in Britain when the Romans left and new settlers arrived (SASS)

Exploring how Mayan society was organised and how this compares with modern society. (MC)  
Explaining how the Mayan

 **Link ideas:** Is the Mayan civilization like any others that have been studied. Think about key questions like the role of women and who was in line for the 'throne'

number system works in comparison to our own. (MC)

### Year Four

- Pagan
- Christian
- Burial
- Artefacts
- Angles
- Saxons
- Jutes
- Civilization
- Society
- Culture
- Settlements
- Hunter gatherers
- Farming
- Village / town / city
- Government
- Architecture
- CE / BCE
- Trade
- Money / currency
- 

### Year Four

Knowing that civilizations stem from farming. And this was fundamental to later civilization (ECIV)

Knowing that farming was very important to the emergence of civilizations including Egyptians, Greeks and Mayans. (ECIV)

Placing Ancient Civilizations on a timeline which includes the time periods already studied - looking at whether they were before or after the Egyptians, (ECIV)

To know when the Mayan Civilization was active and to place this in relation to other civilizations studied (MC)

Discover what happened when the Romans left and discuss effects of historical events. (SASS)

### Year Four

Discovering what trade would have been like before the invention of money. Addressing the question of what the benefits of trade are. (ECIV)

Devising questions about the buildings of ancient civilizations and researching the answers using a variety of sources, (ECIV)

Exploring how Christianity spread in Britain and its impact upon everyday life. Address the question of how their lives would have changed (SASS)

### Year Four

Presenting findings about an ancient building of the pupils own choice following a mini research project (ECIV)

Using a variety of sources to piece together and present ideas about what life was like for the Maya (MC)


Presenting what they have found out about Mayan beliefs, religious rites and rituals. (MC)

Finding out about the Picts and Scots and presenting their research in a useful format. (SASS)

### Year Three

Deepen understanding that ancient history lacks sources and needs interpretation. Compare the written records of civilizations with picture representations and those with phonics or words. (ECIV)

Inferring ideas about the owner of artefacts from the Sutton Hoo burial and discussing how historians need to interpret finds (SASS)

 **Link ideas:** Compare the tomb of the Sutton Hoo ship burial to those of Pharaohs studied in Year 3

To explore how we know about the Mayan civilization, (MC)

 **Link ideas:** evaluate how reliable the European sources of information are. Compare to the knowledge of Roman settlement of Britain written by the Romans

## Year Five

Establish a clear narrative within and across periods of study

Develop an understanding of British, Local and World History

Note connections, contrasts and trends over time

Developing the appropriate use of historical terms

Developing chronologically secure knowledge


Address and devise historically valid questions


Constructing informed responses by thoughtful selection and organisation of relevant historical information

Understanding how our knowledge of the past is constructed from a range of sources

### Year Five

Establishing that the Greek and Roman civilizations co-existed for hundred of years before Rome became dominant. Understand that many Greek gods were adopted by the Romans and had their names changed (e.g. Posiedon and Neptune) (AG) Knowing that

 Link ideas: what was happening in Britain at the time of the periods of Greek civilization? (it was the iron age) what can children remember about this time from Year 3?

 Link ideas: Ask children what they can remember about the Anglo-Saxon invasion of Britain before introducing the Vikings.

### Year Five

Learning about the struggle for power in Europe between the Spartans and Athenians. (AG)

Knowing that the geography of the area was in part responsible for the creation of city states and that the many islands may have led to exploration further afield. (AG)

Finding out World history by learning about how Greek ideas have gone on to influence others throughout history. Include architectural features and compare Greek temples to famous London landmarks. (AG)

Understanding what Anglo-Saxon life was like before the arrival of the Vikings. Discovering the reasons for the Viking invasion. (VASS) Knowing that the Danelaw passed right through Luton. Discovering which side of the boundary their own house are. (VASS)

Knowing the key areas of employment in Luton through time (including hat making and motor manufacturing) (LHL)

Exploring the history of Luton airport and its impact upon the town. (LHL)

Finding out facts about our own school. (LHL)

### Year Five

Looking at the four most common systems of Ancient Greek government. (AG)

 Link ideas: which forms of government did civilizations previously studied adopt? E.g Victorians, Egyptians, Mayans

Understanding the reasons why the Vikings came to Britain and created settlements. (VASS)


Comparing the leaders Alfred the Great and Guthrum - noting similarities and differences in leadership style and effectiveness. (VASS)

### Year Five

- CE / BCE
- Before Christ / Anno Domini
- Primary and Secondary sources
- Democracy
- Pagan
- Christian
- Polytheism
- Vikings
- Danelaw
- Society
- Culture
- Settlements
- Government
- Architecture
- Trade
- Population
- Child Labour
- Local area
- Interview
- 

### Year Five

Placing Ancient Greeks on a timeline which includes the time periods already studied - looking at whether they were before or after the Egyptians, the Romans, Anglo-Saxons. Mayans. (AG)

 Link ideas: Including areas yet to be studied on the timeline - World Wars and Viking Age

To use accurate dates where available and to understand that we may not have accurate dates for some events. (AG)


Knowing where the Vikings come in the timeline of invasion including Romans and Anglo-Saxons Sequencing key events of the Viking age leading up to 1066 and the Norman invasion. (VASS)

Knowing when our school was built and what the area was like at the time. (LHL)

### Year Five

Addressing whether the Greek idea of Democracy was fair to all? (AG)

Address the question of how their lives would be different if they lived in Sparta or Athens (AG)

 Link ideas: did the Ancient Greeks explore? Did they get to Britain and what did they find there? (Evidence that the Greeks visited Cornish tin mines and traded with Britons)

Thinking about the impact the sudden raids upon the country's holy places would have had upon natives of Northumbria. (VASS)

Thinking about why Britain was worth struggling over. (VASS)

Understanding the differences between daily life either side of the Danelaw. (VASS)


Asking what life at our school would have been like in the past. Discovering how the school has changed and what has stayed the same. (LHL)


### Year Five

Presenting findings about a system of Greek government based upon children's own preference and interest. (AG)

Using a variety of sources to piece together and present ideas about what life was like for the Ancient Greeks - focussing on one area such as food and drink; clothes and fashion; home and family or leisure and entertainment. (AG)

Responding to ideas about what made an effective leader in the time of the Vikings. Using evidence to support ideas. (VASS)

 Link ideas: what do we know about previous or current effective leaders? (KS1 FQ; Year 3 REIB)

 Link ideas: comparing ideas about succession. Note that there were no female claimants to the throne after the death of Edward. Discuss why. Remind children that the law in Britain has changed very recently.

Discovering how Luton and Stopsley have changed. Children to follow own ideas about their interests and seek out resources (LHL)

Presenting information about the history of Putteridge Primary School in an engaging way. (LHL)

### Year Five

Understanding that, unlike other periods the children have studied, there are many written records of life in ancient Greece. Accepting that some information written in the past is propaganda or misinformation. (AG)

Understanding that historians often have to infer information from artefacts. Using Greek vases to determine what everyday life might have been like in Ancient Greece. (AG)

Understanding the difference between primary and secondary sources. (AG and LHL)

Looking for evidence of different settlements left in the place names of Britain. (VASS)

Forming an appreciation of the validity of sources through study of Alfred the Great and Guthrum. (VASS)

Using photographic evidence, maps and population data to draw conclusions about what Luton was like in the past. (LHL)

Interviewing a primary source about their time as a child in Luton over 50 years ago. Interviewing someone who was a pupil at Putteridge when the school first started. (LHL)

Using our school time capsule (LHL)

## Year Six

Establish a clear narrative within and across periods of study

Develop an understanding of British, Local and World History

Note connections, contrasts and trends over time

Developing the appropriate use of historical terms

Developing chronologically secure knowledge


Address and devise historically valid questions

Constructing informed responses by thoughtful selection and organisation of relevant historical information


Understanding how our knowledge of the past is constructed from a range of sources

### Year Six

Establishing the narrative of 'discovery', trade and colonization by Europe of Africa in general and the Kingdom of Benin in particular. (BK)

 Link ideas: What other civilizations used slaves? What factors led to Britain's desire to use slaves and what eventually led to abolition in Britain?

Understanding how the declaration of war would have impacted British life. (RB)

 Link ideas: Discuss that WW2 was not an invasion in the same way as the Romans, Vikings and Anglo-Saxon conquests had been.


Linking new technologies to the time in which they were developed - looking for causal connections. (LENT)

### Year Six

Finding out World history by learning about how society in the Benin Kingdom was structured in comparison to Britain at the time (BK)

Knowing how international trade can impact those trading. (BK)  
Investigating how and when Europeans encountered the Kingdom of Benin and what the long-term impact was. (BK)


Understanding how Luton was impacted by the war. (RB)

 Link ideas: think back to Y5 topic on Luton history.

Understanding that those living in British colonies would also have been impacted by the War. (RB)


Understanding why the 'Welfare State' came into being. (RB)

Knowing that the British Empire is no longer in operation. Understanding that it was replaced in some way by the Commonwealth and that the King is the head of the Commonwealth (RB)

 Link ideas: Link back to study of the end of BK. Which areas of the world were British colonies at this time?


### Year Six

Noting how there were similar patterns of rule in Britain and the Benin Kingdom - male leaders, battle for succession, ruler all-powerful. (BK)

 Link ideas: Note that Benin, the Shang dynasty and the Romans built walls. Offer opinions about why this was.

Thinking about how the Welfare State is structured and what impact it has on the health of the country. (RB)

Discovering how the lives of children changed following important laws and acts introduced in the Victorian time including the Factory Act 1850 which was the beginning of the notion of 'weekend'. (LENT)

 Link ideas: What was life like for children in Luton before this time? Link to work done on straw plaits in Y5.

Looking for patterns and trends in how technologies develop - e.g. more realistic (film and television); faster (computers and household goods) or smaller (phones and microchips) (LENT)

### Year Six

- Trade
- Dictatorship
- Golden Age
- Colonization
- Slavery
- Abolition
- The Triangular trade
- Decline
- Conscription
- Tax
- Evacuation
- The Blackout
- Rationing
- Cause and Effect
- Nationalisation
- Empire
- Commonwealth
- Immigration
- Leisure time
- Act of Parliament
- Victorian / Edwardian

### Year Six

Placing the key events in the history of the Benin Kingdom in relation to what was happening in Britain. E.g. Britain did not explore Africa when the Portuguese did as the War of the Roses were still ongoing. (BK)

To use accurate dates where available and to understand that we may not have accurate dates for some events, (BK)

Knowing Key dates of World War 2. (RB)

Creating technology-specific timelines linked to wider events in society - e.g. increased adoption of TVs for the Queen's coronation. (LENT)

 Link ideas: Think back to the development of toys studied in KS1 What resources and artefacts can I look at for technologies I am interested in? Can I date things from the materials used in their construction?

Knowing key eras - Victorians, Edwardians, Wartime, Post-War and their dates. (LENT)

### Year Six

Examining what it would be like for different members of society in the golden age of Benin. Addressing the issue of how their own life would be different. (BK)

Devising questions and weighing up opinions about the morality of keeping stolen goods in relation to the Benin Bronzes. (BK)

Thinking about how the introduction of the Welfare State would have impacted their own extended families? (RB)

Deciding upon the advantages and disadvantages of living in a 'new town'? (RB)

Working out why the changes to leisure activities that came about during and after World War 2 happened - supporting ideas with evidence. (LENT)

Understanding that technologies develop over time and that there must be a benefit which ensures they are successful. Discovering how some uses may not have been intended by the original inventors. (LENT)

### Year Six

Considering the best audience for a variety of informed persuasive pieces backed up with evidence. This could include recruiting a new Oba, returning (or keeping) artefacts taken from Africa or explaining why the slave trade is wrong to people living at the time of the Triangular Trade. (BK)

Presenting what they have found out about the Benin Kingdom in the form of a detailed fact sheet. (BK)

Exploring how the lives of families living in cities would have been affected by war. Children to think about who they are going to include in the family they are thinking about (e.g. children, elderly, those with soldiers at war. (RB)

Producing a report about how life had changed in Britain in the immediate Post-War period. Selecting information to support ideas. (RB)

What does it mean to be a British colony? Has anything changed since the days of Empire? (RB)  
Creating newsreel commentaries for events taking place in the Victorian and Edwardian Eras. (LENT)


Choosing to produce a history of a particular technology (of children's choice) This should include comments upon how and why it was invented, how it has developed over time and how it has impacted society. This should be an extended child-led project. (LENT)

### Year Six

Explaining the impact upon historical certainty caused by the lack of written history created by the Edo people. Understanding that interpretation can be affected by preconceptions. (BK)

Discovering potential issues when dealing with oral histories. (BK)

Using contemporary sources about the NHS (Leaflets, news articles) to help children construct their own knowledge of the birth of the NHS. (RB)

 Link ideas: Comparing depictions of warriors in Benin alongside other famous depictions such as the Bayeux tapestry (looked at in Y5)

Use Primary evidence (contemporary photos and newsreels) to discover how people in the Victorian and Edwardian Ages spent their free time. (LENT)

What leisure technologies do I think have had the most impact upon my life - how can I find out more about them? (LENT)