

At Clifton Primary School, we base our History curriculum around the CUSP long term planning sequences. Below is a summary and overview of how our history curriculum 'works'.

Clifton Primary School & 'CUSP' HISTORY NARRATIVE



There are several parts to this document:

1. Historical knowledge
2. CUSP History Principles
3. Long-Term Sequence for CUSP History
4. Progression of CUSP History (including substantive concepts, big ideas and questions, as well as Tier 2 and Tier 3 vocabulary)



This guidance is supported by Ofsted document and research papers, including:

<https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history>

<https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>

CUSP History draws upon several powerful sources of knowledge – this is our view on CUSP History:

1. **Substantive knowledge** - this is the subject knowledge and explicit vocabulary used about the past. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In CUSP History, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.
2. **Disciplinary knowledge** – this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it 'Working Historically.' The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective, and contextual interpretation.
3. **Historical analysis** is developed through selecting, organising and integrating knowledge through reasoning and inference making in response to our structured questions and challenges. We call this 'Thinking historically'
4. **Substantive concepts**, such as invasion and civilisation are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

PRINCIPLES



CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

CUSP History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places.

A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources.

LONG-TERM SEQUENCE FOR HISTORY **Early Years Foundation Stage – Key Stage 1**

Specific Area of Learning Understanding the World	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> History Historian After Before New Old Now Past Present Time 	<ul style="list-style-type: none"> Know about personal history – birthdays, celebrations Celebrating cultural diversity of children in the class Traditional festivals and celebrations Routines - Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Life cycles and growing plants to introduce change over time 	<ul style="list-style-type: none"> Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day Black History week – Rosa Parks Bonfire Night – Guy Fawkes R.E themes taught through Discovery RE Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. London past and present – Link 'The Naughty Bus,' story. <ul style="list-style-type: none"> Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Child led learning inspired from books – Tim Peake / Astronauts. 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally
	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		

BIG IDEAS - SUBSTANTIVE CONCEPTS

Community	Knowledge	Invasion	Civilisation	Power	Democracy
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EYFS (Hedgehogs)	Year 1 and 2 (Squirrels)		Year 3 and 4 (Foxes)		Year 5 and 6 (Deer)				
<p>Understanding the world</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Changes within living memory</p> <p>COMMUNITY</p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory</p> <p>COMMUNITY DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>'Secret Kingdoms' / 'A Sailor...'</p> <p>Stone Age Bronze Age Iron Age</p> <p>KNOWLEDGE COMMUNITY</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>'Can anyone be a hero?'</p> <p>Anglo-Saxons</p> <p>INVASION POWER</p> <p>Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>'A Sailor went to Sea'</p> <p>Compare non-European society with Anglo-Saxons (Maya)</p> <p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p> <p>Early Islamic or Benin to be written Spring 2022</p>	<p>'Emergency!'</p> <p>Windrush Generation</p> <p>COMMUNITY DEMOCRACY</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>			
	<p>Lives of significant people</p> <p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Revisit events beyond living memory</p> <p>COMMUNITY DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>'Emergency!'</p> <p>Rome and its impact on Britain</p> <p>INVASION CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>'Once upon a time'</p> <p>Viking and Anglo-Saxon struggles</p> <p>INVASION POWER</p> <p>Kingdom, Trade, Migration, Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>'Secret Kingdoms'</p> <p>Ancient Greeks</p> <p>POWER DEMOCRACY KNOWLEDGE</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Beyond 1066</p> <table border="1"> <tr> <td> <p>'Once upon a time'</p> <p>Monarchs</p> <p>POWER DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p> </td> <td> <p>'Can anyone be a hero?'</p> <p>Battle of Britain</p> <p>INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p> </td> </tr> </table>		<p>'Once upon a time'</p> <p>Monarchs</p> <p>POWER DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p>	<p>'Can anyone be a hero?'</p> <p>Battle of Britain</p> <p>INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
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<p>More lives of significant people</p> <p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Significant historical events, people and places in our locality</p> <p>COMMUNITY</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement,</p>	<p>'Reach for the Stars'</p> <p>Achievements of an ancient civilisation Egypt</p> <p>CIVILISATION POWER</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p> <p>Shang Dynasty, Sumer and Indus Valley to be written Spring 2022</p>	<p>'Once upon a time'</p> <p>Local history study</p> <p>COMMUNITY</p> <p>Guidance to be written Spring 2022</p>						

THINKING AS A HISTORIAN

Historical enquiry

1. Understanding Chronology	2. Building an overview of world history	3. Different interpretations of history	4. Using evidence to find out about the past
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KEY STAGE 1

The sequence in KS1 focuses on young children developing a sense of time, place and change. It begins with children studying **Changes within living memory** to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time.

Pupils study the **Lives of significant individuals**, focusing on David Attenborough and Mary Anning. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study. This study is revisited and enhanced by studying the **Lives of further significant individuals**, including Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake.

In KS1, pupils study local history through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events, the people that tell a story of the past.

Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London.

There are further opportunities for pupils to revisit and retrieve prior learning with a focus on 'Events beyond living memory'. Connections, where relevant, are made to wider studies, such as the Great Fire of Bury St Edmunds, Newmarket or Haverhill.

LOWER KEY STAGE 2

In KS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the **Stone, Bronze and Iron Ages**. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how **Rome influenced Britain**. This foundational knowledge is built upon and used to support long-term retrieval to contrast culture and technology. Pupils are able to draw upon prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories. Substantive concepts, such as invasion, law, civilisation and society are developed through explicit vocabulary instruction, another central component of CUSP.

Studies of how Britain was settled by **Anglo-Saxons and Scots** gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.

CUSP also focuses on the **Struggle for throne of England** through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

UPPER KEY STAGE 2

Later in KS2, knowledge of Anglo-Saxons is revisited and used to connect with a study of the **Maya civilisation**. The study compares advancement of the Maya culture and innovation to that of the Anglo-Saxons around c.AD 900. Here, location, settlement, people, culture and invention are compared and contrasted.

Pupils also study **Significant monarchs after 1066**. Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy. This chronological study revisits known periods of time and introduces new content and monarchs. Ancient history, such as the Achievements of the earliest civilisations - **Ancient Egyptians** and the **study of Ancient Greek life and achievements** are also studied learning about the influence on the western world. The understanding of culture, people and places are central to these studies. CUSP History connects these studies with prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

Recent history, such as the **Battle of Britain** for example, is studied in the context of how conflict changed society in the Second World War. Modern history is also studied through units such as the **Windrush Generation**. Knowing about slavery, Caribbean culture and the injustice of the past enlightens pupils to understand why events happened and how these pioneers faced racism, discrimination and prejudice. PSHE and SMSC are vital components of the history curriculum - challenging racism and prejudice in all its forms. This is an integral feature of CUSP that spotlights the lessons we can learn from the past.

CUSP History Progression Tables

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
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<p>Y1/2</p> <p>Unit 1</p> <p>Changes within living memory</p> <p>(This will be updated Summer 2022)</p>	<p>COMMUNITY</p> <p>Nationality, Rights, Society</p>	<p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Stages</p> <p>What are the stages in my life?</p> <p>Changes</p> <p>What did I play with when I was a baby? Why was that?</p> <p>What did I play with when I was 1 or 2 years old? Why was that?</p> <p>What did I play with when I was 3 or 4 years old? Why was that?</p> <p>What did I play with when I started school? Why was that?</p> <p>Explain it</p> <p>What changes have happened in my lifetime?</p>	<p>toddler</p> <p>timeline</p> <p>different</p> <p>compare</p> <p>memory</p>	<p>construction</p> <p>physical</p> <p>imagination</p> <p>lifetime</p> <p>stages</p>
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Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1/2</p> <p>Unit 2</p> <p>The lives of significant people</p>	<p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Science Animals, including humans</p> <p>Plants</p> <p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Mary Anning Who was Mary Anning? What did she do?</p> <p>What did Mary Anning discover?</p> <p>David Attenborough Who is David Attenborough? What does he do?</p> <p>What has David Attenborough achieved?</p> <p>Compare Compare the lives of Mary Anning and David Attenborough.</p> <p>What was similar and what was different?</p>	<p>legacy</p> <p>inspire</p> <p>revealed</p> <p>explore</p> <p>similar</p>	<p>fossil</p> <p>documentary</p> <p>significant</p> <p>naturalist</p> <p>expedition</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1/2</p> <p>Unit 3</p> <p>More lives of significant people</p>	<p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>Science</p> <p>Animals, including humans</p> <p>Plants</p>	<p>Pioneer</p> <p>Who was Neil Armstrong? What did he achieve?</p> <p>Explorers</p> <p>Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve?</p> <p>Remember</p> <p>Compare the achievements of two significant individuals. What was similar and what was different?</p> <p>Study a third significant individual from the above.</p>	<p>legacy</p> <p>inspire</p> <p>pioneer</p> <p>explore</p> <p>similar</p>	<p>orbit</p> <p>racism</p> <p>significant</p> <p>astronaut</p> <p>expedition</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1/2</p> <p>Unit 4</p> <p>Events beyond living memory</p>	<p>COMMUNITY DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Science</p> <p>Everyday materials</p>	<p>When and where? Where is London? When was the Great Fire of London?</p> <p>What? How did the fire start? Why did the fire spread so quickly?</p> <p>Study Sunday 2nd September 1666 - Where did the fire spread to?</p> <p>Study Monday 3rd and Tuesday 4th September 1666 - Where did the fire spread to?</p> <p>Study Wednesday 5th and Thursday 6th September 1666</p> <p>Evidence and change How do we know about the Great Fire of London?</p> <p>Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. What effect did the fire have on London?</p> <p>As a consequence of the fire, what changes were made to London?</p>	<p>bustling</p> <p>raged</p> <p>extinguished</p> <p>merchant</p> <p>engulfed</p>	<p>flammable</p> <p>devoured</p> <p>possessions</p> <p>ineffective</p> <p>doused</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1/2</p> <p>Unit 5</p> <p>Significant historical events, people and places in their own locality</p>	<p>COMMUNITY</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement,</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p>	<p>Clifton. Penrith</p> <p>Clifton today</p> <p>Remember - what is Newmarket like today?</p> <p>Clifton in the past</p> <p>King James I: what things happened in Clifton's past?</p> <p>King Charles II: what things happened in Clifton's past?</p> <p>The Great Fire: what things happened in Clifton's past?</p> <p>World War II: what things happened in Clifton's past?</p> <p>What I know about Clifton / Penrith : what do you remember about the past?</p>	<p>battle</p> <p>chronology</p> <p>memorial</p> <p>devastated</p> <p>converted</p> <p>founded</p> <p>castle</p> <p>beacon</p>	<p>monarch</p> <p>common</p> <p>code</p> <p>coat of arms</p> <p>Jacobites</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1/2</p> <p>Unit 6</p> <p>Revisit events beyond living memory</p>	<p>COMMUNITY DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p>	<p>What do you remember about the Great Fire of London?</p> <p>What happened during the Great Fire of London?</p> <p>What was the effect of the Great Fire of London and how do we know?</p>	<p>bustling</p> <p>raged</p> <p>extinguished</p> <p>merchant</p> <p>engulfed</p>	<p>flammable</p> <p>devoured</p> <p>possessions</p> <p>ineffective</p> <p>doused</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3/4</p> <p>Unit 1</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>KNOWLEDGE COMMUNITY</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p> <p>Revisit events beyond living memory</p> <p>Science</p> <p>Rocks</p>	<p>Stone Age</p> <p>Introduce the three periods of time in the Stone Age.</p> <p>What were Palaeolithic times like? How do we know?</p> <p>What were Mesolithic times like? How do we know?</p> <p>What were Neolithic times like? How do we know?</p> <p>Bronze Age</p> <p>When was the Bronze Age? What was the Bronze Age like? How do we know?</p> <p>How was the Bronze Age different to the Stone Age?</p> <p>Iron Age</p> <p>When was the Iron Age? What was the Iron Age like? How do we know?</p> <p>What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>	<p>ancient</p> <p>community</p> <p>dense</p> <p>extinct</p> <p>roaming</p> <p>prehistory</p>	<p>domesticated</p> <p>arid</p> <p>gatherer</p> <p>nomad</p> <p>reared</p> <p>submerged</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3/4</p> <p>Unit 2</p> <p>The Roman Empire and its impact on Britain</p>	<p>INVASION CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p> <p>Revisit events beyond living memory</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Science</p> <p>Rocks</p>	<p>People and belief Who were the Romans?</p> <p>What was it like to live in Rome?</p> <p>The invasion of ancient Britain Remember the Celtic people: what was it like to live during the Iron Age?</p> <p>When did the Romans invade Britain?</p> <p>Resistance and change Who resisted the Roman invasion?</p> <p>Technology: how did Britain change under Roman rule?</p> <p>Review session - can be used to elaborate or catch-up study</p> <p>Belief: how did Britain change under Roman rule?</p> <p>SUMMARISE IT: what was the impact of the Roman Empire on Britain?</p>	<p>previously</p> <p>conquered</p> <p>rebellion</p> <p>luxurious</p> <p>culture</p> <p>settlement</p>	<p>amphitheatre</p> <p>emperor</p> <p>aqueducts</p> <p>invasion</p> <p>barbarian</p> <p>forum</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3/4</p> <p>Unit 3</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>INVASION POWER</p> <p>Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	<p>Cause Why did the Anglo-Saxons come to Britain?</p> <p>Where did the Anglo-Saxons come from?</p> <p>Anglo-Saxon life in Britain What was life like for Anglo-Saxons in Britain?</p> <p>What kingdoms were formed by the Anglo-Saxons?</p> <p>Evidence How do we know about the Anglo-Saxons?</p> <p>Religion How did religion influence the Anglo-Saxons? How do we know this?</p>	<p>abandoned</p> <p>defenceless</p> <p>dominant</p> <p>missionary</p> <p>pagan</p> <p>reliant</p>	<p>heptarchy</p> <p>laden</p> <p>sporadic</p> <p>vanquish</p> <p>viewpoint</p> <p>migration</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3/4</p> <p>Unit 4</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>INVASION POWER</p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Origins What was life like for Vikings? When did the Vikings attack Britain?</p> <p>Settlement Where did the Vikings invade and settle? Why were the Vikings so feared and successful?</p> <p>Struggle for power When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings?</p> <p>Consequence What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England?</p>	<p>contested</p> <p>exile</p> <p>descendant</p> <p>heir</p> <p>plunder</p> <p>truce</p>	<p>decimated</p> <p>incursion</p> <p>ransack</p> <p>severed</p> <p>martyr</p> <p>marauding</p>

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<p>Y3/4</p> <p>Unit 5</p> <p>The achievements of the earliest civilizations Ancient Egypt</p>	<p>CIVILISATION POWER</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>People and place Who were a few of the earliest civilisations and what did they achieve?</p> <p>Who were the ancient Egyptians and where did they live?</p> <p>Ancient Egyptian kingdoms The Old Kingdom: who was significant and what did they achieve?</p> <p>The Middle Kingdom: who was significant and what did they achieve?</p> <p>The New Kingdom: who was significant and what did they achieve?</p> <p>Achievements and beliefs Achievements: how and what did the ancient Egyptians write?</p> <p>Achievements: How did the ancient Egyptians use the River Nile?</p> <p>Gods: what did the ancient Egyptians believe in? Evidence: what do we know about Tutankhamun?</p>	<p>colossal</p> <p>stability</p> <p>society</p> <p>civilisation</p> <p>irrigation</p> <p>mysteriously</p>	<p>funerary</p> <p>hieroglyphs</p> <p>artefact</p> <p>pillaged</p> <p>obelisk</p> <p>pharaoh</p>

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<p>Y5/6</p> <p>Unit 1</p> <p>A non-European society that provides contrasts with British history Maya c.AD 900</p>	<p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p>	<p>People and place Where did the Maya live? What were the significant events in the Maya's history?</p> <p>City-states What were Maya city-states like?</p> <p>City-state study – Tikal, Palenque or Chichen Itza</p> <p>Inventions What did the Maya invent?</p> <p>Consequences What happened to the Maya city-states?</p> <p>Comparisons Remember Britain and the Anglo-Saxons</p> <p>Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p>	<p>population</p> <p>famine</p> <p>descendant</p> <p>declining</p> <p>citizen</p> <p>native</p>	<p>deforestation</p> <p>codex</p> <p>sacrifice</p> <p>astronomy</p> <p>warrior</p> <p>polytheistic</p>

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<p>Y5/6</p> <p>Unit 2</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>POWER DEMOCRACY KNOWLEDGE</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p>	<p>People and belief Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold?</p> <p>Powerful city-states City-states: what was the difference between Athens and Sparta? What was democracy like in Athens?</p> <p>Ancient Greek way of life (culture) Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create?</p> <p>Pivotal battles What happened at the Battles of Marathon and Salamis? Why were they important?</p> <p>Legacy Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p>	<p>democracy</p> <p>honour</p> <p>phenomenal</p> <p>deteriorated</p> <p>armoured</p> <p>oppressive</p>	<p>city-state</p> <p>tyrant</p> <p>sanctuary</p> <p>tactical</p> <p>valiantly</p> <p>unified</p>

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<p>Y5/6</p> <p>Unit 3</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p> </p> <p>Windrush generation</p>	<p>COMMUNITY DEMOCRACY</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>People and place Where are the Caribbean islands? What's their history?</p> <p>Migration and settlement How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?</p> <p>Why did people migrate from the Caribbean to England in 1948?</p> <p>What was life in London like for the Windrush pioneers?</p> <p>Who was Sam King and what did he do?</p> <p>Who was Norma Best and what did she do?</p> <p>Application How did the Windrush migration change Britain for the better?</p>	<p>intolerance</p> <p>immigrate</p> <p>prejudice</p> <p>colony</p> <p>emigrate</p> <p>discrimination</p>	<p>racism</p> <p>segregation</p> <p>diversity</p> <p>disembarked</p> <p>demobilised</p> <p>iniquitous</p>

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<p>Y5/6</p> <p>Unit 4</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p> </p> <p>Monarchs through time</p>	<p>POWER DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Windrush generation</p>	<p>William the Conqueror How is William I remembered? What legacy did he leave?</p> <p>Henry VIII How is Henry VIII remembered? What legacy did he leave?</p> <p>Elizabeth I How is Elizabeth I remembered? What legacy did she leave?</p> <p>Charles II How is Charles II remembered? What legacy did he leave?</p> <p>Queen Victoria How is Queen Victoria remembered? What legacy did she leave?</p> <p>Summary In your opinion, who was the greatest past monarch? Why is that?</p>	<p>lucrative</p> <p>prosperity</p> <p>republic</p> <p>plundered</p> <p>arrogant</p> <p>duplicitous</p>	<p>aristocracy</p> <p>monastery</p> <p>dissolution</p> <p>privateers</p> <p>industrialisation</p> <p>annulment</p>

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<p>Y5/6</p> <p>Unit 5</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p> </p> <p>Battle of Britain</p>	<p>INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Windrush generation</p> <p>Monarchs through time</p>	<p>Cause Why did Britain declare war on Germany in 1939?</p> <p>Food shortage Why was rationing introduced?</p> <p>Threat Why were people evacuated from cities?</p> <p>Battle of Britain What happened in the Battle of Britain?</p> <p>Bombing cities The Blitz: how did Hitler continue to attack Britain?</p> <p>Consequence How did conflict change society in the Second World War?</p>	<p>ferocious</p> <p>infantry</p> <p>civilians</p> <p>intercept</p> <p>radar</p> <p>occupation</p>	<p>anti-Semitic</p> <p>Luftwaffe</p> <p>blitzkrieg</p> <p>evacuated</p> <p>rationing</p> <p>blackout</p>

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<p>Y5/6</p> <p>Unit 6</p> <p> </p> <p>Local history study</p>	<p>COMMUNITY</p>	<p>Coming soon</p>	<p>Coming soon</p>	<p>Coming soon</p>	<p>Coming soon</p>