

History at Springfield Community Primary School

Our Vision

Our history curriculum is rigorously sequenced so that our children's historical knowledge, understanding and skills build over time. We have selected and designed our units carefully so that our curriculum includes diverse narratives and voices.

Within our classrooms, we follow rich and ambitious lines of enquiry by answering big questions such as *What is the lasting legacy of the Ancient Greeks?* We teach children the knowledge they need in small steps to answer these challenging questions successfully. Studying history in this way inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world.

In our history curriculum, we have thought about key threads that run through the units of learning. These include invasion and settlement, legacy, empire, civilisation, monarchy and society. By carefully mapping these themes across the units and revisiting them in different sequences of learning, we ensure children make links and gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history; and between short- and long-term timescales.

How we plan and teach History

In our EYFS, children begin to develop their sense of chronology by talking about their own life story and the life story of family members. They are supported to communicate in the past tense when talking about things that have happened. Our children explore images of the past and make comparisons with the present. In KS1 and KS2, history is taught as a discrete subject once each term. Teachers plan sequences of lessons across the unit that will build on and develop the children's knowledge and skills. In Key Stage 1, our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. As they progress through the key stage, they will begin to make comparisons and connections between people and events in the past. In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This chronology, or sequence of events, will be referred to throughout KS2 so that children become secure in their understanding of important historical events and eras. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms such as ancient and civilisation. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as 'empire' or 'legacy'.

Carefully selected skills are chosen to best match each unit of knowledge and progress year on year. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time. The knowledge and skills that children will develop throughout each history topic are mapped across each year group and across the school to ensure progression. We also maximise the opportunities that our home city of London has to offer in terms of its rich history and vast array of museums and cultural sites. Therefore, children's learning in history is enriched by visits to carefully selected museums, where workshops and visit materials deepen their understanding and knowledge. Teachers also use the Historical Association's wealth of resources to develop their subject knowledge.

How we evaluate learning in History

The impact of our history curriculum can clearly be seen in the children's books. Our children's historical understanding is also evident in class assemblies where children share their knowledge with their parents and the historical narratives our children recount. The detailed unit overview outlines the main learning objectives – enquiry questions – that the children will explore and answer during their learning. The opportunity to evaluate and reflect on the learning is planned for regularly to enable the children to see how their learning is progressing.

Children's learning is assessed informally in each lesson and teachers plan responsively to next steps. At the end of a unit, children complete a short assessment called a *Test It*. These short independent tasks provide evidence for assessing against the assessment statements on the Unit Overview. The *Test Its* are carefully designed and require the children to recall their knowledge about the unit in a variety of ways (for example: sorting objects from different periods and explaining their function, describing the significance of key individuals from a period studied). At the end of the year, class teachers then use the children's recorded work and assessment to make a judgement as to whether each child is working at the expected level.

One of the main purposes of the National Curriculum for History is to help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. In order to build a coherent, chronological narrative from the earliest times to the present day, we use a carefully constructed timeline which shows the different units children study in Key Stage 2. This allows pupils to gain historical perspective by making connections across short and long timescales and by relating their growing knowledge of periods taught to their chronological context. Using this timeline as a starting point, children sequence events, stories, pictures and periods over time to show how different periods relate to each other and to develop a coherent understanding of the past.

BC (Before Christ)				AD (Anno Domini)																				
Timeline	8000BC	3000BC	1000BC	0	400AD	1000AD										1500	1800	2000						
Century				1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	13 th	14 th	15 th	16 th	17 th	18 th	19 th	20 th	21 st
Period	Ancient Age						Medieval Age									Early Modern Age			Modern Age					
British History	Stone Age 8000BC – 1000BC	Bronze Age 3000BC – 1000BC	Iron Age 1000BC – 43AD	Romans in Britain 55BC – 410AD		Anglo Saxons & Vikings 410AD – 1066AD					Medieval 1066AD-1485AD				Tudors 1485AD – 1603AD		Stuarts 1603AD- 1714AD	Georgians 1714AD – 1837AD	Victorians 1837-1901	Contemporary (Living) History				
World History	Ancient Egyptians 2900BC – 30BC																							
	Ancient Greeks 800BC – 146 BC																							
	Benin 900AD – 1897AD																							

EYFS

Talk about members of their immediate family and community.

Begin to make sense of their own life-story and family's history.

Compare and contrast characters from stories, including figures from the past.

Comment on images of familiar situations in the past (transport)

As part of our talk-rich environment, children learn to tell everyday stories and share details of their own life-story, using the past tense, through extended and frequent back and forth interactions with engaged adults in the provision. Across the Nursery year, the children will have several opportunities to describe important family experiences such as birthdays and holidays, based on pictures brought in from home. These opportunities are part of the units; 'So Much!', 'Through My Window' and 'Oscar's Tower of Flowers'. As part of our 'The Very Hungry Caterpillar' unit, children develop an early sense of chronology through looking at life cycles, including their own.

We explore the text *David Attenborough: Little People, Big Dreams* and compare his life as a child in the past with life as a child nowadays.

Through exploration of the pictures in the story, and photographs from different points in his life, the children are supported to notice differences and similarities between the past and present.

An exploration of photographs of our local area around Stamford Hill provides children with the opportunities to comment on a familiar place in the past.

Through guided observations, the children are scaffolded to notice what is similar and different and notice how it has changed.

Year 1

In Year 1, children are taught to identify changes within living memory, by examining how schools have changed over time. Our school building, which dates from 1900, will provide an excellent starting point for exploring the past and thinking about how schools have changed over time. A detailed investigation of the building will provide some excellent clues as to how children's experience of school was very different in the past. Parents and grandparents will also be invited into our classroom to give a first-hand account of what school was like and how it was different in the living past. As they become more familiar with living memory, our children will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time.

Unit	Past, present, future	Explorers and Journeys	First Flight
Concept	Similarity and difference	Continuity and Change	Historical significance
Threads	Technological Advancement and Societal and Cultural Change	Exploration and Technological Advancement	Technological Advancement
NC	<i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</i>
Overview	This is our first history unit in Key Stage 1. We will start by comparing toys from the past with the ones we have now. We will consider the materials they were and are now made from and make links to our science learning. Next, we will compare school life using our own Victorian school building as a starting point and visit another local school built in the last decade to look for similarities and differences. Through this unit we will begin to appreciate how different life was in the past and imagine how it might change in the future.	This is our second history unit in KS1. As a result of our previous learning, we have begun to understand that history is the study of everything that has happened in the past to people and things. To further develop our historical understanding, we will be learning about the experiences of some famous explorers: Mae Jemison, Neil Armstrong, Robert Falcon Scott, Christopher Columbus and Ibn Battuta. By travelling back in time from the present, through living memory and before, we will begin to consolidate our understanding of chronology. We will see that people through time have had the desire to explore our planet and beyond and that advances in technology have enabled us to reach new frontiers.	In this unit, we will travel back to a time when we did not see countless planes flying above our heads. Instead, people had long been looking up at the sky and wishing to fly. We will discover that there were many futile attempts to build the first aeroplane and that the history of flight can be traced back hundreds of years to the first kites and even the drawings of Leonardo da Vinci. We will then hone in on the Wright brothers – Orville and Wilbur who were scientific enthusiasts, learning that the first recorded flight happened on 17 December 1903 when Orville flew 36 metres at a height of 6 metres. Our learning will be concluded by investigating a local link and the first all British powered flight, which took off from Walthamstow Marshes in 1909.
Historical Skills	Chronology: Recount past changes from their own lives. Sequence some events in chronological order.	Chronology: Sequence some events in chronological order. Match objects to people of different ages.	Chronology: Sequence some events in chronological order.
	Investigating and interpreting: Begins to use sources to identify some details and answer simple questions.	Investigating and interpreting: Begins to use sources to identify some details and answer simple questions.	Investigating and interpreting: Find answers to simple questions about the past from sources of information.
Sources	Artefacts and photographs - toys from the present, recent past and from beyond living memory	Photographs of Mae Jemison, Neil Armstrong and Robert Falcon Scott. Drawings of Ibn Battuta and Christopher Columbus. Linking chronology to the type of image sources available.	Photograph: Original Wright Brothers 1903 Aeroplane ('Kitty Hawk') in first flight, December 17, 1903, at Kitty Hawk, NC. Orville Wright at controls. Wilbur Wright at right (First flight was 12 seconds)" By Orville Wright and John T. Daniels, December 17, 1903 (165-WW-713-6); Records of the War Department General and Special Staffs; Record Group 165; National Archives.

Year 2

As children progress into Year 2 they will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus, children will study the Great Fire of London and investigate how the homes we see around us in London have changed over time. We will also study the lives of significant individuals in the past who have contributed to national and international achievements: the first Queens – Elizabeth I and Queen Victoria. Using literacy and drama, children will develop their ability to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children will start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Unit	The Great Fire of London	Activists	The Windrush in Hackney
Concept	Cause and consequence	Similarity and difference	Continuity and Change
Threads	Legacy and Technological Advancement	Societal and Cultural Change and Legacy	Societal and Cultural Change and Legacy
NC	<i>Significant historical events, people and places in their own locality. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i>	<i>Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements. Understand some of the ways in which we find out about the past.</i>
Overview	In this unit, we will travel back in time to London in the seventeenth century. In 1665, the plague hit London, killing thousands of people. While the people were still recovering, a second disaster hit the city in 1666: the Great Fire of London. The fire started in Pudding Lane on 2 September 1666 in the bakery of Thomas Farriner, who was the King's baker. We will learn about the different reasons for the fire spreading so quickly and causing such devastation. We will also discover the lasting legacy of the fire and what makes an event that occurred more than 300 years ago so significant.	Throughout history, individuals and groups have used their voices to stand up for what they believe in. In this unit, children will learn about three activists from different times and places: Emily Davison, Rosa Parks and Malala Yousafzai. Through understanding the context and lived experience of each individual, the children will develop an understanding of why and how they chose to promote change. By making comparisons between the three women, children will identify and explain similarities and differences in their methods and their lasting legacy.	On June 22 nd 1948, <i>The Empire Windrush</i> boat arrived in Essex, carrying passengers from the Caribbean and other countries in the British Empire, who were travelling to England to start a new life. The Windrush is often seen as a symbol for the hundreds of thousands Caribbean people who migrated to Britain after World War II. Some were responding to recruitment campaigns, filling staff shortages in the NHS, schools and transport, whilst others made the journey to find work, join family or for a new life. Hackney became a popular choice for these communities to settle because it was cheap, well-connected, had plenty of accommodation and was already home to many diverse communities. We can learn a lot about the experiences of the Windrush Generation from a range of sources. Understanding this period of migration helps us to better understand what shaped our local community today.
Historical Skills	Chronology: Sequence some events in chronological order.	Chronology: Place historical figures, events and artefacts in order on a timeline, using dates	Chronology: Place historical figures, events and artefacts in order on a given time line, using dates
	Investigating and interpreting: Use artefacts, pictures, stories, online sources + databases to learn about the past.	Investigating and interpreting: Use artefacts, pictures, stories, online sources + databases to learn about the past.	Investigating and interpreting: Ask and answer questions.
Sources	Extracts from Samuel Pepys' Diary - 2nd September 1666 onwards https://www.gutenberg.org/files/3331/3331.txt	Newspaper articles from June 1913 - Emily Davison and from New York Times Feb 23rd 1956 (Rosa Parks). Malala Yousafzai newspaper coverage from 2012 onwards - her journey. Quotes from all three.	Newspaper articles from June 1948. Sources from Hackney Museum - interview transcripts

Year 3

In Year 3, children will learn about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain, both in the short term and to the present day. In addition to this focus on British history, children will study the achievements, beliefs and legacy of one of the earliest civilizations - Ancient Egypt.

Unit	Changes in Britain from the Stone Age to the Iron Age	Ancient Egypt	The Roman Empire BC 55- AD 60: Invasion, Settlement and Resistance in Britain
Concept	Continuity and Change	Similarity and Difference	Historical Significance
Threads	Technological advancement	Legacy and Technological advancement	Empire, Societal and cultural change, Legacy, Invasion and Settlement
NC	<i>Changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions.</i>	<i>A depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i>	<i>The Roman Empire and its impact on Britain Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied</i>
Overview	In this unit, we will learn that people have been living in Britain for a very long time. We will learn about the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. Copper, then bronze and finally iron started to be used to make weapons and tools. By the Iron Age, the Celts built hill forts for protection from their enemies.	In this unit, we will travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. We will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt. We will use our geographical skills to map the area inhabited by the civilization to understand the importance of the River Nile as a water supply and for providing fertile farming lands. Our learning will be brought to life by a trip to the British Museum to marvel at the rich array of primary sources archaeologists have discovered that give us so much information about what daily life was like in the period. We will consider similarities and differences with other places in the Stone Age.	Having explored the developments in <i>Britain</i> from the Stone Age to the Iron Age, this unit helps us to understand that during the same period, in <i>Italy</i> , the Roman Empire had started to flourish. We will begin by learning about the successful invasion led by Emperor Claudius in AD 43. Having become the dominant power in the Mediterranean, the Romans realised that a bigger empire would bring ever-greater treasures so they decided to invade Britain. To understand the success of this invasion we will study the development of the Roman army into the most efficient and effective force the ancient world had ever seen. We will return to the Celts to examine their resistance and will conclude this unit by considering the lasting legacy of the Roman empire in Britain.
Historical Skills	Chronology: Use dates and terms related to the three periods and passing of time.	Chronology: Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD.	Chronology: Sequence several events or artefacts on a timeline.
	Investigating and interpreting: Discuss reliability of sources linked to the scarcity of primary sources. Pose a variety of questions.	Investigating and interpreting: Begin to evaluate the usefulness of different sources & Use evidence to reconstruct life in time studied.	Investigating and interpreting: Study two different accounts of the same event, exploring similarities and differences.

Sources	Hackney museum interactive session - archaeological artefacts	Trip to British Museum: Ancient Egyptian artefacts linked to mummification& representations of pharaohs	Map of Roman roads - legacy https://www.history.org.uk/primary/categories/765/module/3694/romans-anglo-saxons-and-vikings/3697/finding-out-about-roman-settlements-using-maps-an
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Year 4

In Year 4, the children will learn about Britain's settlement by the Anglo-Saxons and Scots. They will then build on this unit by learning about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. These periods of history will be studied in a broad chronological order, to help support children's understanding of the sequence of events and trends, e.g. invasion and settlement, over time. The final history unit of Year 4 centres on the Tudor period. As part of their learning about the Tudors, the children will focus on the famous explorer Sir Francis Drake, which will require children to revisit their prior learning about Christopher Columbus in Year 1 to answer enquiry questions about the effects of expansion and empire building.

Unit	Britain's Settlement by Anglo-Saxons	The Viking and Anglo-Saxon Struggle for the Kingdom of England	The Tudor Period
Concept	Continuity and Change	Cause and Consequence	Continuity and Change
Threads	Invasion and settlement Societal and cultural change	Invasion and settlement Societal and cultural change	Monarchy and Exploration
NC	<i>Britain's settlement by Anglo Saxons and Scots</i> <i>Note connections, contrasts and trends over time</i> <i>Understand how knowledge of the past is constructed from a range of sources</i>	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i> <i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>	<i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>
Overview	In this unit, we will be learning about what happened to Britain after the Romans left. We will find out who the Anglo-Saxons were and how they settled in Britain. We will contrast them to the Roman invaders by examining similarities in their motivations for invasion and differences in how they built society. We will examine their settlements and discover what life was like in Anglo-Saxon Britain. How did they live? How did they make a difference to our lives today?	In this unit, children will continue their learning about British history with a study of the mediaeval period. They will continue to explore the thread of invasion and settlement by revisiting their learning from Year 3 about the Roman, Anglo-Saxon and Scot invasions. In AD 787, the first three Viking ships landed on the Dorset coast from Denmark. As well as being excellent sailors, the Vikings were ferocious fighters. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland.	In this unit, we will go back to a fascinating and fast-changing century when the Tudors ruled Britain. Building on our learning from the ancient period, we will study how Europe emerged from the Middle Ages. In this period, Frances Drake sailed across the oceans, circumnavigating the world for the first time. In England, the Tudor dynasty ruled for 118 years and it was dominated by the long reigns of Henry VIII and Elizabeth. We will learn about Elizabeth I - a complex and clever woman, who was adept at holding onto her personal power against all assaults on it. We will discover that Spain had grown wealthy in this period from the silver and gold of Mexico and Peru, which it had conquered. English adventurers such as Drake wanted a share. They made several raiding voyages, where they attacked Spanish treasure ships and ports. We will conclude our learning about this period by focusing on the 1588 Armada sent by the Catholic King of Spain and Drake's role in protecting England.
Historical Skills	Chronology: Uses dates to place events, artefacts and historical figures on a timeline.	Chronology: Understand that changes occur over time. Add evidence and dates to the timeline to represent this.	Chronology: Use dates and historical terminology to describe events.

	Investigating and interpreting: Refer to more than one source of evidence for a more accurate understanding of events.	Investigating and interpreting: Explore main events and changes in the period, giving causes and consequences.	Investigating and interpreting: Give reasons why separate versions of the same event may differ in the accounts.
Sources	Anglo-Saxon Chronicle (British Library) http://www.bl.uk/learning/timeline/item126532.html	Map of Viking settlements. Image sources of King Alfred https://www.britannica.com/topic/Viking-people/The-Carolingian-empire-and-France	Tudor Portraits (Elizabeth I) - National Portrait Gallery https://www.npg.org.uk/collections/search/person/mp01452/queen-elizabeth-i

Year 5

In Year 5, children's study of ancient civilisations will be extended by a study of Ancient Greece, where children will explore Greek life, the major achievements of this society and its influence on the western world. This will be followed by a comparative study of childhood in Victorian times and the present day. By drawing these comparisons, children will be exposed to some of the most significant developments of the last two centuries, from children's rights to technological breakthroughs. In their final history unit of Year 5, the children will explore one final ancient civilization – the Kingdom of Benin, comparing and contrasting the cultures and beliefs of the Benin with those of the British empire.

Unit	The Ancient Greeks - what was their legacy?	The Victorian Era –Society and Change	The rise and fall of the Kingdom of Benin – contrasts with British history
Concept	Historical Significance	Continuity and Change	Similarity and Difference
Threads	Legacy and Empire	Societal and cultural change + Technological advancement	Empire Invasion and Settlement
NC	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i>	A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.
Overview	Our modern world owes a lot to the ancient Greeks. In this unit, we will explore the rich legacy of this empire and its historical significance. In architecture and literature, we find influences from Ancient Greece, and Greek roots are commonly identified in the languages we speak today. When we celebrate the Olympic Games or come to vote in democratic elections, we can trace their origins back thousands of years to this ancient empire. Ancient Greek technology, science and philosophy continue to influence our daily lives and the modern world. By studying this period of history, we will come to appreciate how significant it was in shaping the world as we know it today.	In this unit, we will learn about how society was stratified in Victorian Britain and what life was like for people in different social classes. We will explore some of the significant changes of this era and consider how they affected people –focusing in particular on how life changed for children in terms of work, education and health. We will see that life for children in Victorian times was very different to in today's Britain and that this was particularly the case for children in lower classes. Through a focus on the development of train travel, we will also see how technological advancements brought about significant changes for people living in this period.	In this unit, we will learn all about the kingdom of Benin. We will understand what is meant by 'the rise and fall' of this kingdom - from its expansion to become an empire to its eventual decline with the British invasion at the end of the nineteenth century. By examining and evaluating a range of sources, we will gain a deeper understanding of what life was like for both ordinary people and Obas in this empire, whilst strengthening our historical skill of source analysis. This will help us make comparisons between the kingdom of Benin and life in contemporary Britain. We will reflect on the fact that the Benin bronzes are currently in the British Museum and explore why this is a controversial issue, open to debate.
Historical Skills	Chronology: Know and sequence key events in the period studied.	Chronology: Understand that continuity and change occurs over time. Add evidence and dates to the timeline to represent this.	Chronology: Describe and explain key changes in historical period (e.g. political, cultural, social, religious and technological changes)

	Investigating and interpreting: Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Investigating and interpreting: Select reliable sources of evidence to answer questions about the past	Investigating and interpreting: Explore all available evidence to form their own opinion on a historical event
Sources	British Museum - architecture of the building Photographs of sites such as the Parthenon	Ragged School Museum - artefacts from Victorian schooling Extracts from National Archives with transcripts (workhouse conditions) https://www.nationalarchives.gov.uk/education/resources/workhouse-voices/struck-by-the-master/	Photographs of Benin Bronzes + debate https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/benin-bronzes

Year 6

The first two history units in Year 6 introduce children to learning about 20th century global conflict. In Year 5, learning about the Victorian era enabled the children to begin to understand the concept of empire and expansion. This foundation provides a framework for understanding the concept of alliances during the First World War. The children will also draw upon their learning in Year 3 and 4 about invasion and settlements, as well as about Ancient Greece (Y5), to help them understand that there is a long history of conflict owing to territorial expansion. Building upon this learning, the children will learn about the local impact of the Second World War in Hackney. By the end of Year 6, our pupils will be ready to explore one of humanity's greatest ethical dilemmas: what constitutes a crime and how should this be punished? This thematic study will allow children to revisit their knowledge of the Romans and Anglo Saxons in the middle ages, as well as learning about some key figures such as the highwayman Dick Turpin, allowing them to make connections and draw conclusions.

Unit	World War II	Local study: Hackney in WWII	Crime and Punishment – Changes from the Anglo-Saxons to the Present
Concept	Cause and Consequence and Historical Significance	Cause and Consequence	Continuity and Change
Threads	Invasion Technological advancement and Legacy	Invasion Technological Advancement	Societal and cultural change
NC	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history.</i>	<i>A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.</i>	<i>To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>
Overview	In this unit, we will learn about Operation Sealion and why Hitler's plan to invade Britain in WWII was unsuccessful. We will understand the events of the Battle of Britain, who was involved in the defence effort and why winning the battle is considered by many historians to be a key turning point in British history. We will also learn about how civilians at home in Britain were affected by these events. Analysing sources will help us to explore how nights of consecutive air raids during the Blitz (which continued after the Battle of Britain was over) affected urban communities and find out how people tried to stay safe. We will learn what happened to children who were evacuated from the city to the country and link this to our reading of Goodnight Mr Tom.	We have learned about World War Two and how civilians came together on the Home Front to support the war effort. Now, we will zoom in to how the conflict affected our local area. We will use a range of sources to learn where bombs fell. We will read first-hand recounts from local individuals to gain a local perspective on how the conflict affected people. In doing so, we will consider the provenance of sources and how to cross-reference and analyse them effectively. Importantly, we will seek diverse narratives and find out about what local women contributed to the effort.	In this unit, you will revisit periods of the past (Romans, Anglo-Saxons, Tudors and Victorians) to explore similarities and how their attitudes and approaches to crime and punishment changed over time. You will learn what was considered criminal activity in the different periods and how and why ways of punishing crimes developed. By considering the beliefs and values of the societies at the time, you will make links between each society and its approach to justice.

Historical Skills	Chronology: Relate current studies to previous learning and make comparisons between different times in history.	Chronology: Place current study on timeline in relation to other studies using relevant dates and terms.	Chronology: Place different periods on a timeline to compare how responses changed over time.
	Investigating and interpreting: Select suitable sources of evidence giving reasons for the choice	Investigating and interpreting: Evaluate the usefulness and accuracy of different sources of evidence. Understand that some evidence is propaganda, opinion or misinformation and this affects interpretations of history.	Investigating and interpreting: Evaluate the usefulness and accuracy of different sources of evidence. Understand that some evidence is propaganda, opinion or misinformation and this affects interpretations of history.
Sources	Photographs of the Blitz. Transcripts of first hand recounts of the Blitz. Posters for Home Front. Audio + transcript of Winston Churchill speech.	Digital map of London during the Blitz http://bombsight.org/#15/51.5050/-0.0900	Timeline. 1888 sources - image and text https://www.hoddereducation.co.uk/media/Documents/History/Sample-pages-Edexcel-GCSE-History-My-Revision-Notes-Crime-and-Punishment.pdf