

## Bramingham Primary School: History Planning

Year 1	Autumn 1 – What makes me special?	Autumn 2 – Does every toy have a story to tell?	Spring 1 – How do people help us?	Spring 2 - Where's home?	Summer 1 – What's new at the zoo?	Summer 2 – What's the opposite of opposite?
Historical skills	-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses		-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses		
Context	-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		-To know about significant historical events, people and places in their own locality.	-To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and <b>LS Lowry, Rosa Parks and Emily Davison</b> , Mary Seacole and Edith Cavell)	
Diversity focus	When looking at family trees, highlight the diversity of where different families were originally from – celebrate the diversity in your classroom. Plot on map/create chart of all the different countries. Also, diversity of families (single parent, two mums, two dads etc)	Discussion based on Barbie dolls – came out in 1959, but all were thin and white. In 2016, Barbie released dolls which have a variety of skin tones and body shapes.		Comparing achievements/known and document history of Luton Town FC and Luton Town Ladies FC and why there is a difference.	<b>Significant individuals:</b> Rosa Parks and Emily Davidson Augusta Savage – African American Sculptor	
Skills which must be covered	6. Choose and use from stories and other sources to show understanding <b>Victorian Adventure (Oxford Reading Tree Stage 8) The Broken Roof (Oxford Reading Tree Stage 7)</b>	3. Identify similarities / differences between periods		7. Understand some ways we find out about the past	8. Identify different ways in which past is represented. <b>Through paintings.</b>	
Skills which should be covered across all topics	1. Be aware of the past, using common words & phrases relating to time 2. Fit people/events into chronological framework 4. Use wide vocabulary of everyday historical terms 5. Ask and answer questions					
Notes/guidance	Children to look at their families and create a family tree. They will contrast their lives to those of their parents and grandparents when they were children. Children to explore objects from the	Children to look at toys through the ages. They will create timelines, using the language of chronology.		Children to look Luton Town Football Club. They are to research and visit the stadium. They are to study: - timeline and major achievements - kit and crest	Split your topic between LS Lowry and Augusta Savage and Rosa Parks and Emily Davidson.	

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	past to help them to deepen understanding: mangles/scrubbing boards/irons.			- sense of belonging and community	Study the life of L.S Lowry, as part of work in art. Look at his achievements. Compare and contrast with Augusta Savage - life, achievements and art.  Use LS Lowry work as historical sources to learn about different time periods.	
Enrichment experiences	Travelling toy museum Teddy bear picnic		Luton Town FC talk		Create a class museum - blanket dig of animal bones/ artefacts.	
Writing Outcomes	Skill: labelling and captions Context: family tree	Skill: labelling and captions Context: writing about an old and a new toy		Skill: letter Context: writing a reply to a letter received from a member of LTFC Prior to visit: what do they already know and what do they want to learn?	Skill: thought bubble Context: writing thought bubbles from perspective of Lowry's figures	

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Year 2	Autumn 1 – Where is the treasure buried?	Autumn 2 – Why did London burn?	Spring 1 – Would you live on an island?	Spring 2 – Is change a good thing?	Summer 1 – How super are our heroes?	Summer 2 – Where will we land?
Historical skills		-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world		-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses -To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	-To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	
Context		-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - To know about events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)		-To know about significant historical events, people and places in their own <u>locality</u> .	-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, <b>Mary Seacole</b> and Edith Cavell)	
Diversity focus		<b>Significant individual:</b> Anne Vaux – wrote a letter warning William Parker, 4th Baron Monteagle, warning him to avoid Parliament on November 5, 1605. It is believed this letter helped to foil the Gunpowder Plot.  Gunpowder Mills – employed 3000 women during WWII		Mainly women in this type of workplace. Discussion of 'tradition roles' of women and men in history and how this has changed.	Resource: Royal College of Nursing's Celebrating Nursing Diversity exhibit.  <a href="https://www.rcn.org.uk/library-exhibitions/diversity-exhibition">https://www.rcn.org.uk/library-exhibitions/diversity-exhibition</a>	
Skills which must be covered		3. Identify similarities / differences between periods		8. Identify different ways in which past is represented.	6. Choose and use from stories and other sources to show understanding	
Skills which should be covered across all topics	1. Be aware of the past, using common words & phrases relating to time 2. Fit people/events into chronological framework 4. Use wide vocabulary of everyday historical terms 5. Ask and answer questions 7. Understand some ways we find out about the past					

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Notes/guidance		<p>Children to study Guy Fawkes and The Gunpowder Plot. Look at cause and effect - why did this happen and what were the consequences? How do we remember Guy Fawkes today?</p> <p>Children to study GFOL. They are to use a range of historical sources. Look at primary/secondary sources, including eye-witnesses and diarists. Check the validity of information in different accounts. Look at cause and effect. Compare life then to now.</p>		<p>Children to study Bramingham Primary School. Look at log book and changes over time. Interview staff and past pupils. Children to create log book entry.</p>	<p>Children to look at the life of Mary Seacole and Florence Nightingale. Compare aspects of modern life to life in the 1800s., including hospitals and medical care. Children to recognise Seacole as a pioneering black woman.</p>	
Enrichment experiences	Reinact Great Fire of London			School employees talk to children about what Bramingham was like in the past.	Debates.	
Writing Outcomes		Covered in English		Skill: report Context: writing a log book entry	Covered in English	

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Year 3	Autumn 1 – What makes a house a home?	Autumn 2 – What are the secrets of the Stone Age?	Spring 1 – How mighty is metal?	Spring 2 – How did we get here?	Summer 1 – Who wants to jam in the Caribbean?	Summer 2 – How does your garden grow?
Historical skills	<p style="color: red;">-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p style="color: red;">-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p style="color: red;">-To understand the methods of historical enquiry</p>					
Context	-To find similarities and differences over time	<p>-To know about the changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>- Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>				
Diversity focus	<p><b>Significant individuals:</b> BAME and female architects who have won the RIBA award.</p> <p>Choose to focus on 3-5 architects and learn about their lives/struggles/achievements.</p> <p><a href="https://www.architecture.com/about/equality-diversity-and-inclusion/celebrating-bame-award-winners">https://www.architecture.com/about/equality-diversity-and-inclusion/celebrating-bame-award-winners</a></p>	<p>See <b>Diversity ideas Y3-6</b> document.</p> <p>Example: There was an increase in societal roles through the period. We can emphasise a sense of diversity by teaching the powerful Iron Age women present during the Roman conquest.</p>				
Skills which must be covered	3. Note connections, contrasts and trends over time	2. Establish clear narratives within and across periods studied 6. Understand how knowledge of the past is constructed from a range of sources				
Skills which should be covered across all topics	<p>1. Continue to develop chronologically secure knowledge of history</p> <p>4. Develop the appropriate use of historical terms</p> <p>5. Regularly address and sometimes devise historically valid questions</p> <p>6. Understand how knowledge of the past is constructed from a range of sources</p> <p>7. Construct informed responses by selecting and organising relevant historical information</p> <p>8. Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS2 and KS3)</p>					
Notes/guidance	Children will chart changes to houses and homes through the ages (use photos). Children to explore buildings in the local area.	Children are to visit Chiltern Open Air Museum. They will study different dwellings from a range of time periods, including: a Leagrave cottage and roundhouse (consolidating last half term's learning). The focus will be on a roundhouse.				

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		Compare archaeological & reconstruction of Round House from visit, photos from past and present day houses - which is most reliable? Why?				
Enrichment experiences	Chiltern Open Air Museum -Archaeological dig -Roundhouse			N/A - Geography focus.		
Writing Outcomes	Skill: adverts Context: creating adverts for old and new houses	Skill: recount - diary Context: writing a diary entry from the perspective of a Stone Age boy or girl				

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Year 4	Autumn 1 – Where does it come from?	Autumn 2 – What's in the tomb?	Spring 1 – Why is water wonderful?	Spring 2 – Was Rome built in a day?	Summer 1 – How active is our planet?	Summer 2 – Who likes to be beside the sea?
Historical skills	-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind -To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed		-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world -To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind -To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'		
Context	-To know about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; <b>Mayan Civilisation c. AD 900</b> ; Benin (West Africa) c. AD 900-1300.	-To know about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China  <b>Egyptian Adventure (Oxford Reading Tree) in History cupboard.</b>		-To know about the Roman Empire and its impact on Britain This could include: -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, for example, Boudica -'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		
Diversity focus	See <b>Diversity ideas Y3-6</b> document.	<b>Significant individuals:</b> Queen Hatshepsut – first female pharaoh. Queen Nefertiti – most powerful woman. Husband went to significant lengths to show that they were equal.  Resource: <a href="https://www.osiristours.com/women-changed-history-ancient-egypt/">https://www.osiristours.com/women-changed-history-ancient-egypt/</a>		See <b>Diversity ideas Y3-6</b> document.  Examples: Septimus Severus was a Roman emperor, born in Leptis Magna, a province of Africa. He ruled from York near the end of his reign.  An aspect of ancient economies was slavery. This meant that travel through the empire could be military, economic or forced.		

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				Key individuals to show the ethnicity of Britain: Ivory Bangle Lady and the Lant Street Teenager		
Skills which must be covered	2. Establish clear narratives within and across periods studied	6. Understand how knowledge of the past is constructed from a range of sources		7. Construct informed responses by selecting and organising relevant historical information		
Skills which should be covered across all topics	1. Continue to develop chronologically secure knowledge of history 4. Develop the appropriate use of historical terms 5. Regularly address and sometimes devise historically valid questions 6. Understand how knowledge of the past is constructed from a range of sources 7. Construct informed responses by selecting and organising relevant historical information 8. Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS2 and KS3)					
Notes/guidance		Place the development of Ancient Egypt on a timeline. How do we know about this civilisation? Use archaeological evidence and accounts from Howard Carter and discovery of Tutankhamun. Why did Ancient Egypt become so powerful? What are the major similarities and differences between Egypt then and now- look at religion, buildings, farming & government.		<b>Roman Adventure (Oxford Reading Tree) in History cupboard.</b>		
Enrichment experiences	Trip to British Museum – focus on Ancient Egypt rooms.		Roman Wow Day		N/A – Geography focus	
Writing Outcomes	Skill: informal letter Context: writing a postcard as if they have gone back in time to a Mayan Civilisation on holiday	Skill: report Context: writing a non-chronological report on the Egyptians		Covered in English		



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Year 5	Autumn 1 – Who won the Space Race?	Autumn 2 – How victorious were The Victorians?	Spring 1 – Would you like to have been an Anglo-Saxon?	Spring 2 – How do we communicate?	Summer 1 – Is it fair?	Summer 2 – What will I be?
Historical skills	<p>-To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>-To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and <b>Neil Armstrong</b>, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>			
Context		<p>-To carry out a local history study</p> <p>- Britain and particularly Luton in the Victorian era</p>	<p>-To know about Britain's settlement by Anglo-Saxons and Scots. This could include:</p> <ul style="list-style-type: none"> <li>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>-Scots invasions from Ireland to north Britain (now Scotland)</li> <li>-Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>-Anglo-Saxon art and culture</li> <li>-Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>			
Diversity focus	<p><b>Significant individuals:</b> Mary Jackson, Katherine Johnson, Dorothy Vaughan and Christine Darden</p>	<p><b>Significant individual:</b> Sarah Forbes Bonetta A West African princess of the Yoruba who was sold into slavery and became a goddaughter to Queen Victoria.</p>	<p>See <b>Diversity ideas Y3-6</b> document.</p> <p>Example: Abbot Hadrian was a man who played a pivotal role in the development of the church's structures in England. Bede describes him as 'a man of African race'.</p>	<p><b>Significant individual:</b> Lewis Latimer An American inventor who</p>		

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	Resources: Hidden figures book/film  Cecilia Payne Gaposchkin – astronomer & astrophysicist - trail blazer for women in science			collaborated with (worked for) Alexander Graham Bell, inventor of the telephone and invented the carbon filament, a vital part of the lightbulb whilst working for Thomas Edison.		
Skills which must be covered	3. Note connections, contrasts and trends over time	7. Construct informed responses by selecting and organising relevant historical information	6. Understand how knowledge of the past is constructed from a range of sources 8. Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS2 and KS3)			
Skills which should be covered across all topics	1. Continue to develop chronologically secure knowledge of history 4. Develop the appropriate use of historical terms 5. Regularly address and sometimes devise historically valid questions 7. Construct informed responses by selecting and organising relevant historical information					
Notes/guidance	The Space Race	<b>Victorian Adventure (Oxford Reading Tree) in History cupboard.</b>		Children are to study Alexander Graham-Bell and the telephone.		
Enrichment experiences	Victorian Wow Day Hat heritage education programme – workshop through Luton Hat Factory.		Anglo-Saxon Visitor day		N/A – Geography focus	
Writing Outcomes		Skill: recount - diary Context: writing a diary entry from the perspective of Jim Jarvis (covered in English)	Skill: presentation Context: creating a presentation about aspects of life in the Anglo-Saxon times	#		

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Year 6	Autumn 1 – What did the Greeks do for us?	Autumn 2 – To be or not to be? That is the question.	Spring 1 – Friend or foe?	Spring 2 – How vicious were the Vikings?	Summer 1 – Does money make the world go round?	Summer 2 – What next?
Historical skills	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>-To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>-To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>-To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>-To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>		
Context	<p>-To know about Ancient Greece (a study of Greek life and achievements and their influence on the western world)</p>	<p>-To carry out a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This could include:</p> <p><b><u>-the changing power of monarchs using case studies</u></b></p> <p>-changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p>	<p>-To carry out a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This could include:</p> <p>-the changing power of monarchs using case studies</p> <p>-changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p>	<p>-To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <p><b><u>-Viking raids and invasion</u></b></p> <p>-resistance by Alfred the Great and Athelstan, first king of England</p> <p>-further Viking invasions and Danegeld</p> <p>-Anglo-Saxon laws and justice</p> <p>-Edward the Confessor and his death in 1066</p>		

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		-the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day -a significant turning point in British history, for example, the first railways or the Battle of Britain	-the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day -a significant turning point in British history, for example, the first railways or the Battle of Britain ( <b>World War II</b> )			
Diversity focus	See <b>Diversity ideas Y3-6</b> document.	<b>Significant individual:</b> Catherine Parr's role in the Third Succession act – restored Mary and Elizabeth to the line of succession.  Resource: <a href="https://www.historyhit.com/the-most-important-tudor-women/">https://www.historyhit.com/the-most-important-tudor-women/</a>	<b>Significant individual:</b> Noor Inayat Khan Born to a noble Indian Muslim family. She became a British Spy during the Second World War.  Windrush day – Soldiers from the Caribbean arrived in Britain on a ship called the Empire Windrush and helped rebuild Britain. (Assembly by Steph on 22/6)  Highlight the significance of the black contribution to the war – we couldn't have won it without them.	See <b>Diversity ideas Y3-6</b> document  Examples: Continued use of slavery including as an outcome from raids. They were a tradeable commodity.  A key individual to study from a Saxon point of view is Lady Æthelflæd of Mercia including her political acumen, military conquests and how she is remembered by different sources..  Birka – female Viking warrior, high status burial	<b>Significant individual:</b> Rosa Parks and Emily Davidson – this will have been taught in Year 1, but the focus of Year 6 is to gain a far deeper understanding.	
Skills which must be covered	3. Note connections, contrasts and trends over time	6. Understand how knowledge of the past is constructed from a range of sources	8. Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS2 and KS3)	7. Construct informed responses by selecting and organising relevant historical information		
Skills which should be covered across all topics	1. Continue to develop chronologically secure knowledge of history 4. Develop the appropriate use of historical terms 5. Regularly address and sometimes devise historically valid questions					
Notes/guidance		Children are to study Tudor monarchs – Henry VIII and Elizabeth I. They are to look at the conflict between protestant and catholic religions. They are to learn about life in the Elizabethan era with a particular focus on the work of Shakespeare. Visit from Young Shakespeare Company.	Children are to study World War II with a particular focus on evacuation.  <b>What was it like? (Oxford Reading Tree) in History cupboard.</b>	<b>Viking Adventure (Oxford Reading Tree) in History cupboard.</b>		
Enrichment experiences	MacBeth Theatre show in school Greek Wow Day		Class assembly			
Writing Outcomes	Skill: recount – diary Context: writing a diary entry from the perspective of an Athenian or Spartan	Skill: essay Context: writing an essay about the Reformation of England	Skill: poetry Context: writing a poem based on the Blitz	Skill: report Context: writing a report about the Vikings		