

WEST TOWN LANE ACADEMY

History Curriculum Progression

Intent	History at West Town Lane Academy (WTLA) delivers a rich and coherently planned sequence of lessons which ensures that children progressively learn the knowledge, skills and understanding required in the National Curriculum, and also enables them to connect new knowledge with existing knowledge. Children at WTLA begin their adventurous learning journey by focusing on their own personal history, before learning about the diverse history of their locality, country and wider world. This knowledge-rich learning prepares children for future learning and also provides the cultural capital that enables children to become educated 21 st century global citizens, with a particular focus on children's rights. The teacher invigorates and challenges the children through the use of meaningful primary and secondary sources, out-of-school trips and visits - including locality, and embedding active learning strategies in the classroom environment. The golden threads of our History curriculum are chronology, diversity and locality.
Implementation	Through the use of a key enquiry question, our History curriculum follows a well-planned sequence, following key historical strands, such as chronology. Detailed curriculum mapping and progression of knowledge and skills in History ensure that the curriculum is coherently planned throughout the key stages and knowledge and skills are built upon sequentially across the year groups. Retrieval quizzes have been implemented to ensure children know more and remember more and children can use this knowledge as a 'building block' for new learning. The children's historical journey starts in the EYFS where history is introduced, concepts such as 'the past' are explored and children's understanding of the world is developed through their continuous and enhanced provision. In KS1, children are introduced to historical events within living memory, within our locality and country, and celebrate the diverse individuals that contributed to our history. These are taught in half-termly units. Children are then challenged to think about significant events and individuals beyond living memory. In KS2, children begin to master concepts and historical knowledge from key historical periods in Britain as well as other Ancient civilisations, linking their learning to our locality wherever possible. KS2 enquiry questions are answered through History lessons over a term to ensure depth of study. Pupils in both KS1 and KS2 receive weekly, hour-long lessons during their History enquiries, with work or evidence recorded regularly in books. Teachers may also choose to include a History task as part of the weekly homework set. As their learning journey in History progresses, children begin to unpick more complex enquiries with more scrutiny and detail to form their own opinions and comparisons about the past. Indeed, both substantive knowledge and disciplinary knowledge form a key part of our History curriculum. Through the use of primary and secondary sources, as well as practical tasks, trips and visits, all children can access the broad History curriculum at WTLA and children find History lessons engaging and challenging. Planning in History involves including opportunities for children to develop a sense of chronology, to discuss and question cause and consequence, change and continuity, similarity and difference, to develop an understanding of historical significance and to be able to use historical enquiry skills such as analysing sources and evidence. In each enquiry, children explore the chronology and individuals of that period in depth. When studying a civilisation, pupils look at and explore artefacts of that period to develop their enquiry skills and begin to create a picture of that civilisation. They also compare the civilisation to other civilisations of that time. At WTLA children are taught about how we can learn from the past and how past civilisations and events have shaped our lives.
Impact	The History curriculum at WTLA offers a rich and exciting opportunity for children to develop historical knowledge and skills through carefully planned lessons. In all lessons, children are given the opportunity to demonstrate previous learning through retrieval quizzes, and comparisons of civilisations are often made to build up knowledge. At the end of the enquiry, children answer an impact quiz which provides children with an opportunity to demonstrate the historical knowledge they have learnt and for teachers to address any gaps in children's learning. Through our well-planned out curriculum, children will have a good understanding of chronology and the impact various people's lives have had on our locality. They will develop key historical skills with increasing complexity as they move through the school, such as comparison, interpretation of sources and critical thinking, which they can transfer to other areas of learning. Wherever possible, our History curriculum will follow our golden threads of chronology, diversity and locality. Furthermore, staff are able to measure the impact in every History lesson, through questioning within the lesson and looking at work completed in books. The History leader also conducts pupil conferencing, book looks, drop-ins and planning scrutinies. The impact of our History curriculum can certainly be seen when talking to children about their interest and attitude towards their learning and in their confidence to engage in conversation about the knowledge they have learnt and the understanding they have gained. Pupil attainment is recorded by teachers at the end of each academic year, giving the teacher for the next year an accurate picture and enabling the History leader to track progress over time, whilst attainment is also reported to parents/carers in pupils' end of year reports. If pupils are not progressing in line with expectations, this will be identified in History lessons and in the assessments. This will enable teachers to offer additional support to address any areas that require attention. Through detailed monitoring, our History curriculum is kept up to date and informed decisions are made on how the History curriculum at WTLA can develop in the future.

History curriculum progression Year 1

	Term 2	Term 3	Term 4	Term 6
Enquiry title	What makes Brislington & Bristol brilliant?	What did Brunel do for us?	Who are the ground-breaking figures from Bristol's diverse history?	How have holidays changed in Weston-super-Mare?
Themes of study	The History of significant places in children's own locality. This enquiry focuses on the Geography of the children's local area and city. Children will learn about key landmarks in their local area and city that make it unique, and the significance of these landmarks.	The lives of significant individuals in the past who have contributed to national and international achievements. This enquiry builds on the learning from term 2 with a specific focus on the impact of Brunel's work on Bristol in the past, and today.	The lives of significant individuals in the past who have contributed to national and international achievements. This enquiry will focus on three key individuals in Bristol's History and the impact they had. The Bristol Bus Boycott: Paul Stephenson The first black ward sister: Princess Campbell, The founder of St Paul's carnival: Carmen Beckford.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. This enquiry will focus on how Weston has changed since the Victorian times. The holiday experience e.g., entertainment, building use (Tropicana), the people who visited and their appearance, how they travelled etc
Knowledge & Skills	Children will learn: -What makes Brislington & Bristol unique? (St Luke's Church, Brislington House, WTLA) -What is the significance of specific landmarks?(Suspension Bridge, Banksy work, River Avon, Docks)	Children will learn: -Who is Brunel? (A timeline of his life including before he came to England) -What is an engineer? Contrast this with other jobs. -What did Brunel design in Bristol? (Focus on Suspension Bridge & SS Great Britain) -How were Brunel's designs used in the past? (GWR and London Paddington) -What impact do these designs have on Bristol today?	Children will learn: -Who is Paul Stephenson and what did he do in Bristol? -Who is Princess Campbell and what did she do in Bristol? -Who is Carmen Beckford and what did she do in Bristol? -What is similar/different between the lives of these individuals?	Children will learn: -What does WSM seafront look like today? How is this different to images from the Victorian era? -How would you travel to WSM in the Victorian era? How is this different to today? -What would typical clothing look like for a trip to the seaside? How is this different to today? -What would a typical day at the seaside have looked like in the Victorian era? How is this different to today?
	Chronological Understanding - sequence pictures from different periods - describe memories and changes that have happened in their own lives - use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time Historical Interpretations - observe and use pictures, photographs and artefacts to find out about the past - explain that there are different types of evidence and sources that can be used to help represent the past Historical Investigations - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations - choose and select evidence and say how it can be used to find out about the past - start to use stories or accounts to distinguish between fact and fiction Knowledge and Understanding of Events, People and Changes in the Past - recognise some similarities and differences between the past and the present - identify similarities and differences between ways of life in different periods Presenting, Organising and Communicating - talk, write and draw about things from the past - use drama/role play to communicate their knowledge about the past			
Key Vocabulary	History, old, new, earliest, latest, past, present, future, century, modern, before, after, past, present, future, map, globe, significant, locality, Church	History, old, new, earliest, latest, past, present, future, century, modern, before, after, past, present, future, Brunel, designer, engineer, invention, Victorian, Suspension Bridge, SS Great Britain, Great Western Railway, Paddington Station	History, old, new, earliest, latest, past, present, future, century, modern, before, after, past, present, future, Bus Boycott, Rosa Parks, Paul Stephenson, rights, segregation, carnival, Glenside Hospital, ward sister, discrimination, inequality, midwife, similar, different	History, old, new, earliest, latest, past, present, future, century, modern, before, after, past, present, future, change, seafront, arcade, Victorian, travel, similar, different, pier
Special events/trips/visitors		SS Great Britain trip		
Cross curricular links	Geography: Locating Bristol on a map of the UK Geography: Physical/Human Geography in locality and Bristol Geography: Cardinal directions Computing: Google Earth to locate Bristol	DT: designing/building a bridge Computing/Geography: Using Google maps to identify landmarks and locations (Physical Geography) Art: Emmeline Simpson Art: Oil pastel innovation of Starry Night (famous Bristol landmark) English: Trip recount	English: Diary writing-Paul Stephenson Music: Carnival music Science/DT: Making a musical instrument	Geography: Locating WSM on map using aerial photos to identify landmarks Geography: Travelling abroad for a holiday-climate Art: Design and sculpt elaborate ice creams Science: Seasons Computing: Data collection of favourite ice cream flavour English: Seaside Acrostic poems

History curriculum progression Year 2

	Term 1	Term 2	Term 5
Enquiry title	What happened on Pudding Lane?	How has travel changed over time?	How have people’s rights changed?
Themes of study	Events beyond living memory that are significant nationally/globally. This enquiry focuses on the event and the impact this had on individuals. Children will learn about some of the reasons the fire started and how the fire was put out. They will learn about how Samuel Pepys contributed to our understanding of the events.	The lives of significant individuals in the past who have contributed to national achievements. Changes within living memory. This enquiry focuses on the changes in travel in the 20th and 21st centuries. Children will learn about changes in the design of cars, trains and flight. The enquiry finishes by learning about the moon landing. Significant figures: Henry Ford and the Wright brothers.	The lives of significant individuals in the past who have contributed to national achievements. Changes within living memory. This enquiry focuses on the lives of Emily Davidson and Rosa Parks. Children will learn about how your gender and race affected your rights. Children will contrast this with our rights today.
Knowledge & Skills	Children will learn: -What happened during the GFoL? -What was the sequence of events that led to the fire? (Fire brigade, weather conditions, house materials) -What sources can we use to learn about the GFoL? (Samuel Pepys) -How were people affected? -What change did this bring?	Children will learn: -When and why were trains invented? -How have trains changed over time? -When and why were cars invented? How have cars changed over time? (Ford, Model T) -How have planes changed and who took the first flight? (Wright brothers) -How did people land on the moon?	Children will learn: -What are the important life events of Emily Davidson? -What are the important life events of Rosa Parks? (Similarities/differences with Emily Davidson) -How different are the rights of women in the past, and women now? -How different are the rights of black people in the past, and now?
	Chronological Understanding - sequence artefacts and events that are close together in time - order dates from earliest to latest on simple timelines - use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. - sequence pictures from different periods Historical Interpretations - observe and use pictures, photographs and artefacts to find out about the past - explain that there are different types of evidence and sources that can be used to help represent the past. - start to compare two versions of a past event Historical Investigations - choose and select evidence and say how it can be used to find out about the past - observe or handle evidence to ask simple questions about the past - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations Knowledge and Understanding of Events, People and Changes in the Past - describe significant individuals from the past - identify similarities and differences between ways of life in different periods - recognise some similarities and differences between the past and the present - know and recount episodes from stories and significant events in history - understand that there are reasons why people in the past acted as they did Presenting, Organising and Communicating - talk, write and draw about things from the past - use historical vocabulary to retell simple stories about the past - use drama/role play to communicate their knowledge about the past - show an understanding of historical terms, such as monarch, parliament, government, war, remembrance		
Key Vocabulary	History, old, new, earliest, latest, past, present, future, century, modern, before, after, past, present, future, Historic, similar, different, London, fire, spread, impact, Samuel Pepys, facts, sources, artefact, monument, landmark	History, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, past, present, future, transport, design, engineer, Model T, Ford, invention	History, old, new, earliest, latest, past, present, future, century, modern, before, after, past, present, rights, gender, race, inequality, segregation, protest, march, discrimination, justice
Special events/trips/visitors	Make replica London street and burn it in playground.		
Cross-curricular opportunities	Maths: Days of the week/time to explain sequence of events English: Newspaper writing, diary writing Art: Fire etchings Geography/Computing: Locating London on Google Earth (iPads) and landmarks. Switching to ‘street view’ DT: Sculpting the London Monument English: Acrostic GFoL poetry English: Diary writing Samuel Pepys	DT: Designing and making moon buggies DT: Design and construction of vehicles English: How to Catch a Star and La Luna (T4W)	Art: Large scale protest paintings/posters/replicas of photographs from the past English: Persuasive writing (Emily Davidson) English: Protest recount PSHE: Our rights and responsibilities

History curriculum progression Year 3

	Term 1 & 2	Term 3 & 4
Enquiry title	How did Britain change from the Stone Age to the Iron Age?	How has Ancient Greece shaped our lives?
Themes of study	Changes in Britain from the Stone Age to the Iron Age (Bronze Age religion, technology and travel, for example, Stonehenge) This enquiry is an historical exploration into life from the Stone Age to the Iron Age. It includes a study of Stone Henge. Children will learn when metal bronze was first created and when metal iron became widely used, and we moved into the Iron Age. Children will then move onto learning about how people learnt to mine copper and tin to make bronze weapons.	Ancient Greece – a study of Greek life and achievements and their influence on the western world This is a study into Ancient Greece and the important contributions Ancient Greeks have made to modern western society e.g. The Alphabet, The Library, The Olympics, Science and Mathematics, Architecture, Mythology, The Lighthouse, Standardized Medicine, Trial by Jury, the Theatre.
Knowledge & Skills	Children will learn: - <i>What is the Stone Age and how long ago was it?</i> - <i>What were Stone Age homes like? How did they change throughout the Stone Age and how are Neolithic houses different to today?</i> - <i>What was life like in the Stone Age?</i> - <i>What is Stonehenge and why was it important for Stone Age people?</i> - <i>How and why did the Bronze Age begin?</i> - <i>How was the Bronze Age different from the Stone Age?</i> - <i>Why did Celts change from Bronze to Iron?</i> - <i>How did tools and weapons change from the Stone Age to the Iron Age?</i> Historical Interpretations ● investigate different accounts and be able to explain some of the reasons why the accounts may be different Historical Investigations ● construct informed responses about one aspect of life or a key event through careful selection and organisation of relevant historical information ● regularly address and sometimes devise own questions to find answers Chronological Understanding ● sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the passing of time Knowledge and Understanding of Events, People and Changes in the Past ● identify key features, aspects and events ● note key changes over a period and be able to give reasons for those changes ● describe connections and contrasts between aspects of history, people, events and artefacts studied Presenting, Organising and Communicating ● present, communicate and organise ideas using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides ● use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms	
Key Vocabulary	Stone, bronze, iron, Neolithic, Mesolithic, Paleolithic, tin, copper, Stone Henge, prehistoric, Celts, farmer, cave paintings, archaeologist, archaeology, alloy, nomad, crops, weapons, tools, bone hammers, antlers, chisel	Empire, Ancient, Athens, Acropolis, Parthenon, Olympic Games, BC and AD, myths, gods and goddesses, sources, primary source, theatre, soldier, kingdom, slave, democracy, column
Special events/trips/visitors	Cheddar Gorge Visit	
Cross-curricular opportunities	Computing: VR headsets English: Stonehenge acrostic poetry Art: Charcoal/pastel cave paintings Geography: Map work to locate Stonehenge	DT: Designing and making a Greek Sandal Art: Greek theatre masks Geography: Map work, location, climate of Greece



History curriculum progression Year 4

	Term 1 & 2	Term 3 & 4
--	------------	------------

Enquiry title	What are the achievements of the Ancient Egyptians?	How do we know the Roman Empire was here?
Themes of study	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt Children will study the achievements made in Ancient Egypt including: its multicultural society, agricultural systems, invention of a calendar, monumental architecture and art such as the Pyramids and Sphinx at Giza, Hieroglyphic writing, invention of papyrus and the status of women.	The Roman Empire and its impact on Britain During this enquiry children will learn about the 'Romanisation' of Britain: sites such as Caerleon and Bath. They study the impact of technology, culture and beliefs, including early Christianity. Children will explore the British Roman Empire, and how it has impacted on modern day Britain: e.g. government, law, language, architecture, Latin, engineering, and religion.
Knowledge & Skills	Children will learn: - <i>Where is Egypt on a map?</i> - <i>When were the Ancient Egyptians in power?</i> - <i>How can we find out about the Ancient Egyptians from artefacts?</i> - <i>What was daily life like in Ancient Egypt?</i> - <i>What are the pyramids and why did the Egyptians build them?</i> - <i>Why did the Egyptians make mummies and how did they do this?</i> - <i>How were the Egyptians so good at farming?</i> - <i>How did the Egyptians write?</i> - <i>What was life like for women in Ancient Egypt?</i> Historical Interpretations • look at more than two versions of the same event or story. Historical Investigations • use a range of sources to find information • gather more detail from sources such as maps to build up a clearer picture • construct informed responses about one aspect of life or a key event through careful selection and organisation of relevant historical information • regularly address and sometimes devise own questions to find answers • begin to undertake their own research Chronological Understanding • sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Knowledge and Understanding of Events, People and Changes in the Past • find out about the everyday lives of people compared with our life today • note key changes over the Roman period and be able to give reasons for those changes • explain how people and events influenced life today • identify key features, aspects and events • describe connections and contrasts between aspects of history, people, events and artefacts studied Presenting, Organising and Communicating • use and understand appropriate historical vocabulary to communicate information • present, communicate and organise ideas using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides • start to present ideas based on their own research	
Key Vocabulary	Egypt, civilisation, empire, pharaoh, Africa, artefact, mummy, hieroglyphs, papyrus, embalmer, Nitro salt, oils, Giza, set, square and plum line, King Tutankhamun, Anubis	Empire, chronological, timeline Europe, atlas, border, continent, archaeology, invade, expand, emperor, Boudicca, Celts, Iron Age, centurion, villa, trade, colosseum, Parthenon, wealthy, gladiator, Londinium, conquer, Claudius, aqueduct, ballista
Special events/trips/visitors	Bristol Museum workshop	Caerleon visit
Cross-curricular opportunities	DT: build a pyramid shaped bird feeder English: Write a diary entry from the perspective of an Egyptian explaining their daily life Geography: Locating Egypt on a map, comparing Egypt and the UK Music: Learning a song about Egypt for our class assemblies English oracy/Drama: Learn and act a part for class assemblies Art: Tie-dye inspired by Egyptian art	English: Writing a newspaper report about the first invasion by the Romans and how the Celts thwarted their attempt English: Write a letter to Rome from Roman Britain describing daily life DT: Design, create and evaluate a Roman Catapult Maths: Roman Numerals Art: Sketching of artefacts using charcoal Spanish: Learn about Ancient Rome



History curriculum progression Year 5

	Term 1 & 2	Term 5 & 6
Enquiry title	Why did the Anglo Saxons, Scots and Vikings raid and invade?	Who were the Maya?
Themes of study	Britain’s settlement by Anglo-Saxons and Scots, including the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This enquiry is an historical exploration into the settlement of the Anglo-Saxons and Scots, and how the Vikings eventually lived concurrently alongside later on. Children explore religion, weaponry, community and key individuals such as Edward the Confessor.	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Mayan civilisation c. AD 900 This enquiry is a study into the Mayan civilisation, providing contrasts with British history. Links of learning should be made to Anglo-Saxon, Scot and Viking life. The children explore how the Ancient Mayans developed the science of astronomy, calendar systems, and

		hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories.
Knowledge & Skills	Children will learn: -Why did the Western Roman Empire fall? -Why was Britain invaded at the start of the 5th century? -What was life like as an Anglo-Saxon? (Homes, Jobs, Community, Weapons) -How were the Anglo-Saxons converted to Christianity? -What are the links between Beowulf and Sutton Hoo? -Who were the Vikings? What did they believe in? (Gods and Goddesses) -How did the Vikings come to conquer most of England? -What was the Danelaw? -Who were Alfred the Great, William of Normandy and Aethelred the Unready?	Children will learn: -Where did the Maya live and how did they survive? (bajos, chultuns and cenotes) -How did the Maya use symbols to communicate? -How did the Maya tell the time? (Tzolk'in and the Haab) -How the Maya number system worked -What were the Maya rituals when people died?
	Historical Interpretation • find and analyse a wide range of evidence. • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding. • consider different ways of checking the accuracy of interpretations • begin to evaluate the usefulness of different sources Historical Investigations • recognise when they are using primary and secondary sources of information to investigate • use a wide range of different evidence to collect evidence, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites • select relevant sections of information to address historically valid questions and construct detailed, informed responses • investigate their own lines of enquiry by posing historically valid questions to answer Chronological Understanding • understand how some historical events/periods occurred concurrently in different locations, e.g. Mayan Civilisation and Anglo-Saxon, Scot and Viking era • order an increasing number of significant events, movements and dates on a timeline using dates accurately • accurately use dates and terms to describe historical events Knowledge and Understanding of Events, People and Changes in the Past • use appropriate historical terms such as culture, religious, social, economic and political. • describe the key features, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Organising and Communicating • present, communicate and organise ideas using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports • plan and present a self-directed project or research	
Key Vocabulary	Republic, law, wealthy landowner, citizen, slave, worship, social class, peace and prosperity, trade, BC and AD, climate, sacrifice, assassination, taxes, myths, gods, peninsula, rebellion, empire, elect, senate, baths, region, conquer, province, economy, reigned, kingdoms, invasion	Civilisation, empire, ancient, cenotes, gods, hieroglyphs, codices, calendar cycles, number systems, climate, sacrifice, BC and AD, archaeological, Mexico, Guatemala, Belize, Honduras, El Salvador
Special events/trips/visitors	Anglo-Saxon workshop	
Cross-curricular opportunities	English: The Vikings are coming (T4W) Art: 'Lewis' clay chess piece DT: A model village Geography: Cardinal directions, invasion points on a map and the significance of these (near water etc)	Geography: Rainforest climate Maths: Calendars Art: Maya death mask DT: Maya weaving

History curriculum progression Year 6

	Term 1 & Term 2
Enquiry title	What happened after the Bristol Blitz?
Themes of study	A local history study - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This enquiry is a local history study of how the Bristol Blitz became a turning point in recent Bristol history. This study looks into differences between pre-WWII and present day. Links should also be made to historical understandings of growing up as a child during WWII in Bristol. Children learn about Bristol's Windrush generation.
	Children will learn:

Knowledge & Skills	- How and why were Anderson shelters used in Bristol during WWII? - What events lead up to the start of WWII? - Why was Britain involved in WWII? Why was Bristol involved in WWII? - What happened during the Bristol Blitz? - How did Henry Moore's sculptures depict life during WWII? - What was Bristol like before the Bristol Blitz? - What happened to the city centre/Castle Street during the Bristol Blitz? - What was propaganda and how was it used during WWII? - What is immigration and the Empire Windrush? - Why did the Empire Windrush set sail for Britain? - What impact did the Windrush generation have on Britain and Bristol? - What was rationing? - What impact did rationing have during WWII? - What was the 'Dig for Victory' campaign and how can we use this to create a WWII rationing recipe? - What was the impact of WWII and the Blitz on Bristol?
	Historical Interpretation • start to understand the difference between primary and secondary evidence and the impact of this on reliability • show an awareness of the concept of propaganda • know that people in WWII represent events or ideas in a way that may be to persuade others • begin to evaluate the usefulness of different sources Historical Investigations • use a wide range of different evidence to collect evidence about WWII, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites • select relevant sections of information to address historically valid questions and construct detailed, informed responses • investigate their own lines of enquiry by posing historically valid questions to answer Chronological Understanding • order an increasing number of significant events, movements and dates on a timeline using dates accurately • accurately use dates and terms to describe WWII events Knowledge and Understanding of Events, People and Changes in the Past • identify and note connections, contrasts and trends over time in the everyday lives of people • examine causes and results of great events and the impact these had on people • describe the key features of WWII, including attitudes, beliefs and the everyday lives of men, women and children. Presenting, Organising and Communicating • know and show a good understanding of historical vocabulary including abstract terms (see 'Vocabulary' below for examples) • present, communicate and organise ideas using detailed discussions and debates and different genres of writing such as instructions, accounts, diaries, letters, posters or news reports
Key Vocabulary	Anderson shelter, air raid, twentieth century, BC and AD, First World War, Treaty of Versailles, Germany, Adolf Hitler, elect, Nazi Party, Neville Chamberlain, invasion, Poland, Britain, France, Blitz, Bristol Blitz, evidence, primary source, secondary source, Henry Moore, propaganda, trade, economy, bomb shelters, Castle Street, Castle Park, citizen, pre-war, post-war, immigration, migration, Empire Windrush, Windrush Generation, Commonwealth, discrimination, slave, social class, rationing, Dig for Victory.
Special events/trips/visitors	
Cross-curricular opportunities	Maths: Finding out how to convert from metric to imperial and vice-versa when looking at rationing recipes DT: Devise their own wartime recipe by researching rationing, seasonality and the 'Dig for Victory' campaign. Practise the skills (cutting/peeling) necessary to prepare a WWII rationing recipe. Art: Research into Henry Moore and his bomb shelter sculptures. Recreation of these using mod roc. English: Create an information text about rationing in Bristol English: Create an instruction text using their own wartime rationing recipe. Spanish: Learn the names of the countries involved in WWII in Spanish, use their knowledge of word classes to identify Spanish words in a story about WWII. Geography: Use their map skills to identify the different countries involved in the start of WWII.