



Topic	Chronological Understanding	Historical Concepts	Historical Interpretation	Historical Enquiry	Knowledge
<b>The Windrush and Black British History</b>  (Link to Mary Seacole / Jamaica in Year 2)  (Link to North America in Year 5 geography)	Tell the story of some significant events within the time period I am studying.	<u>Cause and Consequence:</u> Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.  <u>Significance:</u> Understand the impact of the Windrush generation on British culture.	Know that people both in the past and present have a point of view and that this can affect interpretation.  Evaluate evidence to choose the most reliable forms.	Make perceptive deductions about the reliability of sources.  Use a primary source (grave and memorials) to deduce information about the past.	Know that slave trade occurred and can still be evidenced in Britain today (e.g. graves and memorials). Give reasons why someone may have immigrated to the UK during Windrush (links to WW2). Understand the significance of the Windrush generation on Britain. Describe some of the achievements of a member of the Windrush generation (Sam Beaver-King). Know the locations of some commonwealth countries.
<b>Vocabulary</b>	heritage, citizenship, discrimination, emigration, immigration, ethnic minority, slave, prejudice, racism, colony, commonwealth				



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<p><b>The Victorians and Dr Barnardo</b></p> <p>(Link back to Year 3 Manchester industrial Revolution learning)</p>	<p>Order significant events, movements, and dates on a timeline, using their mathematical skills to work out exact time scales and differences as need be.</p>	<p><u>Significance:</u> Understand the impact that Dr Barnardo had on that period of time.</p> <p><u>Similarities and differences:</u> Compare this period of history to now, understanding the similarities and differences in aspects such as; society, legislation etc.</p> <p>Describe and identify: houses and settlements; differences between lives of rich and poor and how these may have changed over a period of time.</p> <p>Give own reasons why changes may have occurred, backed up with evidence.</p>	<p>Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Consider different viewpoints or think about bias or anachronism.</p> <p>Recognise that some events and people are more significant than others, and use evidence to back-up responses.</p> <p>Understand that historical knowledge comes from a range of sources.</p> <p>Make links between historical events, changes and cultures across a range of periods studied.</p>	<p>Evaluate a range of primary and secondary historical sources and artefacts.</p> <p>Evaluates the useful and accuracy of different sources of evidence.</p> <p>Select the most appropriate sources of evidence for particular tasks.</p>	<p>To know the different jobs of a child worker in the Victorian times. Understand the poor conditions that children worked endured and what impact this had on their lives. Understand what impact Dr Barnardo had in the Victorian times.</p> <p>Know that the country was ruled by Queen Victoria at this time and know what impact she had on the country as a ruler.</p> <p>Know some of the reasons for the Industrial Revolution and the effect it had on the people of Britain. Know what inventions were important during the Victorian era, including the work of Isambard Kingdom Brunel.</p>
<b>Vocabulary</b>	Destitute, ragged schools, significant, influence, bias, anachronism, Victorians, drill, leisure, British Empire, power, Industrial Revolution, parliament, population, reform, workhouse, responsibility, resilience				



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<b>Chronological unit- Britain Through Time (Our Island Story)</b>	<p>Identify specific changes within and across different periods over a long arc of development.</p> <p>Tell stories of events across the time periods studied.</p>	<p><u>Change and Continuity:</u>            Identify and explain change within and across periods.</p> <p>Discuss trends over time.</p> <p>Understand the relationship between different periods and the legacy or impacts for me and my identity.</p> <p><u>Significance:</u>            Children to explore which period they think had the most significant impact.</p>	<p>Evaluate and carefully select from a range of historical sources to find relevant historical information.</p>	<p>Know how our knowledge about the past is constructed from a range of sources and select and organise relevant historical information from a range of sources.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Know how to place historical events and people from the past societies and periods in a chronological framework.</p> <p>Know how Britain land use had changed over time.</p>
<b>Vocabulary</b>	See previous years vocabulary for appropriate time in history.				

*Throughout each topic, pupils should be encouraged to devise their own questions about change, cause, similarity, difference and significance of people and events in a wider context.*