

Deer Park School History Content Progression

History Intent	<ul style="list-style-type: none"> • At DPS we intend to develop young historians through historical enquiry to understand the history of their local area both Richmond and London, the UK and the world. • History at DPS is cohesive so that children develop a cumulative understanding of our history within and across each Key Stage. Key to this is the children's understanding of the chronology of history and the overarching concepts. The diagonal and horizontal links to Geography, English and Science are key to embedding this understanding- making it stick. Children will regularly order people or events from all the periods of time they have studied so far. • Through historical enquiry the children will engage in an interesting puzzling question through which the learning grows over a series of 6 weeks of lessons. • They will develop knowledge of people, events, situations and developments through this question. • They will develop their understanding of the one or more of the following: evidence; interpretations; cause; change; similarity and differences and significance at an age appropriate level through this question. • Finally, at the end of the sequence children shall communicate their findings and present it effectively.
History Implementation	<ul style="list-style-type: none"> • DPS children are taught how to be a good historian by using and applying disciplinary knowledge • They will think and behave like a historian through the use of rich narratives, handling original and/or reproduced artefacts, visits to local historical places and first and first hand and second-hand accounts. • Children will build up and extend their substantive knowledge of historical events by making connections between historical concepts, other subjects and periods in history. • They will retain this knowledge because of the focus on recurring concepts and vocabulary to help them make connections between past learning and help them to make sense of future learning at DPS and beyond in KS/3.
Resources	Artefacts such as video clips, photos, facts and figures, a poem or song, a first-hand account, a page of fiction or diagrams. Order a topic artefact box from https://chertseymuseum.org/
Online	https://primarytimery.com/ This website has blogs on History and Geography. Great read. https://primarytimery.com/2019/09/28/curriculum-planning-ks1-history/ https://www.history.org.uk/ https://www.britishmuseum.org/

Foundation Stage			
Historical Vocabulary Terms	Question, investigate, change, contrast, community, connections, chronology, growth, transport, similarities and differences, yesterday, old, new, past, now, then.		
Foundation stage Historical Theme	All about me and my family	Toys and Games	Life cycles of animals
	<p>How have I changed since I was a baby?</p> <p>How have my likes and dislikes changed?</p> <p>How have my family changed over time?</p> <p>Why do we wear different clothes during the year?</p> <p>What are our favourite celebrations each year?</p> <p>What do I celebrate?</p> <p>What does my friend celebrate?</p> <p>How are we different from our friends?</p>	<p>What toys did I play with when I was a baby?</p> <p>What toys did my mum and dad play with?</p> <p>How has technology changed?</p> <p>How have toys changed?</p>	<p>What was it? Butterfly</p> <p>How has it changed?</p> <p>How has it grown?</p> <p>Why has it grown?</p>

	Year 1		
1	Chronological knowledge and understanding		Develop an awareness of the past. Use common words and phrases relating to the passing of time
2	Historical Enquiry	Using evidence	Ask and answer questions
		Communicating ideas	Understand some ways we find out about the past through objects, pictures, written sources, people and buildings. Choose and use parts of stories and other sources to show understanding of concepts.
3	Interpretation of history		Identify different ways in which the past is represented.
4	Historical Concepts	Cause and consequences	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change	Identify similarities and differences between ways of life at different times.
		Similarities and differences	Make simple observations about different types of people, events, beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account.
5	Historical Vocabulary Terms Substantive vocabulary		Alliance, agriculture, bastion, stronghold, border, beliefs, church, city, civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, defeat, democracy, diplomacy, expedition, emperor, exploration, estate, empire, exile, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, inventions, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, war, warrior. triumph, trade, transport, tribe, taxation, war, warrior.
	Disciplinary vocabulary (concepts that cross subject areas and are specific to this subject)		After, ancient, analyse, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.

	Year 1	Theme: Houses over time how they have changed. <i>Within Living Memory</i>	Theme: First Flight <i>Beyond Living memory</i>	Theme: <i>Grace O'Malley (Irish pirate)</i> <i>Anne Bonny</i> <i>Significant people/individuals</i>
		Autumn - Houses	Spring- Journeys	Summer Pirates
	Holly Lodge Trip Richmond Museum Chertsy Museum topic box Pirate Workshop Pirate Day	Vertical links: Transport over time (Y2); Romans (Y3) Horizontal links: Geography human and physical features of our schools area. Diagonal links: beliefs, government, poverty. Are schools In Richmond different today to old schools? <ol style="list-style-type: none"> 1. Awareness of schools in the past and sort in age order 2. Asking questions looking at evidence of the past (primary and secondary) 4. Concepts-similarities and differences; continuity and change 	Vertical links: Transport changes (Y2, Migration (Y5) Horizontal links: Materials; Amelia Earhart; Flat Stanley; Countries of UK (Ireland/North Ireland); Continents, oceans & poles; Diagonal links: trade; exploration; transport; migration How did we learn to fly? <ol style="list-style-type: none"> 1. Awareness of events in the past that changed the world. 2. Asking questions, looking at evidence from this event (secondary sources) 4 Why did this happen? What happened as a result? 	Vertical links: Year 2 dragons and castles, KS/1-seas and oceans; Invaders (Y3- Romans; Y4- Anglo Saxons and Vikings) Horizontal links: Countries of UK (Ireland/North Ireland); Continents, oceans & poles; Diagonal links: tyrants, trade, invasion; settlers. Why is Grace O'Malley important? <ol style="list-style-type: none"> 1. Awareness of this significant person in the past. 2. Asking questions and looking at evidence about her and why she is famous. 4 Why did she do what she did and what happened as a result?
	Year 1 Greater Depth Standard	Devising their own questions	Look at a variety of sources of evidence	Compare Grace O'Malley to others.
	Assessment	<ul style="list-style-type: none"> • Develop an awareness of past and know where these people and events fit into the chronology. • Ask and answer questions about historical concepts below and understand ways to find out about the past. • Begins to Identify different ways past can be represented and interpreted. • Make simple observations about Co & Ch, Ca & Con, S & D and significance of people and events. • Use common words and phrases relating to passing of time. Develop disciplinary and substantive vocabulary 		

	Year 2		
1	Chronological knowledge and understanding		Develop an awareness of the past. Use common words and phrases relating to the passing of time.
2	Historical Enquiry	Using evidence Communicating ideas	Ask and answer questions Understand some ways we find out about the past through objects, pictures, written sources, people and buildings Choose and use parts of stories and other sources to show understanding of concepts.
3	Interpretation of history		Identify different ways in which the past is represented.
4	Historical Concepts	Cause and consequences	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change	Identify similarities and differences between ways of life at different times.
		Similarities and differences	Make simple observations about different types of people, events, beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account.
5	Historical Vocabulary Terms		Alliance, agriculture, bastion, stronghold, border, beliefs, church, city, civilization, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, defeat, democracy, diplomacy, expedition, emperor, exploration, estate, empire, exile, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, inventions, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, war, warrior. war, warrior. war, warrior.
	Disciplinary vocabulary (concepts that cross subject areas) As above		After, ancient, analyse, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.

		Theme: Transport <i>Changes Within Living Memory</i>	Theme: The Great Fire of London <i>Events beyond living memory</i>	Theme: Mary Seacole, Florence Nightingale, Edith Cavell <i>Lives of significant people</i>
	Year 2	Autumn- Transport	Spring- Fire of London	Summer- Notorious nurses
	Workshop Kew Steam Museum London Transport Museum	Vertical links: Houses (Y1); First Flight (Y1); Vikings boats(Y4); Horizontal links: Diagonal links: trade; city, navigation How has transport changed? <ol style="list-style-type: none"> 1. Know about transport at the time of their grandparents. 2. Ask questions about transport in the past. 4 Co & C, S & D with what we use today. 	Vertical links: Geography River Thames (Y4) Horizontal links: English text Toby and the Great Fire of London; Transport; Materials science; Diagonal links: city, transport, trade, king, church (cathedral), poverty. What changed in London after the Fire? <ol style="list-style-type: none"> 1. Know that this event happened before grandparents. 2. Ask questions about how London was different at that time. 3. Identify different ways this event is represented. 4. Co & C, S & D their life now and at that time. 	Vertical links: Inequality- Amelia Earhart and female scientists; Horizontal links: English text Florence Nightingale story; Continents and oceans; Diagonal links: Military; transport; rulers; leaders; empire How did nursing change? <ol style="list-style-type: none"> 1. Know about a famous person outside the UK. Fit into order of chronology of transport and FoL. 2. Ask questions and read accounts about why they are significant 3. Identify different ways this event is represented. 4. Ca & C- identify why people did things. Identify what happened as a result.
	Year 2 Greater Depth Standard	Devise their own questions	Find similarities in the changes over time.	Compare FN to other nurses at the time such as Mary Seacole,
	Assessment	<ol style="list-style-type: none"> 1. Develop an awareness of past and know where these people and events fit into the chronology. 2. Ask and answer questions about historical concepts below and understand ways to find out about the past. 3. Begins to Identify different ways past can be represented and interpreted. 4. Make simple observations about Co & Ch, Ca & Con, S & D and significance of people and events. 		

		5. Use common words and phrases relating to passing of time. Develop disciplinary and substantive vocabulary
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Year 3		
1	Chronological knowledge and understanding	Continue to develop chronological secure knowledge of history. Establish clear narratives within and across periods studied. Note connections and contrasts and trend over time.
2	Interpretation of history	Identify that different versions of the past may exist, giving some reasons for this.
3	Historical Enquiry	Using evidence Address enquiry questions and sometimes devising them Understand how knowledge from the past is constructed from a range of sources
		Communicating ideas Construct informed responses by presenting information in different ways. Selecting and organising relevant historical information. Develop the appropriate use of historical terms (see vocabulary below)
4	Historical Concepts	Cause and consequences Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change Identify similarities and differences between ways of life at different times.
		Similarities and differences Make simple observations about different types of people, events, beliefs within a society.
		Significance of people Talk about who was important in a simple historical account.
5	Historical Vocabulary Terms Substantive vocabulary (for content to be taught)	Alliance, agriculture, bastion, stronghold, border, beliefs, church, city, civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, dissolution, defeat, democracy, diplomacy, expedition, exploration, estate, empire (emperor), exile, expansion, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, inventions, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, monument, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, urbanisation, war, warrior. Prehistory, hunter gatherer, nomad, tribe, Palaeolithic, Mesolithic, Neolithic, Celt, roundhouse, hillfort, smelting, domesticated. Toga, aqueduct, coliseum, centurion, amphitheatre, senate, gladiator, republic, mosaic,
	Disciplinary vocabulary (concepts that cross subject areas) As above	After, ancient, analyse, archaeologist, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); secondary sources; similarity (similar); source; time period and

		trends. reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.		
	Year 3	Theme: Local study of Hampton Court <i>A Local study that is significant in the locality beyond 1066.</i>	Theme: Farming and housing <i><u>Changes</u> in Britain Stone Age to Iron Age</i>	Theme: Roman Empire <u>and</u> its impact on Britain
		Autumn- Palaces	Spring- Rocks everywhere	Summer- Romans roaming all over
	Trip to Hampton Court Workshop Stone Age to Iron Age Chersty Loan box	Vertical links: Geography (Richmond KS/1); Windsor Castle (Y2); WW1 (Y6); Fire of London (Y2); Florence (Y2) Horizontal links: Rocks and Soils; Geography (human and physical) of Richmond and outskirts London UK and GB. Diagonal links: settlements, trade, monarchy Why is Hampton Court so important? <ol style="list-style-type: none"> 1. Where does HCP fit into chronology so far. 2. Identify different versions of HCP history. 3. How is knowledge of this past established? How is this different to GFL and FN? 4. Know about a period of history that has connections to local area. Understand the issues about that area. Co & C and S & D lives then and now. 	Vertical links: Houses (Y1) Evolution (Y6); Indus Valley (Y5) Horizontal links: Rocks and Soils; art stone age painting; Biomes and climate; Lake District Diagonal links: monuments, settlements, farming, civilisations. How did Britain change from SA to IA? <ol style="list-style-type: none"> 1. Know how GB changed SA to IA over time. Identify trends over time. 2. Understand how few versions of this period there are. Study Stonehenge & Skara Brae 3. See above. 4. Understand the main differences between the different stages SA, BA and IA. Farming (hunter gathers), settlements, clothing etc. 	Vertical links: Greeks (Y5), Vikings (Y4); Shang (Y5); Horizontal links: Biomes and climate; Lake District; Italy; Roman Numerals Diagonal links: empires (emperors), invasion, settlements, trade, currency, borders, occupation, hierarchies, Why did the Romans invade Britain? (Why was the second successful?) <ol style="list-style-type: none"> 1. Know how GB changed from end of IA to end of Roman occupation. 2. Identify versions of this part of history. 3. How is our knowledge about this part of British history gained? How is that different to SA to IA? 4. Identify the Ca & C of change under the Romans. Know about resistance to change (Boudica) and leaders of change (Emperors)

	Year 3 Greater Depth Standard	Compare HCP to another palace in area.	Compare similarities too.	Why are versions of the past different?
	Assessment <ol style="list-style-type: none"> 1. Continue to develop chronological secure knowledge of history; establish narratives within and across periods of time; note connections and trends over time. 2. Understand that different versions of the past may exist and start to give some reasons for this. 3. Historical Enquiry <ul style="list-style-type: none"> • Begin to understand how knowledge is derived from a range of sources. • Begin to construct informed responses to enquiry questions using evidence • Selecting and organising relevant historical information. 4. Historical concepts <ul style="list-style-type: none"> • Identify S & D between ways of life at different times to show change and continuity • Recognise why things happened and begin to connect what happened as a result. • Make simple observations about different types of people, events and beliefs • Talk about who was important in an historical account. 5. Develop the appropriate use of historical terms. 			

	Year 4		
1	Chronological knowledge and understanding		Continue to develop chronological secure knowledge of history. Establish clear narratives within and across periods studied. Note connections and contrasts and trend over time.
2	Interpretation of history		Identify that different versions of the past may exist, giving some reasons for this.
3.	Historical Enquiry	Using evidence	Address enquiry questions and sometimes devising them Understand how knowledge from the past is constructed from a range of sources
		Communicating ideas	Construct informed responses by presenting information in different ways. Selecting and organising relevant historical information. Develop the appropriate use of historical terms (see vocabulary below)
4	Historical Concepts	Cause and consequences (Ca)	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change (Co)	Identify similarities and differences between ways of life at different times.
		Similarities and differences	Make simple observations about different types of people, events, beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account.
5	Historical Vocabulary Terms Substantive vocabulary (for content to be taught)		Alliance, agriculture, bastion, stronghold, border, beliefs, church, city, civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, dissolution, defeat, democracy, diplomacy, expedition, exploration, estate, empire (emperor), exile, expansion, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, urbanisation, war, warrior.
	Disciplinary vocabulary (concepts that cross subject areas)		After, ancient, analyse, archaeologist, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.
	Year 4	Theme: Britain's settlements by Anglo Saxons and Scots.	Theme: Viking and Anglo Saxons (790AD to 1066)
			Theme: Mayan AD900

				<i>A non-European society that contrasts with British History</i>
		Autumn	Spring	Summer
		<p>Vertical links: Romans (Y3), Indus (Y5), Benin (Y6)</p> <p>Horizontal links: Geography Scotland and North East of England; seas and oceans; DT; Art.</p> <p>Diagonal links: Invasion, occupation, rebellion, settlers, trade</p> <p>Who are the Anglo Saxons?</p> <ol style="list-style-type: none"> 1. Know that Britain changed between end of Romans and 1066. Place this in the chronology of British History 2. What versions of this history exist and how are they different? 3. Evidence we use to understand and ask questions. 4. S & D – kingdom then and counties today. Co & C law and order of AS and before. 	<p>Vertical links: Romans (Y3), Indus (Y5), Benin (Y6)</p> <p>Horizontal links: Norse mythology English; DT: Art</p> <p>Diagonal links: invasion, conflict, tyrants, rebellion, occupation, settlers, trade</p> <p>Were the Viking tyrants or explorers?</p> <ol style="list-style-type: none"> 1. Place Viking invasions in chronology. Who are Vikings and locate them on a map. 2. Versions of history- are they different? 3. Ask questions about why Vikings won battles, why there was conflict. 4. S & D AS and Vikings, Ca & C of Vikings invading. 	<p>Vertical links: Romans (Y3), Indus (Y5);, Benin (Y6)</p> <p>Horizontal links: Geography-Rivers: Water Cycle; Mexico; Science-Living Things and Habitats</p> <p>Diagonal links: civilisations, hierarchies, urbanisation</p> <p>How were the Mayans different to other civilisations at that time?</p> <ol style="list-style-type: none"> 1. Know that there were some advanced civilisation 3000 years ago and England was not. 2. What versions of Mayans history are there? Are they different? 3. Use evidence to answer questions about achievements and features of Mayan civilisation. 4. Co & C, S & D Mayans and British history at that time (2600BC-500AD)
	Year 4 Greater Depth Standard	Explain in detail why there are different versions of the past.	Compare this invasion to Roman invasion.	Offer suggestion about why England was not as advanced at that time.
	<p>Assessment</p> <ol style="list-style-type: none"> 1. Continue to develop chronological secure knowledge of history; establish clear narratives within and across periods of time; note connections and trends over time. 2. Understand that different versions of the past may exist and give some reasons for this. 			

	<p>5. Historical Enquiry</p> <ul style="list-style-type: none"> • Understand how knowledge is derived from a range of sources. • Construct informed responses to enquiry questions by using evidence • Selecting and organising relevant historical information. <p>6. Historical concepts</p> <ul style="list-style-type: none"> • Identify S & D between ways of life at different times to show change and continuity • Recognise why things happened and begin to connect what happened as a result. • Make simple observations about different types of people, events and beliefs • Talk about who was important in an historical account <p>5. Develop the appropriate use of historical terms.</p>
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	Year 5		
1	Chronological knowledge and understanding		Continue to develop chronological secure knowledge of history. Establish clear narratives within and across periods studied. Note connections and contrasts and trend over time. .
2	Interpretation of history		Identify that different versions of the past may exist, giving some reasons for this.
3	Historical Enquiry	Using evidence	Address enquiry questions and sometimes devising them Understand how knowledge from the past is constructed from a range of sources
		Communicating ideas	Construct informed responses by presenting information in different ways. Selecting and organising relevant historical information. Develop the appropriate use of historical terms (see vocabulary below)
4	Historical Concepts	Cause and consequences	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change	Identify similarities and differences between ways of life at different times.
		Similarities and differences	Make observations about different types of people, events, beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account. democracy
5	Historical Vocabulary Terms Substantive vocabulary (for content to be taught)		Alliance, agriculture, bastion, stronghold, border, beliefs, church, city, civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, defeat, democracy, diplomacy, dissolution, expedition, exploration, estate, empire (emperor), exile, expansion, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, inventions, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, peasantry, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, urbanisation, war, warrior Magna Carta, Wergild, pillory, stocks, treason, hanged, drawn and quartered. Separate system.

	Disciplinary vocabulary (concepts that cross subject areas)	After, ancient, analyse, archaeologist, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.		
	Year 5	Theme: Greek life AND achievements AND influence on the western world.	Theme: Crime and Punishment from Anglo-Saxon times to present. <i>A study of an aspect or theme in British History that extends beyond 1066</i>	Theme: Shang Dynasty <i>An overview of where and when the first civilisations appeared AND a depth study of Shang Dynasty</i>
		Autumn	Spring	Summer
	British Museum- Shang Dynasty Richmond Theatre Workshop- Ancient Greeks	Vertical links: Roman (Y3); Mayans (Y4); Benin (Y6) Horizontal links: Shang Dynasty, monotheism, Diagonal links: mythology, orators, democracy, What were the Greeks greatest achievements and influences? <ol style="list-style-type: none"> 1. Identify where Greeks fit into chronology so far. 2. Different interpretations and why different ones exist. 3. Asking questions about why achievements and influence. 4. S & D life, Spartans and Athenians (struggle); 	Vertical links: Tudors Hampton Court (Y3); Grace O'Malley (Y1); Romans (Y3) Horizontal links: P4C; Dickens; The HighwaymanP4C; Dickens; The Highwayman Diagonal links: tyranny, courts, conflict, resistance How did C & P change after the Anglo-Saxons? <ol style="list-style-type: none"> 1. How crime and punishment (CP) fits into the chronology. 1. Different interpretations and why different ones exist. 	Vertical links: Mexico (Y4); Romans (Y3); Benin (Y6) Horizontal links: Ancient Greeks Diagonal links: empire, settlements, occupation; expansion; dissolution, inventions Why is the Shang dynasty so important? <ol style="list-style-type: none"> 1. Know that there were some advanced civilisation 3000years ago and England was not. 2. What versions of this history are there? Are they different? 6. Asking questions and answering questions about how advanced it was.

		Olympics and modern Olympics. Ca & C gods	2. Asking questions about why this theme C & P is important. 3. Co & C, find D & S Understand about how the AS brought L & O into country. Has this had a major influence on world?	7. Co & C and find S & D between Br at this time. Know and understand the nature of this ancient civilisation and the characteristic features of this ancient civilisation; Co & C the expansion and dissolution of empires.
	Year 5 Greater Depth Standard	Detailed understanding of Co and C Romans and Greeks Empire both achievements and influence.	Co & C- C & P in different parts of the world at this time.	Detailed analysis of S & D of Roman, Greek and Shang empire expansion and dissolution.
	Assessment <ol style="list-style-type: none"> 1. Begin to extend and deepen their chronologically secure knowledge of history and a well-informed context for future learning. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time. 2. Begin to discern how and why contrasting arguments and interpretations of the past have been constructed. 3. Historical Enquiry <ul style="list-style-type: none"> • Pursue historically valid enquiries including some they have framed. • Understand how different types of sources are used to rigorously make historic claims. • Create relevant, structured accounts supported with evidence 4. Historic Concepts <ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods • Analyse and explain reasons for and results of historical events, situations and changes • Consider and explain the significant of events, people and beliefs developments in their context and in the present day context. 5. Use historical terms and concepts in increasingly sophisticated ways 			

Year 6		
Chronological knowledge and understanding		Continue to develop chronological secure knowledge of history. Establish clear narratives within and across periods studied. Note connections and contrasts and trend over time.
Interpretation of history		Identify that different versions of the past may exist, giving some reasons for this.
Historical Enquiry	Using evidence	Address enquiry questions and sometimes devising them Understand how knowledge from the past is constructed from a range of sources Construct informed responses by presenting information in different ways. Selecting and organising relevant historical information. Develop the appropriate use of historical terms (see vocabulary below)
	Communicating ideas	
Historical Concepts	Cause and consequences	Identify why people did things Identify why events happened Identify what happened as a result
	Continuity and change	Identify similarities and differences between ways of life at different times.
	Similarities and differences	Make simple observations about different types of people, events, beliefs within a society.
	Significance of people	Talk about who was important in a simple historical account.
Historical Vocabulary Terms Substantive vocabulary (for content to be taught)		Alliance, agriculture, bastion, stronghold, border, beliefs, church, city, civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, dissolution, defeat, democracy, diplomacy, expedition, exploration, estate, empire (emperor), exile, expansion, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, peasantry, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, urbanisation war, warrior
Disciplinary vocabulary (concepts that cross subject areas)		After, ancient, analyse, archaeologist, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.

YEAR 6	Theme: A local study over time tracing the impact of Victorian Inventions and technology .	Theme: The Battle of Britain <i>A study of an aspect or theme in British History that extends beyond 1066. Significant turning point</i>	Theme: Benin AD900-1300 <i>A non-European society that contrasts with British History.</i>
	Autumn	Spring	Summer
<p>Visit to Kew Steam Museum</p> <p>British Museum (Benin Art)</p> <p>Richmond Museum https://www.richmondhistory.org.uk/wordpress/history-of-richmond/richmond-at-war/</p> <p>National Archives Kew</p>	<p>Vertical links: Homes (Y1), Transport (Y2), Romans (Y3). Horizontal links: Street Child; Diagonal links: transport, influences; advancement.</p> <p>How did Victorian transport and technology change Richmond?</p> <ol style="list-style-type: none"> 1. Know how place this local study of transport fits into chronology framework. 2. Interpreting different versions of the past. Interpreting the influence of Britain on the world. Britain on the world. 5. Asking questions and answering questions about what the importance of these advances. 6. Co & C technology and identify the consequences of the inventions for Richmond. 	<p>Vertical links: First flight (Y1), Transport (Y2), Romans (Y3) Horizontal links: If you find this Diagonal links: invasion, expansion, conflict.</p> <p>How was the Battle of Britain a significant turning point?</p> <ol style="list-style-type: none"> 1. Know about a theme that extends beyond 1066. 5. Interpreting different versions of the past. Interpreting the influence of Britain on the world. 6. Asking questions and answering questions about what a significant turning point it was. 7. Ca & C of this turning point for Britain, Europe and Germany. 	<p>Vertical links: Anglo Saxon (Y4) Horizontal links: Living Things and their habitats (classification); Evolution and Inheritance; RE; Benin art; Living Things and their habitats (classification); Evolution and Inheritance; RE; RE Diagonal links: Hot places KS/1, empires, civilisations., ,</p> <p>How was Benin Civilisation different to Anglo Saxon Britain?</p> <ol style="list-style-type: none"> 1. Know that there were some advanced civilisation and England was not. 2. What versions of this history are there? Are they different? 3. Asking questions and answering questions about how advanced it was. 4. Co & C and find S & D between Br at this time. Know and understand the nature of this ancient civilisation and the characteristic features of this ancient civilisation; Co & C the expansion and dissolution of empires

Year 6 Greater Depth Standard	Understanding of Victorian Inventions still used today in Richmond- extend the chronology.	Detailed understanding of Ca and C	Co and contrast to another civilisation such as Mayan or Shang.
Assessment <ol style="list-style-type: none"> 1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for future learning. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time. 2. Begin to discern how and why contrasting arguments and interpretations of the past have been constructed. 3. Historical Enquiry <ul style="list-style-type: none"> • Pursue historically valid enquiries including some they have framed. • Understand how different types of sources are used to rigorously make historic claims. • Create relevant, structured accounts supported with evidence 4. Historic Concepts <ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods • Analyse and explain reasons for and results of historical events, situations and changes • Consider and explain the significant of events, people and beliefs developments in their context and in the present day context. 5. Use historical terms and concepts in increasingly sophisticated ways. 			