

Term: Autumn Term	Subject: History	
NC Objectives	Key knowledge	Vocabulary
EYFS - Subject: Understanding the World		
EYFS <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 	<ul style="list-style-type: none"> Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. 	family, friends, past, present, future, special
Year 1 - Topic Title: Go Wild! Science topic		
Year 1 History Not Taught During Autumn Term		
Year 2 - Topic Title: Jambo! Geography Topic		
Year 2 History Not Taught During Autumn Term		
Year 3 - Topic Title: All about Bridgwater		
Year 3 <u>A local History Study -</u> <ul style="list-style-type: none"> Gain historical perspective by placing their growing knowledge into different contexts; understanding the difference between local, regional, national and international history. 	<ul style="list-style-type: none"> To understand the history of the local area. To know about the battle of Sedgemoor To know when the battle happened. To understand what a rebellion is. To know where the battle happened. To understand who was involved in the rebellion. To know how many soldiers were involved. To know how many casualties there were. 	History, time, battle, Sedgemoor, rebellion, Royalist, attack, Westonzoyland, Monmouth, farmers, peasants, forces, equipped, captured, executed, ferocious, rebellion Royalists (led by James II), Rebels (led by James Scott, also known as the Duke of Monmouth) 6th July, 1685 Royalists 3,000, Rebels 3,600, casualties Royalists around 100, Rebels more than 1,600

	<ul style="list-style-type: none"> To know when the 2nd world war was, how many casualties and who was involved. 	<p>World War II, Second World War, conflict 1939–45. Germany, Italy, and Japan, Great Britain, United States, Soviet Union, China. 40,000,000–50,000,000 deaths</p>
<p>Year 4 - Topic Title: Stone Age to Iron Age</p>		
<p>Year 4</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> To understand when the Stone Age was in history. To know the different challenges of survival for early man. To understand where the Stone Age gets its name. To know which tools were crucial to the survival of early man. To know where late Neolithic hunter-gatherers settled. To gain an understanding of Iron Age hill forts. How these supported tribal kingdoms, farming, art and culture. To create a Stone Age to Iron Age structure using a range of materials. To understand about Bronze Age technology and travel. To know about Stone Age art and culture. Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Devise historically valid questions about change, cause, similarity, difference and significance. 	<p>Stone Age, late Neolithic hunter-gatherers, technology, travel, art, culture, chronological, change, cause, similarity, difference and significance. survival</p>

Year 5 - Topic Title: The Victorians		
<p>Year 5</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • 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 • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry • 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 	<ul style="list-style-type: none"> • Know when Queen Victoria reigned. • Know which countries Queen Victoria ruled as part of the British Empire. • Know what the industrial revolution was and its significance in changing lives in Britain. • Know significant inventions and inventors such as I.K.Brunel. • Know how society was divided between the rich and poor and understand how child labour and the workhouse was linked to malnutrition, disease and mortality. • Know how the government took control over the factories. • Know that parliament reduced the working hours for children. • Know how Lord Shaftesbury and Dr Barnardo influenced children's lives. • Know similarities and differences between school now and in the Victorian Era. • Know similarities and differences between Christmas now and in the Victorian Era. 	<p>Reigned, countries, British Empire, industrial revolution, significance, inventions, inventors, I.K. Brunel, society, rich and poor, child labour, workhouse, malnutrition, disease, mortality, government, parliament, Lord Shaftesbury, Dr Barnardo, Victorian era.</p>

Year 6 - Topic Title: WW2		
<p>Year 6</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Develop a chronologically secure knowledge and understanding of British history. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry • Understand historical concepts such as cause and consequence • understanding the connections between local, regional, national and international history. (<i>evacuation</i>) • between cultural, economic, political, and social history; and between short and long-term timescales. (<i>rationing</i>) • understanding the connections between religious history. (<i>Judaism</i>) • Understand how our knowledge of the past is constructed from a range of sources: visit from Wendy Ransom who was an evacuee from London to Somerset; Anne Frank's diary; artefacts; photographs. 	<ul style="list-style-type: none"> • Know that the war occurred during the lifetime of some of their family members. • Know Germany invaded Poland in 1939 which caused the start of WW2. • Know Britain and France declared war on Germany. • Know the leaders of the allies and axis: Neville Chamberlain, Winston Churchill, Adolf Hitler, Franklin D Roosevelt. • Know that during WW2 Jews were persecuted by Hitler because he disagreed with their beliefs. • Know the countries which were allies and know that some of these were once part of the British empire. • Know the Luftwaffe was the name of the German air force. • Know the Swastika was a symbol of the Nazi party. • Know why people were evacuated. • Know that some children were evacuated to Somerset. • Know what rationing was and how it affected families in Britain. • Know the different air raid shelters used to protect people from the bombs: Anderson Shelter and Morrison Shelter. • Know Germany launched air attacks on Britain, known as The Battle of Britain. • Know what the term 'blackout' means and why it was important. 	<p>invaded, declared, leaders, allies, axis, Neville Chamberlain, Winston Churchill, Adolf Hitler, Franklin D Roosevelt, Luftwaffe, Swastika, Nazi, evacuated, rationing, air raid shelters, Anderson Shelter, Morrison Shelter, launched, The Battle of Britain, blackout, The Blitz, surrendered, Victory in Europe, empire</p>

