


## West Norfolk Academies Trust (Primary) – Curriculum Map – History Interim 21/22

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
<b>EYFS Knowledge</b>	<b>Families past and present</b> Introduce chronology and vocabulary associated by looking at pictures of our families now compared to pictures of the past. Sequence events past to present.	<b>Guy Fawkes</b> <i>Identify a historical story from a long, long time ago. Emphasise timeline. Listen to a hot seated character and ask questions to unpick the events surrounding bonfire night. Discuss how Guy Fawkes is represented.</i>	<b>King, Queen and Country</b> Compare Fawkes to modern famous figure. Who is our famous Queen who lives close to us in Sandringham? Identify associated places, people. Begin to understand her role and values. Compare to fictional stories with King Zeus	<b>Air, Land and Sea</b> <b>Using historical evidence</b> Look at pictures and sort old/new vehicles. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	<b>Living and Growing</b> Look at childhood now and compare to Victorian times – note she was Queen before Elizabeth. Children worked on the farms at Gressenhall workhouse. Introduce simple views on children's rights compared from then until now.	<b>The Sea</b> What stories have people told about the sea? Introduce children to folklore around the sea from our local area and pictures of Hunstanton from Victorian era -
<b>EYFS vocabulary</b>	Mother, Father, Grandmother, Grandfather, oldest, youngest, past, before, long ago	Long time ago, 1700s <b>Houses of Parliament</b> , government, gun powder, plot, treason	Modern, Country, Great Britain, United Kingdom, landmark, London, architect, monarchy, crown, sceptre, national anthem, myth, Athens	Vehicles, transport, train, locomotive, oldest, older, newest, newer. Past, present, future, search, evidence	Olden times, hundred years ago, Victorian times, Queen Victoria, workhouse, children's rights,	Holidays in the past, travel, seaside, vacation, healthy Transport ,locomotion, hokey pokey ( old ice cream)
<b>Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:</b>	<i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our EYFS curriculum:</a></i>					
<b>Cause and Consequence</b>	<i>Question why things happen and give explanations (Aut – <a href="#">Why do we have bonfire night?</a>)</i>					
<b>Change &amp; Continuity</b>	<i>To look closely at similarities, differences, patterns and change <a href="#">Aut 1/Spr 2</a>, <a href="#">Sum1</a> – <a href="#">looking at similarities and differences eg. New and old vehicles</a>) Develop understanding of growth, decay and changes over time</i>					
<b>Similarities &amp; Difference</b>	<i>Know about similarities and differences between themselves and others, and among families, communities and traditions (<a href="#">Aut 1/Sum1</a> – <a href="#">looking at their own family history and children's' rights then and now</a>)</i>					
<b>Historical Significance</b>	<i>Recognize and describe special times or events for family or friends (<a href="#">Aut – sequence special events in their families histories</a>)</i>					
<b>Sources &amp; Evidence</b>	<i>To understand some ways in which we find out about the past (<a href="#">Aut – Guy Fawkes as a historical story</a>, <a href="#">Spr – looking at what we can learn from Sandringham</a>, <a href="#">Sum – local historical stories about the sea</a>)</i>					
<b>Historical Interpretations</b>	<i>To understand ways we find out about the past (<a href="#">Aut/Sp/Sum – looking at photos (Spr 2)</a> and <a href="#">historical stories to explore the past</a>)</i>					
<b>Year 1 Knowledge</b>		<b>Discovering History</b> What is the past? Family Trees How do we know about history		<b>Kings, Queens and Leaders</b> King John I and the Magna Carta, Henry III and Parliament, Charles I,		<b>Parliament and Prime Ministers</b> James II, Mary II and William of Orange, Simon de Montfort and Parliament, <b>Robert</b>

		What do archaeologists do? Our Local History		Oliver Cromwell and the Commonwealth <i>King John losing the Jewels in the wash</i>		Walpole, the Prime Minister today, elections
<b>Year 1 Vocabulary</b>		Past, historian, related, family tree, source, information, archaeologist, artefact		Thrown, Sceptre, Majesty, Rein, Barrons, The Magna carta, civil war, coronation, inherit, Orb, tax, power, commonwealth		Laws, Government, Parliament, King James II, William of Orange, Mary II, Declaration of Rights, Parliament, budget Houses of Parliament, Simon de Montfort, Prime Minister, King George I, Robert Walpole, Germany 10 Downing Street, Prime Minister, Government Parliament, Election Budget, polling station, party, ballot box
<b>Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:</b>	Disciplinary concepts within our planning. <i>Where this can be found in our Year 1 curriculum:</i>					
<b>Cause and Consequence</b>	Recognize why people did things, why events happened and what happened as a result ( <i>Spr – King John – Magna Carta – Barons upset</i> )					
<b>Change &amp; Continuity</b>	Identify similarities / differences between ways of life at different times ( <i>Spr – Henry III upset Barons – Parliament, Charles I taxes – Commonwealth</i> )					
<b>Similarities &amp; Difference</b>	To talk about who was important e.g. in a simple historical account ( <i>Sum – talking about important Prime Ministers</i> )					
<b>Historical Significance</b>	To start to understand and gain a historical perspective by placing their growing knowledge into different contexts ( <i>Sum – James I – Catholic – Mary to be Queen</i> )					
<b>Sources &amp; Evidence</b>	To be introduced to the concept of primary and secondary sources through stories. ( <i>Aut – understanding how we study the past using sources, artefacts..</i> ) To understand some ways in which we find out about the past To choose parts of stories and other sources to show historical understanding					
<b>Historical Interpretations</b>	To understand and identify ways we find out about the past. ( <i>Spr – developing understanding of local history and how we find out about this</i> )					
<b>Year 2 Knowledge</b>		<b>Prehistoric Britain</b>  Clues from the Past The Ice Age The Stone Age The Bronze Age The Iron Age: The Celts		<b>The Romans</b>  The Roman Empire, Roman armies and soldiers, invasion of Britain, Boudicca, Hadrian's Wall, Scotland, Roman towns, legacy on Britain		<b>Powerful Voices</b> Gandhi Rosa Parks Martin Luther King Greta Thunberg Davis Attenborough

		<i>Kings Lynn Museum: Seahenge</i>				
<b>Year 2 Vocabulary</b>		Prehistory, stone age, artefact, archaeologists, Ice age, Stone age, Iron age, Bronze age, Woolly mammoth, glacier, ice age, extinct, Stonehenge. Celt, Artefacts, Hunter, hoard, discovery Celt Iron, Roundhouse, shield, helmet,		Ancient, empire, Roman Roman, Rome, Italy, Civilisation, Technology, army, citizen, Legion, soldier, Centurion, helmet, shield, armour, slingshot, catapult, cavalry, century, invasion, Emperor, tribes, defeat, Claudius, rebellion, Boudicca Iceni, roads, cites, towns, York (Eboracum), London (Londinium), Forum, Basilica, tiles, public baths, canals, aqueducts, sewage, Villa		Good citizenship, Crimean war, Powerful protest, British Empire, colony, independence, civil Rights, equality, segregation, activist, rights, Nobel Peace prize, environment, climate change,
<b>Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:</b>	<i>Disciplinary concepts within our planning. <a href="#">Where this can be found in our Year 2 curriculum:</a></i>					
<b>Cause and Consequence</b>	<i>Recognize why people did things, why events happened and what happened as a result (<a href="#">Spr – legacy of the Romans</a>)</i>					
<b>Change &amp; Continuity</b>	<i>Identify similarities / differences between ways of life at different times (<a href="#">Aut – comparing the ice, stone, bronze, iron ages</a>)</i>					
<b>Similarities &amp; Difference</b>	<i>Make simple observations about different types of people, events, beliefs within a society (<a href="#">Sum – make observations about different people and beliefs eg. Rosa Parks, Greta Thunberg</a>)</i>					
<b>Historical Significance</b>	<i>To start to understand and gain a historical perspective by placing their growing knowledge into different contexts (<a href="#">Aut – studying clues from the past and then putting them into context by studying the different ages</a>)</i>					
<b>Sources &amp; Evidence</b>	<i>To continue the exploration of sources. To choose and use parts of stories and other sources to show historical understanding To continue the exploration of sources.</i>					
<b>Historical Interpretations</b>	<i>To understand and identify ways we find out about the past. (<a href="#">Spr – link to local knowledge – Boudicca</a>)</i>					
<b>Year 3 Knowledge</b>	<b>Ancient Greece</b> Greek City States and the Olympics, Athens and the rise of democracy , Sparta, The Persian Wars, Marathon and Thermopylae	<b>Greek Philosophy and Alexander the Great</b> Great thinkers in Athens – Aristotle, Plato, Socrates, The young Alexander, Alexanders conquest of Greece, Alexanders Empire, The	<b>Anglo Saxons and Vikings</b> Anglo-Saxon England Enter the Vikings Invasion The Resistance Life in a Viking Settlement King Canute and Edward the Confessor	<b>Law and Power (1154-1272)</b> Henry II, the rule of law, Thomas Becket, The Crusades, Richard the Lionheart, King John, Magna Carta, Simon de Montfort, Henry III	<b>The Wars of the Roses</b> Henry VI and Edward IV, The Princes in the Tower, Richard III, The Battle of Bosworth Field, Henry VII and the Tudors	<b>Local History Study</b> The history of King's Lynn The mart and Frederick Savage, King John and the Wash, Snettisham treasure, John Rolfe from Heacham

	<p><b>Ancient Egypt (From 2022)</b> Locating Egypt, River Nile, Archaeologists pharaohs, hieroglyphics</p> <p><i>Swaffham Museum: Howard Carter</i></p>	death and legacy of Alexander the Great		<i>King John losing the Jewels in the wash</i>		
<b>Year 3 Vocabulary</b>	<p>Hoplite, Athenian, Spartan, Boule, Pnyx, Democracy, Persia, Olympics, Ecclesia, civilisation, warrior, tyrant, conquered, allies, Marathon, Thermopylae (From 2022) River Nile, Black Land, Irrigation, Archaeology, Pharaohs, Artefacts, country, continent, silk, fertile, valley of the kings, after life, curse</p>	Socrates, Plato, Aristotle, Philosophy, Empire, Gordian knot, Hellenism, Influential, conquer, eye witness, legacy, debate, evidence	Anglo-Saxon, viking, kingdom, raid, trade, invasion, Mercia, Wessex, Pagan, Dane law, Danegeld, King Alfred, King Canute, Edward the Confessor	The Rule of Law, judge, jury, trial by ordeal, Henry II, excommunicated, Crusade Archbishop of Canterbury, Thomas Becket, Canterbury cathedral, Crusade Holy Land, Jerusalem, Richard the Lionheart, knight, Pope, baron, tyrant, Magna Carta, King John, Richard the Lionheart, Runnymede	Civil War, House of York House of Lancaster, Plantagenet, Hundred Years War, Lancaster York (Yorkist) Tower of London, villain, crime, innocent, Guilty, Battle of Bosworth Field, archaeologist, Henry Tudor Tudor Rose, Union, House of York, House of Lancaster, Plantagenet dynasty	Torc, hoard, archeologist, Jurisdiction, Merchants, Guild, Hanseatic, The Wash, Silt, causeway, entourage, charter, ironwork, showmen, stem powered, colony, Peach of Pochahontas, Virginia
<b>Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:</b>	<i>Disciplinary concepts within our planning. Where this can be found in our Year 3 curriculum:</i>					
<b>Cause and Consequence</b>	<i>Identify and give reasons for, results of, historical events, situations, changes (Spr – look at consequences of Magna Carta)</i>					
<b>Change &amp; Continuity</b>	<i>Describe / make links between main events, situations and changes within and across different periods / societies (Spr – changes between Anglo-Saxon and Vikings)</i>					
<b>Similarities &amp; Difference</b>	<i>Identify historically significant people and events in situations (Aut – Greek Philosophers eg. Aristotle, Spr – King John, Sum – Frederick Savage)</i>					
<b>Historical Significance</b>	<i>To continue to understand and gain a historical perspective by placing their growing knowledge into different contexts (Aut/Spr – looking at different historical perspectives on power through Angle Saxons, Vikings to Tudors)</i>					
<b>Sources &amp; Evidence</b>	<i>To understand how knowledge of the past is constructed from a range of sources (Spr/Sum – historical sources eg. King John's jewels from local area and Savage fairground – King's Lynn) To begin to select relevant historical information from given sources</i>					
<b>Historical Interpretations</b>	<i>To develop informed historical responses (Aut, Spr, Sum – assessments look at historical interpretations)</i>					

<p><b>Year 4 Knowledge</b></p>	<p><b>Henry VIII and the Tudors</b></p> <p>The Young King Henry V111, The Wives of Henry VIII. The reformation The dissolution of the Monasteries Tudor Dynasty</p>	<p><b>Life in Ancient Rome</b></p> <p>Locating Ancient Rome, Monarchy, Republic Empire, Pompeii, A day in the life of Ancient Rome, Latin: a Roman legacy</p>	<p><b>The Rise and Fall of the Roman Empire</b></p> <p>The Punic Wars and expanding empire, Julius Caesar, Augustus and Pax Romana, Christianity and the Roman empire, Christianity, the fall of the empire</p>	<p><b>James I and the Gunpowder Plot</b></p> <p>James I and the Union of the Crowns, the Divine Right of Kings, the Gunpowder Plot, Guy Fawkes</p>	<p><b>Charles I and The English Civil War</b></p> <p>Charles I, the causes of the Civil War, Roundheads and Cavaliers, trial and execution of Charles I, Oliver Cromwell and the Commonwealth <i>Kings Lynn: Changing sides</i></p>	<p><b>Charles II- Plague and Fire The Glorious Revolution</b></p> <p>The restoration of Charles II, The scientific revolution and Isaac Newton, The Great of Plague, The Great Fire of London, Christopher Wren and the rebuilding of London <i>Kings Lynn: Plague Eyam</i></p> <p>James II, Monmouth Rebellion, The Bill of Rights, William of Orange and Mary II, monarchy today</p>
<p><b>Year 4 Vocabulary</b></p>	<p>Jousting, lute, harpsichord, archery, money, power, marriage, protestant, catholic, Rome, reformation, dissolution, monasteries, divine, Kings, Young Henry V111, wives, Tyrant, Heir</p> <p>Marriage, Divorce, Annulled, Executed, Catherine of Aragon, Anne Boleyn, seize, income, , monarch, Lady Jane Grey, Elizabeth 1, Mary 1, Edward V1</p>	<p>Roman Empire, Republic, Mediterranean Latin, Pompeii, aqueduct, Romulus, Remus,</p>	<p>Punic wars, assassinate, pax romana, persecution, barbarian, sack, Hannibal, rubicon, Julius Caesar, Christianity, Judaism , Persecution, empire, Augustus, Octavian, tribe</p>	<p>heir, union, Union Jack James I, James VI, flag, Divine Right of Kings tax, plot, treason Gunpowder, Catholic, Protestant, conspirators, cellars, Guy Fawkes, gunpowder Francis Tresham trial, execution, Flanders, Catholic, Protestant, Radicalised, primary source</p>	<p>civil war, tax, Parliament, Puritan, Catholic, Protestant, power, rebellion, tyranny, rebellion ,Grand Remonstrance, Parliamentarians, Roundheads, Royalists Cavalier, treason, gentry, Puritan, New Model Army, trial, execution Republic, commonwealth Member of Parliament, traitor, tyrant, Lord Protector, Commonwealth</p>	<p>Restoration, royal society, bubonic plague, plague doctor, fire hook, fire breakdown, boulevards, architect, patron, restoration, crown, parliament, catholic, exile, Charles ii, Isaac Newton, gravity, scientist, patron, discovery, Christopher Wren, black death, cart, symptom, cure, bacterium, virus, pandemic, firehook, firebreak, pudding lane, Samuel Pepys, Architect, St Paul's Cathedral, Robert Hooke, Boulevards Parliament, Catholic, Protestant, rebellion, Treason, Bill of rights, democracy, absolute monarchy, constitutional monarchy, overthrow, parliament, catholic, protestant, government</p>
<p><b>Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:</b></p>	<p><i>Disciplinary concepts within our planning. Where this can be found in our Year 4 curriculum:</i></p>					
<p><b>Cause and Consequence</b></p>	<p><i>Identify and give reasons for, results of, historical events, situations, changes (Aut – Henry VIII dissolution of the monasteries and why that happened and the impact, Spr – changes to the power in Roman Empire including its fall)</i></p>					

<b>Change &amp; Continuity</b>	Describe / make links between main events, situations and changes within and across different periods / societies ( <i>Making links between the collapse of different rulers, holders of power – Spr – fall of Roman Empire, Sum – English Civil War</i> )					
<b>Similarities &amp; Difference</b>	Describe social, cultural, religious and ethnic diversity in Britain and the wider world ( <i>Aut – Wives of Henry VIII and how this led to reformation and dissolution of monasteries, Spr – Christianity in the Roman Empire, Sum – scientific revolution in Britain eg. Isaac Newton</i> )					
<b>Historical Significance</b>	To continue to understand and gain a historical perspective by placing their growing knowledge into different contexts ( <i>Aut – historical perspective focusing on day in the life of Ancient Rome, Sum – local context when learning about English Civil War</i> )					
<b>Sources &amp; Evidence</b>	To understand how knowledge of the past is constructed from a range of sources ( <i>looking at different sources and how types of sources change throughout history eg. What is available to study about Ancient Rome compared with English Civil War – local context</i> ) To select and organise relevant historical information					
<b>Historical Interpretations</b>	To continue to develop informed historical responses To begin to understand that different version of the past may exist ( <i>Sum – English Civil War and changing sides – looking at different versions of the Civil War depending on which side you look at</i> )					
<b>Year 5 Knowledge</b>	<b>Baghdad AD900</b>  Setting the scene Mesopotamia, the Code of Hammurabi, the construction of Bagdad- the City of Peace, Bagdad building a City, A centre for learning, education, Mongol's attack	<b>The Birth of the British Empire</b>  The British Empire, Global Trade, India and the East India company, The Seven Years War, Why did Britain build an Empire,	<b>The French Revolution</b>  Life in France before the revolution, French society, the execution of Louis XVI, the Rise of Napoleon, The Battle of Trafalgar, The Battle of Waterloo	<b>The Abolition of Slavery</b>  The Slave Trade, Olaudah Equiano, The Atlantic Passage, Life as a Slave, The Abolition Movement, William Wilberforce  <i>Thomas Clarkson (Wisbech)</i>	<b>The Industrial Revolution</b>  Introduction to the Industrial Revolution, steam engines, transportation, growth of cities, children at work  <i>Gressenhall</i>	<b>The Victorian Age</b>  George IV, Coronation of Queen Victoria, Victoria's reign, life in 1900, political and social reform, The Great Reform Act, <i>Strangers Hall Norwich Great Cressingham Victorian School</i>
<b>Year 5 Vocabulary</b>	Mesopotamia, Cuneiform, civilisation, city of peace, house of wisdom, Mongols, Tigris, Euphrates, fertile, Caliph Al-Mansur, Mosque, philosophy, scholar	Empire, imperial, trade, colony, slave, merchant, British, Monarch, chronology, colonies, conquered, wealth, east india, mughal, Bengal, Madras, Nawab, Artillery, globalisation, treaty, patriotism, seven years, war rule, East India, Mughai empire, Rule Britannia	Heir, Union, Jack James I James VI, flag, Divine Right of Kings Tax, Plot, treason Gunpowder, Catholic, Protestant, conspirators cellars, Guy Fawkes, Gunpowder, Francis Tresham, trial, execution Flanders, Catholic, Protestant, radicalised Primary source,	slavery, plantation, barracoon, Atlantic passage, trade, primary sources, slave ship, West Africa, America auction, branding, plantation, resistance, whipping, punishment collar, boycott, petition Abolitionists, British Empire, Quaker, activist	Industrial revolution, population, invention, economy, agriculture, poverty, industry, mass production	Coronation, reign, reform, mandatory, bill, act, philanthropist, electorate, suffrage, equality, George 1V, William 1V, Victoria, Mines Act, Factory act, Local Government act, Factory act, The education act
<b>Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:</b>	Disciplinary concepts within our planning. <i>Where this can be found in our Year 5 curriculum:</i>					
<b>Cause and Consequence</b>	Identify and explain reasons for, results of, historical events, situations, changes ( <i>Aut – Baghdad was centre for learning – looking at why and how this links to today, Sum – Victorian industrial revolution and this impact this had on society and social and political reform</i> )					
<b>Change &amp; Continuity</b>	To make links between main events, situations and changes within and across different periods / societies ( <i>Spr – slavery and the events that led to its abolition, including the role of Thomas Clarkson</i> )					

<b>Similarities &amp; Difference</b>	Explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies (Sum – political and social reform in Victorian including the Great Reform Act and how this linked to more people getting the vote and how people felt about this)					
<b>Historical Significance</b>	Identify historically significant people and events in situations and consider their significance (Aut – historical significance of Seven Years War and Britain building an Empire, Sum – the significance of Queen Victoria’s predecessors and how they influenced how she is remembered)					
<b>Sources &amp; Evidence</b>	To understand how knowledge of the past is constructed from a range of sources (Spr – study sources about the abolition of slavery and Armada portrait and what this shows us about Empire) To discuss the validation of different sources (Aut – the way different monarchs depicted the British Empire)					
<b>Historical Interpretations</b>	To understand that different versions of the past may exist, giving some reasons for this. (Spr – different views on slavery and exploring where these views come from)					
<b>Year 6 Knowledge</b>	<b>World War I</b> Causes of World War I, life on the front lines, the Western Front, the Eastern Front, Battles on the land/sea/ air, consequences of WW1	<b>The Suffragettes</b> Nineteenth century politics and women, John Stewart Mill, National Union of Women’s Suffrage Societies, Women’s Social and Political Union, Emmeline Pankhurst, the Women’s Freedom League, Charlotte Despard, Marches, hunger strikes and violence, World War I	<b>The Rise of Hitler and World War II</b> Treaty of Versailles, Rise of the Nazi party, Life in Nazi Germany, Kristallnacht and the refuge crisis, The Second World War	<b>World War II and the Holocaust</b> Battle of Britain Key Moments in WWII Anne Frank and the Holocaust VE Day	<b>The Cold War</b> Origins of the Cold War- Yalta and Potsdam, The Iron Curtain, Berlin Blockade and Airlift, Nato and The Korean War, The Arms Race, Space Race	<b>The Civil Rights Movement</b> Why did we need a civil rights movement? School Segregation inc. Brown v. Board of Education Rosa Parks and the Montgomery Bus Boycott Martin Luther King Civil Rights Act 1964
<b>Year 6 Vocabulary</b>	Imperialism, Alliance, Mechanised warfare, Chemical warfare, Trench warfare, No Man’s Land, Home Front, Conscription, Armistice	democracy, vote, wealthy, electorate, suffrage, politics, Government Parliament, Committee, campaign, petition Suffragist, deeds, hunger strike, arson, marches, protests, opposition, Empire, Nation, equality, Home Front, feminist, working-class, gender pay gap	Armistice, Treaty of Versailles, League of Nations, Outlaw, Reparation Adolf Hitler, Nazi Party, Nationalism, Intimidate Intimidate, Hitler Youth, League of German Maidens Aryan Race, Subhuman Kristallnacht, Synagogue Concentration Camp, assassination, refuge, Blitzkrieg, invade, territory coalition	Allies, Axis, atomic bomb, Pearl Harbour, Battle of Britain, RAF, Luftwaffe, Operation Sealion, Lancaster Bomber, Spitfire, Bletchley, cypher, code, GCCS, cryptanalysts, Enigma, Ultra, Aryan, superior, inferior, annihilation, exterminate, anti-Semitism, Final, genocide, civilians, armaments, genocide, Air Raid Wardens, Home Guard, Rationing, Evacuation, blackout, land army	Cold war, Communism, Capitalism, Nuclear War, Hostile, Iron Curtain, Truman Doctrine, Marshall Plan, Cominform, Western Zone of Berlin, Berlin Airlift, NATO, ceasefire, SEATO, Arms race, space race	Linda Brown, Rose Parks, Martin Luther King, Nelson Mandela, Barrack Obama, equality, boycott, civil rights, civil rights movement, segregation, lynching, slave, plantation, discrimination, freedom riders, sit-in, Jim Crow Law, Ku Klux Klan
<b>Disciplinary concepts where knowledge is</b>	Disciplinary concepts within our planning. <i>Where this can be found in our Year 6 curriculum:</i>					

<b>applied eg. Understood, organised and debated:</b>	
<b>Cause and Consequence</b>	<i>Identify and explain reasons for, results of, historical events, situations, changes (Aut – suffragette movement, looking at WSPU and NUWSS and which one helped bring about change, linking it to the impact of WW1)</i>
<b>Change &amp; Continuity</b>	<i>To make links between main events, situations and changes within and across different periods / societies (Aut/Spr – studying WW1 and the end, including the Treaty of Versailles, linking this to the outbreak of WW2 and how one impacted the other)</i>
<b>Similarities &amp; Difference</b>	<i>Explain diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies (Aut – differences beliefs and perspectives when learning about women’s suffrage, Sum – Civil Rights Movement, looking at key experiences eg. Brown V Board of Education case and people’s opinions of this at the time_</i>
<b>Historical Significance</b>	<i>Identify historically significant people and events in situations and consider their significance (Aut – Suffragettes eg. Millicent Fawcett, Emmeline Pankhurst, Spr – role of Churchill becoming PM during WW2, studying the coalition government)</i>
<b>Sources &amp; Evidence</b>	<i>Identifying significant events and making connections (Aut – looking at events in journey to democracy in Britain and how they are connected, Spr – WW2 learning about treatment of Jews (eg. Historical sources about Kristallnacht)</i>
<b>Historical Interpretations</b>	<i>To understand that different versions of the past may exist, giving some reasons for this. (Aut – different interpretations of suffragettes, Sum – different versions of events in Cold War eg. Berlin Blockade.</i>