



*"Let your light shine"*

***"A people without knowledge of their past history, origin and culture, is like a tree without roots."*** Marcus Garvey.

Our Golden Threads: [Economy and Industry](#), [Technology](#), [Society](#), [Family life](#), [Conflict](#)

Disciplinary Skills: continuity and change, similarities and differences, cause and consequence, significance

EYFS: <https://drive.google.com/file/d/1N8xVgougi4rvTHiZH3mSLc-rA3jJZdCt/view?usp=sharing>

Year 1

| Term | Substantive historical content   | Recurring substantive themes (Golden Threads)  | Rationale / Prior Knowledge  | Disciplinary Knowledge   |
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| Aut  | <p><b>The Bridgwater Fair</b></p> <p><b>Enquiry question: How has Bridgwater fair changed?</b></p> <ul style="list-style-type: none"> <li>• Bridgwater Fair is held in St Matthew's Field.</li> <li>• People originally traded animals and goods at Bridgwater Fair.</li> <li>• Some people went to Bridgwater fair to find a job.</li> <li>• Some entertainment at the fair is now illegal, such as dancing bears.</li> </ul> | <p><i>Economy and Industry</i></p> <p><i>NC link: significant historical events, people and places in their own locality</i></p> | <p><b>Revisit:</b></p> <p>Bridgwater fair happens annually in October. Most children will attend the fair with their families and will be able to draw on their own personal experiences. This topic will expose children to a history beyond living memory and they will look at secondary sources such as photographs to make observations. They will listen to a person in the community share their experience of the fair as a child.</p> | <p>Children will learn about <b>continuity and change</b> by thinking about what fair entertainment happened in the past, happens in the present or both.</p> <p>They will consider how the fair is <b>similar and different</b>, including what the main purpose of the fair was / is and what was / is traded.</p> <p>They will think about the <b>significance</b> of the fair and why it still happens in the present day.</p> |
| Spr  | <p><b>Homes, Inventions and Inventors</b></p> <p><b>Enquiry question: What was life like when our grandparents were children?</b></p>  | <p><i>Family life, Technology</i></p> <p><i>NC link: changes within living memory.</i></p>                                       | <p><b>Revisit:</b> Bridgwater Fair (previous term)</p> <p>Children in Year 1 are exposed to many stories with different homes - for example children will learn the traditional tale of</p>  | <p>In this topic, children will continue to think about things that are the same and different in their homes to that of their grandparents (continuity and change).</p>   |

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|               | <ul style="list-style-type: none"> <li>● Toys were not electronic.</li> <li>● Many items in the home were not made of plastic and were made of wood or metal.</li> <li>● An inventor is someone who designs or makes something that has not existed before.</li> <li>● Lewis Latimer invented part of the lightbulb.</li> </ul>  |   | <p>The Three Little Pigs.</p> <p>Through talking to people of an older generation, children will develop an understanding of changes and build an initial understanding of chronology. Children will have experience of looking at photographs to aid their understanding. John Clark was from Bridgwater and his innovation was making cloth waterproof. This relates to Year 1's Science topic, Materials.</p>       | <p>They will learn about the <b>significance</b> of individuals and their inventions. They will think about what <b>caused</b> the invention and the <b>consequence</b> of it being invented.</p>  |
| <p>Summer</p> | <p><b>Castles</b></p> <p><b>Enquiry question: Would you like to have lived in a castle?</b></p> <ul style="list-style-type: none"> <li>● A castle is different to a home.</li> <li>● A castle was built to defend an area and its people.</li> <li>● Different types of castle have been built.</li> <li>● There is a castle in Bridgwater, which once had a moat and watergate.</li> <li>● Castles were crowded places with lords, knights, servants, soldiers and entertainers.</li> </ul> | <p><a href="#">Society, conflict</a></p> <p><i>NC link: changes beyond living memory.</i></p> | <p><b>Revisit:</b> Bridgwater Fair (previous term)</p> <p>Through fairy tales and other stories, children will have some awareness of castles. In the previous term, children will have learnt about how homes have changed over time. A focus on castles gives children exposure to how other buildings and features have also changed. This topic furthers their understanding of a change beyond living memory.</p> | <p>Children will consider the <b>similarities and differences</b> between homes and castles.</p> <p>They will think about <b>continuity and change</b> by discussing how castles differed over time. They will recognise that some castles are not used as defences now.</p> <p>They will understand the <b>significance</b> of a castles as a means of defence.</p> |

Year 2

| Term | Substantive historical content  | Recurring substantive themes (Golden Threads)   | Rationale   | Disciplinary Knowledge  |
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| Aut  | <p><b>Bridgwater Carnival</b></p> <p><b>Enquiry question: How has Bridgwater Carnival changed over time?</b></p> <ul style="list-style-type: none"> <li>• Carnivals take place around the world and often involve music, dancing and costumes.</li> <li>• King James I ordered people to celebrate the Gunpowder Plot failing on November 5th.</li> <li>• In 1881 the first Bridgwater Carnival paraded through the town.</li> <li>• In 1903 electric bulbs are used for the first time.</li> <li>• The winner's prize is known as The Ker Cup (first introduced in 1924).</li> <li>• Horses once pulled the carts, which were replaced with vehicles.</li> <li>• There is a statue in Bridgwater called The Spirit of the Carnival.</li> </ul> | <p><i>Technology, Society</i></p> <p><i>NC link: significant historical events, people and places in their own locality</i></p> | <p><b>Revisit:</b> Bridgwater Fair (Year 1)</p> <p>The Guy Fawkes (Bridgwater) Carnival takes place annually and many children will attend with their families or have family members involved. They will be able to draw upon their own personal experiences. They will already understand that technology has changed, through learning about the fair.</p> | <p>Pupils will recognise how the carnival has changed over time and what has stayed the same (<b>continuity and change</b>).</p> <p>They will identify <b>similarities and differences</b> between Bridgwater carnivals and carnivals around the world.</p> <p>Pupils will learn about the original <b>cause</b> of the carnival and the impact (<b>consequence</b>) that this has had on the town.</p> <p>They will explore the <b>significance</b> of Guy Fawkes.</p> |

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| Spr        | <p><b>Explorers: Matthew Henson, Robert Peary</b></p> <p><b>Enquiry question: What did Matthew Henson and Robert Peary achieve?</b></p> <ul style="list-style-type: none"> <li>• An explorer is someone who goes somewhere people have not been before.</li> <li>• Explorers often face risks and hardships due to natural elements,</li> <li>• Matthew Henson and Robert Peary explored the arctic.</li> <li>• Peary received many awards, but Henson did not, mainly due to his race.</li> </ul> | <p><i>Society</i></p> <p><i>NC link: the lives of significant individuals in the past who have contributed to national and international achievements</i></p>             | <p><b>Revisit:</b> Inventions (Year 1)</p> <p>Explorers played significant roles in shaping the course of history through their discoveries and interactions with other cultures. Learning about them provides valuable historical context for understanding how the world has evolved over time.</p> <p>The topic will allow children to widen their chronological understanding and vocabulary, through the introduction of timelines.</p> <p>This unit gives the pupils an opportunity to consider inequality, in particular racial discrimination.</p> | <p>Pupils will draw <b>similarities and differences</b> between the treatment of Matthew Henson and Robert Peary.</p> <p>Children will learn about the <b>significance</b> of MH and RP's explorations.</p>           |
| Sum<br>mer | <p><b>Travel by air - Amelia Earhart</b></p> <p><b>Enquiry question: How has air travel changed?</b></p> <ul style="list-style-type: none"> <li>• People have flown in many different vehicles over time: e.g hot air balloons, aeroplanes, helicopters.</li> <li>• Amelia Earhart was the first female aviator to fly across the Atlantic Ocean.</li> </ul>   | <p><i>Society, Technology</i></p> <p><i>NC link: the lives of significant individuals in the past who have contributed to national and international achievements</i></p> | <p><b>Revisit:</b> Inventions (Year 1), Explorers (Previous unit)</p> <p>This unit will build upon learning in Year 1 about inventions on a smaller scale. Pupils will now be able to consider how an invention has impacted the world.</p> <p>Children will also be able to think about more discriminatory attitudes, in particular gender, which will build upon the last term's focus relating to unequal</p>  | <p>Pupils will be able to talk about the <b>continuity</b> of air travel and what has <b>changed</b>.</p> <p>They will learn about the <b>significance</b> of Amelia Earhart, related particularly to her gender.</p> |

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|  | <ul style="list-style-type: none"><li>• When AE was alive, mostly only men were involved with aviation technology.</li><li>• She disappeared her last flight in 1937 and was never found.</li></ul> |  | treatment because of race. |  |
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Year 3

| Term | Substantive historical content  | Recurring substantive themes (Golden Threads)  | Rationale   | Disciplinary Knowledge  |
|------|---|--|---|---|
| Aut  | <p><b>Stone Age to Iron Age</b></p> <p><b>Enquiry question: How did life change in Britain from the Stone Age to the Iron Age?</b></p> <ul style="list-style-type: none"> <li>• There are three main periods of prehistory: Stone Age, Bronze Age, Iron Age</li> <li>• Prehistoric means 'before records began'.</li> <li>• In the Stone age people used stones for tools.</li> <li>• Stone Age people were hunter-gatherers.</li> <li>• In the bronze age, people started to use metal to make tools, weapons and armour.</li> <li>• In the Iron Age, people lived in tribes. They often lived in hill forts.</li> </ul> | <p><i>Technology, Family life, Conflict</i></p> <p><i>NC link: changes in Britain from the Stone Age to the Iron Age</i></p> | <p><b>Revisit:</b> Inventions (Year 1), Castles (Year 1)</p> <p>This topic is pupils' first exposure to the earliest periods of history. In turn, this forms a basis for the other topics studied throughout Key Stage 2, enabling a secure chronological understanding, In Key Stage 1, children will have learned about homes and castles and this topic will give children the opportunity to learn about settlements.</p> | <p><b>Continuity and change:</b> What changed in Britain during this period? What is still the same?</p> <p>Pupils <b>consider similarities &amp; differences</b> between farming now and during the Stone Age.</p> <p>Children will have the opportunity to consider the <b>significance</b> of settlements and monuments.</p> |

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| Spr    | <p><b>Ancient Greece</b><br/> <b>Enquiry question: What did the Greeks ever do for us?</b></p> <ul style="list-style-type: none"> <li>• The Greeks believed in Gods and Goddesses and believed they had power over aspects of life e.g weather, farming, love.</li> <li>• Sparta and Athens were city states which fought against each other.</li> <li>• Alexander the Great was a king who invaded and ruled most city states.</li> <li>• The Olympics originated in Ancient Greece.</li> </ul> | <p><i>Society, Technology, Economy and Industry</i></p> <p><i>NC link: Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>              | <p><b>Revisit:</b> Stone Age to Iron Age (previous term)</p> <p>Studying ancient Greek culture helps children understand the roots of Western civilization and how it continued to shape modern societies. It also lays the groundwork for further exploration of history, society, and culture in later years.</p> <p>This unit also links to the Year 3 reading objective of building familiarity with myths and legends.</p> | <p><b>Continuity and change:</b> pupils will be able to discuss ways that Greece has changed and what has remained the same e.g architecture.</p> <p>Children will be able to identify the <b>similarities and differences</b> between the city states of Athens and Sparta.</p> <p>They will be able to talk about the <b>significance</b> of Greek Gods / Goddesses.</p> |
| Summer | <p><b>British Inventors and their impact on the world - Alan Turing</b></p> <p><b>Enquiry Question: What is Alan Turing's legacy?</b></p> <ul style="list-style-type: none"> <li>• The Turing machine was a theory and not built until after his death.</li> <li>• Alan Turing invented The Bombe and was involved in cracking the enigma code.</li> <li>• Alan Turing was</li> </ul>  | <p><i>Technology, Family life, Economy and Industry</i></p> <p><i>NC link: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> | <p><b>Revisit:</b> Inventions (Year 1), Explorers (Year 2).</p> <p>Children will understand that inventions have had an impact on people over time. This unit will allow them to consider how parts of history should be challenged, giving them a greater understanding of social history. This unit also introduces them to World War 2, which they will learn about in Year 5.</p>   | <p>Pupils will consider how attitudes have <b>changed</b> in society over time.</p> <p>Children will understand the <b>significance</b> of Alan Turing's invention on British people.</p>  |

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|  | <p>awarded an OBE.</p> <ul style="list-style-type: none"><li>• In 1952, Alan Turing was convicted for being gay. He received a royal pardon in 2013.</li><li>• Alan Turing is on a £50 note.</li></ul> |  |  |  |
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Year 4

| Term | Substantive historical content  | Recurring substantive themes (Golden Threads)  | Rationale  | Disciplinary Knowledge  |
|------|---|--|--|---|
| Aut  | <p><b>Ancient Egypt</b></p> <p><b>Enquiry question: What was life like in Ancient Egypt?</b></p> <ul style="list-style-type: none"> <li>• The Ancient Sumer - Mesopotamia (central Iraq)</li> <li>• The Indus Valley - South Asia (modern Northern India and Pakistan)</li> <li>• The Shang Dynasty of Ancient China - China</li> <li>• Pharaohs were the most powerful in Ancient Egypt.</li> <li>• Mummification was a burial process.</li> <li>• The Ancient Egyptians worshipped gods, who they believed had power over different aspects of life.</li> </ul> | <p><i>Technology, Society</i></p> <p><i>NC link: the achievements of the earliest civilizations.</i></p>                             | <p><b>Revisit:</b> Stone Age to Iron Age (Year 3), Ancient Greeks (Year 3)</p> <p>This unit will build on the children's understanding of Ancient Civilizations and they will be better able to globally contextualise history around the world. It also allows them to compare two, or more, Ancient Civilizations, thus allowing them to observe the interconnectedness of human history.</p> <p>Pupils should be able to relate their learning to the Stone Age - Iron Age unit and explore ways in which areas evolve over time.</p> | <p>Pupils will consider the <b>similarities and differences</b> between different ancient civilizations.</p> <p>Pupils will understand the <b>significance</b> of Gods and Goddesses in Ancient Egyptian society.</p> |
| Spr  | <p><b>The Roman Empire</b></p> <p><b>Enquiry question: What happened when the Romans came to Britain?</b></p>   | <p><i>Economy and Industry, Technology, Society, Conflict</i></p> <p><i>NC link: the Roman Empire and its impact on Britain.</i></p> | <p><b>Revisit:</b> The Stone Age to Iron Age (Year 3)</p> <p>Transitioning from the Iron Age (in Year 3) to the Roman era allows students to understand</p>  | <p>Children will learn about <b>continuity and change</b> through considering how the <b>Romans</b> introduced new ways of life in Britain.</p>   |

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|               | <ul style="list-style-type: none"> <li>● Julius Caesar invaded Britain in 55 and 54BC</li> <li>● Romans bathed in the hot springs in modern day Bath.</li> <li>● The Romans introduced many new things such as roads, aqueducts, public baths / toilets.</li> </ul>  |  | <p>the chronological sequence of historical periods. They can see how societies evolved over time to the rise of complex civilizations like the Romans. Contrasting the Iron Age with Roman civilization highlights significant advancements in technology, governance, and culture. Students can explore how the Romans built upon the achievements of earlier societies, while also introducing new innovations and institutions.</p> | <p>They will discuss the reason for invasion (<b>cause</b>) and the <b>consequence</b> of this.</p> <p>They will be able to recognise the <b>significance</b> of how Roman inventions shaped what life in Britain is like today e.g roads.</p>  |
| <p>Summer</p> | <p><b>Industrial Bridgwater</b></p> <p><b>Enquiry question: What impact did the industrial revolution have on Bridgwater?</b></p> <ul style="list-style-type: none"> <li>● A canal is a man-made waterway.</li> <li>● The industrial revolution began in Britain.</li> <li>● The canal was developed in the 18th century and the railway was developed in the 19th century.</li> <li>● Bridgwater canal</li> <li>● Bridgwater docks was home to many industries such as: iron works, tile</li> </ul> | <p><i>Technology, Economy and Industry</i></p> <p><i>NC link: a local history study.</i></p> | <p><b>Revisit:</b> Bridgwater Fair and Carnival (KS1), Inventions (Year 1)</p> <p>This unit will give pupils an opportunity to extend their knowledge of local history. They will begin to understand how historical developments have impacted their town directly, making it what it is today. They will be able to use higher order skills to unpick sources of information, such as census data.</p>                                | <p>Pupils will be able to identify <b>continuity</b> in Bridgwater <b>and</b> what has <b>changed</b>.</p> <p>Pupils will analyse <b>similarities and differences</b> between census data.</p> <p>They will be able to discuss <b>cause</b> of the growth of Bridgwater and the impact (<b>consequences</b>) of this for the people of the town.</p> <p>They will be able to discuss the <b>significance</b> of the steam engine.</p> |

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|  | <p>factory, brick works, coal yard</p> <ul style="list-style-type: none"><li>● James Watt invented the steam engine, which had an impact on rail and water transportation.</li><li>● A census is a data collection which happens every 10 years.</li></ul> |  |  |  |
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Year 5

| Term | Substantive historical content  | Recurring substantive themes (Golden Threads)   | Rationale   | Disciplinary Knowledge  |
|------|---|---|---|---|
| Aut  | <p><b>World War 2</b></p> <p><b>Enquiry question:</b></p> <ul style="list-style-type: none"> <li>World War 2 began in 1939 and finished in 1945.</li> <li>The Battle of Britain was the first battle with aeroplanes.</li> <li>Some children were evacuated from cities to the countryside.</li> <li>The government produced propaganda to encourage people to make choices.</li> </ul> | <p><i>family life, conflict</i><br/><i>Technology</i></p> <p><i>NC link: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> | <p><b>Revisit:</b> Alan Turing (Year 3)</p> <p>Studying World War 2 will build on pupil's chronological understanding and allow them to learn about an aspect of modern history. As a school, we commemorate Remembrance Day and this will link at a similar time of year and allow children to deepen their understanding. As World War 2 explores sensitive topics, UKS2 is a more appropriate age group to learn about this topic.</p> | <p>The children will think about <b>continuity and change</b> through considering how wars and battles have been different throughout history.</p> <p><b>similarities and differences</b></p> <p>Pupils will consider the <b>significance</b> of propaganda to influence people's decisions.</p>                                    |
| Spr  | <p><b>Anglo Saxons and Scots</b></p> <p><b>Enquiry question: What changes did the Anglo Saxons bring to English society?</b></p> <ul style="list-style-type: none"> <li>The Anglo Saxons began to settle in Britain after the fall of the Roman Empire.</li> <li>The Anglo Saxons lived in tribes.</li> </ul>   | <p><i>society, economy and industry</i></p> <p><i>NC link: Britain's settlement by Anglo-Saxons and Scots</i></p>   | <p><b>Revisit:</b> The Romans (Year 4)</p> <p>Learning about the Anglo Saxons and Scots after the Romans (in Year 4) will give children a more secure chronological understanding. This topic includes higher order themes such as learning about hierarchy.</p>  | <p>Pupils will learn about how life in Britain moved on after the fall of the Roman Empire (<b>continuity and change</b>).</p> <p>They will think about the reason for different settlements and kingdoms being successful (<b>cause and consequence</b>).</p> <p>They will consider the <b>significance</b> of individuals and</p> |

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|               | <ul style="list-style-type: none"> <li>• Anglo Saxon England was divided into different kingdoms.</li> <li>• There was a hierarchy of power from Kings down to slaves.</li> <li>• Many Anglo Saxons settled in small villages, near natural water sources.</li> <li>• Many Anglo Saxons were pagans until Christianity was introduced.</li> </ul>                    |   |  | <p>their impact on Britain e.g Saint Augustine.</p>   |
| <p>Summer</p> | <p><b>Vikings</b></p> <p><b>Enquiry question: Why did the Vikings invade Britain?</b></p> <ul style="list-style-type: none"> <li>• The Vikings came from modern day Denmark, Sweden and Norway.</li> <li>• They were raiders, but began to settle in northern areas of Britain.</li> <li>• The Vikings were powerful warriors who travelled in longboats.</li> </ul> | <p><i>conflict, economy and industry</i></p> <p><i>NC link:the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> | <p><b>Revisit:</b> The Romans (Year 4), The Anglo Saxons and Scots (previous term)</p> <p>Learning about the Vikings in this term builds upon the children's chronological understanding from the previous unit about the Anglo Saxons and Scots. Children in Year 5 have also learnt about conflict in the WW2 unit, so they will be better equipped to draw comparisons.</p> | <p>Children will consider how life in Britain continued to develop through the Anglo–Saxon and Viking struggle (<b>continuity and change</b>).</p> <p>They will know about the <b>similarities and differences</b> between Viking and Anglo Saxon warfare.</p> <p><b>They will identify the cause of the end of the Anglo Saxon era and the consequences of this.</b></p> <p>They will understand the <b>significance</b> of individuals e.g William the Conqueror.</p> |

Year 6

| Term | Substantive historical content  | Recurring substantive themes (Golden Threads)   | Rationale  | Disciplinary Knowledge  |
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| Aut  | <p><b>Crime and Punishment</b></p> <p><b>Enquiry question: How has crime and punishment changed?</b></p> <ul style="list-style-type: none"> <li>• Slaves and citizens were treated differently under Roman rule.</li> <li>• In the Anglo Saxon period, the Church was responsible for its community. The role of tithing aimed to reduce crime.</li> <li>• Violent punishments such as torture and executions were commonplace in tudor times.</li> <li>• Dick Turpin was a famous highwayman who was executed for his crimes during the Georgian period.</li> <li>• The Police force was established in 1829 by Robert Peel.</li> <li>• During Victorian times,</li> </ul> | <p><i>family life, conflict, technology, society</i></p> <p><i>economy and industry</i></p> <p><i>NC link: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> | <p><b>Revisit:</b> Romans (Year 4), Anglo Saxons and Scots (Year 5)</p> <p>Children will have learnt about many aspects of history and should have a secure chronological understanding. This unit will allow them to gain a deeper knowledge of some time periods they have already learnt about and will give them the opportunity to make connections between different historical periods.</p> <p>By engaging with the history of crime and punishment, Year 6 students can develop a deeper understanding of the complexities of justice, the rule of law, and societal attitudes toward wrongdoing, equipping them with critical thinking skills and historical empathy that are essential for informed citizenship.</p> | <p><b>Continuity and change:</b> children will be able to say what aspects of punishment do / do not remain in the current days.</p> <p>They will be able to identify <b>similarities and differences</b> between time periods.</p> |

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|        | state prisons were introduced. Many prisoners were forced to do hard labour.  |  |   |  |
| Spr    | <p><b>The Maya</b></p> <p><b>Enquiry question: Why should we remember the Maya?</b></p> <ul style="list-style-type: none"> <li>• The Maya civilization was based in Mexico and Central America.</li> <li>• The Maya were sophisticated farmers, who used techniques such as slash and burn and terrace farming.</li> <li>• The Maya advanced astronomy, numbers and writing.</li> <li>• The Maya is famous for its distinct architecture, such as pyramids and palaces.</li> <li>• Drought, disease and invasion are significant factors in the decline of the Maya.</li> </ul> | <p><i>family life, conflict, technology, society, economy and industry</i></p> <p><i>NC link: a non-European society that provides contrasts with British history.</i></p> | <p><b>Recap:</b> Ancient Greeks (Year 3), Egyptians (Year 4)</p> <p>Year 6 will have previously learnt about Ancient Civilizations (Greeks in Year 3 and Egyptians in Year 4).</p> <p>Learning about the Maya in Year 6 not only enriches students' understanding of ancient history but also fosters critical thinking, cultural appreciation, and global awareness.</p> | <p>Pupils will consider <b>continuity and change</b> through analysing how innovations impacted the life of the Maya.</p> <p>They should be able to identify how the Maya is <b>similar and different</b> to other ancient civilizations.</p> <p>Pupils will be able to talk about the <b>cause</b> of the collapse of the civilization and the <b>consequences</b> for people and places.</p> <p>They will be able to identify the <b>significance</b> of farming in the Maya civilization.</p> |
| Summer | <p><b>Equality</b></p> <p><b>Enquiry question: How has equality in Britain changed over time?</b></p>   | <p><i>family life, conflict, technology, society, economy and industry</i></p> <p><i>NC link: a study of an aspect or theme in British history that extends</i></p>        | <p>This topic allows the Year 6 pupils to broaden their understanding of a mature topic that has shaped the world that they live in today.</p>  | <p>Year 6 will consider <b>continuity and change</b> through discussing what has changed / stayed the same over time.</p>  |

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|  | <ul style="list-style-type: none"> <li>• After the war, people from the Caribbean answered an advert to come to Britain where there were lots of different jobs to do.</li> <li>• The Windrush passengers were treated with prejudice, due to their race.</li> <li>• The Suffragettes protested, so that women could vote.</li> <li>• The Factory Act allowed for better treatment of children working in factories and mills.</li> </ul> | <p><i>pupils' chronological knowledge beyond 1066</i></p> | <p>The Year 6 children are more likely to be able to pose questions and challenge how attitudes and views have changed and how injustices have been overcome. This unit also links to Year 6's PSHE learning in 'Families and Relationships' and 'Citizenship'.</p> | <p>They will focus on <b>similarities and differences</b> when learning about approaches in different countries.</p> <p>They will think about <b>cause and consequence</b> reflecting change over time.</p> <p>They will be able to talk about the <b>significance</b> of particular individuals and the impact they have had.</p> |
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