



# History – EYFS Learning Objectives

## Peek into the past

<u>Lesson 1:</u>	<u>Lesson 2:</u>	<u>Lesson 3:</u>	<u>Lesson 4:</u>	<u>Lesson 5:</u>
LO: To describe changes over time	LO: To sort photographs from the past and present	LO: To begin to recognise the order that events happen in	LO: To identify toys from the past	LO: To compare pictures from the past and present

### Intended outcome of the unit

#### **Development matters**

Comment on images of familiar situations in the past.

#### **Characteristics of effective teaching and learning**

**Playing and exploring** – Children investigate and experience things, and ‘have a go’.

**Active learning** – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake.

**Creating and thinking critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

#### **Early learning goals**

#### **ELG: Understanding the World – Past and Present**

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

### Key Vocab

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• a long time ago</li><li>• baby</li><li>• change</li><li>• child</li><li>• I remember</li><li>• now</li><li>• past</li><li>• photograph</li><li>• present</li><li>• then</li><li>• toddler</li><li>•</li></ul> | <ul style="list-style-type: none"><li>•</li><li>• when I was little</li><li>• different</li><li>• grown</li><li>• history</li><li>• historian</li><li>• past</li><li>• present</li><li>• old new</li><li>• now</li><li>• then</li><li>• similar</li></ul> |
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## History – EYFS Learning Objectives

### Adventures through time

<u>Lesson 1:</u>	<u>Lesson 2:</u>	<u>Lesson 3:</u>	<u>Lesson 4:</u>	<u>Lesson 5:</u>
LO: To begin to understand the concept of generations	LO: To recognise special achievements	LO: To recognise some special items associated with kings and queens	LO: To understand that the environment around us changes as time passes	LO: To compare modes or transport of the past with the present

#### Intended outcome of the unit

##### **Development matters**

Compare and contrast characters from stories, including figures from the past.

##### **Characteristics of effective teaching and learning**

**Playing and exploring** – children investigate and experience things and ‘have a go’.

**Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake.

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

##### **Early learning goals**

##### **ELG: Understanding the World – Past and Present**

Understand the past through settings, characters, and events encountered in books read in class and storytelling.

#### Key Vocab

- |                    |               |
|--------------------|---------------|
| • achievement      | • past        |
| • courageous       | • power       |
| • horse-drawn cart | • present     |
| • king             | • queen       |
| • medal            | • royalty     |
| • new              | • rule        |
| • old              | • steam train |
| •                  | • trophy      |



# History – Year 1 Learning Objectives - Autumn

## How am I making history?

<a href="#">Lesson 1: What is my history?</a>	<a href="#">Lesson 2: How can I find out more about myself?</a>	<a href="#">Lesson 3: How are special events remembered?</a>	<a href="#">Lesson 4: What was it like for children in the past?</a>	<a href="#">Lesson 5: What have I learnt about childhood in the past?</a>	<a href="#">Lesson 6: How am I making history?</a>
To develop an understanding of personal chronology.	To learn more about my history.	To explore how we remember events.	To find out what childhood was like for our parents and grandparents.	To compare childhood now with childhood in the past.	To identify that some things change and some things stay the same.

### Intended outcome of the unit

- Order three photographs correctly on a simple timeline.
- Use the terms 'before' and 'after' when discussing their timelines.
- Talk about three memories and place one of them on a timeline.
- Explain why memories are special and name four events that they celebrate throughout the year.
- Think of three ways they celebrate their birthday.
- Ask a visitor one question about childhood in the past.
- Know a similarity and a difference between childhood now and in the past.
- Add three ideas to a time capsule about themselves.
- Use key vocabulary to compare the present, the past and possible changes in the future.

### Key Vocab

celebrate	future
celebration	grandparent
change	lifetime
childhood	living memory
different	memory
event	now
family	present



## History – Year 1 Learning Objectives - Spring

### How have toys changed?

<a href="#">Lesson 1: What is your favourite toy?</a>	<a href="#">Lesson 2: Did your parents and grandparents play with the same toys as you?</a>	<a href="#">Lesson 3: What were toys like in the past?</a>	<a href="#">Lesson 4: What is similar and different about toys now and in the past?</a>	<a href="#">Lesson 5: How have teddy bears changed over time?</a>	<a href="#">Lesson 6: How have toys changed?</a>
To discuss a favourite toy.	To find out what toys our parents and grandparents played with.	To investigate what toys were like up to 100 years ago.	To compare toys from the past with modern toys.	To investigate how teddy bears have changed over time.	To know how toys have changed over time.

#### Intended outcome of the unit

Discuss their favourite toy using language related to the past.

Ask questions about toys in the past.

Make comparisons between toys in the past and present.

Sequence artefacts from different periods of time.

Identify changes between teddy bears today and those from 100 years ago.

Describe how toys have changed over time.

#### Key Vocab

artefact  
century  
decade  
different  
evidence  
historian  
living memory

memory  
modern  
now  
past  
present  
remember  
sequence



# History – Year 1 Learning Objectives - Summer

## How have explorers changed the world?

### Intended outcome of the unit

Explain what explorers do

Name equipment or transport an explorer would need.

Sequence four photographs from different periods of time.

Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).

Identify where they travelled and write a sentence about the achievements of one explorer.

Select the most important events in a historical story.

Sequence events on a timeline and use this to retell the story.

Describe what they can see in a photograph.

Make inferences about what a person in an image could be saying and ask questions to further their understanding.

Recall information about past and presentation exploration.

Understand events in relation to the present day and compare how exploration has changed over time.

Describe how an explorer is significant and how they impacted events or people's ideas.

Present significant people using a coat of arms.

<a href="#">Lesson 1: What is an explorer?</a>	<a href="#">Lesson 2: Where have explorers travelled and when?</a>	<a href="#">Lesson 3: Who was Christopher Columbus and what did he do?</a>	<a href="#">Lesson 4: Who was Matthew Henson and what did he do?</a>	<a href="#">Lesson 5: How has exploration changed?</a>	<a href="#">Lesson 6: How can we remember them?</a>
To know what an explorer is.	To recognise the achievements of different explorers.	To record events on a timeline.	To use photographs to find out about the past.	To recognise changes and similarities (continuities) over time.	To describe the significance of some people and events within history.

### Key Vocab

achievement	exploration
beyond living memory	explorer
coat of arms	historical significance
determination	living memory
discovery	North Pole
equipment	past
event	present



## History – Year 2 Learning Objectives – Autumn

### How was school different in the past?



## History – Year 2 Learning Objectives - Spring

### How did we learn to fly?

<a href="#">Lesson 1: Who were the Wright brothers?</a>	<a href="#">Lesson 2: When was the first flight?</a>	<a href="#">Lesson 3: Why was Bessie Coleman significant?</a>	<a href="#">Lesson 4: Why is Amelia Earhart significant?</a>	<a href="#">Lesson 5: Why was the Moon landing special?</a>	<a href="#">Lesson 6: How did we learn to fly?</a>
To find out about the Wright brothers.	To develop an understanding of historical significance.	To investigate why Bessie Coleman is significant.	To develop an understanding of primary sources.	To investigate why we remember the Moon landing.	To place events on a timeline.

#### Intended outcome of the unit

Identify important events surrounding the history of flight.

Explain how a significant event has changed the lives of others.

Ask questions about people and events in the past.

Use primary sources to find out about people and events in the past.

Correctly order five events on a timeline.

#### Key Vocab

beyond living memory  
decade  
evidence  
eyewitness  
flight  
historic  
historically significant

inventor  
living memory  
past  
present  
primary source  
source



# History – Year 2 Learning Objectives - Summer

## What is a monarch?

### Intended outcome of the unit

Recall that a monarch is a king or queen.

Explain that recent monarchs in the UK do not have the power to make decisions alone.

Identify some of the monarch's roles.

Explain that a king or queen is crowned in a special ceremony called a coronation.

Name some of the main steps in the coronation ceremony.

Explain the use of special objects in the coronation.

Use sources to explain how William the Conqueror became King of England.

Know that monarchs in the past had all the power to make decisions.

Explain how William the Conqueror kept order and conquered England.

Identify the two different types of castle built by the Normans.

Compare the similarities and differences between Norman castles.

Identify features of Norman castles.

Explain how castles have changed over time.

Recognise that we still have castles today.

Sequence castles on a timeline.

Describe characteristics of the monarchy in the past.

Identify that the monarchy has changed over time.

Make comparisons between past and present

<a href="#">Lesson 1: What is a monarch?</a>	<a href="#">Lesson 2: Who is our monarch today?</a>	<a href="#">Lesson 3: How did William the Conqueror become King of England?</a>	<a href="#">Lesson 4: How did William the Conqueror rule?</a>	<a href="#">Lesson 5: How did castles change?</a>	<a href="#">Lesson 6: What was a monarch in the past?</a>
To describe what a monarch is.	To explain why coronations take place.	To explain how William the Conqueror became King of England.	To identify how William the Conqueror built castles while ruling England.	To identify features of a castle that would be effective when defending against attacks.	To suggest what a monarch was like in the past.

### Key Vocab

absolute monarchy	battle
Anglo-Saxon	battlements
anointing	Bayeux Tapestry
Archbishop of Canterbury	ceremony
armed forces	concentric castle
attack	constitutional monarchy
bailey	conquer



## History – Year 3 Learning Objectives - Autumn

### British History: Would you prefer to live in the Bronze Age, Iron Age or Stone Age?

Intended outcome of the unit
<p>Understand that prehistory was a long time ago.</p> <p>Accurately place AD and BC on a timeline.</p> <p>Identify conclusions that are certainties and possibilities based on archaeological evidence.</p> <p>Explain the limitations of archaeological evidence.</p> <p>Use artefacts to make deductions about the Amesbury Archer's life.</p> <p>Identify gaps in their knowledge of the Bronze Age.</p> <p>Explain how bronze was better than stone and how it transformed farming.</p> <p>Explain how trade increased during the Iron Age and why coins were needed.</p> <p>Identify changes and continuities between the Neolithic and Iron Age periods.</p> <p>Explain which period they would prefer to have lived in, providing evidence for their choice.</p>

Lesson 1: How long ago did prehistoric man live?	Lesson 2: What does Skara Brae tell us about life in the Stone Age?	Lesson 3: Who was the Amesbury Archer?	Lesson 4: How did bronze change life in the Stone Age?	Lesson 5: How did trade change the Iron Age?	Lesson 6: What changed between the Stone Age and the Iron Age?
To recognise that prehistory was a long time ago and was the beginning of the history of mankind.	To use archaeological evidence to learn about prehistoric houses.	To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.	To explain how bronze transformed prehistoric life.	To understand the importance of trade during the Iron Age.	To compare settlements in the Neolithic and Iron Age.

Key Vocab	
Stone Age	Anglo-Saxons
BC	Vikings
AD	Tudors
prehistory	Victorians
Ancient Egypt	period
Ancient Greece	Palaeolithic
Romans	Mesolithic



## History – Year 3 Learning Objectives - Spring

### **British History: Why did the Roman's settle in England?**

<a href="#">Lesson 1: Why did the Romans invade and settle in Britain?</a>	<a href="#">Lesson 2: How did Britons respond to the Roman invasion?</a>	<a href="#">Lesson 3: Why was the Roman army so successful? (Part 1)</a>	<a href="#">Lesson 4: Why was the Roman army so successful? (Part 2)</a>	<a href="#">Lesson 5: What do artefacts tell us about life in Roman times?</a>	<a href="#">Lesson 6: How did the Romans change modern Britain?</a>
To understand why the Romans invaded Britain.	To create a visual interpretation of Boudicca.	To understand how Roman soldiers were equipped for war.	To understand Roman army battle formations.	To make inferences about life in Roman times.	To identify the Roman legacy in Britain.

#### Intended outcome of the unit

Explain the meaning of empire and invasion.  
Understand the chronology of the Roman invasion of Britain.  
Identify the consequences of the Roman invasion.  
Create an interpretation of Boudicca using sources.  
Explain why the Romans needed a powerful army.  
Identify a soldier's equipment.  
Explain how the Roman army was organised and perform simple manoeuvres and drills.  
Make observations about an artefact.  
Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

#### Key Vocab

Boudicca empire inference invasion	legacy Romans settlers
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## History – Year 3 Learning Objectives – Summer

### What did the Ancient Egyptians believe?

<a href="#">Lesson 1: Who were the Egyptians and when did they live?</a>	<a href="#">Lesson 2: Who were the ancient Egyptian gods and goddesses?</a>	<a href="#">Lesson 3: Why and how did the Egyptians build the pyramids?</a>	<a href="#">Lesson 4: How and why did the Egyptians mummify people?</a>	<a href="#">Lesson 5: What does the Book of the Dead tell us about ancient Egyptian beliefs?</a>	<a href="#">Lesson 6: What did the ancient Egyptians believe?</a>
To know when and where the ancient Egyptians lived.	To explain the importance of the Egyptian gods and goddesses.	To evaluate the challenges of building an Egyptian pyramid.	To explain how and why the Egyptians mummified people.	To make inferences about Egyptian beliefs, using primary sources.	To evaluate significant ancient Egyptian beliefs.

#### Intended outcome of the unit

Identify the ancient civilisations and key periods in ancient Egypt.

Describe the physical features of Egypt.

Explain the Egyptian creation story.

Identify the characteristics of important gods or goddesses.

Explain why the pyramids were built.

Identify the stages and challenges of building a pyramid.

Explain the links between ancient Egyptian beliefs and mummification.

Name sources that can be used to find out about ancient Egyptian beliefs.

Explain some Egyptian beliefs about the afterlife.

#### Key Vocab

afterlife	mummification
Book of the Dead	preserve
civilisation	Ra
historically significant	River Nile
immortal	sarcophagus



# History – Year 4 Learning Objectives – Autumn

## How have children's lives changed?

Intended outcome of the unit
<p>Make observations and deductions from sources. Suggest how children's lives have changed. Explain why children needed to work. Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases from the past and discuss how effective the treatments were.</p> <p>Make observations and deductions from sources. Suggest how children's lives have changed. Explain why children needed to work.</p> <p>Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</p> <p>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p> <p>Use sources to identify leisure activities and compare them over time.</p> <p>Identify diseases from the past and discuss how effective the treatments were.</p>

<a href="#">Lesson 1: What do sources tell us about how children's lives have changed?</a>	<a href="#">Lesson 2: Why did Tudor children work and what was it like?</a>	<a href="#">Lesson 3: What jobs did children have in Victorian England and what were they like?</a>	<a href="#">Lesson 4: How did Lord Shaftesbury help to change the lives of children?</a>	<a href="#">Lesson 5: How and why has children's leisure time changed?</a>	<a href="#">Lesson 6: What were the diseases children caught and how were they treated?</a>
To identify how children's lives have changed using a range of sources.	To understand why children worked in Tudor times and what working conditions were like.	To understand the types of jobs Victorian children had and their working conditions.	To understand how Lord Shaftesbury changed children's lives.	To understand how and why children's leisure time has changed.	To understand which diseases children caught and how they were treated.

Key Vocab	
childhood	chaffing wheat
continuity	hot seat
change	master
chronological order	oath
inference	primary source
observation	secondary source
apprentice	trapper



## History – Year 4 Learning Objectives – Spring

# British History: How hard was it to invade and settle in Britain?

<a href="#">Lesson 1: Who were the Anglo-Saxons and the Scots?</a>	<a href="#">Lesson 2: How did the Anglo-Saxons settle in Britain?</a>	<a href="#">Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life?</a>	<a href="#">Lesson 4: How did Christianity arrive in Britain?</a>	<a href="#">Lesson 5: Was King Alfred really great?</a>	<a href="#">Lesson 6: How did Anglo-Saxon rule end?</a>
To understand why the Anglo-Saxons invaded Britain.	To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.	To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.	To understand how Anglo-Saxons converted to Christianity.	To create an interpretation of Alfred the Great.	To understand how Anglo-Saxon rule ended.

### Intended outcome of the unit

Explain how the Britons felt when the Romans left Britain.

Suggest reasons for the Anglo-Saxon invasion of Britain.

Name the key features of Anglo-Saxon settlements.

Identify changes and continuities in settlements from prehistoric Britain.

Make inferences about artefacts.

Describe how Anglo-Saxon beliefs changed.

Explain how missionaries spread Christianity.

Explain the threat the Vikings posed to the Anglo-Saxons.

Identify the qualities needed to be a monarch in 1066.

### Key Vocab

Angles	missionary
Britons	paganism
convert	Pope
empire	Romans
inference	Saxons
invasion	settlement
Kingdom	settlers



## History – Year 4 Learning Objectives – Summer

# British History: Were the Vikings raiders, traders and settlers?

### Intended outcome of the unit

- Identify the different reasons for migration to Britain.
- Sequence events according to their significance for groups of people.
- Explain where the Vikings came from and why they came to Britain.
- Make inferences from sources.
- Explain how sources can be biased.
- Find evidence within a source to support their reasoning.
- Describe the parts of a longboat.
- Design and creating a longboat.
- Describe what the Vikings traded.
- Identify Viking trading routes.
- Explain whether the Vikings were traders or raiders and providing supporting evidence.
- Identify important events in the Anglo-Saxon and Viking struggle for Britain.
- Explain the meaning of cause and consequence.
- Suggest the cause and consequences of events.
- Make observations and deductions about artefacts.

<a href="#">Lesson 1: Who were the Vikings and why did they come to Britain?</a>	<a href="#">Lesson 2: What do we know about the Vikings?</a>	<a href="#">Lesson 3: How did the Vikings travel?</a>	<a href="#">Lesson 4: Were the Vikings raiders or traders?</a>	<a href="#">Lesson 5: What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</a>	<a href="#">Lesson 6: What was Viking life in Britain like?</a>
To explain when and why the Vikings came to Britain.	To evaluate the validity of a source.	To explore the features of Viking longboats.	To examine why trading was important to the Vikings.	To extract and interpret information from many sources.	To extract and interpret information from many sources.

### Key Vocab

Anglo-Saxon Chronicle	event
balanced	longboat
consequence	Viking
Danelaw	



# History – Year 5 Learning Objectives – Autumn

## British History: What was life like in Tudor England?

### Intended outcome of the unit

Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.

Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.

Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.

Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.

Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.

Make deductions using inventories and making judgements as to whether a person was rich or poor.

Explain how inventories are useful to historians and create a realistic inventory.

<a href="#">Lesson 1: Fair ruler or tyrant? What was Henry VIII really like?</a>	<a href="#">Lesson 2: Why was Anne Boleyn killed?</a>	<a href="#">Lesson 3: Why did Henry VIII have so many wives?</a>	<a href="#">Lesson 4: What was a Royal Progress?</a>	<a href="#">Lesson 5: What was a Royal Progress like?</a>	<a href="#">Lesson 6: What can inventories tell us about life in Tudor times? (Part 1)</a>	<a href="#">Lesson 7: What can inventories tell us about life in Tudor times? (Part 2)</a>
To use different types of evidence to interpret the character of Henry VIII.	To make deductions about Anne Boleyn from a range of primary and secondary sources.	To understand why Henry VIII had many wives.	To extract evidence from primary sources about the Royal Progresses of Elizabeth I.	To reconstruct a Royal Progress using a range of primary sources.	To make deductions about the people in Tudor England using inventories.	To create a realistic inventory for a person living in Tudor times.

### Key Vocab

Tudor	ruler
Battle of Bosworth	monarch
Henry VII	portrait
Elizabeth of York	interpretation
Henry VIII	primary source
tyrant	secondary source

fair	bias
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## History – Year 5 Learning Objectives – Spring

### What did the Greeks ever do for us?

<a href="#">Lesson 1: Who were the Greeks and when did they live?</a>	<a href="#">Lesson 2: What did the Greeks believe?</a>	<a href="#">Lesson 3: How was ancient Greece governed?</a>	<a href="#">Lesson 4: Did the ancient Greeks give us democracy?</a>	<a href="#">Lesson 5: How do Greek philosophers influence us today?</a>	<a href="#">Lesson 6: What did the Greeks do for us?</a>
To understand where and when the ancient Greeks lived.	To understand the importance of the Greek gods.	To identify similarities and differences between Athens and Sparta.	To understand how Athenian democracy worked.	To understand the importance of the ancient Greek philosophers.	To identify and explain the achievements of the ancient Greeks.

#### Intended outcome of the unit

Describe the features of ancient Greece.  
Identify the key periods in the ancient Greek civilisation.  
Make inferences about Greek gods.  
Research a Greek god.  
Compare Athens and Sparta.  
Understand the different types of democracy.  
Explain how Athenian democracy worked.  
Explain what philosophy is.  
Identify the achievements of the ancient Greek philosophers.  
Identify the ancient Greeks' legacies and their impact.

#### Key Vocab

assembly	government
constitutional monarchy	period
democracy	philosophy
direct democracy	oligarchy
ethics	representative democracy



## History – Year 5 Learning Objectives – Summer

### How did the Maya civilisation compare to the Anglo-Saxons?

#### Intended outcome of the unit

Describe the key physical features of the Maya civilisation.

Sequence the key periods in the Maya civilisation.

Identifying periods that were happening in Britain at the same time.

Name the features of the rainforest.

Explain the challenges facing the Maya in the rainforest.

Explain how the Maya settled in the rainforest.

Name the features of Maya houses.

Identify the similarities and differences between Maya and Anglo-Saxon houses.

Explain the Maya creation story.

Identify the characteristics of important gods or goddesses.

Make deductions about cities.

Name the features of Maya cities.

Create a plan of a Maya city, including the main features.

Explain the reasons for the decline of the Maya civilisation.

Evaluate the reasons for the decline of the Maya civilisation.

Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

<a href="#">Lesson 1: Who were the Maya and when did they live?</a>	<a href="#">Lesson 2: How did the Maya settle in the rainforest?</a>	<a href="#">Lesson 3: What similarities and differences existed between Maya and Anglo-Saxon homes?</a>	<a href="#">Lesson 4: What did the Maya believe?</a>	<a href="#">Lesson 5: What do archaeological remains tell us about Maya cities?</a>	<a href="#">Lesson 6: The decline of the Maya cities: man-made or natural disaster?</a>
To recognise when and where the ancient Maya lived.	To evaluate the challenges of settling in the rainforest.	To compare and contrast Anglo-Saxon and Maya houses.	To explain the importance of Maya gods and goddesses.	To design a map of a Maya city.	To evaluate the reasons for the decline of the Maya cities.

#### Key Vocab

abandon	drought
city-state	hieroglyphics
Classic period	pyramid
creation story	rainforest
decline	slash and burn
deforestation	tropical rainforest



# History – Year 6 Learning Objectives – Autumn

## What does the census tell us about our local area?

### Intended outcome of the unit

Identify the type of information the census gives about people.

Use the census to make inferences about people from the past, providing supporting evidence for their statements.

Make observations from the census and identify changes between periods of time.

Identify the dangers of working in a textile mill.

Create questions to identify the thoughts and feelings of a Victorian working child.

Identify the key events of Mary's life and interpret her thoughts and feelings.

Extract information from the census to recreate the lives of people who lived in a household from the local area.

Extract information from the census and decide whether a family was rich or poor.

Describing change throughout time.

<a href="#">Lesson 1: What does the census tell us about the people living in our local area?</a>	<a href="#">Lesson 2: What happened to Mary Bucktrout? (Part 1)</a>	<a href="#">Lesson 3: What happened to Mary Bucktrout? (Part 2)</a>	<a href="#">Lesson 4: How did Mary Bucktrout feel about the key events in her life?</a>	<a href="#">Lesson 5: Who lived in our local area? (Part 1)</a>	<a href="#">Lesson 6: Who lived in our local area? (Part 2)</a>
To use the census to make inferences about people from the past.	To use the census to investigate how the lives of people in the past changed.	To use primary sources to find out about the working conditions of children in factories.	To recreate the thoughts and feelings of Mary Bucktrout.	To reconstruct the lives of people in a household using the census.	To compare census returns and identify continuities and changes in a household.

### Key Vocab

bobbins	enumerator
can-hooker	flax
carding	flax linen
census	flax mill spinner
comparing	governess
condition	head of household
enumeration books	inference



# History – Year 6 Learning Objectives – Spring

## British History: What was the impact of World War II on the people of Britain?

Intended outcome of the unit
Identify the causes of World War 2.
Identify the different phases in the Battle of Britain.
Make inferences and deductions about a photograph.
Describe how children may have felt when evacuated.
Evaluate the accuracy and reliability of sources.
Describe the impact WW2 had on women's lives.

<a href="#">Lesson 1: Why did Britain go to war in 1939?</a>	<a href="#">Lesson 2: Who won the Battle of Britain?</a>	<a href="#">Lesson 3: What do sources tell us about the Blitz?</a>	<a href="#">Lesson 4: What was evacuation like for children? (Part 1)</a>	<a href="#">Lesson 5: What was evacuation like for children? (Part 2)</a>	<a href="#">Lesson 6: What impact did WW2 have on women's lives?</a>	<a href="#">Lesson 7: Why did people migrate to Britain during and after World War 2?</a>
To understand the causes of World War 2.	To understand how the Battle of Britain was won.	To make inferences about the Blitz using images.	To understand the emotions and experiences of children during the evacuation.	To evaluate the accuracy and reliability of sources.	To identify the impact of WW2 on women's lives.	To explain why migrants come to Britain.

Key Vocab	
accuracy	evacuee
air raid	impact
Battle of Britain	propaganda
bias	purpose
The Blitz	reliability
evacuation	



## History – Year 6 Learning Objectives – Summer

### Unheard stories: Who should go on the banknote?

<a href="#">Lesson 1: Who features on banknotes and why?</a>	<a href="#">Lesson 2: Was Alfred the Great or Elizabeth I the more significant monarch?</a>	<a href="#">Lesson 3: How were Ellen Wilkinson and Betty Boothroyd historically significant?</a>	<a href="#">Lesson 5: Who was more significant? Lily Parr or Betty Snowball?</a>	<a href="#">Lesson 6: Who will be the face of the new £10 note?</a>
To explain the significance of people on banknotes.	To decide whether a person is historically significant.	To evaluate the significance of historical figures.	To evaluate the significance of sporting people.	To evaluate the significance of historical figures.

#### Intended outcome of the unit

Name the features of a banknote.  
Make inferences about a person using a banknote.  
Explain the significance of historical figures.  
Make inferences from sources.  
Apply criteria to decide if a person is historically significant and explain why.  
Explain the significance of William Tuke.  
Research important aspects of a person's life.  
Explain what makes a person significant.

#### Key Vocab

Alan Turing criteria issuing bank historically significant Jane Austen Joseph William Turner	remarkable remembered watermark Winston Churchill Lily Parr Betty Snowball
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