

England (KS1)	Primary History: unit name, topic name, toolkit callouts
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? (Your personal timeline) Spark, Explain/Explore 1 L3: Do you know the life history of Pocahontas? L4: What was life like for Pocahontas and the Powhatan people? <i>The Great Fire of London</i> L2: What were the problems with London in 1666? L3: What happened and how do we know? <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practice L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2
Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? Spark, Explain/Explore 1 L2: What makes a person historically important? L3: Do you know the life history of Pocahontas? (Timeline of Pocahontas' life) <i>The Great Fire of London</i> L1: How can we safely build a fire? Extend and stretch L2: What were the problems with London in 1666? Explain/Explore 1 L3: What did eyewitnesses say about the Great Fire? Explain/Explore 1 and 2 <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 L5: How much has changed since the Wright Flyer? Explain/Explore 1 and 2, Demonstrate understanding L6: How has transport changed over time? Explain/Explore, Summative assessment, Extend and stretch

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Pupils should use a wide vocabulary of everyday historical terms.	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? L2: What historical evidence will you leave for historians? <i>The Great Fire of London</i> L1: What were the problems in London in 1666? L2: What happened and how do we know? <i>Travel and transport</i> L1: How much did the wheel begin to change lives? L2: How much has changed? (Transport 'firsts') L3: Did everyone welcome the railways? (Timeline of the train) L4: How has the car developed and did everyone benefit?
Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? Spark, Explain/Explore 1 L2: What historical evidence will you leave for for historians? (Making guesses) L3: Do you know the life history of Pocahontas? (Pocahontas' life story) Practise 1 and 2 L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) Explain/Explore, Targeted activity, Demonstrate understanding L5: Why did the colonists leave England and risk their lives in North America? (Trade) <i>The Great Fire of London</i> L2: What were the problems with London in 1666? Explain/Explore L3: What happened and how do we know? (A timeline of the Great Fire of London, 1666) Explain/Explore 1, Practise 1, Practise 2 <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2

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Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? Explain/Explore 3 L2: What historical evidence will you leave for for historians? (Making guesses) Practise L3: Do you know the life history of Pocahontas? (Pocahontas' life story) Explain/Explore L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) Explain/Explore, Targeted activity, Demonstrate Understanding <i>The Great Fire of London</i> L2: What were the problems with London in 1666? Explain/Explore 1 and 2, Practise L3: What happened and how do we know? A timeline of the Great Fire of London, 1666. Explain/Explore 1, Practise 1, Practise 2 Evidence toolkit: links to <i>The Great Fire of London</i> and <i>How should we remember Pocahontas?</i> units
Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<i>How should we remember Pocahontas?</i> L5: Why did the colonists leave England and risk their lives in North America? Explain/Explore, Targeted activity, Explain/Explore 2 <i>The Great Fire of London</i> L1: How can we safely build a fire? (Safety inspectors) L5: Where are causes and consequences? Explain/Explore 1 <i>Travel and transport</i> L1: How did the wheel begin to change lives? L2: How much has changed? L3: Did everyone welcome the railways? L4: How has the car developed and did everyone benefit? L5: How much has changed since the Wright Flyer? L6: How has transport changed over time? Chronology, change and continuity toolkit: links to <i>How should we remember Pocahontas?</i> unit

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Pupils should be taught about events beyond living memory that are significant nationally or globally.	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? Spark, Explain/Explore 1 L2: What historical evidence will you leave for for historians? (Making guesses) L3: Do you know the life history of Pocahontas? (Pocahontas' life story) L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) L5: Why did the colonists leave England and risk their lives in North America? (Trade) <i>The Great Fire in London</i> L4: What did eyewitnesses say about the Great Fire? Explain/Explore 1 and 2 L5: What are causes and consequences? Explain/Explore 1 and 2 L6: Why did the Great Fire of 1666 spread so easily? Demonstrate understanding, Summative assessment <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? 2. Transport 'firsts' Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 Cause and consequence toolkit: links to <i>The Great Fire of London</i> unit and includes historical literacy cards, cause cards and domino run activities

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Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<i>How should we remember Pocahontas?</i> L3: Do you know the life history of Pocahontas? (Pocahontas' life story) L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) L6: Why should we remember Pocahontas? (A memorial for Pocahontas) <i>The Great Fire of London</i> L2: What were the problems with London in 1666? Explain/Explore 1 and 2, Practise L3: What happened and how do we know? (A timeline of the Great Fire of London, 1666) Explain/Explore 1, Practise 1, Practise 2 L4: What did eyewitnesses say about the Great Fire? Explain/Explore 1 L5: What are causes and consequences? Explain/Explore 1 L6: Why did the Great Fire of 1666 spread so easily? Demonstrate understanding, Summative assessment <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 L5: How much has changed since the Wright Flyer? L6: How has transport changed over time? Significance toolkit: links to <i>How should we remember Pocahontas?</i> unit

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Pupils should be taught about significant historical events, people and places in their own locality.	<i>How should we remember Pocahontas?</i> L2: What makes a person historically important? Explain/Explore L3: Do you know the life history of Pocahontas? (Pocahontas' life story) L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) L5: Why did the colonists leave England and risk their lives in North America? L6: Why should we remember Pocahontas? (A memorial for Pocahontas) <i>The Great Fire in London</i> L4: What did eyewitnesses say about the Great Fire? Explain/Explore 1 and 2 L5: What are causes and consequences? Explain/Explore 1 and 2 L6: Why did the Great Fire of 1666 spread so easily? Demonstrate understanding, Summative assessment. <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 L5: How much has changed since the Wright Flyer? L6: How has transport changed over time?

England (KS2)	Primary History: topic name, unit name, toolkit callouts
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Units: All Chronology, change and continuity toolkit
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Contrasts: Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2 Roman L5: Which factors were most important in the fall of the Roman Empire? KQ3 Medieval L4: What are the features of a great medieval monarch?; L6: Who do you think was the greatest medieval monarch? Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 Middle East L4: Was Mesopotamia the cradle of civilisation?; L5: Was the Ottoman Empire so successful because of its leadership? Connections: Benin L4: What was the transatlantic slave trade? Civil Rights L1: What was the United States of America like in the 1950s? KQ4 Trends: Industrial L2: What were living and working conditions like during the Industrial Revolution? Prehistoric L2: What tools did early humans use? KQ3; L3: What was life like in a Stone Age settlement? KQ2; L6: What were the major differences between the different eras of the Stone Age? Medieval L4: What are the features of a great medieval monarch? KQ1; L5: How did power change throughout the medieval period? C20th Conflict L2: Why were so many lives lost on the Western Front?

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They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Change: Industrial L1: What were the main features of Victorian society?; L3: How successful were political acts at making Victorian Britain fairer?; L4: What was it like for children working during the Industrial Revolution?; L5: How did the Industrial Revolution change Feltham?; L6: What advantages and disadvantages did the Industrial Revolution have for working-class people? Prehistoric L2: What tools did early humans use?; L3: What was life like in a Stone Age settlement? KQ2; L6: What were the major differences between the different eras of the Stone Age? Roman L3: How did Britain change under the Romans?; L4: Can you plan your own Roman town?; L6: Life for most Britons didn't change much when the Romans came to Britain. Do you agree? Medieval L5: How did power change throughout the medieval period? Anglo L1: How did control of Britain change following the Roman withdrawal?; L6: How did the Anglo-Saxons and Scots change life in Britain? Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? Explain/Explore 1 C20th Conflict: Why were so many lives lost on the Western Front? Cause: Industrial L2: What were living and working conditions like during the Industrial Revolution? KQ1 Prehistoric L1: What was life like during the Ice Age? KQ2 Roman L1: How did the Roman Empire become so successful?; L5: Which factors were most important in the fall of the Roman Empire? Shang L3: How did the Shang Dynasty end? KQ3 Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? KQ3; Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ2-3 20thC Conflict L1: What were the different causes of the First World War?; L4: How did Hitler rise to power?; L5: What caused the Second World War?; L6: Could the Second World War have been avoided? Similarity/Difference: Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2 Medieval L3: Which King was worse, John or Richard? KQ1-2 (Demonstrate understanding) Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 Vikings L5: What were the similarities and differences between Norse and Anglo-Saxon beliefs? Significance: Benin L4: What was the transatlantic slave trade? KQ4; L6: What was the greatest achievement of the Benin Kingdom? Greece L4: How has Ancient Greece influenced our lives? KQ3; L6: Why have so many ideas from Ancient Greece lasted so long? Shang L3: How did the Shang Dynasty end? KQ1 Medieval L5: How did power change throughout the medieval period? KQ2 Civil Rights L6: Non-violent protest is not enough. Do you agree? Vikings L3: Why did Alfred sign a treaty with Guthrum? KQ3 Chronology, change and continuity toolkit; Cause and consequence toolkit

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They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	Source work: Benin L2: What was life like for the Edo people in the Benin Kingdom? Targeted activity; L3: How were trade links established and what goods were traded? Demonstrate understanding; L5: What can the Benin Bronzes teach us about the Benin Kingdom? KQ2-3 Prehistoric L3: What was life like in a Stone Age settlement? Explain/Explore 1; L4: Why was bronze used for tools and weapons? Explain/Explore 3; L5: What can we learn from Skara Brae and other Stone Age sites? Romans L4: Can you plan your own Roman town? Shang L2: Who was Fu Hao, and how do we know about her? Demonstrate understanding 1; L5: What can artefacts tell us about how the Shang lived? Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain? Civil Rights L1: What was the United States of America like in the 1950s? Demonstrate understanding; L2: Why did Oliver Brown take the Board of Education to the Supreme Court? KQ1-2 C20th Conflict L2: Why were so many lives lost on the Western Front? Demonstrate understanding; L3: Was the Treaty of Versailles fair? Spark; L4: How did Hitler rise to power? Explain/Explore 1; L5: What caused the Second World War? Spark Vikings L1: Why did the Vikings raid and invade Britain? Targeted activity Evidence toolkit
Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain	Units: Prehistoric Britain, Romans L1: What was life like during the Ice Age? L3: What was life like in a Stone Age settlement, L5: What can we learn from Skara Brae and other Stone Age sites?; KQ1 How do we learn about the past? Romans L1: How did the Roman Empire become so successful?, L2: How did the Romans invade Britain?, L3: How did Britain change under the Romans? KQ1 How did the Romans change the British landscape? KQ2 How did the Romans change British culture? KQ3 How did the Romans change British beliefs? L5: Which factors were most important in the fall of the Roman Empire? Cause and consequence toolkit
Britain's settlement by Anglo-Saxons and Scots	Units: Anglo Saxons and Scots Anglo L1: How did control of Britain change following the Roman withdrawal?; L2: What was life like in Anglo-Saxon Britain?; L3: Who ruled Anglo-Saxon Britain? Demonstrate understanding, L4: What can the sources of Gildas, Bede and Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain, KQ2 + 3, L5: Can you design an Anglo-Saxon hillfort? Explain/Explore. L6: How did the Anglo-Saxons and Scots change life in Britain? Assessment Opportunities.

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A local history study	Units: Industrial Revolution, Changing Britain, Civil Rights, Anglo Saxons. L1: What were the main features of Victorian society?, L2: How did living and working conditions change during the Industrial Revolution?, L3: How successful were political acts at making Victorian Britain fairer? What political acts were introduced at this time? L4: What was it like for children working during the Industrial Revolution? Explain/Explore. L5: How did the Industrial Revolution change Feltham? Targeted activity, Explain/Explore. L6: What advantages and disadvantages did the Industrial Revolution have for working class people? Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 How did the protest in the USA compare with that in the UK? L6: Non violent protest is not enough - do you agree? Extension Opportunity: What sparked the BLM movement and why is it needed? Changing Britain L1: How have people fought for Civil Rights in Britain? Explain/Explore. L2: What was the Bristol Bus Boycott? Demonstrate understanding. L3: What was the Grunwick site? Demonstrate understanding Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain? Evidence toolkit
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Units: Medieval Monarchs, L1: Why was there a succession crisis in 1066? Explain/Explore. L2: Who was responsible for the death of Thomas Becket? Extend and stretch. L3: Which King was worse, John or Richard? KQ1 What were the main events of King Richard's rule?, KQ2 What were the main events of King John's rule? L4: What are the features of a great medieval monarch? Targeted activity. L5: How did power change throughout the medieval period? KQ4 How did the power of the monarch change during the medieval period? Explain/Explore. L6: Who do you think was the greatest Medieval monarch? Assessment Opportunities. Significance toolkit

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The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Unit: Shang Dynasty L1: How did the Shang Dynasty begin? L3: How did the Shang Dynasty end?, KQ1 What did the Shang Dynasty achieve? L4: How did the Shang Dynasty create and use Chinese writing? KQ1 When was Chinese writing invented? L5: What artefacts can tell us about how the Shang lived? L6: What do we know about the Shang Dynasty? Significance toolkit
Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Unit: Ancient Greece L1: What do we know about Ancient Greece? KQ4 Can you order major events on a timeline? L2: What did Ancient Greeks believe? KQ1 Why do civilisations use myths, KQ4 Can you retell any famous myths? L2 Explain/Explore. L3: Who was Alexander the Great? Explain/Explore. L4: How has Ancient Greece influenced our lives? KQ3 How does the Golden Age of Greece influence our lives today? Demonstrate understanding. L5: How equal was society in Greece? Targeted activity. L6: Why have ideas from Ancient Greece lasted so long? Significance toolkit
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Unit: Benin Kingdom L1: How did the Benin Kingdom begin? Explain/Explore task. L2: What was life like for the Edo people in the kingdom? KQ1 How did the Obas rule the kingdom? L4: What was the Transatlantic Slave Trade? KQ4 What is the legacy of the slave trade? L5: What can the Benin Bronzes teach us about the Benin Kingdom? Demonstrate understanding task. L6: What was the greatest achievement of the Benin Kingdom?

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Children can learn to sequence events in their day by using evidence from photographs, and by recording their ideas in pictures and booklets. <i>Through stories, songs and rhymes children's sequencing skills of the passing of time will be reinforced.</i>	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? (Your personal timeline) Spark, Explain/Explore 1 L3: Do you know the life history of Pocahontas? L4: What was life like for Pocahontas and the Powhatan people? <i>The Great Fire of London</i> L2: What were the problems with London in 1666? L3: What happened and how do we know? <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 Chronology, change and continuity toolkit: links to <i>How should we remember Pocahontas?</i> unit
Using photographs they take themselves (both indoors and outdoors) children can progress to sequencing events in the week and for longer periods. When appropriate, the events can be recorded using a time line. <i>Children should become familiar with vocabulary that describes the passage of time, starting with events in their own lives.</i>	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? (Your personal timeline) Spark, Explain/Explore 1 L3: Do you know the life history of Pocahontas? <i>The Great Fire of London</i> L3: What happened and how do we know? <i>Travel and transport</i> L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 Cause and consequence toolkit: links to <i>The Great Fire of London</i> unit and includes historical literacy cards, cause cards and domino run activities

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Photographs of earlier generations can provide a good stimulus for children to explore and ask questions about past times and events, as well as also engaging parents'/carers' interest in the curriculum. Photographs might also contribute to a class museum of old/new household items or toys that children can handle and compare, while at the same time learning relevant vocabulary to describe the characteristics that identify artefacts from different periods of time.	<i>The Great Fire of London</i> L3: What happened and how do we know? (A timeline of the Great Fire of London, 1666) Explain/Explore 1, Practise 1, Practise 2 L4: What did eyewitnesses say about the Great Fire? Explain/Explore 1 Evidence toolkit: links to <i>The Great Fire of London</i> and <i>How should we remember Pocahontas?</i> units

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Visitors might be asked to talk about their own childhood or school days with the children. This will enable children to develop their knowledge and understanding of ways of life in different times, to engage in two-way conversations as well as examine photographs and artefacts and listen to stories. <i>This will help children to interpret evidence and understand why people did things, why events happened and some of the consequences.</i> These visitors' accounts can be compared with books, DVDs, museum displays, and so on, to help children understand that <i>there are different ways of interpreting the past.</i>	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? Explain/Explore 3 L2: What historical evidence will you leave for for historians? (Making guesses) Practise L3: Do you know the life history of Pocahontas? (Pocahontas' life story) Explain/Explore L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) Explain/Explore, Targeted activity, Demonstrate understanding <i>The Great Fire of London</i> L2: What were the problems with London in 1666? Explain/Explore 1 and 2, Practise L3: What happened and how do we know? (A timeline of the Great Fire of London, 1666) Explain/Explore 1, Practise 1, Practise

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Stories can also help children to understand the concept of old and new, and the influence of past events and characters (<i>for example characters from Welsh history</i>).	<i>How should we remember Pocahontas?</i> L6: Do you know the life history of Pocahontas? Explain/Explore 2 <i>The Great Fire of London</i> L3: What happened and how do we know? Explain/Explore 2, Practise Significance toolkit: links to <i>How should we remember Pocahontas?</i> unit
Visits to local museums and historic sites can help children to <i>gain a greater understanding of the buildings and ways of life in Wales in past times</i>.	

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Pupils should be given opportunities to: 1. use timelines to sequence events 2. identify differences between ways of life at different times	Units: All Chronology, change and continuity toolkit; Change toolkit
Pupils should be given opportunities to: use appropriate key words to estimate, measure and describe the passage of time. Understand why people did things, what caused specific events and the consequences of those events	Contrasts: Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2 Roman L5: Which factors were most important in the fall of the Roman Empire? KQ3 Medieval L4: What are the features of a great medieval monarch?; L6: Who do you think was the greatest medieval monarch? Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 Connections: Benin L4: What was the transatlantic slave trade? Civil Rights L1: What was the United States of America like in the 1950s? KQ4 Trends: Industrial L2: What were living and working conditions like during the Industrial Revolution? Prehistoric L2: What tools did early humans use? KQ3; L3: What was life like in a Stone Age settlement? KQ2; L6: What were the major differences between the different eras of the Stone Age? Medieval L4: What are the features of a great medieval monarch? KQ1; L5: How did power change throughout the medieval period? C20th Conflict L2: Why were so many lives lost on the Western Front? Change toolkit

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Pupils should be given opportunities to: identify differences between ways of life at different times, identify significant people and describe events within and across periods, understand why people did things, what caused specific events and the consequences of those events. Pupils should be given opportunities to: ask and answer relevant questions about the past plan the investigative approach to be used, suggesting how to find relevant information reflect on their findings and the investigative approach used.	Change: Industrial L1: What were the main features of Victorian society?; L3: How successful were political acts at making Victorian Britain fairer?; L4: What was it like for children working during the Industrial Revolution?; L5: How did the Industrial Revolution change Feltham?; L6: What advantages and disadvantages did the Industrial Revolution have for working-class people? Prehistoric L2: What tools did early humans use?; L3: What was life like in a Stone Age settlement? KQ2; 6: What were the major differences between the different eras of the Stone Age? Roman L3: How did Britain change under the Romans?; L4: Can you plan your own Roman town?; L6: Life for most Britons didn't change much when the Romans came to Britain. Do you agree? Medieval L5: How did power change throughout the medieval period? Anglo L1: How did control of Britain change following the Roman withdrawal?; L6: L6: How did the Anglo-Saxons and Scots change life in Britain? Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? Explain/Explore 1 C20th Conflict: Why were so many lives lost on the Western Front? Cause: Industrial L2: What were living and working conditions like during the Industrial Revolution? KQ1 Prehistoric L1: What was life like during the Ice Age? KQ2 Roman L1: How did the Roman Empire become so successful?; L5: Which factors were most important in the fall of the Roman Empire? Shang L3: How did the Shang Dynasty end? KQ3 Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? KQ3; Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ2-3 20thC Conflict L1: What were the different causes of the First World War?; L4: How did Hitler rise to power?; L5: What caused the Second World War?; L6: Could the Second World War have been avoided? Similarity/Difference: Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2 Medieval L3: Which King was worse, John or Richard? KQ1-2 (Demonstrate understanding) Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 Vikings L5: What were the similarities and differences between Norse and Anglo-Saxon beliefs? Significance: Benin L4: What was the transatlantic slave trade? KQ4; L6: What was the greatest achievement of the Benin Kingdom? Greece L4: How has Ancient Greece influenced our lives? KQ3; L6: Why have so many ideas from Ancient Greece lasted so long? Shang L3: How did the Shang Dynasty end? KQ1 Medieval L5: How did power change throughout the medieval period? KQ2 Civil Rights L6: Non-violent protest is not enough. Do you agree? Vikings L3: Why did Alfred sign a treaty with Guthrum? KQ3 Cause and consequence toolkit; Significance toolkit; Chronology, change and continuity toolkit

Wales (KS2)	Primary History: topic name, unit name, toolkit callouts
Pupils should be given opportunities to: 1. identify the ways in which the past is represented and interpreted 2. distinguish between 'fact' and 'opinion', giving some evidence/ knowledge-based reasons for this. 3. use a range of sources, including ICT, e.g. artefacts, buildings and sites, adults talking about their own past, visual sources, data and appropriate written sources Select, record, and organise historical information Communicate ideas, opinions and conclusions with increasing independence in a variety of ways, including ICT, e.g. graphs, charts, extended writing, visual and oral presentations.	Source work: Benin L2: What was life like for the Edo people in the Benin Kingdom? Targeted activity; L3: How were trade links established and what goods were traded? Demonstrate understanding; L5: What can the Benin Bronzes teach us about the Benin Kingdom? KQ2-3 Prehistoric L3: What was life like in a Stone Age settlement? Explain/Explore 1; L4: Why was bronze used for tools and weapons? Explain/Explore 3; L5: What can we learn from Skara Brae and other Stone Age sites? Romans L4: Can you plan your own Roman town? Shang L2: Who was Fu Hao, and how do we know about her? Demonstrate understanding 1; L5: What can artefacts tell us about how the Shang lived? Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain? Civil Rights L1: What was the United States of America like in the 1950s? Demonstrate understanding; L2: Why did Oliver Brown take the Board of Education to the Supreme Court? KQ1-2 C20th Conflict L2: Why were so many lives lost on the Western Front? Demonstrate understanding; L3: Was the Treaty of Versailles fair? Spark; L4: How did Hitler rise to power? Explain/Explore 1; L5: What caused the Second World War? Spark Vikings L1: Why did the Vikings raid and invade Britain? Targeted activity Evidence toolkit; Chronology, change and continuity toolkit

Wales (KS2)	Primary History: topic name, unit name, toolkit callouts
Pupils should be given opportunities to study the daily life of people living in either the time of the Iron Age Celts or the Romans. Pupils should develop their historical skills, knowledge and understanding through learning about a range of historical contexts. These should be based primarily on the local area within the wider context of Wales, but including examples from Britain and other countries.	Units: Prehistoric Britain, Romans L1: What was life like during the Ice Age? L3: What was life like in a Stone Age settlement, L5: What can we learn from Skara Brae and other Stone Age sites?; KQ1 How do we learn about the past? Romans L1: How did the Roman Empire become so successful?, L2: How did the Romans invade Britain?, L3: How did Britain change under the Romans? KQ1 How did the Romans change the British landscape? KQ2 How did the Romans change British culture? KQ3 How did the Romans change British beliefs? L5: Which factors were most important in the fall of the Roman Empire? Units: Medieval Monarchs L1: Why was there a succession crisis in 1066? Explain/Explore. L2: Who was responsible for the death of Thomas Becket? Extend and stretch. L3: Which King was worse, John or Richard? KQ1 What were the main events of King Richard's rule?, KQ2 What were the main events of King John's rule? L4: What are the features of a great medieval monarch? Targeted activity. L5: How did power change throughout the medieval period? KQ4 How did the power of the monarch change during the medieval period? Explain/Explore. L6: Who do you think was the greatest Medieval monarch? Assessment Opportunities.

Wales (KS2)	Primary History: topic name, unit name, toolkit callouts
Pupils should be given opportunities to study changes to people's daily lives in the locality in the nineteenth century Pupils should be given opportunities to plan the investigative approach to be used, suggesting how to find relevant information. Reflect on their findings and the investigative approach used. Carry out investigations into the history around them and into the life of people at different times and places in the past. Pupils should be given opportunities to: 1. identify the ways in which the past is represented and interpreted 2. distinguish between 'fact' and 'opinion', giving some evidence/ knowledge-based reasons for this. 3. use a range of sources, including ICT, e.g. artefacts, buildings and sites, adults talking about their own past, visual sources, data and appropriate written sources	Units: Industrial Revolution, Changing Britain, Civil Rights, Anglo Saxons. L1: What were the main features of Victorian society? L2: How did living and working conditions change during the Industrial Revolution?, L3: How successful were political acts at making Victorian Britain fairer? What political acts were introduced at this time?, L4: What was it like for children working during the Industrial Revolution? Explain/Explore. L5: How did the Industrial Revolution change Feltham? Targeted activity, Explain/Explore. L6: What advantages and disadvantages did the Industrial Revolution have for working class people Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 How did the protest in the USA compare with that in the UK? L6: Non violent protest is not enough - do you agree? Extension Opportunity: What sparked the BLM movement and why is it needed? Changing Britain L1: How have people fought for Civil Rights in Britain? Explain/Explore. L2: What was the Bristol Bus Boycott? Demonstrate understanding. L3: What was the Grunwick site? Demonstrate understanding Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain? Evidence toolkit; Significance toolkit

Wales (KS2)	Primary History: topic name, unit name, toolkit callouts
They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments.	Unit: Shang Dynasty L1: How did the Shang Dynasty begin? L3: How did the Shang Dynasty end?, KQ1 What did the Shang Dynasty achieve? L4: How did the Shang Dynasty create and use Chinese writing? KQ1 When was Chinese writing invented? L5: What artefacts can tell us about how the Shang lived? L6: What do we know about the Shang Dynasty? Unit: Ancient Greece L1: What do we know about Ancient Greece? KQ4 Can you order major events on a timeline? L2: What did Ancient Greeks believe? KQ1 Why do civilisations use myths, KQ4 Can you retell any famous myths? L2 Explain/Explore. L3: Who was Alexander the Great? Explain/Explore. L4: How has Ancient Greece influenced our lives? KQ3 How does the Golden Age of Greece influence our lives today? Demonstrate understanding. L5: How equal was society in Greece? Targeted activity. L6: Why have ideas from Ancient Greece lasted so long? Unit: Benin Kingdom L1: How did the Benin Kingdom begin? Explain/Explore task. L2: What was life like for the Edo people in the kingdom? KQ1 How did the Obas rule the kingdom? L4: What was the Transatlantic Slave Trade? KQ4 What is the legacy of the slave trade? L5: What can the Benin Bronzes teach us about the Benin Kingdom? Demonstrate understanding task. L6: What was the greatest achievement of the Benin Kingdom? Significance toolkit

Scotland (KS1)	Primary History: unit name, topic name, toolkit callouts
By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. [SOC 1-02a]	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? Spark, Explain/Explore 2, Extend and stretch L4: What was life like for Pocahontas and the Powhatan people? Targeted activity Cause and consequence toolkit: links to <i>The Great Fire of London</i> unit and includes historical literacy cards, cause cards and domino run activities
I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. [SOC 1-01a]	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? Explain/Explore 3 L2: What historical evidence will you leave for for historians? (Making guesses) Practise L3: Do you know the life history of Pocahontas? (Pocahontas' life story) Explain/Explore L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) Explain/Explore, Targeted activity, Demonstrate understanding <i>The Great Fire of London</i> L2: What were the problems with London in 1666? Explain/Explore 1 and 2, Practise L3: What happened and how do we know? (A timeline of the Great Fire of London, 1666) Explain/Explore 1, Practise 1, Practise 2 Evidence toolkit: links to <i>The Great Fire of London</i> and <i>How should we remember Pocahontas?</i> units
I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. [SOC 1-04a]	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? (Your personal timeline) Spark, Explain/Explore 1 L3: Do you know the life history of Pocahontas? L4: What was life like for Pocahontas and the Powhatan people? <i>The Great Fire of London</i> L2: What were the problems with London in 1666? L3: What happened and how do we know? <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2

Scotland (KS1)	Primary History: unit name, topic name, toolkit callouts
Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. [SOC 1-06a]	<i>How should we remember Pocahontas?</i> L2: What makes a person historically important? Explain/ Explore L3: Do you know the life history of Pocahontas? (Pocahontas' life story) L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) L5: Why did the colonists leave England and risk their lives in North America? L6: Why should we remember Pocahontas? (A memorial for Pocahontas) <i>The Great Fire of London</i> L4: What did eyewitnesses say about the Great Fire? Explain/Explore 1 and 2 L5: What are causes and consequences? Explain/Explore 1 and 2 Significance toolkit: links to <i>How should we remember Pocahontas?</i> unit
I can use evidence to recreate the story of a place or individual of local historical interest. [SOC 1-03]	<i>How should we remember Pocahontas?</i> L2: What historical evidence will you leave for historians? (Making guesses) Explain/Explore 2 L3: Do you know the life history of Pocahontas? Practise 2, Explain/Explore 2 L4: What was life like for Pocahontas and Powhatan people? L6: Why should we remember Pocahontas? Summative assessment, Extend and stretch Chronology, change and continuity toolkit: links to <i>How should we remember Pocahontas?</i> unit

Scotland (KS2)	Primary History: topic name, unit name, toolkit callouts
I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a	Units: All Evidence toolkit
I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a 2. I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a	Contrasts: Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2 Roman L5: Which factors were most important in the fall of the Roman Empire? KQ3 Medieval L4: What are the features of a great medieval monarch?; L6: Who do you think was the greatest medieval monarch? Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 Connections: Benin L4: What was the transatlantic slave trade? Civil Rights L1: What was the United States of America like in the 1950s? KQ4 Trends: Industrial L2: What were living and working conditions like during the Industrial Revolution? Prehistoric L2: What tools did early humans use? KQ3; L3: What was life like in a Stone Age settlement? KQ2; L6: What were the major differences between the different eras of the Stone Age? Medieval L4: What are the features of a great medieval monarch? KQ1; L5: How did power change throughout the medieval period? C20th Conflict L2: Why were so many lives lost on the Western Front?

Scotland (KS2)	Primary History: topic name, unit name, toolkit callouts
I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a 2. I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a 3. By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. SOC 4-04a	Change: Industrial L1: What were the main features of Victorian society?; L3: How successful were political acts at making Victorian Britain fairer?; L4: What was it like for children working during the Industrial Revolution?; L5: How did the Industrial Revolution change Feltham?; L6: What advantages and disadvantages did the Industrial Revolution have for working-class people? Prehistoric L2: What tools did early humans use?; L3: What was life like in a Stone Age settlement? KQ2; 6: What were the major differences between the different eras of the Stone Age? Roman L3: How did Britain change under the Romans?; L4: Can you plan your own Roman town?; L6: Life for most Britons didn't change much when the Romans came to Britain. Do you agree? Medieval L5: How did power change throughout the medieval period? Anglo L1: How did control of Britain change following the Roman withdrawal?; L6: How did the Anglo-Saxons and Scots change life in Britain? Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? Explain/Explore 1 C20th Conflict: Why were so many lives lost on the Western Front? Cause: Industrial L2: What were living and working conditions like during the Industrial Revolution? KQ1 Prehistoric L1: What was life like during the Ice Age? KQ2 Roman L1: How did the Roman Empire become so successful?; L5: Which factors were most important in the fall of the Roman Empire? Shang L3: How did the Shang Dynasty end? KQ3 Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? KQ3; Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ2-3 20thC Conflict L1: What were the different causes of the First World War?; L4: How did Hitler rise to power?; L5: What caused the Second World War?; L6: Could the Second World War have been avoided? Similarity/Difference: Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2 Medieval L3: Which King was worse, John or Richard? KQ1-2 (Demonstrate understanding) Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 Vikings L5: What were the similarities and differences between Norse and Anglo-Saxon beliefs? Significance: Benin L4: What was the transatlantic slave trade? KQ4; L6: What was the greatest achievement of the Benin Kingdom? Greece L4: How has Ancient Greece influenced our lives? KQ3; L6: Why have so many ideas from Ancient Greece lasted so long? Shang L3: How did the Shang Dynasty end? KQ1 Medieval L5: How did power change throughout the medieval period? KQ2 Civil Rights L6: Non-violent protest is not enough. Do you agree? Vikings L3: Why did Alfred sign a treaty with Guthrum? KQ3 Chronology, change and continuity toolkit; Significance toolkit; Cause and consequence toolkit

Scotland (KS2)	Primary History: topic name, unit name, toolkit callouts
I can use primary and secondary sources selectively to research events in the past. SOC 2-01a 2. I am aware that different types of evidence can help me to find out about the past. SOC 0-01a 3. I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a	Source work: Benin L2: What was life like for the Edo people in the Benin Kingdom? Targeted activity; L3: How were trade links established and what goods were traded? Demonstrate understanding; L5: What can the Benin Bronzes teach us about the Benin Kingdom? KQ2-3 Prehistoric L3: What was life like in a Stone Age settlement? Explain/Explore 1; L4: Why was bronze used for tools and weapons? Explain/Explore 3; L5: What can we learn from Skara Brae and other Stone Age sites? Romans L4: Can you plan your own Roman town? Shang L2: Who was Fu Hao, and how do we know about her? Demonstrate understanding 1; L5: What can artefacts tell us about how the Shang lived? Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain? Civil Rights L1: What was the United States of America like in the 1950s? Demonstrate understanding; L2: Why did Oliver Brown take the Board of Education to the Supreme Court? KQ1-2 C20th Conflict L2: Why were so many lives lost on the Western Front? Demonstrate understanding; L3: Was the Treaty of Versailles fair? Spark; L4: How did Hitler rise to power? Explain/Explore 1; L5: What caused the Second World War? Spark Vikings L1: Why did the Vikings raid and invade Britain? Targeted activity Evidence toolkit
I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a	Units: Anglo Saxons and Scots Anglo L1: How did control of Britain change following the Roman withdrawal? L2: What was life like in Anglo-Saxon Britain? L3: Who ruled Anglo-Saxon Britain? Demonstrate understanding, L4: What can the sources of Gildas, Bede and Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain, KQ2 + 3 L5: Can you design an Anglo-Saxon hillfort? Explain/Explore. L6: How did the Anglo-Saxons and Scots change life in Britain? Assessment Opportunities Units: Medieval Monarchs L1: Why was there a succession crisis in 1066? Explain/Explore. L2: Who was responsible for the death of Thomas Becket? Extend and stretch. L3: Which King was worse, John or Richard? KQ1 What were the main events of King Richard's rule?, KQ2 What were the main events of King John's rule? L4: What are the features of a great medieval monarch? Targeted activity. L5: How did power change throughout the medieval period? KQ4 How did the power of the monarch change during the medieval period? Explain/Explore. L6: Who do you think was the greatest Medieval monarch? Assessment Opportunities.

Scotland (KS2)	Primary History: topic name, unit name, toolkit callouts
Through researching I can identify possible causes of a past conflict and report on the impact it had on the lives of people at the time. SOC 3-06b 2. Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. SOC 4-06a	Units: Industrial Revolution, Changing Britain, Civil Rights, Anglo Saxons. L1: What were the main features of Victorian society?, L2: How did living and working conditions change during the Industrial Revolution?, L3: How successful were political acts at making Victorian Britain fairer? What political acts were introduced at this time?, L4: What was it like for children working during the Industrial Revolution? Explain/Explore. L5: How did the Industrial Revolution change Feltham? Targeted activity, Explain/Explore. L6: What advantages and disadvantages did the Industrial Revolution have for working class people Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 How did the protest in the USA compare with that in the UK? L6: Non violent protest is not enough - do you agree? Extension Opportunity: What sparked the BLM movement and why is it needed? Changing Britain L1: How have people fought for Civil Rights in Britain? Explain/Explore. L2: What was the Bristol Bus Boycott? Demonstrate understanding. L3: What was the Grunwick site? Demonstrate understanding Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain? Cause and consequence toolkit

Scotland (KS2)	Primary History: topic name, unit name, toolkit callouts
I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a	Unit: Shang Dynasty L1: How did the Shang Dynasty begin? L3: How did the Shang Dynasty end?, KQ1 What did the Shang Dynasty achieve? L4: How did the Shang Dynasty create and use Chinese writing? KQ1 When was Chinese writing invented? L5: What artefacts can tell us about how the Shang lived? L6: What do we know about the Shang Dynasty? Unit: Ancient Greece L1: What do we know about Ancient Greece? KQ4 Can you order major events on a timeline? L2: What did Ancient Greeks believe? KQ1 Why do civilisations use myths, KQ4 Can you retell any famous myths? L2 Explain/Explore. L3: Who was Alexander the Great? Explain/Explore. L4: How has Ancient Greece influenced our lives? KQ3 How does the Golden Age of Greece influence our lives today? Demonstrate understanding. L5: How equal was society in Greece? Targeted activity. L6: Why have ideas from Ancient Greece lasted so long? Unit: Benin Kingdom L1: How did the Benin Kingdom begin? Explain/Explore task. L2: What was life like for the Edo people in the kingdom? KQ1 How did the Obas rule the kingdom? L4: What was the Transatlantic Slave Trade? KQ4 What is the legacy of the slave trade? L5: What can the Benin Bronzes teach us about the Benin Kingdom? Demonstrate understanding task. L6: What was the greatest achievement of the Benin Kingdom? Evidence toolkit

Northern Ireland (KS1)	Primary History: unit name, topic name, toolkit callouts
Pupils should be enabled to explore <i>how have we changed over time?</i>	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? (Your personal timeline) Spark, Explain/Explore 1 L3: Do you know the life history of Pocahontas? L4: What was life like for Pocahontas and the Powhatan people? <i>The Great Fire of London</i> L2: What were the problems with London in 1666? L3: What happened and how do we know? <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 Chronology, change and continuity toolkit: links to <i>How should we remember Pocahontas?</i> unit

Northern Ireland (KS1)	Primary History: unit name, topic name, toolkit callouts
Pupils should be enabled to explore <i>how things move now and how did they move in the past?</i>	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? Spark, Explain/Explore 1 L2: What historical evidence will you leave for for historians? (Making guesses) L3: Do you know the life history of Pocahontas? (Pocahontas' life story) Practise 1 and 2 L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) Explain/Explore, Targeted activity, Demonstrate understanding L5: Why did the colonists leave England and risk their lives in North America? (Trade) <i>The Great Fire of London</i> L1: How can we safely build a fire? Extend and stretch L2: What were the problems with London in 1666? Explain/Explore 1 L3: What did eyewitnesses say about the Great Fire? Explain/Explore 1 and 2 <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 L5: How much has changed since the Wright Flyer? Explain/Explore 1 and 2, Demonstrate understanding. L6: How has transport changed over time? Explain/Explore, Summative assessment, Extend and stretch Evidence toolkit: links to <i>The Great Fire of London</i> and <i>How should we remember Pocahontas?</i> units

Northern Ireland (KS1)	Primary History: unit name, topic name, toolkit callouts
Pupils should be enabled to explore <i>how we can make change happen?</i>	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? Spark, Explain/Explore 1 L2: What historical evidence will you leave for for historians? (Making guesses) L3: Do you know the life history of Pocahontas? (Pocahontas' life story) Practise 1 and 2 L4: What was life like for Pocahontas and the Powhatan people? (The Powhatan people) Explain/Explore, Targeted activity, Demonstrate understanding L5: Why did the colonists leave England and risk their lives in North America? <i>The Great Fire of London</i> L5: What are the causes and consequences? Explain/Explore 1 and 2 Cause and consequence toolkit: links to <i>The Great Fire of London</i> unit and includes historical literacy cards, cause cards and domino run activities Significance toolkit: links to <i>How should we remember Pocahontas?</i> unit
Pupils should be enabled to explore how things change. <i>What kind of changes happen, have happened or might happen?</i>	<i>How should we remember Pocahontas?</i> L1: How can we find out whether a story is real or imaginary? (Your personal timeline) Spark, Explain/Explore 1 L3: Do you know the life history of Pocahontas? L4: What was life like for Pocahontas and the Powhatan people? <i>The Great Fire of London</i> L2: What were the problems with London in 1666? L3: What happened and how do we know? <i>Travel and transport</i> L1: How did the wheel begin to change lives? Explain/Explore 1 and 2 L2: How much has changed? (Transport 'firsts') Practise L3: Did everyone welcome the railways? (Timeline of the train) Explain/Explore 2 L4: How has the car developed and did everyone benefit? Explain/Explore 1 and 2 Cause and consequence toolkit: links to <i>The Great Fire of London</i> unit and includes historical literacy cards, cause cards and domino run activities

Northern Ireland (KS2)	Primary History: topic name, unit name, toolkit callouts
Pupils should be enabled to explore reasons for and effects of historical events. How our identify, way of life and culture has been shaped by influences from the local and wider world.	Units: All Chronology, change and continuity toolkit
Pupils should be enabled to explore change over time in places. How has the world changed over time? Some of the characteristics of past societies and distinctive features of life in the past.	Contrasts: Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2 Roman L5: Which factors were most important in the fall of the Roman Empire? KQ3 Medieval L4: What are the features of a great medieval monarch?; L6: Who do you think was the greatest medieval monarch? Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 Connections: Benin L4: What was the transatlantic slave trade? Civil Rights L1: What was the United States of America like in the 1950s? KQ4 Trends: Industrial L2: What were living and working conditions like during the Industrial Revolution? Prehistoric L2: What tools did early humans use? KQ3; L3: What was life like in a Stone Age settlement? KQ2; L6: What were the major differences between the different eras of the Stone Age? Medieval L4: What are the features of a great medieval monarch? KQ1; L5: How did power change throughout the medieval period? C20th Conflict L2: Why were so many lives lost on the Western Front? Cause and consequence toolkit

Northern Ireland (KS2)	Primary History: topic name, unit name, toolkit callouts
Pupils should be enabled to explore how change is a feature of the human and natural world and may have consequences for our lives and the world around us. Ways in which change occurs over both short and long periods of time in the physical and natural world. The effects of positive and negative changes globally and how we contribute to some of these changes.	Change: Industrial L1: What were the main features of Victorian society?; L3: How successful were political acts at making Victorian Britain fairer?; L4: What was it like for children working during the Industrial Revolution?; L5: How did the Industrial Revolution change Feltham?; L6: What advantages and disadvantages did the Industrial Revolution have for working-class people? Prehistoric L2: What tools did early humans use?; L3: What was life like in a Stone Age settlement? KQ2; 6: What were the major differences between the different eras of the Stone Age? Roman L3: How did Britain change under the Romans?; L4: Can you plan your own Roman town?; L6: Life for most Britons didn't change much when the Romans came to Britain. Do you agree? Medieval L5: How did power change throughout the medieval period? Anglo L1: How did control of Britain change following the Roman withdrawal?; L6: How did the Anglo-Saxons and Scots change life in Britain? Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? Explain/Explore 1 C20th Conflict: Why were so many lives lost on the Western Front? Cause: Industrial L2: What were living and working conditions like during the Industrial Revolution? KQ1 Prehistoric L1: What was life like during the Ice Age? KQ2 Roman L1: How did the Roman Empire become so successful?; L5: Which factors were most important in the fall of the Roman Empire? Shang L3: How did the Shang Dynasty end? KQ3 Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? KQ3; Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ2-3 20thC Conflict L1: What were the different causes of the First World War?; L4: How did Hitler rise to power?; L5: What caused the Second World War?; L6: Could the Second World War have been avoided? Similarity/Difference: Benin L2: What was life like for the Edo people in the Benin Kingdom? KQ2 Medieval L3: Which King was worse, John or Richard? KQ1-2 (Demonstrate understanding) Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 Vikings L5: What were the similarities and differences between Norse and Anglo-Saxon beliefs? Significance: Benin L4: What was the transatlantic slave trade? KQ4; L6: What was the greatest achievement of the Benin Kingdom? Greece L4: How has Ancient Greece influenced our lives? KQ3; L6: Why have so many ideas from Ancient Greece lasted so long? Shang L3: How did the Shang Dynasty end? KQ1 Medieval L5: How did power change throughout the medieval period? KQ2 Civil Rights L6: Non-violent protest is not enough. Do you agree? Vikings L3: Why did Alfred sign a treaty with Guthrum? KQ3 Chronology, change and continuity toolkit; Cause and consequence toolkit; Significance toolkit

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Pupils should be encouraged to sequence events and objects on a time line in chronological order to developing a sense of change over time and how the past has affected the present.	Source work: Benin L2: What was life like for the Edo people in the Benin Kingdom? Targeted activity; L3: How were trade links established and what goods were traded? Demonstrate understanding; L5: What can the Benin Bronzes teach us about the Benin Kingdom? KQ2-3 Prehistoric L3: What was life like in a Stone Age settlement? Explain/Explore 1; L4: Why was bronze used for tools and weapons? Explain/Explore 3; L5: What can we learn from Skara Brae and other Stone Age sites? Romans L4: Can you plan your own Roman town? Shang L2: Who was Fu Hao, and how do we know about her? Demonstrate understanding 1; L5: What can artefacts tell us about how the Shang lived? Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain? Civil Rights L1: What was the United States of America like in the 1950s? Demonstrate understanding; L2: Why did Oliver Brown take the Board of Education to the Supreme Court? KQ1-2 C20th Conflict L2: Why were so many lives lost on the Western Front? Demonstrate understanding; L3: Was the Treaty of Versailles fair? Spark; L4: How did Hitler rise to power? Explain/Explore 1; L5: What caused the Second World War? Spark Vikings L1: Why did the Vikings raid and invade Britain? Targeted activity Evidence toolkit; Chronology, change and continuity toolkit
Pupils should be enabled to explore the movement of people in the past, for example, Romans, Celts, Vikings, Irish emigrants, explorers or from country to town.	Units: Prehistoric Britain, Romans L1: What was life like during the Ice Age? L3: What was life like in a Stone Age settlement, L5: What can we learn from Skara Brae and other Stone Age sites?; KQ1 How do we learn about the past? Romans L1: How did the Roman Empire become so successful? L2: How did the Romans invade Britain?, L3: How did Britain change under the Romans? KQ1 How did the Romans change the British landscape? KQ2 How did the Romans change British culture? KQ3 How did the Romans change British beliefs? L5: Which factors were most important in the fall of the Roman Empire?

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Comparing an aspect of the community over a long period of time. An aspect of the local or wider community over a short period of time.	Units: Industrial Revolution, Changing Britain, Civil Rights, Anglo Saxons. L1: What were the main features of Victorian society? L2: How did living and working conditions change during the Industrial Revolution?, L3: How successful were political acts at making Victorian Britain fairer? What political acts were introduced at this time?, L4: What was it like for children working during the Industrial Revolution? Explain/Explore. L5: How did the Industrial Revolution change Feltham? Targeted activity, Explain/Explore. L6: What advantages and disadvantages did the Industrial Revolution have for working class people Civil Rights L5: What is the Black Lives Matter movement and why is it needed? KQ4 How did the protest in the USA compare with that in the UK? L6: Non violent protest is not enough - do you agree? Extension Opportunity: What sparked the BLM movement and why is it needed? Changing Britain L1: How have people fought for Civil Rights in Britain? Explain/Explore. L2: What was the Bristol Bus Boycott? Demonstrate understanding. L3: What was the Grunwick site? Demonstrate understanding Anglo L4: What can the sources of Gildas, Bede and the Anglo-Saxon Chronicle tell us about life in Anglo-Saxon Britain? Chronology, change and continuity toolkit
Pupils should be enabled to explore some characteristics of past societies and distinctive features of life in the past. How the world has changed over time.	Unit: Shang Dynasty L1: How did the Shang Dynasty begin? L3: How did the Shang Dynasty end?, KQ1 What did the Shang Dynasty achieve? L4: How did the Shang Dynasty create and use Chinese writing? KQ1 When was Chinese writing invented? L5: What artefacts can tell us about how the Shang lived? L6: What do we know about the Shang Dynasty? Unit: Ancient Greece L1: What do we know about Ancient Greece? KQ4 Can you order major events on a timeline? L2: What did Ancient Greeks believe? KQ1 Why do civilisations use myths, KQ4 Can you retell any famous myths? L2 Explain/Explore. L3: Who was Alexander the Great? Explain/Explore. L4: How has Ancient Greece influenced our lives? KQ3 How does the Golden Age of Greece influence our lives today? Demonstrate understanding. L5: How equal was society in Greece? Targeted activity. L6: Why have ideas from Ancient Greece lasted so long?

Northern Ireland (KS2)	Primary History: topic name, unit name, toolkit callouts
	Unit: Benin Kingdom L1: How did the Benin Kingdom begin? Explain/Explore task. L2: What was life like for the Edo people in the kingdom? KQ1 How did the Obas rule the kingdom? L4: What was the Transatlantic Slave Trade? KQ4 What is the legacy of the slave trade? L5: What can the Benin Bronzes teach us about the Benin Kingdom? Demonstrate understanding task. L6: What was the greatest achievement of the Benin Kingdom? Evidence toolkit; Significance toolkit