

At St Michael's, we believe that high-quality history lessons inspire children to want to know more about the past, how it has shaped our future and to think and act as historians.

Year Group	Topic 1	Topic 2
Early Years	<p>I wonder what is special</p> <p>Children will begin to make sense of their own life story and family's history.</p> <p>Children are familiar with their own life and family history.</p>	<p>I wonder what is new? I wonder what moves?</p> <p>Children are able to comment on images of familiar situations in the past.</p> <p>Children can compare and contrast characters from stories, including figures from the past to help develop an understanding of the past and present.</p>
1	<p>Local History</p> <p><i>How has our local area changed over time?</i></p>	<p>Victorians</p> <p><i>What impact did the Victorians have on Britain?</i></p>
Key Concepts covered	<p>Settlements</p> <p>Progress and Change</p> <p>Conflict</p> <p>Historical Figures</p>	<p>Progress and Change</p> <p>Law and Order</p> <p>Historical Figures</p>
2	<p>Changes over Time</p> <p><i>How has toys and technology changed over time?</i></p>	<p>Great Fire of London</p> <p><i>Why is Samuel Pepys a significant historical figure?</i></p>
Key Concepts covered	<p>Progress and change</p> <p>Historical figures</p> <p>Law and order</p>	<p>Historical figures</p> <p>Law and order</p> <p>Progress and change</p> <p>Settlements</p>

<p>3</p>	<p>Stone Age, Bronze Age and Iron Age</p> <p><i>How did the discovery of metal impact on the way people settled from the Stone Age to the Iron Age?</i></p>	<p>Romans</p> <p><i>Which of the Roman achievements had the most significant impact on Britain?</i></p>
<p>Key Concepts covered</p>	<p>Settlements Progress and Change</p>	<p>Invasion Settlements Progress and Change Law and Order Conflict Historical Figures</p>
<p>4</p>	<p>Anglo Saxons and Vikings</p> <p><i>What were the main causes of conflict between Anglo Saxons and Vikings in their struggle for the kingdom of England?</i></p>	<p>World War 2</p> <p><i>What were the lasting impacts of WW2 on Britain?</i></p>
<p>Key Concepts covered</p>	<p>Invasion Conflict Settlements Law and Order Historical Figures Progress and Change</p>	<p>Invasion Conflict Settlements Law and Order Historical Figures Progress and Change</p>

Historical Concepts		Definition
Invasion		To enter a country or group's land as an enemy, by force, in order to conquer or plunder.
Law and Order		A situation characterised by respect for and obedience to the rules of a society.
Settlements		A place, typically one which has previously been uninhabited, where people establish a community.
Conflict		<p>A. A serious disagreement or argument</p> <p>B. A prolonged armed struggle.</p>
Progress and Change		Advancement and adaptation through newly acquired knowledge, understanding or technology.
Historical Figures		A person who has made an impact in their own time or who has had their significance recognised since.
Religion and Beliefs		<p>Religion -a particular system of faith and worship.</p> <p>Beliefs -something one accepts as true or real; a firmly held opinion.</p>

Second Order Concepts	Definition
Cause	The way historians analyse how and why events or states of affairs occurred or emerged. Pupils will select and combine information that might be deemed a cause and shape it into a coherent causal explanation. To build effective causal arguments, pupils require secure substantive knowledge of the event or process before seeking to explain the causes.
Key Question Stems	Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?
Consequence	Pupils discern, summarise, characterise or classify consequences of an event or development. This is unlikely to be worthwhile or successful unless pupils are working with broad, secure knowledge of pertinent developments in the period.
Key Question Stems	Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?
Change and Continuity	Historical analysis of the pace, nature and extent of change, or characterisation of a process of change. Enquiry questions are likely to be most effective when they clearly get pupils thinking and arguing about one aspect of change or continuity in a historical period.
Key Question Stems	What happened after...? Can you name the ...? What happened before...? Who was it that...? When...? What differences/similarities exist between...? What do you think happened next? Provide an example to support/exemplify your point. How did this change...? How quickly/ slowly did this change? How big/small was the change? How can you prove that?
Similarity and Difference	Historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period. Learning about similarity and difference often involves detecting and analysing generalisations.
Key Question Stems	What are the features of...? How would describe....? What happened to...? How can you prove....? What evidence shows....?

Historical Significance	Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance. Pupils require secure substantive knowledge in order to learn or understand disciplinary knowledge about significance. This includes knowledge about the event or period being studied and the period in which significance has been ascribed.
Sources and Evidence	Pupils need to learn how historians use sources as evidence to construct, challenge or test claims about the past. Pupils must learn to use sources to establish evidence for a specific historical question. The breadth of pupils' knowledge can be developed by encounters with a wide range of sources.
Key Question Stems	In addition to..., the evidence supports ..., The evidence would suggest otherwise because..., As a result of the evidence... To summarise the evidence..., Overall, the evidence suggests...
Historical Interpretations	An understanding of how and why different accounts of the past are constructed. Experience of working with a wide range of interpretations, and examining their construction, audience, purpose and form, can support pupils with other aspects of disciplinary thinking, for example by teaching them about the relationships between sources, evidence, context and interpretations.
Key Question Stems	How might we think differently today? How might someone at that time think about...? How do we know if that is a fact or an opinion? How are the viewpoints different?