

Autumn Term – Britain since 1930	
<p data-bbox="204 232 360 264">History Skills</p> <p data-bbox="204 304 699 371">Throughout the term pupils will have the opportunity to:</p> <ul data-bbox="253 414 770 696" style="list-style-type: none"> <li data-bbox="253 414 770 481">• Consider the causes and consequences of events in the past</li> <li data-bbox="253 488 770 519">• Consider the issue of change over time</li> <li data-bbox="253 526 770 593">• Examine a variety of sources to reach conclusions.</li> <li data-bbox="253 600 770 696">• Select and organise information to produce structured written work to answer key questions.</li> </ul>	<p data-bbox="809 232 995 264">Key Knowledge</p> <p data-bbox="809 304 1361 479">Pupils will learn about how life in Britain has changed since WW2. They will start by studying life in Britain in the 1930s and learn about how life has changed up to the modern day.</p> <p data-bbox="809 519 1027 551">Topics will include</p> <ul data-bbox="858 557 1374 916" style="list-style-type: none"> <li data-bbox="858 557 1374 624">• Poverty in the 1930s and the Jarrow March</li> <li data-bbox="858 631 1374 663">• Homefront in WW2</li> <li data-bbox="858 669 1374 736">• The founding of the welfare state and the NHS</li> <li data-bbox="858 743 1374 775">• The Empire Windrush</li> <li data-bbox="858 781 1374 848">• ‘You’ve never had it so good’. Was the 1950s really a great time to live?</li> <li data-bbox="858 855 1374 916">• Changes over time from the 1960s to the present day.</li> </ul>

Spring/Summer Term – Invaders/Settlers	
<p><b>History Skills</b></p> <p>Throughout the term pupils will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Consider the causes and consequences of events in the past. <ul style="list-style-type: none"> <li>• explain how and why it is possible to have different interpretations of the same event.</li> <li>• comment with confidence on the value of a range of different types of sources for enquiries.</li> <li>• make appropriate use of dates and terminology.</li> <li>• beginning to select and organise information to produce structured work.</li> </ul> </li> </ul>	<p><b>Key Knowledge</b></p> <p>Beginning with the Roman invasion of Britain, pupils learn about how Britain has invaded and the causes and consequences of these invasions.</p> <p>Topics will include</p> <ul style="list-style-type: none"> <li>• Roman invasion of Britain</li> <li>• Life in Roman Britain</li> <li>• Boudicca’s rebellion and interpretations of Boudicca</li> <li>• Legacy of the Romans</li> <li>• Viking invasions</li> <li>• Viking beliefs, life and culture</li> <li>• Saxon invasions and settlements</li> <li>• Saxon life, beliefs and culture</li> <li>• Alfred the Great</li> <li>• Were the Dark Ages really dark?</li> <li>• Spread of Christianity, linking to their study of the Northern Saints in RE</li> </ul>

## **Key Vocabulary**

- Timeline
- BC (BCE), AD (CE)
- Source
- Primary/Secondary Source
- Reliable/Unreliable
- Historian
- Archaeologist
- Artefact
- Welfare State
- 5 Giant Evils – Squalor, Ignorance, Want, Idleness, Disease
- Empire
- Invader
- Settler
- Hierarchy
- Society
- Legacy
- Roman
- Rebellion
- Numerals
- Democracy
- Push/pull factors
- Resistance
- Rebellion
- Propaganda