

Whole School History Topics Overview 2025-26						
	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>EYFS</u>	Marvellous Me Birthdays and families	How do we celebrate around the world? Religious festivals		Terrific Tales - Once Upon a time storytelling	Farm, Food and Growing Jobs past/present	Fun at the Seaside Transport and holidays
<u>Year 1</u>		How have toys changed over time?	Who were the 3 queens of England?			
<u>Year 2/3</u>	The Victorians - Which significant Bristolians have helped children in Bristol?		The Stone Age - What is so special about rocks?	The Romans – What impact did Romans have on Britain?		
<u>Year 3/4</u>	The Victorians - Which significant Bristolians helped people in Bristol?		The Stone Age - What is so special about rocks?	The Romans – What impact did Romans have on Britain?		
<u>Year 5</u>	What contribution did Steve Stacey make to football?		Has the plight of refugees changed over time?	Who were the Ancient Greeks ?		Who were the Mayans and what impact did they have?
<u>Year 6</u>	What was the impact of Windrush on Bristol?	What impact did WW1 have on Bristol?	What impact did WW2 have on Bristol?			

Diamond Class (EYFS)				
<u>Term</u>	<u>Topic</u>	<u>Substantive Knowledge</u> (<i>I can</i> statements)	Pre-requisite <u>skills</u> for History: Understanding the World (covered throughout the year)	<u>Vocabulary</u>
1	Marvellous Me	Talk about my experience of past birthday celebrations. Talk about how cameras are used to document the past	3 / 4 year olds: - Begin to make sense of their own life-story and family's history. Reception - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. ELG: UTW: Past and Present - Talk about the lives of people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling	After • Before • Birthday • Calendar • Last week • Next week • Now • Today • Tomorrow • Yesterday
2	How do we celebrate around the world?	Talk about what they have done with their families during Christmas (and other religious festivals) in the past. Talk about how Christmas used to be celebrated.		
3	Amazing Animals			
4	Terrific Tales - Once Upon a time	Talk about and act out the past through stories and storytelling.		
5	Farm, Food and Growing	Compare jobs in the past and present. I can say how I know a photo is old.		
6	Fun at the Seaside	Compare pictures of old and new modes of transport Compare seaside holidays now and in the past.		

Emerald Class (Year 1)				
<u>Enquiry Question</u>	<u>Concepts</u>	<u>Substantive Knowledge</u>	<u>Skills</u>	<u>Historical Vocabulary</u>
<p><u>Term 2</u> How have toys changed over time?</p>	<p>Technology, society Chronology and time Change and continuity</p>	<ul style="list-style-type: none"> • The design of toys has changed over time • The materials used to make toys have changed over time • Technology has influenced toys in many ways • Cultural influences have changed the way toys are designed and chosen • Children around the world play with different toys 	<p><u>Chronology</u> -Sequence events in chronological order (using photos or artefacts) using the vocabulary old, new, young, days, months. -Recall stories and memories about the past</p> <p><u>Range and Depth of Historical Knowledge</u> -Begin to describe similarities and differences in artefacts -Tell the difference between past and present in own and other people's lives</p> <p><u>Interpretations of History</u> -Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p>	<p>A long time ago • A very long time ago • After • Before • Birthday • Calendar • In the past • Last week • Last year • Local • Museum • New • Old • Past • Present • When I was</p>
<p><u>Term 3</u> Who were the 3 queens of England?</p>	<p>Monarchy, society Cause and consequence</p>	<ul style="list-style-type: none"> • Queen Elizabeth I, Queen Victoria, and Queen Elizabeth II were significant queens with an impact on the wider world • Queen Elizabeth I ruled during the Tudor period and supported 	<p><u>Range and Depth of Historical Knowledge</u> -Use drama to say why people did things in the past</p> <p><u>Interpretations of History</u> -Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p><u>Historical Enquiry</u> - Use pictures and stories to find the answer to simple questions about the past</p> <p><u>Organisation and Communication</u> -Use role play to act out a scene from the past -Draw a picture of a past event</p>	<p>King, Queen, Royal</p>

HISTORY Knowledge and Skills Progression 2025-26 Whole School

		<p>exploration and the arts.</p> <ul style="list-style-type: none">• Queen Victoria ruled during the Victorian era, a time of great industrial change and the expansion of the British Empire.• Queen Elizabeth II was the longest-reigning monarch whose life spanned significant national and global events• The lives and roles of these queens were very different		
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Ruby Class (Year 2 & 3)				
<u>Enquiry Question</u>	<u>Concepts</u>	<u>Substantive Knowledge</u>	<u>Skills</u> Year 2 Year 3	<u>Historical Vocabulary</u> Year 2 Year 3
<p><u>Term 1</u> Which significant Bristolians have helped children in Bristol?</p> <p>The Victorians</p>	<p>Monarchy Civilisation Society Legacy and relevance</p>	<ul style="list-style-type: none"> Queen Victoria reigned from 1836-1901 There are many similarities and differences between our lives today and those of children in the Victorian times. Florence Nightingale was a nurse in the Victorian Era Florence Nightingale helped wounded soldiers during the Crimean War She was the first person ever to be awarded the Red Cross Princess Campbell came to Bristol from Jamaica in 1962 She received an MBE in 2011 for services to the community She is celebrated in a mural as part of the 7 Saints of St Pauls murals 	<p><u>Chronology</u> Create a practical timeline by sequencing events in chronological order (using photos or artefacts) using the vocabulary recently, before, after, now, later Place the time studied on a time line <u>Range and Depth of H Kn</u> -Begin to describe similarities and differences in artefacts with reasons -Use artefacts and other sources to find out about everyday lives of people in time studied -Use drama to say why people did things in the past, using empathy to give evidence for people's actions in the past -Compare historical events with our lives today - Understand why people may have had to do something and identify reasons for and results of people's actions in the past <u>Interpretations of History</u> -Compare pictures or photographs of people or events in the past Use a variety of sources, including: eye-witness accounts, photos, artefacts, buildings and visits, internet - Look at two different accounts of the same event and identify differences.</p> <p><u>Historical Enquiry</u></p>	<p>A long time ago • A very long time ago • After • Ancient • Artefacts • Before • Compare • Different • Local • Museum • Regional • Timeline Ancient • Artefacts • Century • Civilisation • Compare • Decade • Differences • Global • Photographs • Reasons • Regional • Religion • Similarities • Timeline</p>

HISTORY Knowledge and Skills Progression 2025-26 Whole School

			<p>-Use a source to ask questions and find answers (why, what, who, how, where?)</p> <p><u>Organisation and Communication</u> - Use role play to act out a scene from the past, showing a clear difference between then and now using empathy to show people’s feelings based on their situation</p> <p>-Discuss different ways of presenting information for different purposes.</p> <p>Place dates on a timeline in chronological order (eg, 1847, 1914, 2023)</p>	
<p><u>Term 3</u> The Stone Age What is so special about rocks?</p>	<p>Invasion and settlement Society Technology inventions</p>	<ul style="list-style-type: none"> • The Stone Age was a very long period of time when early humans made tools and weapons from stone. • Stonehenge is a historic site and monument that was started in the New Stone Age but was also developed later through the prehistoric period • During the Bronze Age, people developed the technology to make bronze. • This was used to make bronze tools, containers and jewellery. There was a lot of 	<p><u>Chronology</u> Create a written timeline by sequencing events in chronological order using dates and century, decade</p> <p><u>Range and Depth</u> Give evidence to describe the lives of people in the past, eg through exploring houses, clothing, technology</p> <p><u>Historical Enquiry</u> - Use printed sources, the internet, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask own relevant questions, suggesting sources of evidence to use to help answer questions</p> <p><u>Organisation and Communication</u> - Use role play to act out a scene from the past, showing a clear difference between then and now using empathy to show people’s feelings based on their situation</p>	<p>A long time ago • A very long time ago • After • Ancient • Artefacts • Before • Compare • Different • Local • Museum • Regional • Timeline Ancient • Artefacts • Century • Civilisation • Compare • Decade • Differences • Global • Gods • Goddesses • Millennium • Photographs • Reasons • Regional • Religion • Similarities • Timeline</p>

HISTORY Knowledge and Skills Progression 2025-26 Whole School

		<p>migration to Britain during this period</p> <ul style="list-style-type: none"> In The Palaeolithic period, people were hunter-gatherers and moved on to live in a different place once they had hunted and gathered all the food available 	<p>-Write simple stories and recounts about the past.</p> <p>-Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p> <p>- Present findings about the past using speaking, writing, ICT and drawing skills</p>	
<p><u>Term 4</u> The Romans – What impact did Romans have on Britain?</p>	<p>Invasion and Settlement Empire</p>	<ul style="list-style-type: none"> In 79 CE, Mount Vesuvius erupted, covering the city of Pompeii and nearby towns in ash and lava. The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. 	<p><u>Chronology</u></p> <p>-Recount changes in own life over time and compare that to relatives or other people from different eras</p> <p><u>Range and Depth of H Kn</u></p> <p>-Recount the main events from a significant event in history</p>	<p>A long time ago • A very long time ago • After • Ancient • Artefacts • Before • Compare • Different • Local • Museum • Regional • Timeline</p> <p>Ancient • Artefacts • Century • Civilisation • Compare • Decade • Differences • Global • Gods • Goddesses • Millennium • Photographs • Reasons • Regional • Religion • Similarities • Timeline</p>

		<ul style="list-style-type: none"> •In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian’s Wall. •The Romans’ legacy can be seen in many places around Britain today. 		
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Amethyst Class (Year 3 & 4)				
<u>Enquiry Question</u>	<u>Concepts</u>	<u>Substantive Knowledge</u>	<u>Skills</u> Year 3 Year 4	<u>Historical Vocabulary</u> Year 3 Year 4
<p><u>Term 1</u> Which significant Bristolians helped people in Bristol? The Victorians</p>	<p>Settlement, Justice, Freedom, Religion</p>	<ul style="list-style-type: none"> - George Muller was the director of several orphan homes in Bristol. He was well-respected in Bristol in the 19th Century. -The buildings in Ashley Down were built in the 19th Century and still stand today, although they are no longer used as orphan homes. -George Muller was a controversial figure. In his early life, he broke laws, but later on he dedicated his life and money to orphan children. -Life at the orphanage was tough for children; however, it provided them with a home and an alternative to the workhouse. 	<p><u>Chronology</u> -Place the time studied on a time line -Create a written timeline by sequencing events in chronological order using dates and century, decade, BC/AD (BCE/CE), 19th, 20th, 21st century, during</p> <p><u>Range and Depth</u> -Use artefacts and other sources to find out about everyday lives of people in time studied, Use evidence to reconstruct life in time studied Compare historical events with our lives today</p>	<p>Artefacts • Century • Civilisation • Compare • Decade • Differences • Global • Gods • Goddesses • Photographs • Reasons • Regional • Religion • Similarities • Timeline • Artefact • Century • _____th century • Context • Culture • Decade • Effects • Evidence • Explanation • Impact • Interpretation • Key features • Links • National</p>

			<p>- Understand why people may have had to do something and identify reasons for and results of people's actions in the past</p> <p>-Give reasons for changes in houses, culture, leisure, clothes, buildings and their uses</p> <p><u>Interpretations of History</u></p> <p>- Look at two different accounts of the same event and identify differences.</p> <p>-Identify and give reasons for different ways in which the past is represented</p> <p>-Begin to evaluate the usefulness of different sources</p> <p><u>Historical Enquiry</u></p> <p>-Ask own relevant questions, suggesting sources of evidence to use to help answer questions, including those of empathy, suggesting sources of evidence to use to help answer</p> <p><u>Organisation and Communication</u></p> <p>Use role play to act out a scene from the past, using empathy to show people's feelings based on their situation</p> <p>- Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p>	<p>• Rebellion • Religion • Significance • Timeline</p>
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			<p>-Use dates and terms correctly, by writing dates, eg 1949, 2022, 10BC</p> <p>Place dates on a timeline in chronological order (eg, 1847, 1914, 2023)</p>	
<p><u>Term 3</u> The Stone Age What is so special about rocks?</p>	<p>Invasion and settlement Society Technology inventions</p>	<ul style="list-style-type: none"> • The Stone Age was a very long period of time when early humans made tools and weapons from stone. • Stonehenge is a historic site and monument that was started in the New Stone Age but was also developed later through the prehistoric period • During the Bronze Age, people developed the technology to make bronze. • This was used to make bronze tools, containers and jewellery. There was a lot of migration to Britain during this period <p>- In The Palaeolithic period, people were hunter-gatherers and moved on to live in a different place once they had hunted and gathered all the food available</p>	<p><u>Chronology</u> Create a written timeline by sequencing events in chronological order using dates and century, decade in chronological order using dates and the terms BC/AD (BCE/CE), 19th, 20th, 21st century, during</p> <p><u>Range and Depth</u> -Give evidence to describe the lives of people in the past, eg through exploring houses, clothing, technology Give reasons for changes in houses, culture, leisure, clothes, buildings and their uses Develop a broad understanding of ancient civilisations</p> <p><u>Historical Enquiry</u> Use printed sources, the internet, photos, music, artefacts, historic buildings and visits to collect information about the past. Understand the difference between primary and secondary sources of evidence</p> <p><u>Organisation and Communication</u></p>	<p>Ancient • Artefacts • Century • Civilisation • Compare • Decade • Differences • Global • Gods • Goddesses • Millennium • Photographs • Reasons • Regional • Religion • Similarities • Timeline</p> <p>AD • Ancient • Artefact • BC • Century • _____th century • Civilisation • Conquer • Context • Culture • Decade • Effects • Evidence • Explanation • Gods • Goddesses • Impact • Interpretation • Invasion • Key features • Links • Millennium • National • Rebellion • Religion • Roman • Significance • Timeline</p>

			<p>- Present findings about the past using speaking, writing, ICT and drawing skills Discuss the most appropriate way to present information, taking into the audience and purpose into account. Use subject specific words such as monarch, settlement, invade</p>	
<p><u>Term 4</u> The Romans – What impact did Romans have on Britain?</p>	<p>Invasion and Settlement Empire</p>	<ul style="list-style-type: none"> • In 79 CE, Mount Vesuvius erupted, covering the city of Pompeii and nearby towns in ash and lava. • The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. • They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. • In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. • The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. • -In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian’s Wall. 	<p><u>Chronology</u> Create a written timeline by sequencing events in chronological order using dates and century, decade in chronological order using dates and the terms BC/AD (BCE/CE), 19th, 20th, 21st century, during</p> <p><u>Range and Depth</u> Use artefacts and other sources to find out about everyday lives of people in time studied Give evidence to describe the lives of people in the past, eg through exploring houses, clothing, technology Give reasons for changes in houses, culture, leisure, clothes, buildings and their uses Develop a broad understanding of ancient civilisations</p> <p><u>Interpretations of History</u> -Begin to evaluate the usefulness of different sources</p>	<p>Ancient • Artefacts • Century • Civilisation • Compare • Decade • Differences • Global • Gods • Goddesses • Millennium • Photographs • Reasons • Regional • Religion • Similarities • Timeline AD • Ancient • Artefact • BC • Century • _____th century • Civilisation • Conquer • Context • Culture • Decade • Effects • Evidence • Explanation • Gods • Goddesses • Impact • Interpretation • Invasion • Key features • Links • Millennium • National • Rebellion • Religion • Roman • Significance • Timeline</p>

HISTORY Knowledge and Skills Progression 2025-26 Whole School

		<ul style="list-style-type: none">-The Romans' legacy can be seen in many places around Britain today.	<p>Understand the difference between primary and secondary sources of evidence</p> <p>Organisation and Communication</p> <p>Use subject specific words such as monarch, settlement, invade</p>	
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Year 5				
<u>Enquiry Question</u>	<u>Concepts</u>	<u>Substantive Knowledge</u>	<u>Skills</u>	<u>Historical Vocabulary</u>
<p><u>Term 1</u> What contribution did Steve Stacey make to football?</p>	<p>Settlement, Justice, Freedom</p>	<p>-Steve Stacey played for Bristol City 1961-66 -He was the first footballer of African American heritage to play professionally in the United Kingdom -He grew up in Bristol and attended Fairfield grammar school -His father, Clarence Lee Sims, was a black African-American GI based in Bristol during the latter part of the Second World War who was based in the barracks at Muller’s orphanage (link to Y4 Muller topic) Mixed race marriage was forbidden by the American military so Clarence was not allowed to marry Steve’s mother -Steve Stacey was the first Black player to play in the Football League for three of his clubs: Charlton Athletic, Ipswich Town and Exeter City</p>	<p>-Relate current studies to previous studies -Compare an aspect of life with the same aspect in another period -Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. -Choose the most appropriate way to present information to an audience</p>	<p>•Argument • Aspect of life • Cause • Change • _____th century • Civilisation • Comparison • Context • Continuity • Contrast • Culture • Economy • Effect • Emigrant • Immigrant • International • Interpretation • Parliament • Period • Primary evidence • Secondary evidence • Sequence</p>
<p><u>Term 3</u> Has the plight of refugees changed over time?</p>	<p>Migration, Settlement, justice, Freedom</p>	<p>-Throughout history, people have migrated from one place to another, often being forced to due to conflict or other reasons. -In WW2, around 3.5 million children were evacuated from big cities to rural locations.</p>	<p>-Study different aspects of life of different people, eg differences between men and women -Examine causes and results of great events and the impact on people</p>	<p>•Argument • Aspect of life • Cause • Change • _____th century • Civilisation • Colony • Comparison • Context • Continuity • Contrast • Culture • Economy • Effect</p>

HISTORY Knowledge and Skills Progression 2025-26 Whole School

		-Nowadays, an example of the refugee crisis can be seen in the middle east, with over half of Syria's population being displaced with an estimated 16.7 million people requiring emergency aid in 2024	-Understand that there is often not always just one single answer to historical questions	<ul style="list-style-type: none"> • Emigrant • Immigrant • International • Interpretation • Migration • Primary evidence • Secondary evidence • Sequence
<p><u>Term 4</u> Who were the Ancient Greeks?</p>	Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).	<ul style="list-style-type: none"> - Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. - The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. - Ancient Athens is where democracy began. - The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. -The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. -There are lots of myths that originate from this time 	<p>Place current study on a time line in relation to other studies using the terms century, decade, era, period.</p> <ul style="list-style-type: none"> -Make comparisons between different times in history <p>Identifies changes within and across historical periods</p> <ul style="list-style-type: none"> -Compare accounts of events from different sources. (Fact or fiction?) -Choose reliable sources of evidence to answer questions. -Use specific dates and terms accurately. 	<ul style="list-style-type: none"> AD • Agriculture • Argument • Aspect of life • BC • Cause • Change • _____th century • Civilisation • Colony • Comparison • Conquest • Context • Continuity • Contrast • Culture • Economy • Effect • Emigrant • Immigrant • International • Interpretation • Migration • Parliament • Peasant • Period • Primary evidence • Secondary evidence • Settler • Sequence • Slave
<p><u>Term 6</u> Who were the Mayans and what impact did they have?</p>	Building, city, civilisation, conquest, culture, exploration, farming,	<ul style="list-style-type: none"> - The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. - The Maya had a writing system and professional scribes wrote books 	<p>Know and sequence key events within specific time studied</p> <ul style="list-style-type: none"> -Identifies changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> AD • Agriculture • Argument • Aspect of life • BC • Cause • Change • _____th century • Civilisation • Colony • Comparison • Conquest • Context •

HISTORY Knowledge and Skills Progression 2025-26 Whole School

	<p>knowledge, religion.</p>	<p>called codices which included information about astronomy, gods, war and history. They used syllabograms.</p> <ul style="list-style-type: none"> - The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld. - The Maya built cities, pyramids and ornate sculptures in the rainforest. 	<ul style="list-style-type: none"> -Study an ancient civilization in detail -Know that people (now and in past) can represent events or ideas in ways that persuade others. 	<ul style="list-style-type: none"> Continuity • Contrast • Culture • Economy • Effect • Emigrant • Immigrant • International • Interpretation • Migration • Parliament • Peasant • Period • Primary evidence • Secondary evidence • Settler • Sequence • Slave
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Year 6				
<u>Enquiry Question</u>	<u>Concepts</u>	<u>Substantive Knowledge</u>	<u>Skills</u>	<u>Historical Vocabulary</u>
<p><u>Term 1</u> What was the impact of Windrush on Bristol?</p>	<p>Colonisation, decolonisation, empire, enslavement, exploration, nation, power, trade.</p>	<ul style="list-style-type: none"> - I know what the 1948 Nationality Act was and why it happened - I know why people moved to the UK from the Caribbean - I know what people experienced when they arrived in the UK on The Windrush - I know some of the ways in which Bristol changed as a result of Windrush 	<ul style="list-style-type: none"> • Know key dates and place events on a timeline • Understand how some events caused or led to others • Look at evidence to find out about a situation and understand how different evidence leads to different conclusions • Find out about the behaviour of different people 	<p>_____th century • Chronology • Comparison • Context • Continuity • Contrast • Culture • Duration • Economy • Effect • Emigrant • Explain • Immigrant • International • Interpretation • Oral history • Parliament • Peasant • Period • Primary evidence • Secondary evidence • Sequence</p>
<p><u>Term 3</u> What impact did WW1 have on Bristol?</p>	<p>Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).</p>	<p>WWI began in 1914, triggered by the assassination of Archduke Franz Ferdinand. Soldiers were recruited, including young teenagers from Great Britain. On battle grounds, trenches were dug out of the land to protect the soldiers and for them to live in.</p>	<ul style="list-style-type: none"> • know key dates and locations of significant historical events • order significant events on a time line and explain how one event led to another • Know the difference between primary and secondary sources • Use a variety of sources to find out information and know how different sources may lead to different conclusions 	<p>Change • Characteristics • _____th century • Chronology • Comparison • Context • Continuity • Contrast • Culture • Duration • Economy • Effect • Emigrant • Explain • Immigrant • International • Interpretation • Oral</p>

HISTORY Knowledge and Skills Progression 2025-26 Whole School

			<ul style="list-style-type: none"> • evaluate primary and secondary sources and identify where information is missing • compare beliefs and values with other times 	history • Parliament • Peasant • Period • Prehistory • Primary evidence • Secondary evidence • Sequence
<p><u>Term 4</u> What impact did WW2 have on Bristol?</p>		<ul style="list-style-type: none"> - The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain and the Normandy Landings on D-Day - Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. - Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy. - Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too. - The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. Anne Frank and her family were in hiding. 	<ul style="list-style-type: none"> • Place significant events on a timeline • Use a range of sources to find out about an aspect of the past • Compare beliefs and values with another period of time studied • Recognise omissions in historical accounts • linking different sources and understand how they are used to arrive at a conclusion 	Change • Characteristics • _____th century • Chronology • Comparison • Context • Continuity • Contrast • Culture • Duration • Economy • Effect • Emigrant • Explain • Immigrant • International • Interpretation • Oral history • Parliament • Peasant • Period • Prehistory • Primary evidence • Secondary evidence • Sequence