



History Curriculum

Vision

At Wembley Primary School, our history curriculum aims to develop the knowledge and skills pupils need to make sense of the present as well as the past. Through our engaging and well sequenced curriculum, we want pupils to appreciate the complexity and diversity of how societies and humans have developed. We aspire for pupils to develop the necessary substantive and disciplinary knowledge needed to have a deep understanding of historical concepts and language. We design lessons for pupils to experience how historians explore evidence and arrive at conclusions about the past.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions (analysing evidence) and create their own structured accounts, including written narratives and analyses (historical interpretation)
 - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Intent

Our history curriculum is designed to ensure that children can:

- make sense of the past and prepare themselves for the future
- understand the complexity of the world and the diversity of society
- Develop a good historical understanding of the abstract themes: homes/settlements, woman in history, domestic life, law & justice, changes in power or democracy, migration / invasion and legacy & change
- Identify how time periods have changed and developed
 - Recall and build on previous learning
 - Show an enjoyment for learning about the past

Implementation

Learning starts by revisiting prior knowledge (Retrieval Practice). This will be scaffolded to support children to recall previous learning and make connections. Teachers explicitly model and teach subject-specific vocabulary, knowledge and skills to build strong schemata, make links to new concepts and make comparisons between time periods studied. Learning is taught sequentially through planned opportunities for pupil demonstration and with knowledge organisers to support the acquisition of key facts and vocabulary, aiding pupils to reactivate prior learning into working memory. Knowledge organisers are also used for the pre-teaching of vocabulary and concepts and to support home learning.

Learning walls provide scaffolding for children, displaying vocabulary along with key facts, questions and model exemplars of the topic learning. End of topic mini-quizzes are used to review learning and assess pupils' understanding. Learning is reviewed on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained. Our curriculum engages pupils in a variety of experiences both in and out of the classroom, to create memorable learning opportunities and to further support and develop their understanding.

Impact

At Wembley Primary School pupils are confident and able to talk about what they have learned in history using subject specific vocabulary. Pupil voice demonstrates that pupils enjoy history and are able to recall their learning over time. Pupil's learning demonstrates that history is taught at an age-appropriate standard across each year group with planned opportunities for pupils to demonstrate their understanding at their relevant attainment level. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Our Key Themes/Concepts (new information in relation to previous learning)

We have seven themes threaded through the History Curriculum that are developed and transferable

- To develop knowledge, skills and expertise

Our key themes centre around:

1. Changes in Power and Democracy
2. Changes in Law and the Justice System
3. Changes in legacy and impact
4. How invasion and migration have influenced our world today
5. How religion and beliefs have changed in history and are still significant at the present day
6. How homes and settlements (leading to changes in domestic life) have had a result on life at the present day
7. How people have played a significant part in History and what that means in today's world.

EYFS

Reception	Understanding the World		<ol style="list-style-type: none"> 1. Comment on images of familiar situations in the past. 2. Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ol style="list-style-type: none"> 1. Talk about the lives of people around them and their roles in society. 2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 3. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Questions

Year 1	Childhood	Amy Johnson	The Royals
	What toys did children play with in the past? Legacy and change	Why was Amy Johnson famous? Significant people in History	Who are the royal family? Power and Democracy When was the last coronation?

	<p>What were the toy crazes of the past? Legacy and change</p> <p>What did children in the past watch on television? Homes and settlements</p> <p>How has school changed over time? Legacy and change</p> <p>How have homes changed over time? Homes and settlements</p>	<p>How did Amy the secretary become Amy the Queen of the Air? Significant people in History</p> <p>Why was flying to Australia so difficult for a woman like Amy? Significant people in History</p> <p>How did people react to Amy's famous flight at the time, and how do we know? Significant people in History</p> <p>How did things change for Amy after her famous flight to Australia? Significant people in History</p> <p>What happened to Amy? Significant people in History</p>	<p>Power and Democracy</p> <p>What do we know about Queen Elizabeth II? Significant people in History</p> <p>What were the key events in Queen Elizabeth's II life? Power and Democracy</p> <p>Who was Queen Elizabeth I? Significant people in History</p> <p>Who will be the next king or Queen? Power and Democracy</p>
Year 2	Significant People – MLK & MS	Great Fire of London	Guy Fawkes
	<p>Who was Mary Seacole? Significant people in History</p> <p>What did she do and how? Significant people in History</p> <p>How is she remembered today? Significant people in History</p> <p>Who was Martin Luther King Jr? What was he fighting for and how? What is he remembered for? Power and Democracy</p> <p>What similarities and differences are there between MLK and Mary Seacole?</p>	<p>How did the fire start?</p> <p>Why did the fire spread so quickly? Legacy and change</p> <p>What were the key events of the Great Fire of London?</p> <p>How do we know about the Great Fire of London?</p> <p>How was the fire put out?</p> <p>How did the fire impact London? Homes and settlements Legacy and change</p>	<p>Who was Guy Fawkes? What was the Gunpowder Plot? What were the reasons for the Gunpowder Plot? Religion & Belief</p> <p>Why did the plot not work? Law/Justice</p> <p>Why do we celebrate the 5th November? What do I know about the gunpowder plot? Power and Democracy</p>

	Law/Justice		
Year 3	Iron Age to Stone Age	World War II	Romans
	<p>Who were the Stone Age people and when did they live? Invasion and Migration</p> <p>How did hunter-gatherers survive in the Stone Age? Homes and settlements</p> <p>How was Stone Age cave art created? Legacy and change</p> <p>What kind of sources tell us about the Stone Age?</p> <p>What was Skara Brae? Homes and settlements</p> <p>How did bronze replace stone? Legacy and change</p> <p>What was life like in an Iron Age Hillfort Homes and settlements</p>	<p>When did World War II begin and why? Religion & Belief Invasion and Migration</p> <p>Who were the main leaders and Allies in World War II? Power and Democracy</p> <p>What was the effect of WWII in Britain? Homes and settlements</p> <p>What were the key historic events in World War II and can I sequence them? Legacy and change</p>	<p>Who was Julius Caesar? Invasion and Migration</p> <p>Who were the Romans and what was the Roman empire? Invasion and Migration</p> <p>How and why did the Romans invade Britain? Invasion and Migration</p> <p>What was the Boudicca's rebellion? Significant people in History</p> <p>How did the Romans transform Britain's roads? Legacy and change</p>
Year 4	Anglo Saxons	Windrush	Ancient Egypt
	<p>Who were the Anglo Saxons? Where did they live - in relation to other areas studied? (e.g. Stone Age, Romans) Invasion and Migration</p> <p>Where did they live and how did they live?</p>	<p>What was life like in Britain after WWII? Why did Britain call people from other countries? Invasion and Migration</p> <p>What was life like in the Caribbean after WWII?</p>	<p>Who were the Ancient Egyptians, where and when they live? Homes and settlements</p> <p>How did life in Ancient Egypt differ for different groups of people?</p>

	<p>Homes and settlements</p> <p>Who were the key figures in Anglo Saxon times? Power and Democracy</p> <p>What did they believe in and how did they celebrate? Religion & Belief</p> <p>How did the Anglo Saxons influence modern Britain? Legacy and change</p> <p>What happened to the Anglo Saxons? Legacy and change</p>	<p>Homes and settlements</p> <p>Why would people from the Caribbean migrate to Britain? Invasion and Migration</p> <p>What challenges did they find when they got here? Law/Justice</p> <p>What contribution have the Windrush generation made to Britain? Legacy and change</p>	<p>Power and Democracy</p> <p>Why was the Nile important to Ancient Egyptians? Homes and settlements</p> <p>What did the Ancient Egyptians believe? Religion & Belief</p> <p>What did the Ancient Egyptians do with their dead? Religion & Belief</p> <p>What can we learn from Ancient Egyptian artefacts? Legacy and change</p>
Year 5	Vikings	Ancient Greece	Local Study Wembley
	<p>Who were the Vikings and when did they live? Homes and settlements</p> <p>How can we find out about the Vikings?</p> <p>Why did the Vikings visit other countries/How does this compare to other civilisations? Invasion and Migration</p> <p>What did the Vikings trade? Invasion and Migration</p> <p>Could Women be Vikings? Woman in History</p> <p>What did Viking women do? Woman in History</p>	<p>Where is Greece located? When was the Ancient Greek period?</p> <p>What do artefacts tell us about what life was like in Ancient Greece? Homes and settlements</p> <p>How Ancient Greek has influenced sports today? Legacy and change</p> <p>Can we learn anything from Greek myths and legends? Religion & Belief</p> <p>What impact has Greek democracy had on us today?</p>	<p>Why Wembley stadium was originally built? Legacy and change</p> <p>Which historical figures had an impact on Wembley? Legacy and change</p> <p>Why was the British Empire Exhibition so important? Legacy and change</p> <p>What key sporting events took place in the history of Wembley? Legacy and change</p>

	<p>What is the significance of Viking gods? Religion & Belief</p> <p>Discussion question- Was life better in Anglo Saxon or Viking Britain? Legacy and change</p>	<p>Legacy and change Power and democracy</p> <p>How did the Ancient Greeks live- day-to-day life? Homes and settlements</p>	<p>What precautions did Wembley put into place to try to keep people safe during the Second World War? Legacy and change</p> <p>How does Wembley compare from now to then? Legacy and change</p>
Year 6	Tudors	Islamic Civilisation	Crime and Punishment
	<p>Who were the Tudors? Power and Democracy</p> <p>What was life like during the Tudors? Homes and settlements</p> <p>What was the impact of the Battle of Bosworth on the Tudor period? Power and Democracy</p> <p>Why is Henry VIII a memorable monarch? Law/Justice Woman in History</p> <p>What was the significance of religion in Tudor times? Religion & Belief</p> <p>How will the Tudors be remembered? Legacy and change</p>	<p>How did life in Baghdad compare to life in Europe in 1000AD? Power and Democracy</p> <p>When and how was the Islamic religion founded? Religion & Belief Power and Democracy</p> <p>What is the importance of the first four Caliphs? Religion & Belief</p> <p>What is the house of wisdom? Religion & Belief</p> <p>Why did the Early Islamic Civilisation become a major Power? Power and Democracy</p> <p>How did the Early Islamic Empire come to an end? Legacy and change Power and Democracy</p>	<p>What was crime and punishment like in Roman times? Law/Justice</p> <p>How did the Anglo-Saxon justice system differ to the Romans? Law/Justice</p> <p>How were punishments carried out during the Tudor period? Law/Justice</p> <p>What was life like in Victorian prisons? Law/Justice</p> <p>Can you explain how crime and punishment from the past compares to modern life? Law/Justice Legacy and change</p>

Year 1

History Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically - valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

History Skills

Childhood:

To recognise the difference between past and present in their own and others' lives.

(Range and depth of historical knowledge)

To sequence objects from different periods of time

(Chronological understanding)

To communicate their knowledge of the past and present through writing

(Organisation & Communication)

To compare facts from adults talking about the past

(Interpretation of History)

To find answers to simple questions about the past from sources of information

(Historical Enquiry)

To communicate their knowledge of changes through discussions and drawings

(Organisation & Communication)

Amy Johnson:

To be able to communicate their knowledge through writing

(Organisation and Communication)

To sequence events

(Chronological Understanding)

To find answers to simple questions about the past from sources of information.

(Historical Enquiry)

	<p>To find answers to simple questions about the past from sources of information e.g., artefacts. (Historical Enquiry)</p> <p>To look at events in Amy's life and think about how she felt. (Organisation and Communication)</p> <p>To find possible answers to the past using sources of information. (Historical Enquiry)</p> <p><u>The Royals:</u> To sequence a family tree. (Chronological Understanding)</p> <p>I can write a report (Historical Enquiry)</p> <p>To complete a timeline of significant events (Chronological Understanding)</p> <p>To answer questions about the past. (Historical Enquiry)</p> <p>To order ranks chronologically. (Chronological Understanding)</p>	
<p><u>Key Themes:</u> Legacy & Change/Homes and settlements - Childhood Changes in Power/Democracy & Woman in History - The Royals Woman in History - Amy Johnson</p>		
Childhood		
Knowledge end points	Assessment Impact	Vocabulary

What knowledge do children need to remember?		
<p>What sort of toys children played with in the past. How the toys are similar or different to toys today. A lot of current toys are modified versions of old toys.</p>	<p>Children will be able to talk about toys they have today and toys from the past and how they are similar or different. They will be able to sort toys into new and old and explain their choices.</p>	<p>Core vocabulary Victorian times childhood Topic vocabulary Toys Play Similar different</p>
<p>Popularity of toys changes constantly.</p>	<p>Children will be able to talk about toy crazes and how and why they have changed over time and place them in chronological order.</p>	<p>Core vocabulary Changes Past Topic vocabulary Craze Toys Popular</p>
<p>Children didn't have the same T.V. experience as we have today. Television sets have changed over time. Television programmes were different to what is shown today.</p>	<p>Children will be able to talk and write about how television and programmes have changed over time.</p>	<p>Core vocabulary Changes Past Topic vocabulary Television – Black and white and colour</p>
<p>Classrooms in the past were different to classrooms we have today. What pupils learnt in school is different to what is taught today.</p>	<p>Children will be able to talk about how education has changed over time. They can talk about similarities and differences in the school buildings and classrooms from history to now.</p>	<p>Core Vocabulary Changes Past Topic Vocabulary Classroom Punishment Blackboard / interactive white board Education</p>
<p>How clothes have changed from the past to the present.</p>	<p>Children can identify how clothes have changed. Children can ask questions to learn more about children's clothing.</p>	<p>Core vocabulary Changes Past Topic vocabulary</p>

		Clothes Pinafore
Homes have changed over time. There are many similarities and differences in homes from the past and today. Most homes in Victorian times did not have electricity.	Children can describe external and internal features common to all homes.	Core vocabulary Changes Past Topic vocabulary Floors – patterned tiles Homes – Detached, Semi-detached, Terraced Flat, Bungalow, Mobile home, Caravan Houseboat
Amy Johnson		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
Amy Johnson was a famous pilot. She was the first female pilot to fly solo to Australia	Children can say who Amy Johnson was and what she achieved.	Core vocabulary Significant Changes Past Topic vocabulary Pilot Famous Flight Solo Dangerous Brave
There were not many female pilots at that time. She inspired women to have a say and do jobs that were traditionally done by men.	Children can talk about the importance of Amy becoming a pilot as a female.	Core vocabulary Significant Changes Past Topic vocabulary Secretary Solicitor Female
Flying solo to Australia was not easy. Especially as a woman.	Children can talk and write about the challenges Amy faced on her solo journey to Australia.	Core vocabulary Significant Changes

		<p>Past</p> <p><u>Topic vocabulary</u></p> <p>Propeller</p> <p>Climates</p> <p>Desert</p> <p>Challenge</p> <p>Atlantic</p>
What Amy had achieved was significant in history.	Children can talk about how Amy must have felt after her achievement and what people might have thought of her.	<p><u>Core vocabulary</u></p> <p>Significant</p> <p>Changes</p> <p>Past</p> <p><u>Topic vocabulary</u></p> <p>Admired</p> <p>Thrilled</p> <p>Excited</p> <p>Proud</p>
Amy continued to challenge herself and never gave up.	Children can talk about Amy's other flying achievements after her first solo flight to Australia.	<p><u>Core vocabulary</u></p> <p>Significant</p> <p>Changes</p> <p>Past</p> <p><u>Topic vocabulary</u></p> <p>Record time</p> <p>Achievement</p> <p>Atlantic</p> <p>Organisation</p>
No one really know what happened to Amy and how she died.	Children can talk about how people can have theories on how things might have happened in History and that they need to find evidence to prove that theory.	<p><u>Core vocabulary</u></p> <p>Significant</p> <p>Changes</p> <p>Past</p> <p><u>Topic vocabulary</u></p> <p>Route</p> <p>Rescuer</p> <p>Drowned</p> <p>Theories / stories</p> <p>speculation</p>

The Royals		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
Who are the members of the royal family? How each member of the royal family is related to each other.	Children can talk about who the royals are. Children can talk about the relationship of each royal to each other. Children can place Royals on a family tree in the correct order.	<u>Core vocabulary</u> Significant Changes Past <u>Topic vocabulary</u> Royals Family Relationships
Who our current Queen is and when she became queen. Members of the royal family must be coronated before they can be Queen or King.	Children can talk about the process of coronation and why that must happen for someone to be crowned king or queen.	<u>Core vocabulary</u> Significant Changes Past <u>Topic vocabulary</u> Queen Coronation Celebration Crowned
Our current King Charles III	Children can explain why the Queen is Elizabeth II (because before her there was an Elizabeth I)	<u>Core vocabulary</u> Significant Changes Past <u>Topic vocabulary</u> Queen Succession King Buckingham Palace Reign
Queen Elizabeth II has had many achievements during her reign.	Children can research on some of the Queens achievements during her reign.	<u>Core vocabulary</u> Significant Changes Past <u>Topic vocabulary</u>

		Monarchy Timeline Longest reigning
There was a Queen Elizabeth I	Children can research on some of the Queen Elizabeth I's achievements during her reign.	Core vocabulary Significant Changes Past Topic vocabulary Research Investigate
Who will be the next king or queen and what is the line of succession?	Children can talk about who is next in line to the throne.	Core vocabulary Significant Changes Past Topic vocabulary Succession Following Line of the throne

Year 2	
History Aims	History Skills
<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind 	<p>Significant People – MLK & MS: To use and observe a source to ask and answer questions about the past on the basis of simple observations. Identify differences between ways of life at different times. (Range and depth of historical knowledge & Historical Enquiry)</p> <p>Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Recognise why people did things, why events happened and what happened as a result. (Chronological understanding)</p>

<ul style="list-style-type: none"> • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>Recognise why people did things, why events happened and what happened as a result. (Organisation & Communication)</p> <p>Compare two significant people from the past. (Historical Enquiry)</p> <p><u>The Great Fire of London:</u> Recognise why people did things, why events happened and what happened as a result. (Range and depth of historical knowledge)</p> <p>Sequence artefacts closer together in time. (Chronological understanding)</p> <p>Use a source/observe or handle sources to answer questions about the past on the basis of simple observations. (Historical enquiry & organisation and communication)</p> <p>Discuss reliability of photos, accounts, stories. (Interpretations of history)</p> <p>Identify differences between ways of life at different times. (Range and depth)</p> <p>Compare pictures of photographs of people or events in the past. (Interpretations of history).</p> <p><u>Guy Fawkes:</u> Observe or handle sources to answer questions about the past on the basis of simple observations. (Historical enquiry)</p> <p>Identify differences between ways of life at different times (Range and depth of historical knowledge)</p>
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	<p>Communicate their knowledge through discussion and using ICT. (Organisation and Communication)</p> <p>Recognise why people did things, why events happened and what happened as a result (Range and depth of historical knowledge)</p> <p>Compare 2 versions of a past event (Interpretations of history)</p> <p>Use a source to answer questions about the past on the basis of simple observations. (Historical enquiry)</p>	
<p>Key Themes: Changes in Power/Democracy, Woman in History, Law & Justice – Martin Luther King Jr & Mary Seacole Legacy & Change /Homes and settlements – Great Fire of London Changes in Power/Democracy, Law & Justice, Religion & Belief – Guy Fawkes</p>		
<p align="center">Significant People – Martin Luther King Jr & Mary Seacole:</p>		
<p align="center">Knowledge end points What knowledge do children need to remember?</p>	<p align="center">Assessment Impact</p>	<p align="center">Vocabulary</p>
<p>Knowledge Question <i>What questions can you ask about this source?</i></p> <p><i>Skill- to use and observe a source to ask and answer questions about the past on the basis of simple observations.</i></p> <p><i>Identify differences between ways of life at different times (Range and depth of historical knowledge)</i></p> <p>End points of the lesson:</p>	<p>Children will know which evidence is from the past and explain how they know.</p>	<p>Core vocabulary Significant Changes Past Topic vocabulary Photograph – black and white Portrait Compare sources</p>

<ul style="list-style-type: none"> To know that events from the past can be documented by various forms of evidence. To identify how they know the source in from the past. 		
<p>Who was Mary Seacole?</p> <p>Skill: Sequence artefacts closer together in time - check with reference book. Sequence photographs/times etc. from different periods of their life. Recognise why people did things, why events happened and what happened as a result.</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know that Mary Seacole was born in 1805. To know she was born in Kingston Jamaica. To know she travelled to Crimea To know that her mother was a black Jamaican lady, who was a nurse and her father was a white Scottish Soldier. 	<p>Children will be able to answer these questions using what they have learnt so far.</p>	<p>Core vocabulary</p> <p>Significant Changes Past</p> <p>Topic vocabulary</p> <p>Crimea Nurse Soldier Herbal Healer Disease Medicine Discrimination Remedies infection</p>
<p>Why was Mary Seacole significant?</p> <p>Skills- Recognise why people did things, why events happened and what happened as a result.</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know who Mary Seacole was. To know where she was from. To know where she travelled to and for what 	<p>Children will be able to talk about how Mary helped soldiers during the war</p>	<p>Core vocabulary</p> <p>Significant Changes Past</p> <p>Topic vocabulary</p> <p>Crimea Nurse Soldier Significant Herbal remedies</p>

<p>reasons.</p> <ul style="list-style-type: none"> To know the reasons why she wasn't allowed to travel to Crimea to treat the soldiers. Explain how she was very brave and saved her own money and travelled to Crimea and treated the injured soldiers on the frontline in the Crimean war. 		
<p>Who was Martin Luther King Jr?</p> <p>Skill Sequence artefacts closer together in time Sequence photographs from difference periods of their lives Recognise why events happened and what happened as a result</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know who MLK is To know when he was alive To know where he lived 	<p>Children will be able to talk about who MLK was, based on what they have learnt so far.</p>	<p>Core vocabulary Significant Changes Past Topic vocabulary Boycott Civil Rights Campaign Non-Violent protests Racial segregation</p>
<p>Why was Martin Luther King Jr significant?</p> <p>Skill Recognise why people did things, why events happened and what happened as a result.</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know what he believed in and how he changed the laws for black people in America. To know what he did in order to change the law 	<p>Children will be able to talk about why MLK is remembered</p>	<p>Core vocabulary Significant Changes Past Topic vocabulary Boycott Civil Rights Campaign Non-Violent protests Racial segregation</p>

<p>What similarities and differences are there between MLK and Mary Seacole?</p> <p><i>skill- Compare two significant people from the past.</i></p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know how they changed the views of people To know that they stood for similar things To understand that they both were willing to sacrifice themselves and their freedom for what they strongly believed in. 	<p>Children will be able to recall facts about each individual and explain the similarities and differences.</p>	<p>Core vocabulary Significant Changes Past</p> <p>Topic vocabulary Boycott Supportive Civil Rights Campaign Non-Violent protests Racial segregation Assassinated Crimea Herbal remedies America</p>
Great Fire of London		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>How did the fire start?</p> <p><i>Skill Recognise why people did things, why events happened and what happened as a result. (Range and depth of historical knowledge)</i></p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know that the fire started in pudding lane on the night of Sunday 2nd September 1666 To know that the fire started in a bakery To know the fire spread from an ember from the bakery oven 	<p>Children can explain where and when the fire took place and why it happened.</p>	<p>Core vocabulary Significant event Changes Past</p> <p>Topic vocabulary Bakery Ignited Spark Pudding Lane Alight Spread Ember</p>
<p>The key events of the Great Fire of London</p> <p><i>Skill</i></p>	<p>Children can explain how the fire started and how much of London was destroyed.</p>	<p>Core vocabulary Significant event Changes</p>

<p>Sequence artefacts closer together in time. (Chronological understanding)</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know that on Day 1 – The started in the bakery on Pudding Lane, Day 2 – fire grew due to strong wind. The mayor was now worried people would not listen. Fire swept through London. People went into the river to escape. Day 3 – Flames reached as far as the River Thames and Fleet. St Pauls caught fire and the lead on the roof melted. Day 4- Last day of fire. The King was seen trying to put out the fire by Pepys. On Wednesday The Duke of York (the future King James II) ordered that houses be destroyed using gunpowder ahead of the fire to stop the fire from spreading even further. The east wind drops and the fire calms down Day 5 - This plan succeeded and by Thursday, the fire had been extinguished. 		<p>Past</p> <p><u>Topic vocabulary</u></p> <p>Escaping Smoke Water Fire Duke of York King Charles II River Thames Tower of London</p>
<p>Why the fire spread so quickly?</p> <p><u>Skill: Use a source/observe or handle sources to answer questions about the past on the basis of simple observations. (Historical enquiry)</u></p> <p>End points of the lesson:</p> <p>To know that:</p> <ul style="list-style-type: none"> It had been another long hot summer and everything was very dry. 	<p>Children can talk about what houses were made of in the 17th Century. They can explain why the fire went on for so long</p>	<p><u>Core vocabulary</u></p> <p>Significant event Changes Past</p> <p><u>Topic vocabulary</u></p> <p>Materials Wood Houses Narrow Spread Fire man</p>

<ul style="list-style-type: none"> • Most houses were made from wood so they burned easily and the houses were very close together so the fire spread quickly. • Near where the fire started there were warehouses with flammable things like tar and rope. • Houses did not have running water and water came from pumps in the streets. • The water pump near where the fire started was out of order. • There was also a drought due to the hot weather everything was very dry. • There was no fire brigade. • All people could use were leather buckets and water squirts. • The wind was blowing towards the most densely (heavily) populated part of London. 		Axe
<p>That there are many forms of evidence that show that the Great Fire of London took place</p> <p>Skills: Look at photos, accounts, stories. (Interpretations of history).</p> <p>End point of the lesson:</p> <ul style="list-style-type: none"> • Samuel Pepys played an important role in our knowledge of the GFOL because of how he kept a diary of all the events. • He recorded each day what was happening during the fire until it had been put out. 	Children can talk about the various different forms of ways the Great Fire of London was documented such as in paintings, diary entries, eyewitness accounts	<p>Core vocabulary</p> <p>Significant event Changes Past</p> <p>Topic vocabulary</p> <p>Eye witness Resources Samuel Pepys London Account Flame Diary Maid</p>

<p>How was the fire finally put out?</p> <p>Skill - Recognise why people did things, why events happened and what happened as a result. (Range and depth of historical knowledge)</p> <p>End points of the lesson:</p> <p>To know that:</p> <ul style="list-style-type: none"> • To begin with the Lord Mayor of London did very little. • Fires were common on London at this time. • The Mayor felt the fire at first was nothing unusual—and would soon go out but the fire soon got out of control. • Buckets and hand powered water squirts were used but they were not enough. • Firebreaks were tried – this was when the king ordered that certain houses be pulled down to create a break in the fire. • Then the wind changed direction—and blew the fire towards the stone parts of the city—slowing it down and the weather got cooler hence slowing down the flames. • The firebreaks slowed it down – with the help of the army. 	<p>Children can explain how the fire was put out and how that compares to how fires are put out today.</p>	<p>Core vocabulary</p> <p>Significant event Changes Past</p> <p>Topic vocabulary</p> <p>Leather bucket Fire squirt Fire break Fire hook Water pump Embers</p>
<p>What impact did the fire have on people and London?</p> <p>Skill Identify differences between ways of life at different times. (Range and depth) Compare</p>	<p>Children can talk about the lessons that were learnt as a result of the fire.</p>	<p>Core vocabulary</p> <p>Significant event Changes Past</p> <p>Topic vocabulary</p> <p>Destroyed</p>

<p>pictures of photographs of people or events in the past. (Interpretations of history).</p> <p>End points of the lesson: To know that:</p> <ul style="list-style-type: none"> • The majority of houses built in London today are out of brick or concrete not wood • Some think the event was a good thing as it made people reflect on the materials used to build houses • As well as the distance between the houses. 		<p>St Pauls Cathedral Royal Exchange Rebuild Brick Stone Monument</p>
Guy Fawkes		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>Who was Guy Fawkes?</p> <p>Skill Observe or handle sources to answer questions about the past on the basis of simple observations. (historical enquiry)</p> <p>End points of the lesson: To know that:</p> <ul style="list-style-type: none"> • He was born 1570, in York and lived over 400 years ago • His Catholic religion was very important to him • In 1579 he left England to join the Spanish army and fought to support Catholic people 	<p>Children can say some facts about Guy Fawkes. They can talk you about what he looked like and the clothes he wore.</p>	<p>Core vocabulary Significant Changes Past</p> <p>Topic vocabulary Guy Fawkes Catholic Protestant King James 1 Monarch Plot Quill pen / ink Lantern</p>

<ul style="list-style-type: none"> • He called himself 'Guido' instead of Guy and became an officer. • He returned to England after his time in the Spanish army. • He was involved in a plot to kill King James 1 		
<p>What was the Gunpowder Plot?</p> <p>Skill - Communicate their knowledge through: Discussion. Using ICT... (Organisation and Communication)</p> <p>End points of the lesson: To know that:</p> <ul style="list-style-type: none"> • After fighting for Spain Guy Fawkes returned to England • At this time, in England, King James I did not like people being Catholics and made laws that everyone had to attend the Protestant church. • Some people wanted to get rid of the King. A group of men, led by Robert Catesby, wanted Guy Fawkes to be involved partly because he understood how to use gunpowder. • In 1604, Guy Fawkes plotted with the group to use explosives to destroy the Houses of Parliament and King James 1. • They put barrels of gunpowder in cellars underneath the Houses of Parliament in London, ready to set off a massive explosion. 	<p>Children can say:</p> <p>Who was in charge of the Gunpowder plot? Which building did they plan to blow up? Which King did they plot to kill? What was Guy Fawkes in charge of? Did Guy Fawkes and James I belong to the same religion?</p>	<p>Core vocabulary</p> <p>Significant Changes Past</p> <p>Topic vocabulary</p> <p>Conspirators Leader Robert Catesby Government House of Parliament Gunpowder Cellar Sequence Treason</p>
<p>What were the reasons for the Gunpowder Plot?</p> <p>Skill Recognise why people did things, why events happened and what happened as a result (Range and depth of historical knowledge) Communicate their knowledge through: Discussion, Using ICT... (Organisation and Communication)</p>	<p>Children can talk about:</p> <p>King James 1 and his laws. Who some of the Gunpowder plotters were and why they wanted to blow up the houses of parliament? Why and how they wanted to carry out their plan.</p>	<p>Core vocabulary</p> <p>Significant Changes Past</p> <p>Topic vocabulary</p> <p>Catholic</p>

<p>End point of the lesson:</p> <p>To know that:</p> <ul style="list-style-type: none"> • A group of young Catholic men meet to talk about their worries and how angry they were that King James I was punishing Catholic people in England. • This was because of religion. England was a Protestant country and the plotters were Catholic. They wanted England to be Catholic again, which they thought they could do if they killed King James I and his ministers. • They thought that if they killed the king Catholics might then have better lives. • They know that the King opened Parliament every year. • The King would be there in November 1605. They decide to blow up the houses of parliament when the king was inside with his government! They were going to use many barrels of gunpowder to do this. 	<p>What the plotters may have talked about when they were planning their Gunpowder plot</p>	<p>Protestant King James 1 Robert Catesby Conspirators Plot Thomas Percy</p>
<p>Why the plot didn't work?</p> <p><i>Skill Interpretations of history</i> <i>Compare 2 versions of a past event</i> <i>Range and depth of historical knowledge</i> <i>Recognise why people did things, why events happened and what happened as a results</i></p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> • To know that one of Guy Fawkes's friends informed Lord Montague about the plot and in turn they informed the King. 	<p>Children can talk about the events that lead up to the Gunpowder plot and the validity of different versions of the story.</p>	<p>Core vocabulary Significant Changes Past Topic vocabulary Lord Montague Bodyguard Warning Failure</p>
<p>Why do we celebrate the 5th of November?</p> <p><i>Skill Identify differences between ways of life at different times (Range and depth of historical knowledge)</i> <i>(Chronological Understanding)</i></p>	<p>Children can talk about the significance of the Gunpowder plot and why we remember it still today.</p>	<p>Core vocabulary Significant Changes Past Topic vocabulary Firework</p>

<p>End points of the lesson:</p> <p>To know that:</p> <ul style="list-style-type: none"> • The Gunpowder Plot Remembered <p>To this day, the</p> <ul style="list-style-type: none"> • Houses of Parliament are searched the day before it opens every year in November, just to check that there is nobody waiting in the cellar. • Every year, we burn bonfires and put a model of Guy Fawkes on top. • We light fireworks and sparklers to celebrate the failure of the gunpowder plot. • The first Bonfire Night was celebrated in 1606; a year after the Plot had failed. • Sometimes it is called Guy Fawkes night or fireworks night. 		<p>Bonfire Treason Guy Fawkes Night Bonfire Fireworks Sparklers Guy Effigy</p>
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Year 3	
History Aims	History Skills
<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ 	<p><u>Iron age to Stone age:</u> To recall historical information (Organisation and Communication) Lesson 1 To compare the Stone Age with our life today. (Range and depth of historical knowledge) Lesson 2 Identify and give reasons for different ways in which the past is represented (Interpretation of History) Lesson 3 To use a range of sources to find out about a period. (Historical enquiry) Lesson 4 Begin to use the library and internet for research. (Historical enquiry) Lesson 5 Understand why people may have wanted to do something. (Range and depth of historical knowledge) Lesson 6</p> <p><u>World War II:</u></p>

<ul style="list-style-type: none"> • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>Place the time studied on a timeline and passing of time (Chronological understanding)</p> <p>Lesson 1 Use dates and terms related to the study unit (Interpretations of History) Identify and give reasons for different ways in which the past is represented Lesson 1 Identify reasons for and results of people's actions Understand why people may have wanted to do something (Range and depth of historical knowledge) Lesson 2 Identify and give reasons for different ways in which the past is represented Distinguish between different (Interpretations of history) Lesson 3 Sources - compare different versions of the same story Find out about everyday lives of people in time studied (Range and depth of historical knowledge) Lesson 3 Use a range of sources to find out about a period Observe small details -artefacts, pictures (Historical Enquiry) Lesson 3 Identify and give reasons for different ways in which the past is represented (Interpretations of history) Lesson 4 Distinguish between different Sources - compare different versions of the same story Find out about everyday lives of people in time studied (Range and depth of historical knowledge) Lesson 4 Use a range of sources to find out about a period Observe small details - artefacts, pictures (Historical Enquiry) Lesson 4 Identify and give reasons for different ways in which the past is represented Look at representations of the period (Interpretations of History) Lesson 5 Compare with our life today (Range and depth of historical knowledge) Lesson 5 Place the time studied on a time line and use dates and terms related to the study unit and passing of time (Chronological understanding) Lesson 6 Identify and give reasons for different ways in which the past is represented (Interpretations of History) Lesson 6</p> <p><u>Romanisation of Britain:</u> Find out about everyday lives of people in time studied (Range and depth of historical knowledge) Lesson 1 Place the time studied on a timeline (Chronological understanding) Lesson 1 Use dates and terms related to the study unit (Interpretations of History) Lesson 1 Identify reasons for and results of people's action. (Interpretations of History) Lesson 2 Understand why people may have wanted to do something. (Interpretations of History) Lesson 2 Identify and give reasons for the different ways in which the past is represented. (Range and depth of historical knowledge) Lesson 3</p>
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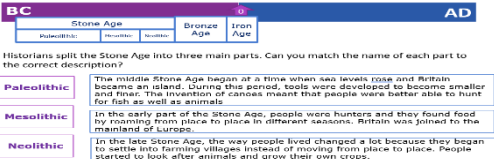
	<p>Distinguish between different sources- compare different version on the same story. (Historical Enquiry) Lesson 3</p> <p>Understand why people may have wanted to do something. (Historical Enquiry) Lesson 4</p> <p>Identify and give reasons for the different ways in which the past is represented.</p> <p>Distinguish between different sources- compare different version on the same story. (Range and depth of historical knowledge) Lesson 5</p> <p>Find out about everyday lives of people in time studied and compare with our life today (Range and depth of historical knowledge) Lesson 6</p> <p>Sequence several events of artefacts (Organisation and Communication) lesson 6</p>
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Key Themes:

Legacy & Change, Homes and settlements, **Invasion and Migration** - Iron Age
Invasion and Migration, **Power and democracy**, **Legacy and change**, Homes and settlements - WWII
Woman in History, **Invasion and Migration**, **Legacy and change** - The Romans

Stone Age to Iron Age

Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>Who were the Stone Age people and when did they live?</p> <p>Skill: To recall historical information (Organisation and Communication)</p> <p>Invasion and Migration</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> Sequence several events or artefacts. To know how the period from the Stone Age to the Iron Age fits into a wider picture of British history. To recall details about the Stone Age. 	<p>Children will be able to recall at least 3 facts about the Stone Age.</p> <p>Children will be able to answer the big question.</p>	<p>Core vocabulary</p> <p>Changes Past</p> <p>Period – an era of time BCE – Before Common Era Stone Age - The stone age is the name given to the earliest period of human culture when stone tools were first used. The Palaeolithic Age – The earliest period of stone age that lasted until the ice age around 10,000 BCE The Mesolithic Age – was the period of stone age that lasted from 10,000 BCE to 4,500 BCE The Neolithic Age – The period of time that lasted from 4,500 BCE to 2,400 BCE Prehistoric – The time before written record. Topic vocabulary Bows, Arrows & Spears – Weapons used for hunting for food. Flint - a material used for producing a spark. Hunter Gatherers - Refers to how a group of people get their food. They find it growing wild or hunt and fish for it. They do not grow any food.</p>

<p>How did hunter-gathers survive in the Stone Age?</p> <p>Skill: To compare the Stone Age with our life today. (Range and depth of historical knowledge)</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To explain how Hunter-Gathers survived in the Stone Age To explain what they ate in the Stone Age To provide reasoning to justify answers. 	<p>Assessment of prior leaning</p>  <p>Historians split the Stone Age into three main parts. Can you match the name of each part to the correct description?</p> <p>Paleolithic The middle Stone Age began at a time when sea levels rose and Britain became an island. During this period, tools were developed to become smaller and finer. The invention of canoes meant that people were better able to hunt for fish as well as animals.</p> <p>Mesolithic In the early part of the Stone Age, people were hunters and they found food by roaming from place to place in different seasons. Britain was joined to the mainland of Europe.</p> <p>Neolithic In the late Stone Age, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops.</p> <p>Children are able to discuss what Stone people ate and how they prepared their food.</p>	<p>Nomadic – A group of people tending to travel and change settlements frequently.</p> <p>Core vocabulary Changes Past Period – an era of time BCE – Before Common Era Stone Age - The stone age is the name given to the earliest period of human culture when stone tools were first used. The Palaeolithic Age – The earliest period of stone age that lasted until the ice age around 10,000 BCE The Mesolithic Age – was the period of stone age that lasted from 10,000 BCE to 4,500 BCE The Neolithic Age – The period of time that lasted from 4,500 BCE to 2,400 BCE Prehistoric – The time before written record. Topic vocabulary Shelter – A place giving temporary protection from bad weather or danger. Threats – things that make it hard to survive like bad weather or wild animals. Assets - things that people could use to help them survive like edible berries or wood for fire.</p>
<p>What was Stone Age cave art like?</p> <p>Skill: Identify and give reasons for different ways in which the past is represented (Interpretation of History)</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> Explain how people created cave paintings in the Stone Age by producing their own Look at evidence and describe what images are in the Stone Age cave paintings. Explain why the painting are of: People, animals, weapons 	<p>Pupils can explain how people created cave paintings in the Stone Age.</p> <p>Pupils can explain what their painting were about</p>	<p>Core vocabulary Changes Past Period – an era of time BCE – Before Common Era Stone Age - The stone age is the name given to the earliest period of human culture when stone tools were first used. The Palaeolithic Age – The earliest period of stone age that lasted until the ice age around 10,000 BCE The Mesolithic Age – was the period of stone age that lasted from 10,000 BCE to 4,500 BCE The Neolithic Age – The period of time that lasted from 4,500 BCE to 2,400 BCE Prehistoric – The time before written record. Topic vocabulary Cave paintings - a prehistoric picture on the interior of a cave, often depicting animals.</p>

<p>What kind of sources tell us about the Stone Age?</p> <p>Skill: To use a range of sources to find out about a period. (Historical enquiry)</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> • Explain difference between primary and secondary sources • Use secondary resources • Explain what it means to deduce information from historical sources 	<p>Pupils can explain to you what it means to deduce information from historical sources.</p>	<p>Weapons - a thing designed or used for inflicting bodily harm or physical damage.</p> <p>Core vocabulary Changes Past Period – an era of time BCE – Before Common Era Stone Age - The stone age is the name given to the earliest period of human culture when stone tools were first used. The Palaeolithic Age – The earliest period of stone age that lasted until the ice age around 10,000 BCE The Mesolithic Age – was the period of stone age that lasted from 10,000 BCE to 4,500 BCE The Neolithic Age – The period of time that lasted from 4,500 BCE to 2,400 BCE Prehistoric – The time before written record. Topic vocabulary Archaeologist - a person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains. Sources - a place, person, or thing from which something originates or can be obtained. Deduce - arrive at (a fact or a conclusion) by reasoning; draw as a logical conclusion. Artefact - an object made by a human being, typically one of cultural or historical interest</p>
<p>What was Skara Brae?</p> <p>Skill: To use a range of sources to find out about a period. (Historical enquiry)</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> • Children will know where and what is Skara Brae is • Children will know it is an archaeological site showing remains from a village in the Neolithic period. 	<p>Pupils will be able to talk about the way people lived in the Neolithic period.</p>	<p>Core vocabulary Changes Past Period – an era of time BCE – Before Common Era Stone Age - The stone age is the name given to the earliest period of human culture when stone tools were first used. The Palaeolithic Age – The earliest period of stone age that lasted until the ice age around 10,000 BCE The Mesolithic Age – was the period of stone age that lasted from 10,000 BCE to 4,500 BCE</p>

<ul style="list-style-type: none"> • They will know it is important because it dates back to a time of major change during this period, when people were beginning to settle on farms instead of roaming around as hunter-gatherers. • Children will know that the settlement was discovered in a storm in 1850. 		<p>The Neolithic Age – The period of time that lasted from 4,500 BCE to 2,400 BCE</p> <p>Prehistoric – The time before written record.</p> <p>Topic vocabulary</p> <p>Skara Brae - a late Neolithic settlement on Mainland in the Orkney Islands.</p> <p>Settlement - a place, typically one which has previously been uninhabited, where people establish a community.</p> <p>Hunter Gatherers - Refers to how a group of people get their food. They find it growing wild or hunt and fish for it. They do not grow any food.</p> <p>Site - an area of ground on which a town, building, or monument is constructed.</p> <p>Remains – historical or archaeological relics.</p> <p>Archaeological – relating to archaeology.</p> <p>Village - a self-contained district or community within a town or city, regarded as having features characteristic of village life.</p>
<p>How did bronze replace stone?</p> <p>Skill: Understand why people may have wanted to do something. (Range and depth of historical knowledge)</p> <p>End point of the lesson:</p> <ul style="list-style-type: none"> • Explain how the introduction of bronze was such a significant change during this period. • Know that Bronze is an alloy (two metals mixed together), made up of 90% copper and 10% tin. • To explain the discovery and wider use of bronze improved life in many ways and 	<p>Pupils can explain how the Bronze Age was different to the Stone Age</p> <p>Pupils can explain how smelting was used to make bronze</p>	<p>Core vocabulary</p> <p>Changes</p> <p>Past</p> <p>Period – an era of time</p> <p>BCE – Before Common Era</p> <p>Stone Age - The stone age is the name given to the earliest period of human culture when stone tools were first used.</p> <p>The Palaeolithic Age – The earliest period of stone age that lasted until the ice age around 10,000 BCE</p> <p>The Mesolithic Age – was the period of stone age that lasted from 10,000 BCE to 4,500 BCE</p> <p>The Neolithic Age – The period of time that lasted from 4,500 BCE to 2,400 BCE</p> <p>Prehistoric – The time before written record.</p> <p>Topic vocabulary</p>

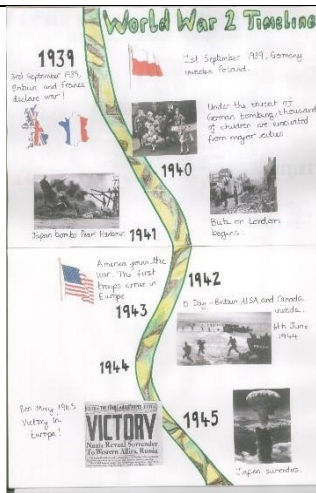
<p>marked the end of the Stone Age and the beginning of the Bronze Age.</p>		<p>Metal - a solid material which is typically hard, shiny, malleable, fusible, and ductile, with good electrical and thermal conductivity (e.g. iron, gold, silver, and aluminium, and alloys such as steel). Bronze - a yellowish-brown alloy of copper with up to one-third tin. Copper – A red-brown metal, Implement - a tool, utensil, or other piece of equipment that is used for a particular purpose. Weapons - a thing designed or used for inflicting bodily harm or physical damage.</p>
<p>What was life like in an Iron Age Hillfort?</p> <p>Skill: Identify and give reasons for and results of people’s actions. (Range and depth of historical knowledge)</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> • Pupils can demonstrate their understanding as they make a storyboard of their walk through the Iron Age hillfort, thinking about what they see and do along the way. • Pupils show an understanding of a fort built on a hill and that it is in a particular an area on a hilltop enclosed by a system of defensive banks and ditches, which were used by Iron Age people in north-western Europe. 	<p>Pupils have understood some of the main ways that people in the Iron Age used hillforts to provide for all their needs.</p>	<p>Core vocabulary Changes Past Period – an era of time BCE – Before Common Era Stone Age - The stone age is the name given to the earliest period of human culture when stone tools were first used. The Palaeolithic Age – The earliest period of stone age that lasted until the ice age around 10,000 BCE The Mesolithic Age – was the period of stone age that lasted from 10,000 BCE to 4,500 BCE The Neolithic Age – The period of time that lasted from 4,500 BCE to 2,400 BCE Prehistoric – The time before written record. Topic vocabulary Hillfort - a fort built on a hill, in particular an area on a hilltop enclosed by a system of defensive banks and ditches, as used by Iron Age peoples in north-western Europe. Celts - A tribe of people who lived all over Europe about two thousand years ago. Tribes - a distinctive or close-knit group. Weaponry - weapons regarded collectively.</p>

		Enemy – a person who is actively opposed or hostile to someone or something.
	World War II	
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>When did World War II begin and why?</p> <p>Believes / Invasion</p> <p>Skill</p> <p>Chronological understanding</p> <p>Place the time studied on a timeline</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Interpretations of History</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>End points for the lesson:</p> <ul style="list-style-type: none"> • Pupils can explain in depth why WWII started. • Pupils use Neville Chamberlain’s speech to declare the start of war as a primary resource. (Understand the difference between primary and secondary sources) • Pupils interpret sources studied and give different ways in which the past is presented • Pupils can name the important leaders at the time. 	<p>Pupils can discuss the dates of WWI and WWII</p> <p>Pupils can name the countries involved in WWII</p> <p>Pupils can explain why the war took place</p>	<p>Core vocabulary</p> <p>Invasion</p> <p>Impact</p> <p>Changes</p> <p>Topic vocabulary</p> <p>Allies</p> <p>War</p> <p>Adolf Hitler</p> <p>Neville Chamberlain</p> <p>Winston Churchill</p> <p>Invaded</p> <p>Declared</p>
<p>Who were the main leaders and Allies in World War II?</p> <p>Changes in power</p> <p>Skill</p> <p>Range and depth of historical knowledge</p> <p>Identify reasons for and results of people's actions</p>	<p>Pupils can articulate through their work what leaders were allies and what countries they belonged to.</p> <p>Pupils can use a range of resources to identify people’s actions and why people in history did what they did.</p>	<p>Core vocabulary</p> <p>Invasion</p> <p>Impact</p> <p>Changes</p> <p>Topic vocabulary</p> <p>Axis</p> <p>Foe</p>

<p>Understand why people may have wanted to do something</p> <p>End points for the end of the lesson:</p> <ul style="list-style-type: none"> • Pupils can explain who each of the leaders were • Pupils can explain what leaders and countries were allies. • Pupils can explain what leaders and countries were axis. 		<p>Enemies Cold War Controversial Convoy Dictator Monarch Morale Neutral Orator</p>
<p>What was the effect of WWII in Britain?</p> <p>Homes and settlements</p> <p>Skill</p> <p>Interpretations of history</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different Sources - compare different versions of the same story</p> <p>Range and depth of historical knowledge</p> <p>Find out about everyday lives of people in time studied</p> <p>Historical Enquiry</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details - artefacts, pictures</p> <p>End points for end of lesson:</p> <ul style="list-style-type: none"> • Pupils to be able to interpret evidence shown to draw conclusions about the effect that war had on Britain. • Pupils to discuss similarities and differences in peoples' opinions 	<p>Pupils can understand the effects of the war on Britain and impact it has had on our lives today</p>	<p>Devastation Bombing Evacuation Emotional Separation</p>
<p>How was everyday life for people in World War II?</p> <p>Skill</p>	<p>Pupils have a clear understanding of what life was like in WWII and how it compares to now.</p>	<p>Core vocabulary</p> <p>Invasion</p>

<p>Interpretations of history Identify and give reasons for different ways in which the past is represented Distinguish between different Sources - compare different versions of the same story</p> <p>Range and depth of historical knowledge Find out about everyday lives of people in time studied</p> <p>Historical Enquiry Use a range of sources to find out about a period Observe small details - artefacts, pictures.</p> <p>End of lesson end points:</p> <ul style="list-style-type: none"> • Pupils have a clear understanding of rationing and what that involved for people. • Pupils can explain about the effects of bombing and evacuation and what that would have been like for people. • Pupils can discuss what life was like for men, women and children and how it compares to life now in terms of roles. 	<p>Through writing their diary entries have they reflected on how people felt? And what people had to do in day to day life?</p>	<p>Impact Changes Topic vocabulary Rationing Censored Conscription Evacuated Self-sufficient</p>
<p>How did people protect themselves in World War II? Skill</p> <p>Interpretations of History Identify and give reasons for different ways in which the past is represented Look at representations of the period</p> <p>Range and depth of historical knowledge Compare with our life today</p> <p>End points for the end of the lesson:</p>	<p>What were the problems of shelters? Why do you think Anderson shelters were often built and used as dining tables in the home? How would you feel if you had to live like this?</p>	<p>Core vocabulary Invasion Impact Changes Topic vocabulary Nissen hut Morrison shelter Anderson shelter Terrified Scared</p>

<ul style="list-style-type: none"> Pupils can name the different types of shelters used - a Nissen hut, Morrison shelter, Herbert Morrison, Anderson shelter and explain the differences between them and at what times they would have been used. 		
<p>What were the key historic events in World War II and can I sequence them?</p> <p>Legacy</p> <p>Skill</p> <p>Chronological understanding</p> <p>Place the time studied on a timeline</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Interpretations of History</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>End points for the end of the lesson:</p> <ul style="list-style-type: none"> Children can create a timeline of key events explain what happened 	<p>Children can explain when WW2 ended.</p> <p>Children can explain why the war ended</p>	<p><u>Core vocabulary</u></p> <p>Invasion</p> <p>Impact</p> <p>Changes</p> <p><u>Topic vocabulary</u></p> <p>Victory</p> <p>Celebration</p> <p>Tribulation</p>



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Romans

<p style="text-align: center;">Knowledge end points</p> <p style="text-align: center;">What knowledge do children need to remember?</p>	<p style="text-align: center;">Assessment Impact</p>	<p style="text-align: center;">Vocabulary</p>
<p>Who was Julius Caesar?</p> <p>Skill: Explain difference between primary and secondary sources</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know that JC is significant person who lived in the 8th Century. Can plot 8th century on a timeline and compare to current time Can explain that Julius Caesar was the General of the Roman army who had settled in Gaul (France). Can discuss Caesar's invasion and how he wanted to expand the roman empire. Can discuss invasion - Why do you think one country or a group of countries invades another? 	<p>I can write about Julius Caesar. I can discover/research key facts about Julius Caesar. I can use a range of sources for research.</p> <p>How will we assess learning?</p> <p>Accurate answers to questions. Application of vocabulary</p>	<p>Core Vocabulary</p> <p>general invasion defeat conquer source</p> <p>Retrieved vocabulary</p> <p>significant trade</p> <p>Topic vocabulary</p> <p>Gaul</p>

<ul style="list-style-type: none"> Roman army were a powerful force and able to invade and conquer other countries. 		
<p>Who was Chieftain Claudius and why did his Roman army invade Britain?</p> <p>Skill:</p> <p>Use of secondary sources as photos</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> Can explain life in Celtic Times (links to Iron Age) pre Roman invasion. Can plot the invasion ordered by Claudius 43 CE on a timeline. Can explain how this is 98 years after JC invasion. Can talk about Claudius and his use of tens of thousands of soldiers, boats and elephants (story) Knowledge from story: <ul style="list-style-type: none"> i) might of Romans conquered Britain ii) evidence of Roman rule in our roads, culture and civic facilities e.g roman baths etc <ul style="list-style-type: none"> iii) No monarch, no Britain, - how do we know? <ul style="list-style-type: none"> How did the Roman's invade Britain? (via boats) Why did they invade? i) The Romans wanted the precious metals that were found in Britain (gold, tin and iron). ii) They wanted to make the Empire richer and larger. <ul style="list-style-type: none"> Name of Roman city Claudius made? Camulodunum (Colchester). 	<p>I can imagine life as a Celt/Roman. I can understand reasons for invasion. I can explain reasons for invasion and the significant people. I can explain how Claudius invaded.</p> <p>How will we assess learning?</p> <p>Accurate answers to questions.</p> <p>Application of vocabulary</p>	<p>Core Vocabulary</p> <p>Emperor precious metals city</p> <p>Retrieved vocabulary</p> <p>trade secondary source conquer invade</p> <p>Topic vocabulary</p>
<p>What was the Roman Empire and the Roman Army?</p> <p>Skill:</p> <ul style="list-style-type: none"> Chronology Use a timeline and its purpose (to show significant periods of history and how long ago they were). Timeline from palaeolithic period, iron age, romans and present day). 	<p>Effective comparison applied with correct knowledge</p> <p>Application of vocabulary</p> <p>Know the difference in soldiers (citizenship and serving years)</p>	<p>Core Vocabulary</p> <p>empire citizen enslaved recruit serve</p>

<p>End points of the lesson:</p> <ul style="list-style-type: none"> • Understand the idea of an empire – where one state (here Rome) dominates (makes decisions) and leads many other states • To know that lots of people wanted to be a Roman citizen (explain) because of how powerful Rome was becoming. • To explain that people either became a citizen or were enslaved. Slaves were bought and sold across the empire. A slave could buy or win their freedom. • To show an understanding that The Roman army became the most powerful in the world (during that time) – it was the largest fighting force. • To know that a group of soldiers was called a 'legion' consisting of 5,000 soldiers. • To explain that the army - best trained and had the best weapons and armour. • To explain that the Roman legionary was a soldier, who was a Roman citizen younger than 45. • To explain that the legionaries of the Roman army were recruited only from those who had Roman citizenship. • To show an understanding that Legionaries served in the army for 20 years. They were skilled engineers and craftsmen because they had to build roads, bridges and forts. 		<p>Retrieved vocabulary powerful</p> <p>Topic vocabulary legion legionary auxiliary</p>
<p>What is Hadrian's wall and why was it built?</p> <p>Skill:</p> <ul style="list-style-type: none"> • Primary or secondary source of evidence. Clarify the actual wall would be the primary source. <p>End points of the lesson:</p> <ul style="list-style-type: none"> • Explain that Hadrian's Wall - a coast-to-coast wall to defend England from northern tribes in Scotland. 	<p>Distinguish between real and fake sources</p> <p>Know when the wall was built</p> <p>Know why the wall was built</p>	<p>Core Vocabulary barrier patrol</p> <p>Retrieved vocabulary conquer defend tribe</p>

<ul style="list-style-type: none"> • To explain that Romans had conquered England but not Scotland. • To understand that the wall was 73 miles long from the Irish to North Seas. • To explain that Hadrian's Wall - a stone barrier built to separate the Romans and the Picts tribes in Scotland. It allowed Roman soldiers to control the movements of people coming into or leaving Roman Britain. • To explain that every Roman mile along the Wall there was a milecastle, a gateway which allowed Roman soldiers to go on patrol to the north of Hadrian's Wall and control other people passing through the Wall. • To show and understanding that between the milecastles were two turrets at regular intervals from which soldiers could keep watch over the surrounding countryside. • To plot on a Timeline – building of the wall was started and when it ended. 		<p>Topic vocabulary</p> <p>turret fort milecastle gateway</p>
<p>What was Boudicca's rebellion?</p> <p>Skill: Primary or secondary source of evidence.</p> <p>End points for the lesson:</p> <ul style="list-style-type: none"> • To know if someone is a Roman soldier? Pupils have to use their knowledge from previous lessons to state why she isn't a) woman b) clothing (not armour) c) weapons • Explain Boudicca – the wife of a Celtic ruler (Iceni tribe – eastern England). She was born in 30 CE/AD • To explain that Romans took over the land when Iceni ruler died – attacking Boudicca and her 2 daughters 	<p>Pupils include:</p> <p>Answer a) – Boudicca - Attacked Roman towns St Albans, London, Colchester - 60 CE rebelled against the Roman army</p> <p>Answer b) To be reminded Britain refused to be ruled by another country.</p>	<p>Core Vocabulary</p> <p>ruler attack Iceni rebellion rebel Bouda</p> <p>Retrieved vocabulary</p> <p>invasion conquer defend</p> <p>Topic vocabulary</p>

<ul style="list-style-type: none"> • To explain that in 60 CE Boudicca attacked to take back her lands. Roman army was fighting in north Wales. • To know that Boudicca's army destroyed the towns: London, St Albans, Colchester. • To show an understanding of knowledge about how the Roman army tricked Boudicca's army and them in a battle called the Battle of Watling Street. Rome ruled most of Britain for 350 years. • Pupils focus on the definition of rebellion. Question – why did Boudicca rebel against the romans? • To know and understand that there are no pictures of her so people have had to guess at what she looked like – how would they have done this? (Based on the primary sources of Tacitus and Dio). Tacitus a roman historian wrote she had long, red hair that hung past her waist. • Explain the legacy she leaves today - statue of the Celtic lady nowadays. It reminds us she was fierce and brave. Britain refused to be ruled by another country. • Explain part of her name Bouda means victory 		
<p>How did the Roman Empire end?</p> <p>Skill: Primary or secondary source of evidence</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> • The end of the empire was by the Germans invading Rome. • The roman army was spread out across Europe that the army left in Rome was not large enough to protect itself. • The Roman Empire was facing many battles and invasions from different tribes: Vandals, Goths and Germanic. • Explain to pupils that other tribes such as the Anglo-Saxons were starting to settle in England. 	<ul style="list-style-type: none"> - Pupils read and deduce information on the fall of the Roman Empire. - Pupils give a reason for each of their sub-headings - Pupils give the year for the end of the empire. (476 CE) 	<p>Core Vocabulary</p> <p>defeat defend tribes ransack barbaric settle</p> <p>Retrieved vocabulary</p> <p>invasion conquer defend</p> <p>Topic vocabulary</p>

<ul style="list-style-type: none"> • The Roman Empire ended when the German Leader Odoacer invade Rome in 476 CE • Roman Empire also ended due to Dwindling Slave Trade, Division of the empire into Eastern and Western parts and Weakened Roman Army 		
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Year 4	
History Aims	History Skills
<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and 	<p>Answer question by using a specific sources, photographs and artefacts</p> <p>ANGLO SAXONS</p> <p>Place events from period studied on time line Lessons 1,5 and 6</p> <ul style="list-style-type: none"> • Use terms related to the period and begin to date events Lessons 1,2,4,6 • Understand more complex terms e.g., BC/AD Lesson 1 • Use evidence to reconstruct life in time studied lessons 2,4 and 5 • Identify key features and events of time studied lessons2,3,4,5,6 • Look for links and effects in time studied lessons1,3,6 • Offer a reasonable explanation for some events lessons 1,4 and 5 • Look at the evidence available Lessons 1,2 and 3 • Begin to evaluate the usefulness of different sources <p>Lesson 6</p> <ul style="list-style-type: none"> • Use textbooks and historical knowledge Lessons 3,4 and 5 • Use evidence to build up a picture of a past event 1,2 and 3 • Choose relevant material to present a picture of one aspect of life in time past 2,3,4,6 • Ask a variety of questions 1,5,6 <p>Use the library and internet for research 2, 3, 5</p> <p>Recall, select and organise historical information 1,2,3 5,6</p> <ul style="list-style-type: none"> • Communicate their knowledge and understanding. 1,2,3,4,5,6 <ul style="list-style-type: none"> • Place events from period studied on timeline Lessons 1,2 • Use terms related to the period and begin to date events Lessons 1,2,3,5,6 • Use evidence to reconstruct life in time studied lessons 1,3,4,5,6 • Identify key features and events of time studied lessons1,3,4,5,6 • Look for links and effects in time 3,,6 • Offer a reasonable explanation for some events lessons 1,2,,3, 6 • Look at the evidence available Lessons 1,2 and 3

international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

- Begin to evaluate the usefulness of different sources Lesson 1,3,4
 - Use textbooks and historical knowledge Lessons 1, 2,4 and 5
 - Use evidence to build up a picture of a past event 1, 3,4 and 5
 - Choose relevant material to present a picture of one aspect of life in time past 1,3,4,6
 - Ask a variety of questions 1,5,6
 - Use the library and internet for research 2, 3, 5
 - Recall, select and organise historical information 1,,3 5,6
 - Communicate their knowledge and understanding. 1,,3,4,5,6
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- Place events from period studied on timeline Lessons 1,2
 - Use terms related to the period and begin to date events Lessons 1,2,3,5,6
 - Understand more complex terms e.g. BC/AD
 - Use evidence to reconstruct life in time studied lessons 1,3,4,5,6
 - Identify key features and events of time studied lessons1,3,4,5,6
 - Look for links and effects in time 3,,6
 - Offer a reasonable explanation for some events lessons 1,2,,3, 6
 - Look at the evidence available Lessons 1,2 and 3
 - Begin to evaluate the usefulness of different sources Lesson 1,3,4
 - Use text books and historical knowledge Lessons 1, 2,4 and 5
 - Use evidence to build up a picture of a past event 1, 2, 3,4 and 5
 - Choose relevant material to present a picture of one aspect of life in time past 1,3,4,6
 - Ask a variety of questions 1,5,6
 - Use the library and internet for research 2, 3, 4, 5
 - Recall, select and organise historical information 1,3 4, 5,6
 - Communicate their knowledge and understanding. 1,3,4,5,6

Year 4

Key Themes:

Invasion and Migration, Homes and settlements, Religion and Belief, Legacy and change, Power and democracy – The Anglo-Saxons

Invasion and Migration, Homes and settlements, Law and Justice, Legacy and change – Windrush

Homes and settlements, Power and democracy, Religion and Belief, Legacy and change – The Ancient Egyptians

Anglo Saxons

Knowledge end points	Assessment Impact	Vocabulary
What knowledge do children need to remember?		

<p>Who the Anglo-Saxons were and when and why they raided and invaded Britain</p> <p>Invasion and Migration</p> <p>Skill:</p> <ul style="list-style-type: none"> • Chronological order Place events from period studied on timeline (BCE/CE) • Historical enquiry • Organisation and communication- <p>End points for end of lesson:</p> <ul style="list-style-type: none"> • Use evidence to build a picture of past events • Listening to historical recount, identifying key points • Recall, select and organise historical information • Answering key questions where, when, why • To be able to articulate why Anglo-Saxons came to Britain • To explain what they raided and why. 	<p>Can children say where the Anglo Saxons came from – by using a map?</p> <p>Can they explain the reasons why they invaded and when this took place in relation to other periods studied?</p>	<p>Core vocabulary</p> <p>Invasion Impact Changes</p> <p>Topic vocabulary</p> <p>BCE/CE – Before Common Era / Common Era Tribe Travel Warrior Invaders Settle</p>
<p>Where and how did the Anglo Saxons live?</p> <p>Skill</p> <ul style="list-style-type: none"> • Historical analysis and interpretation - Identify links and effects in time studied <p>End points for the end of the lesson:</p> <ul style="list-style-type: none"> • Children will know where the Anglo-Saxons lived because of the Anglo –Saxon names of places • Children will know what houses were made of by making scaled down models of houses using appropriate resources and stimuli. 	<p>They will need to be able to describe a settlement, using the key vocabulary .</p> <p>Explain why they settled in certain areas (linked to the previous lessons) This will relate to suitable areas for a settlement to be sited and justifying why one area is better than another.</p>	<p>Core vocabulary</p> <p>Invasion Impact Changes</p> <p>Topic vocabulary</p> <p>manure wattle and daub straw natural materials settle settlements weaving occupied eye-holes thatched</p>

<p>Should Alfred The Great have been called Great?</p> <p>Skill</p> <ul style="list-style-type: none"> Historical analysis and interpretation -_To use sources in order to come up with a conclusion Examine primary and secondary resources <p>End points for end of lesson:</p> <ul style="list-style-type: none"> Children to answer the knowledge question. Should Alfred the great been called "Great" and be able to explain their answer using evidence from the primary and secondary resources. 	<p>How would the indigenous people feel if they would be invaded? Why a king would be called 'Great' and link those elements together.</p> <p>How Alfred was able to show determination and tolerance in overcoming the Vikings and coming to an agreement with them.</p>	<p>Core vocabulary</p> <p>Invasion Impact Changes</p> <p>Topic vocabulary</p> <p>Peplos – type of pinafore Tunic Broach Fertile Plough Oxen Cattle Pottery</p>
<p>What did they believe and how did they celebrate?</p> <p>Skill</p> <ul style="list-style-type: none"> Historical enquiry Presenting, organising and communicating information and ideas - Ask a variety of questions <p>End points for the end of the lesson:</p> <ul style="list-style-type: none"> To be able to explain what Anglo-Saxon people believed in. 	<p>Show how the belief system was similar to the Romans, who came before them, in that they worshipped different gods – polytheism but began to change to monotheism.</p>	<p>Core vocabulary</p> <p>Invasion Impact Changes</p> <p>Topic vocabulary</p> <p>Frige - goddess of love Tiw, god of war. Monasteries Woden convert Paganism polytheistic Christianity gods</p>
<p>How did the Anglo-Saxons influence modern Britain?</p> <p>Skill:</p> <ul style="list-style-type: none"> Range and depth of historical enquiry <p>End points for the lesson:</p>	<p>Children can summarise the information on the video</p>	<p>Core vocabulary</p> <p>Invasion Impact Changes</p> <p>Topic vocabulary</p> <p>Runes Believes Faith</p>

<ul style="list-style-type: none"> Children to make links with olde English and modern English 		Olde English Modern English
<p>What happened to the Anglo-Saxons?</p> <p>Skill: Range and depth of Historical knowledge – look for links and effects in time studied.</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To understand there were three claimants to the throne - William, Duke of Normandy, and Harold Godwinson, Earl of Wessex. A third, Harald Hardrada, claimed the throne due to his ancestors being former kings of England. 	<p>Show an understanding of the different claimants to the throne after Edward the Confessor and how this led to the Norman invasion and William the Conqueror</p>	<p>Core vocabulary</p> <p>Invasion Impact Changes</p> <p>Topic vocabulary</p> <p>Claim Birth-right Invade Conquest Heir Rule</p>
Windrush		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>What life was like in Britain after the WW2? Why Britain called people over from other countries?</p> <p>Skill : Chronological understanding – place events on a timeline Historical enquiry - look at evidence available</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know the dates of WW2 To know that colonies of Britain around the world who were in British Army To know where people came from to Britain To know why people came from other countries to Britain To know how they arrived here 	<ul style="list-style-type: none"> Pupils use their knowledge from Y3 WWII topic to make comparisons between life before and after the war. To understand the term colony Know colonies of Britain # To explain why people from the Caribbean were called to Britain To explain the impact this had on Britian 	<p>Core vocabulary</p> <p>Migration Impact Changes</p> <p>Topic vocabulary</p> <p>Immigration Journey travel Empire Passengers Voyage Prosperity Caribbean Opportunities Recruited</p>

<p>Can we locate the Caribbean countries on the map?</p> <p>What was life in the Caribbean after WW2?</p> <p>Skill: Interpretation of history – To use text book and historical knowledge</p> <p>Endpoints of the lesson:</p> <ul style="list-style-type: none"> To be able to locate the Caribbean Countries on a map To look at different types of resources and know what life was like there after WW2 To understand why some people opted to stay in the Caribbean To understand why some people accepted the invitation to come to Britain. 	<ul style="list-style-type: none"> Pupils use their geographical knowledge to depict what life was like in the Caribbean Compare to life in the UK after WWII Explain why some people chose to stay referring to weather/climate/scenery/lifestyle/family 	<p>Core vocabulary</p> <p>Migration Impact Changes</p> <p>Topic vocabulary</p> <p>Recruited Citizen Residence Nation Commonwealth Threat Relations</p>
<p>Why Caribbean people migrated to Britain and how they travelled there?</p> <p>Skill: Interpretations of historical enquiry-Begin to evaluate the usefulness of different source.</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To investigate different sources to get an understanding as to why people opted to leave their countries and travel to Britain. To know that the ship they travelled on was called the Windrush Empire. 	<ul style="list-style-type: none"> Use evidence to build up a picture of the time period Offer reasonable explanations for events based on the sources studied Evaluate the usefulness of different sources To provide explanations as to why the ship was named the Windrush Empire 	<p>Core vocabulary</p> <p>Migration Impact Changes</p> <p>Topic vocabulary</p> <p>Docked Recruited Citizen Residence Nation Commonwealth Threat Relations</p>
<p>What 'settle' means. The challenges they found when they got here. Why they were treated in the way they were.</p>	<ul style="list-style-type: none"> To understand racism and how this was experienced in Britain after the war 	<p>Core vocabulary</p> <p>Migration Impact Changes</p>

<p>Skill: To use evidence to build up a picture of a past event.</p> <p>End point of the lesson:</p> <ul style="list-style-type: none"> To understand that some people experienced racism and prejudice To know the difference in certainty and deduction about the resources they have looked at. To know and understand the challenges that people experienced To understand why they were treated differently To be able to give their own opinion of resources studied. 	<ul style="list-style-type: none"> Use evidence to build up a picture of the time period Offer reasonable explanations for events based on the sources studied 	<p>Topic vocabulary</p> <p>Racism Prejudice Injustice Inequality Legislation Discrimination Settle</p>
<p>The contributions the Windrush generation made to life in Britain?</p> <p>Skill: Begin to use the library and internet for research. (Historical enquiry)</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To explain what contributions people who came on the Windrush made to Britain To understand why a British man or woman of Caribbean descent who have been publicly recognised for their achievements through an award, honour, prize, title or posthumous memorial. Understand what has changed since the arrival of the men and women on the Empire Windrush and how that change has improved British society. 	<ul style="list-style-type: none"> To explain the impact Caribbean people had in Britain and how it helped to change society State recognisable achievements during the time period by men and women of Caribbean descent. 	<p>Core vocabulary</p> <p>Migration Impact Changes</p> <p>Topic vocabulary</p> <p>Awards Recognition Legacy Commemoration Diversity Heritage Multiculturalism Equality Pioneer Hardworking</p>

Ancient Egyptians		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>Looking at chronology in relation to other periods studied. Outline of the themes they will be studying – religion and belief, power and settlement</p> <p>Skill Chronological understanding - Place events from period studied on timeline</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To be able to plot the Egyptian period on a timeline 	<ul style="list-style-type: none"> Place events from period studied on timeline Use terms related to the period and begin to date events Understand more complex terms e.g. BCE/CE To understand this time period was happening at the same time as the end of the stone age through to the start of the roman era. 	<p><u>Core vocabulary</u></p> <p>Ancient Past <u>Topic vocabulary</u> Pharaoh Nile Pyramid Desert Hieroglyphs</p>
<p>How did life in Ancient Egypt differ for different groups of people?</p> <p>Skill Look for links and effects in time studied</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To know and understand the different roles of people in that period - Pharaoh, Government Officials - The Vizier, High Priests and Nobles, Scribes - Skilled artisans and craftspeople, Peasant farmers and workers, Servants and slaves To have an in-depth understanding of what the different groups did. To understand there was a hierarchy in Ancient Egyptian times. 	<ul style="list-style-type: none"> To explain the hierarchical system and how this impacted the poorer society Identify key features and events of time studied 	<p><u>Core vocabulary</u></p> <p>Ancient Past <u>Topic vocabulary</u> Vizier High priests Artisans Peasants Servants Slaves scribes</p>

<p>Why was the Nile was so important to Ancient Egyptians?</p> <p>Skill - Choose relevant material to present a picture of one aspect of life in time past</p> <p>End point of the lesson:</p> <ul style="list-style-type: none"> To know where and what the Nile is To explain how it was used, for food, transport, trade To compare its usage then to now. 	<ul style="list-style-type: none"> Understand how the Nile was a vital part of life: food/trade/transport Look for links and effects in time 	<p><u>Core vocabulary</u></p> <p>Ancient Past</p> <p><u>Topic vocabulary</u></p> <p>Wheat crops flooding transport trade</p>
<p>What did Ancient Egyptians believed in?</p> <p>Skill</p> <p>Begin to use the library and internet for research.</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> Can explain that Ancient Egypt followed a polytheistic religion – they believed in lots of gods. To know the names of the main gods and their roles. To understand why the followed a polytheistic religion 	<ul style="list-style-type: none"> Understand the background to their religion Explain the purpose of main gods and how they lent themselves to legends and myths Use evidence to build up a picture of a past event 	<p><u>Core vocabulary</u></p> <p>Ancient Past</p> <p><u>Topic vocabulary</u></p> <p>Polytheistic Anubis Ra Embalming Mummification Deity</p>
<p>What the Ancient Egyptians did with their dead?</p> <p>Skill Historical enquiry - Ask a variety of questions</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To understand why they mummify their dead. To know the process of mummification To understand what they believed happened after death in the after death 	<ul style="list-style-type: none"> Understand the background to their religion Explain the importance of mummification and the how death still followed the hierarchical system Use evidence to build up a picture of a past event 	<p><u>Core vocabulary</u></p> <p>Ancient Past</p> <p><u>Topic vocabulary</u></p> <p>Canopic Divine Pharaoh Sarcophagus</p>

<p>What can we learn from Ancient Egyptian artefacts?</p> <p>Skill Use evidence to build up a picture of a past event.</p> <p>End points of the lesson:</p> <ul style="list-style-type: none"> To understand what an artefact is. To understand what Hieroglyphs are and what they mean. To explain what these artefacts meant to the Egyptian people. 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Begin to evaluate the usefulness of different sources Choose relevant material to present a picture of one aspect of life in time past 	<p>Core vocabulary</p> <p>Ancient Past</p> <p>Topic vocabulary</p> <p>Artefacts Mirror Headrest Shabti Archaeologist Scarab Sphinx Preservation / preserved</p>
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Year 5	
History Aims	History Skills
<ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies know and understand the history of these islands as a coherent, chronological narrative, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 	<p>5A Vikings</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Lesson 1 Use relevant terms and period labels Lesson 1 Make comparisons between different times in the past Lesson 1/3 <hr/> <ul style="list-style-type: none"> Study different aspects of different people – differences between men and women lesson 6 Examine causes and results of great events and the impact on People Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period-lesson 3 <hr/> <ul style="list-style-type: none"> Compare accounts of events from different sources - fact or fiction lesson 2/5 Offer some reasons for different versions of events Lesson 2 <hr/> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Lesson 4 Use evidence to build up a picture of a past event lesson 4 Select relevant sections of information lesson 6 Use the library and internet for research with increasing confidence <hr/> <ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of terms and dates

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

5B Ancient Greece

- Know and sequence key events of time studied –Lesson 1
- Use relevant terms and period labels lesson 6
- Make comparisons between different times in the past –lesson 1
- Study different aspects of different people – differences between men and women –lesson 1
- Examine causes and results of great events and the impact on People lesson 4
- Compare life in early and late 'times' studied
- Compare an aspect of life with the same aspect in another period-lesson 5
- Compare accounts of events from different sources - fact or fiction –lesson 1
- Offer some reasons for different versions of events
- Begin to identify primary and secondary sources –lesson 2
- Use evidence to build up a picture of a past event-lesson 2/6
- Select relevant sections of information –lesson 3/6
- Use the library and internet for research with increasing confidence-lesson 3/6
- Select and organise information to produce structured work, making appropriate use of terms and dates

5C Wembley History Unit

- Know and sequence key events of time studied –lesson 1/lesson 2, lesson 5
- Use relevant terms and period labels Lesson 5
- Make comparisons between different times in the past Lesson 1, Lesson 3
- Study different aspects of different people – differences between men and women lesson 4
- Examine causes and results of great events and the impact on People Lesson 3, lesson 5
- Compare life in early and late 'times' studied
- Compare an aspect of life with the same aspect in another period

	<ul style="list-style-type: none"> • Compare accounts of events from different sources - fact or fiction Lesson 4 • Offer some reasons for different versions of events
	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources Lesson 1, lesson 5 • Use evidence to build up a picture of a past event • Select relevant sections of information lesson 2 • Use the library and internet for research with increasing confidence
	Select and organise information to produce structured work, making appropriate use of terms and dates -Lesson 1

Key Themes:

Invasion and Migration, Woman in History, Religion and Belief, Legacy and change - The Vikings
Religion and Belief, Legacy and change, Homes and settlements, Power and democracy - The Ancient Greeks
Legacy and change - A Local History: Wembley

Wembley Local History Study

Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>Why was Wembley Stadium originally built?</p> <ul style="list-style-type: none"> - Wembley Stadium built-to showcase the different exhibits from across the British empire - To understand British Empire - To know why the British Empire exhibition was so important-trade, strengthen bonds, all 58 territories to feel part of the British Empire - Pupils use primary sources to compare how the stadium has changed. <p>Which historical figures had an impact on Wembley?</p> <ul style="list-style-type: none"> - To know who the following significant people were and why they were important to Wembley-John Grey, Sir Edward Watkin. - Pupils demonstrate their understanding of their background and why this was important to the British Empire exhibition. - Pupils know why the exhibition centre was converted to a stadium and the importance of Wembley Park station. <p>Why was the British Empire Exhibition so important?</p>	<p>Lesson 1</p> <ol style="list-style-type: none"> 1. Pupils understand why the original stadium was built and when. 2. Demonstrate their understanding of the British Empire and why it is significant at that time. 3. Use sources to make interpretations and comparisons. <p>Lesson 2</p> <ol style="list-style-type: none"> 1. Children understand why John Grey and Sir Edward Watkin were important historical figures in the making of Wembley? 2. How their impact has landscaped the town today. 3. Why the stadium is important in society. <p>Lesson 3</p>	<p>Core Vocabulary</p> <p>British Empire stadium exhibition commonwealth colonies</p> <p>Retrieved vocabulary</p> <p>Blitz gas mask air raid shelter significant historical figure trade</p> <p>Topic vocabulary</p> <p>chairman</p>

<p>- Britain ruled 58 territories and the exhibition strengthened the bonds between the empire. - Exhibition showcased the inventions and trade of Britain across the world. - Three buildings to showcase different elements: engineering, arts and industry</p> <p>What key sporting events took place in the history of Wembley? - Different significant sporting events were first held at the Wembley Stadium e.g. FA cup final, Olympics etc. - The Olympics took place at Wembley in 1908 and the different sports that were involved. - What was the role of women in the Olympics-what sports did they do? - How the Olympics and other sports have evolved and changed with a focus on women's involvement. (Also focus on Paralympics).</p> <p>What precautions did Wembley put into place to try to keep people safe during the Second World War? - To know how the second world war affected Wembley-Blitz - To understand the need for shelters and why the stadium and other buildings were significant - To know what people did to keep others safe (ARPs).</p> <p>How does Wembley compare from now to then? - Use sources to make historical interpretations and comparisons.</p>	<ol style="list-style-type: none"> 1. Pupils explain the British Empire and the importance of the exhibition to strengthen bonds between the countries and Britain. 2. Pupils show their knowledge of what the exhibition included: the three elements. 3. Pupils demonstrate their understanding by using the appropriate vocabulary. <p>Lesson 4</p> <ol style="list-style-type: none"> 1. Pupils know when and how women began participating in the Olympics. 2. They know the sports they participated in. 3. Pupils demonstrate how this has evolved and changed over time. 4. Pupils know other ways sporting events have changed e.g. disability, race etc. <p>Lesson 5</p> <p>Pupils demonstrate their understanding through:</p> <ol style="list-style-type: none"> 1. Explaining how the blitz affected people in Wembley. 2. Understand the importance had on keeping people safe. 3. Explain people's roles in keeping other safe. 4. Use links to their knowledge from Year 3 understanding of WWII. 5. Use the appropriate vocabulary to provide effective explanations. <p>Lesson 6</p> <p>Pupils demonstrate:</p> <ul style="list-style-type: none"> - changes in transportation 	
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<ul style="list-style-type: none"> - Pupils compare an aspect in life to the same aspect in another time period. - Pupils link substantive knowledge of the legacy of Wembley and how it has evolved has impacted on current life. - Pupils focus on the change in transportation, shopping and building developments, stadium, civic centre and library. - Focus on the vocabulary infrastructure and amenities and link to geography topic: local area. 	<ul style="list-style-type: none"> - how the infrastructure has evolved and improved - how the changes impact on modern life - use of their previous substantive learning to link to current impact. 	
Vikings		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p><i>To understand invade, settle and raids-and the difference</i></p> <p>Who were the Vikings and when did they live?</p> <ul style="list-style-type: none"> - Where did Vikings travel from-world-in relation to the UK? - Sources of evidence show skills of: craft, navigation, warrior. - Vikings built long boats and navigated via stars - Plot the time period and link to other periods of time studied. - Make links to other periods of invasion and settlement: Romans and Anglo Saxons. <p>How can we find out about the Vikings?</p> <ul style="list-style-type: none"> - To know that we can find out about Vikings from a number of sources-are they reliable? - Use of sources from a different time period or aspect of life e.g. Anglo-Saxon Chronicle. Comparison of versions of history. 	<p>Lesson 1</p> <p>Pupils effectively answer:</p> <ol style="list-style-type: none"> 1. What were the three reasons Vikings invaded Britain? 2. How did they travel to Britain? 3. What were the benefits of this mode of transportation? <p>Lesson 2</p> <ul style="list-style-type: none"> - Pupils make links to sources from different time periods and how they reflect information – reliability. - Pupils compare versions of history. - Pupils consider and identify whether the picture is primary or secondary source of evidence. - Pupils consider what it teaches about Viking life. - Pupils consider if it is a reliable piece of evidence. 	<p>Core Vocabulary</p> <p>exploration navigation famine voyage</p> <p>Retrieved vocabulary</p> <p>Sources-primary/Secondary Invaders Settlers Settlement Pagan trade</p> <p>Topic vocabulary</p> <p>Sun Compass Sea Currents</p>

<p>Why did Vikings visit other countries?</p> <ul style="list-style-type: none"> - Vikings raided other countries for slaves, precious metals and land-this increased a Vikings wealth and standing in the community - Settlements in other countries = better farming conditions - Original country was lacking in opportunity for survival - State what Vikings traded: silver, silk, spices, wine, jewellery, glass and pottery. - Explain how they navigated their exploration <p>To know the different roles within Viking society and women's roles within that society.</p> <ul style="list-style-type: none"> - farmers and craftsmen: woodwork and leather - traders - warriors to protect lands and families - viking hierarchy and how this compares with other time periods - women were valuable to protecting lands and farming when men were away <p>To know Vikings were pagans and worshipped gods</p> <ul style="list-style-type: none"> - Pagan religion does not follow one of the main religions - Different beliefs in gods – similar to Anglo-Saxon, Greeks - Heaven and hell and how burial ceremonies were conducted. Vikings believed if you died in battle you went to Valhalla, a great hall, where they would drink and fight all day, in the presence of the god Odin. <p>What impact did the Vikings have on Britain, how does this compare with the Romans and Anglo Saxons?</p>	<p>Lesson 3</p> <ul style="list-style-type: none"> - Pupils make links to sources from different time periods and how they reflect information – reliability. - Understand the word settlement and explain why the Vikings chose to settle where they did - Explain how exploration impacted on lives – demonstrating how they navigated travel. <p>Lesson 4</p> <ul style="list-style-type: none"> - Explain the different roles and their standing in society: king, jarls, karls & thralls. - women were independent and also trained as warriors - Select and organise information to produce structured work, making appropriate use of terms and dates <p>Lesson 5</p> <ul style="list-style-type: none"> - Compare pagan religion to that of Anglo-Saxon/Greeks/Romans - Explain the impact of viking beliefs on our life today: days of the week/legends - Explain the ceremony of death and belief in Valhalla - Compare an aspect of lie with the same aspect in another period <p>Lesson 6</p> <ul style="list-style-type: none"> - Make comparisons between different times in the past 	
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<ul style="list-style-type: none"> - Explain the impact from the different time periods: religion/language/judicial system/infrastructure/town & cities - State similarities/difference between the time periods 	<ul style="list-style-type: none"> - Examine causes and results of great events and the impact on people 	
Ancient Greece		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>When was the Ancient Greek period?</p> <ul style="list-style-type: none"> - To understand this time period was happening at the same time as the end of the stone age through to the iron age. - 2200 BCE – 146BCE - Roman and Ancient Greek period did not overlap - One of the first sophisticated civilisations - Locate where the ancient Greeks were across Greece. Locate Ancient Greece, Athens and Sparta on a map - How land features impacted on the way they lived - Ancient Greece consisted of city states <p>What do artefacts tell us about life in Ancient Greece?</p> <ul style="list-style-type: none"> - Historians use a variety of sources to discover what life was like in ancient Greece. - To know that Archaeologists have uncovered remains of buildings, weapons, coins and jewellery, but it is the pottery that gives some of the greatest clues of what it was like to live in Greece all those years ago-to know why? <p>How Ancient Greece has influenced sports today-the Olympics</p> <ul style="list-style-type: none"> - Explain why and how the Olympics originated - Religious festival associated with Zeus - Competitors had to be male 	<p>Lesson 1</p> <ul style="list-style-type: none"> - Know and sequence key events of time studied - Use relevant terms and period labels - Land features was one reason to determine the way of life <p>Lesson 2</p> <ul style="list-style-type: none"> - Compare accounts of events from different sources - fact or fiction - Use evidence to build up a picture of a past event- <p>Lesson 3</p> <ul style="list-style-type: none"> - Started in 776 BCE - Make up of different events religious/social and sporting 	<p>Core Vocabulary</p> <p>Olympics myths and legends states democracy</p> <p>Retrieved vocabulary</p> <p>civilisation citizens culture laws justice artefact pottery statues ancient modern</p>

<ul style="list-style-type: none"> - How this compares to the games today - Legacies of the games and the introduction of Paralympics <p>The meaning of the terms myths and legends and understand why these were so important in Ancient Greece.</p> <ul style="list-style-type: none"> - Understand the difference between myths and legends - Myths have a moral purpose - Based on beliefs - Comparison to roman/viking myths and legends <p>To understand how were the Ancient Greeks governed and are there any similarities with how we are governed today?</p> <ol style="list-style-type: none"> 1. An understanding of how democracy has evolved 2. To know how the ancient Greeks lived their day-to-day lives-what did they eat/wear 	<ul style="list-style-type: none"> - Comparison to how the Olympics have changed from the origins to nowadays. - Examine causes and results of great events and the impact on people <p>Lesson 4</p> <ul style="list-style-type: none"> - Make comparisons between different times in the past - Deduce information and explain the moral purpose <p>Lesson 5</p> <ul style="list-style-type: none"> - Greece was governed by different city states - Compare how democracy has evolved but some elements are still in place today 	
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Year 6	
<p>History Aims</p> <ul style="list-style-type: none"> • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies • know and understand the history of these islands as a coherent, chronological narrative, how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world 	<p>History Skills</p> <ul style="list-style-type: none"> • Place current study on timeline in relation to other studies <i>Lesson 1 Tudors, Lessons 1 & 6 Islamic Civilisation, Lesson 1 Crime and Punishment</i> • Use relevant dates and terms <i>Lessons 1-6 Tudors, Lessons 1&3 Islamic Civilisation, Lessons 1-6 Crime and Punishment</i> • Sequence up to 10 events on a timeline <i>Lesson 3 Islamic Civilisation</i>

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| <ul style="list-style-type: none"> • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | <ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Lesson 3 Tudors, Lesson 3 Islamic Civilisation • Compare beliefs and behaviour with another time studied Lessons 2 and 6 Tudors, Lessons 1&3 Islamic Civilisation, Lessons 2 & 6 Crime and Punishment • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Lessons 1 and 2 Tudors, Lessons 3, 5, & 6 Islamic Civilisation, Lessons 1 & 2 Crime and Punishment • Know key dates, characters Lesson 4 Tudors, Lessons 1, 3 & 6 Islamic Civilisation, Lesson 4 Crime and Punishment • Link sources and work out how conclusions were arrived at Lesson 4 Tudors, Lesson 4 Islamic Civilisation • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Lesson 5 & 6 Crime and Punishment • Be aware that different evidence will lead to different conclusions Lesson 5 Tudors, Lesson 4 Islamic Civilisation, Lesson 5 Crime and Punishment • Confidently use the library and internet for research Lesson 2 Islamic Civilisation • Recognise primary and secondary sources Lessons 3, 4 & 5 Tudors, Lesson 4 Islamic Civilisation, Lessons 3, 4 & 5 Crime and Punishment • Use a range of sources to find out about an aspect of time past Lesson 3 Tudors, Lessons 2 & 4 Islamic Civilisation, Lesson 3 Crime and Punishment • Suggest omissions and the means of finding out Lesson 3 Tudors, Lesson 2 Islamic Civilisation |
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	<ul style="list-style-type: none"> • Bring knowledge gathered from several sources together in a fluent account Lessons 2 & 5 Islamic Civilisation, Lesson 4 Crime and Punishment • Select and organise information to produce structured work, making appropriate use of terms and dates Lessons 3 & 6 Tudors, Lessons 5 & 6 Islamic Civilisation, Lesson 6 Crime and Punishment
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Key Themes:
Power and democracy, Law and Justice, Homes and settlements, Woman in History, Legacy and change - The Tudors
Power and democracy, Legacy and change, Religion and Belief - Islamic Civilisation
Law and Justice, Legacy and change - Crime & Punishment

Autumn 1 - Tudors

Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>1. Who were the Tudors?</p> <ul style="list-style-type: none"> - To know where the Tudors stood in a timeline, knowing what time periods came before and after. - An understanding of a family tree and how a royal family tree shows lineage to the throne. - To know dates and order of kings and queens - To know the separation of families into York and Tudor houses <p>2. What was the impact of the Battle of Bosworth on the Tudor period?</p> <ul style="list-style-type: none"> - How and why did Henry Tudor become the monarch? - Who was Richard III and what does Protector of the Realm mean? - When did the Tudor family begin its reign? 	<p>Lesson 1</p> <ol style="list-style-type: none"> 1. What does the word ‘Tudors’ mean? 2. Name 5 members of the Tudor family before they began to rule. 3. Who was the first member of the Tudor family to rule England? 4. Show randomly placed pictures of members of the Tudor family. Choose children to place them in the right order. How do you know? <p>Lesson 2</p> <ol style="list-style-type: none"> 1. Children know the facts as to the events leading up to and during the Battle of Bosworth. 2. Children demonstrate their understanding of the impact of Battle of Bosworth 2. Link previous knowledge of families at war to understand why the war took place. 3. Pupils use the core vocabulary to provide effective explanations. 	<p>Core Vocabulary</p> <p>heir legacy Tudor time period family tree siblings rivalry treason matrimony divorce annulment reforming/reformation Catholicism Protestant</p> <p>Retrieved vocabulary</p> <p>monarch reign wealth monastery</p>

<p>3. Why is Henry VIII a memorable monarch?</p> <ul style="list-style-type: none"> - Who was Henry VIII (family tree and links) - Henry VIII's marriages and how they concluded - Use sources to make historical interpretations about Henry's life and his ideologies. <p>4. What was the significance of religion in Tudor times?</p> <ul style="list-style-type: none"> - The importance of the Catholic church. - Why Henry separated from Catholicism. - The importance of the monasteries. - How life changed for people. <p>5. What was life like during the Tudor period?</p> <ul style="list-style-type: none"> - Use sources to depict the difference between poverty and wealth. - How did portraits depict wealthiness? - To understand the term inventory and what it tells us about the owner. 	<p>Lesson 3</p> <ol style="list-style-type: none"> 1. Do you think Henry was a fair king? Pupils explain their answers using appropriate vocabulary and substantive knowledge. 2. Who were his six wives and what happened to them – correct order? 3. Do you think he could have achieved his goal in a fairer way? <p>Lesson 4</p> <ol style="list-style-type: none"> 1. Understanding of how Henry VIII changed religious practices in England. 2. How he was able to solve the problems he faced trying to change the religious practices. <p>Lesson 5</p> <ol style="list-style-type: none"> 1. Their understanding and ability to use the historical evidence to provide opinions. 2. What does the inventory tell us about the owner? 	<p>pope exploration</p> <p>Topic vocabulary House of Lancaster House of York Protector of the Realm inventories War of the Roses Defender of the Faith (Fidei Defenso) lady -in-waiting</p>
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Spring 1 – Early Islamic Civilisation

<p>Knowledge end points What knowledge do children need to remember?</p>	<p>Assessment Impact</p>	<p>Vocabulary</p>
<p>1. How did life in Baghdad compare to life in Europe 1000AD</p> <ul style="list-style-type: none"> - To be aware of the rise of the Islamic Empire and how it compares to the Roman Empire, Dark Ages etc - Have an understanding of this ancient civilisation and how it differs to those previously studied. 	<p>Lesson 1</p> <ol style="list-style-type: none"> 1. What do you think it was like to live in Baghdad and London in AD 900? 2. Which location do you think would be a better to live in and why? 3. Can you identify on your timeline where the rise of Baghdad took place approximately? 	<p>Core Vocabulary Baghdad caliph/caliphate founded Sunni Shia assassination innovation scholars</p>

<p>2. When and how was the Islamic religion founded? - To understand the origins of Islam and where that is located in the world today (Saudi Arabia) - Who Muhammed was and why he was the chosen prophet. - What impact Muhammed had on Early Islamic Civilisation.</p> <p>3. What is the importance of the first four Caliphs? - To understand the role of a caliph and their impact on the empire (The Ottoman Empire). - Suleiman the Magnificent and his period of great power, stability and wealth.</p> <p>4. What is the House of Wisdom? - How did the House of Wisdom originate and what did it specialise in? - What impact did the House of Wisdom have on the Ottoman Empire and the world?</p> <p>5. Why did the Early Islamic Civilisation become a major Power? - To understand that scientific and mathematical advances, as well as trade enabled Islam to grow into a major power. - To know how the Silk Trade Route and the Golden Age of Islam were founded.</p> <p>6. How did the Early Islamic Empire come to an end? - Understand how the empire was at the height of its power. - Baghdad was rich in power and wealth</p>	<p><u>Lesson 2</u> 1. Pupils know and understand who Muhammad is and make links to previous RE learning. 2. Provide effective explanations as to why he was chosen as a prophet, using appropriate vocabulary. 3. Demonstrate how he spread the word of Allah? 4. Explain the impact of Muhammed (there will be more than one)</p> <p><u>Lesson 3</u> 1. Pupils explain the importance of the first four caliphs. 2. Provide explanations as to how they impacted on the empire. 3. Explain why the caliphs are deemed important - make effective comparisons on the impact of the caliphs.</p> <p><u>Lesson 4</u> 1. Pupils compare and contrast the different sources. 2. Pupils explain the purpose of the House of Wisdom and who used it. 3. Provide explanations as to how it benefited the rise of the Islamic civilisation. 4. Explain the impact the House of Wisdom have on the Ottoman Empire and the world?</p> <p><u>Lesson 5</u> 1. Pupils can explain the golden age. 2. Pupils explain the Silk Trade Route and how this aided the empire to become a major power. 3. Pupils use historical sources to make interpretations of history through their writing and use of facts.</p> <p><u>Lesson 6</u> 1. Pupils explain the fall of Baghdad through use of primary sources.</p>	<p>philosophers</p> <p><u>Retrieved vocabulary</u> capital city civilisation mosque empire prophet Mecca Islam Allah Qur'an elected</p> <p><u>Topic vocabulary</u> Ottoman Empire House of Wisdom crucible old writings Silk Trade Route Golden Age</p>
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<p>- The original Abbasid caliphate started to break into smaller caliphates, each wanting own ruling.</p> <p>-</p>	<p>2. Pupils consider the reliability of the source. What is factual? What is opinion?</p> <p>3. Pupils are able to determine sources that are historically accurate.</p>	
Summer 1 – Crime & Punishment		
<p style="text-align: center;">Knowledge end points</p> <p>What knowledge do children need to remember?</p>	<p style="text-align: center;">Assessment Impact</p>	<p style="text-align: center;">Vocabulary</p>
<p>1. What was crime and punishment like in Roman times?</p> <ul style="list-style-type: none"> - Pupils can state the justice system from the Roman period, use of the ‘Twelve Tables’. - Understand the level of punishment was dependent on the severity of the crime. - Compare how this is similar to the system of today. How has it impacted the system of today? <p>2. How did the Anglo-Saxon justice system differ to the Romans?</p> <ul style="list-style-type: none"> - To know the similarities and differences between the periods of study: Anglo-Saxon and Roman. - To understand the law enforcement of Trial by Ordeal - Know who determined the verdict and how this was decided <p>3. How were punishments carried out during the Tudor period?</p> <ul style="list-style-type: none"> - To investigate the different forms of punishment for a convicted crime. - To have an opinion of whether the justice system was fair and base this opinion on fact and historical sources. - To compare the systems across the time periods. 	<p><u>Lesson 1</u></p> <ol style="list-style-type: none"> 1. Which of the punishments still happen today? 2. Why do you think it is different now? 3. What was one of the worst forms of punishment? 4. Did the Romans have a fair system to punish people? Think about the difference between whether you were a slave or a noble. <p><u>Lesson 2</u></p> <ol style="list-style-type: none"> 1. Comparison of the justice systems for two different time periods 2. When did Trial by Ordeal occur - when a verdict could not be reached in normal court 3. Who determined the verdict and how 4. What were the ordeals? How were they chosen? <p><u>Lesson 3</u></p> <ol style="list-style-type: none"> 1. Pupils draw conclusions from their investigation on crime and punishment in the Tudor period. 2. Why was torture such a big part of the justice system in the Tudor period? 3. What did the Tudors (mainly the rich and wealthy people) see as the most worrying crimes? 4. Are there some punishments the Tudors use that haven’t changed since the Anglo-Saxon period? 5. Is the Tudor justice system fair? Can you explain why you think this? 	<p><u>Core Vocabulary</u></p> <p>court lawyer jury judge exile noble justice system decimate crucifixion dissolution provenance culprit rehabilitation restorative justice prevention detection</p> <p><u>Retrieved vocabulary</u></p> <p>rebel slaves community defendant wealthy treason DNA</p> <p><u>Topic vocabulary</u></p> <p>legionaries Twelve Tables</p>

<p>4. What changes occurred in the Victorian period? - To identify how the justice system changed and the effect it had on today. - To study the introduction of the police force and make comparisons to today. -</p> <p>5. What was life like in Victorian prisons? - To make comparisons to previous time periods. - Was the Victorian justice system fair - considering different interpretations.</p> <p>6. Can you explain how crime and punishment from the past compares to modern life? - To consider ideas and/or arguments for & against historical punishments and for & against modern punishments.</p>	<p><u>Lesson 4</u></p> <ol style="list-style-type: none"> 1. Pupils present their ideas for advantages and disadvantages of the police force into a table format. 2. Can they compare this to the police force of today? What are the similarities and differences? 3. Who founded the police force and in which year? 4. To have an understanding of the job description. <p><u>Lesson 5</u></p> <ol style="list-style-type: none"> 1. Describe the punishments in Victorian times. 2. What were the prisons like during the Victorian period? 3. Was the Victorian justice system fair? Explain with examples. <p><u>Lesson 6</u></p> <ol style="list-style-type: none"> 1. Pupils use their knowledge of crime and punishment across the time periods to compare to modern life. 2. Pupils present arguments for & against historical punishments and for & against modern punishments. 	<p>hue and cry oath-keeper Trial of Ordeal wergild tithing vagrant brank/scolds bridle stocks ducking stool rack drunkards' cloak witchcraft Bobby Peeler cutlass servant's jacket tails top hat hard labour treadwheel shot drill picking oakum crank bad company forge silent system bugging on tag</p>
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Progression of Skills – History

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in their lives 	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period studied on timeline • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Place current study on timeline in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Study different aspects of different people – differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters
Interpretations of history	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past - how reliable are their memories? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different Sources - compare different versions of the same story • Look at representations of the period - museum, cartoons etc 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources - fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion • Be aware that different evidence will lead to different conclusions

						<ul style="list-style-type: none"> • Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts (see 4a) 	<ul style="list-style-type: none"> • Use a source <ul style="list-style-type: none"> • observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details - artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<p>Communicate their knowledge through:</p> <p>Discussion... Drama/role play... Writing...</p>	<p>Drawing pictures... Making models... Using ICT...</p>	<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of terms and dates 		