



History

Subject Specific Curriculum Delivery Notes

Context behind curriculum delivery

At Hollymount Primary School, we aim to deliver high-quality history education that will help pupils gain an increasingly mature, informed perspective and understanding of Britain's past and that of the wider world and how it connects to our modern world. Pupils become detectives, as they develop their independent interests and curiosities. We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying history allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our history curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

Points for teachers to note

- History and Geography should be alternated every half-term.
- Some areas of the curriculum map (including skills and knowledge) while included in each lesson have not been published by Kapow. Please look at each lesson within the scheme to see which skills and knowledge are being taught in each lesson.
- British History Units that are numbered 1-6 must be taught in order across the school but other units of work can be changed within a year group.
- Please note the importance of vocabulary in each unit. Vocabulary should be displayed after being taught and should be used by both the children and adults during each lesson.
- While implementing our history curriculum it is important that children develop these key disciplinary concepts:
 - o Change and continuity
 - o Cause and consequence
 - o Similarities and differences
 - o Historical significance
 - o Historical interpretations
 - o Sources of evidence

Supporting resources for implementation

- <https://www.kapowprimary.com/>

- <https://www.history.org.uk/primary/news/2122/primary-curriculum-schemes-of-work>

TERM and WEEKS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1	How am I making history?	What is a monarch?	British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British History 3: How hard was it to invade and settle in Britain?	British History 5: What was life like in Tudor England? (7 lessons)	How did the Maya civilisation compare to the Anglo-Saxons?
A2						
Spr 1	How have toys changed?	How did we learn to fly?	British History 2: Why did the Romans settle in Britian?	British History 4: Were the Vikings raiders or peace-loving settlers?	Unheard histories: Who should feature on the £10.00 bank note?	What did the Greeks ever do for us?
Spr 2						
Sum 1	How have explorers changed the world?	How was school different in the past?		How have children's lives changed?	What does the Census tell us about our local area?	What was the impact of World War II on the people of Britain?
Sum 2			How different were the beliefs in Ancient Egypt?			

Year 1

Taught in...	Unit of work	Previous Learning	Intended learning	Skills	Knowledge
Autumn	<p>How am I making history?</p> <p><<Knowledge Organiser>></p> <p>Vocabulary celebrate celebration change childhood different event family future grandparent lifetime living memory memory now present past remember significant similar time capsule timeline</p>	<p>Previous Learning (Available 1st June)</p>	<p><u>Lesson 1: What is my history?</u></p> <ul style="list-style-type: none"> I can order three photographs on a simple timeline. I can use vocabulary such as past, present and memory. I can discuss similarities and differences. <p><u>Lesson 2: How can I find out more about myself?</u></p> <ul style="list-style-type: none"> I can talk about three memories. I can place one memory on a timeline. I can explain why memories are special, for example, an event or occasion. <p><u>Lesson 3: How are special events remembered?</u></p> <ul style="list-style-type: none"> I can recall four events celebrated throughout the year. I know three ways in which I celebrate my birthday. I can begin to recognise similarities and differences between how people celebrate events. <p><u>Lesson 4: What was it like for children in the past?</u></p> <ul style="list-style-type: none"> I can ask questions about the past. I can compare the past to today. <p><u>Lesson 5: What have I learnt about childhood in the past?</u></p> <ul style="list-style-type: none"> I can think of one similarity between childhood now and childhood in the past. I can think of one difference between childhood now and childhood in the past. <p><u>Lesson 6: How am I making history?</u></p> <ul style="list-style-type: none"> I can use relevant vocabulary to describe what I have found out. 	<p>Skills (Available 1st June)</p>	<p>Knowledge (Available 1st June)</p>

			<ul style="list-style-type: none"> I can think of three ideas about myself to add to the time capsule. I can discuss possible changes in the future. 		
Spring	<p>How have toys changed?</p> <p><<Knowledge Organiser>></p> <p>Vocabulary artefact century decade different evidence living memory memory modern now past present remember similar source special</p>	<p>Previous Learning</p> <ul style="list-style-type: none"> -Order three photographs correctly on a simple timeline. -Use the terms 'before' and 'after' when discussing their timelines. -Talk about three memories and place one of them on a timeline. -Explain why memories are special and name four events that they celebrate throughout the year. -Think of three ways they celebrate their birthday. -Ask a visitor one question about childhood in the past. -Know a similarity and a difference between childhood now and in the past. 	<p>Lesson 1: What is your favourite toy?</p> <ul style="list-style-type: none"> I can explain what my favourite toy is and why. I can recall my past when talking about my favourite toy. I know why toys are special. I can use words relating to time (old, new, now, long ago, then, before, after). <p>Lesson 2: Did your parents and grandparents play with the same toys as you?</p> <ul style="list-style-type: none"> I can ask questions about the past. I can compare the past to today. <p>Lesson 3: What were toys like in the past?</p> <ul style="list-style-type: none"> I can sort and sequence artefacts from different time periods. I can use words relating to the passing of time. I can ask and answer questions about artefacts. <p>Lesson 4: What is similar and different about toys now and in the past?</p> <ul style="list-style-type: none"> I can identify similar toys from different periods. I can identify differences between toys. <p>Lesson 5: How have teddy bears changed over time?</p> <ul style="list-style-type: none"> I can identify changes between teddy bears from now and 100 years ago. I can identify similarities between teddy bears from now and 100 years ago. I can explain why teddy bears have been a popular toy for over 100 years. <p>Lesson 6: How have toys changed?</p> <ul style="list-style-type: none"> I can identify toys that children play with now. 	<p>Skills</p> <ul style="list-style-type: none"> -Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) -Sequencing three or four artefacts from different periods of time. -Beginning to look for similarities and differences over time in their own lives. -Describing simple changes and ideas/objects that remain the same. -Understanding that some things change while other items remain the same and some are new. -Asking why things happen and beginning to explain why with support. -Being aware that some things have changed and some have stayed the same in their own lives. -Recalling special events in their own lives. -Using artefacts, photographs and visits to museums to answer simple questions about the past. -Finding answers to simple questions about the past using sources (e.g. artefacts). 	<p>Knowledge (Available 1st June)</p>

		<p>-Add three ideas to a time capsule about themselves.</p> <p>-Use key vocabulary to compare the present, the past and possible changes in the future.</p>	<ul style="list-style-type: none">• I can identify toys that children played with in the past.• I can describe ways in which some toys have changed over time.	<p>-Sorting artefacts from then and now.</p> <p>-Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>-Asking how and why questions based on stories, events and people.</p> <p>-Asking questions about sources of evidence (e.g. artefacts).</p> <p>-Using sources of information, such as artefacts, to answer questions.</p> <p>-Drawing out information from sources.</p> <p>-Making simple observations about the past from a source.</p> <p>-Interpreting evidence by making simple deductions.</p> <p>-Making simple inferences and deductions from sources of evidence.</p> <p>-Describing the main features of concrete evidence of the past or historical evidence.</p> <p>-Drawing simple conclusions to answer a question.</p> <p>-Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>-Using vocabulary such as – old, new, long time ago.</p>	
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<p>Summer</p>	<p>How have explorers changed the world?</p> <p><<Knowledge Organiser>></p> <p>Vocabulary achievement beyond living memory coat of arms determination discovery equipment event exploration explorer historical significance living memory North Pole past present qualities remember resilience solo timeline transport voyage yacht</p>	<p>Previous Learning</p> <ul style="list-style-type: none"> -Discuss their favourite toy using language related to the past. -Ask questions about toys in the past. -Make comparisons between toys in the past and present. -Sequence artefacts from different periods of time. -Identify changes between teddy bears today and those from 100 years ago. -Describe how toys have changed over time. 	<p><u>Lesson 1: What is an explorer?</u></p> <ul style="list-style-type: none"> • I can explain what explorers do. • I can recall the names of famous explorers and their achievements. • I can name equipment or transport that an explorer would need. • I can explain that ‘beyond living memory’ is more than 100 years ago. <p><u>Lesson 2: Where have explorers travelled and when?</u></p> <ul style="list-style-type: none"> • I can recognise how transport for voyages has changed. • I can name important explorers. • I can explain some achievements of explorers. • I can identify where explorers travelled. <p><u>Lesson 3: Who was Christopher Columbus and what did he do?</u></p> <ul style="list-style-type: none"> • I can select important events from a historical story. • I can place events in the correct order from past to present on a timeline. • I can retell a historical story. <p><u>Lesson 4: Who was Matthew Henson and what did he do?</u></p> <ul style="list-style-type: none"> • I can describe what I can see in a photograph. • I can ask some questions about a photograph. • I can look for hidden clues (inferences). <p><u>Lesson 5: How has exploration changed?</u></p> <ul style="list-style-type: none"> • I can remember information about past and present-day explorations. • I can compare images from different time periods. • I can compare events in the past and present. <p><u>Lesson 6: How can we remember them?</u></p> <ul style="list-style-type: none"> • I can explain what makes a person or event significant. • I can describe how an explorer changed events or people’s ideas. 	<p>Skills</p> <ul style="list-style-type: none"> -Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). -Placing events on a simple timeline. -Recording on a timeline a sequence of historical stories heard orally. -Describing simple changes and ideas/objects that remain the same. -Understanding that some things change while other items remain the same and some are new. -Asking why things happen and beginning to explain why with support. -Using artefacts, photographs and visits to museums to answer simple questions about the past. -Finding answers to simple questions about the past using sources (e.g. artefacts). -Beginning to identify different ways to represent the past (e.g. photos, stories). -Asking how and why questions based on stories, events and people. -Asking questions about sources of evidence (e.g. artefacts). 	<p>Knowledge</p> <ul style="list-style-type: none"> -To know that a timeline shows the order events in the past happened. -To know that we start by looking at ‘now’ on a timeline then look back. -To know that ‘the past’ is events that have already happened. -To know that ‘the present’ is time happening now. -To know that within living memory is 100 years. -To know that there are similarities and differences between their lives today and their lives in the past. -To know some similarities and differences between the past and their own lives. -To know that some people and events are considered more ‘special’ or significant than others. -To know that photographs can tell us about the past. -To know that the past can be represented in photographs. -To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals.
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- I can present significant people and events using a coat of arms.

- Using sources of information, such as artefacts, to answer questions.
- Drawing out information from sources.
- Making simple observations about the past from a source.
- Interpreting evidence by making simple deductions. .
- Making simple inferences and deductions from sources of evidence.
- Describing the main features of concrete evidence of the past or historical evidence.
- Drawing simple conclusions to answer a question.
- Communicating findings through discussion and timelines with physical objects/ pictures.
- Using vocabulary such as – old, new, long time ago.
- Discussing and writing about past events or stories in narrative or dramatic forms.
- Expressing a personal response to a historical story or event.

Year 2

Taught in...	Unit of work	Prior Learning	Intended learning	Skills	Knowledge
<p>Autumn</p>	<p>What is a monarch?</p> <p><<Knowledge Organiser>></p> <p>Vocabulary absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer coronation crowning defend earl Edward the Confessor</p>	<p>-Identify important events surrounding the history of flight. -Explain how a significant event has changed the lives of others. -Ask questions about people and events in the past. -Use primary sources to find out about people and events in the past. -Correctly order five events on a timeline.</p>	<p>Lesson 1: What is a monarch?</p> <ul style="list-style-type: none"> I can recognise what a monarch is. I can recall who rules the UK. I can identify some of the monarch’s duties. <p>Lesson 2: Who is our monarch today?</p> <ul style="list-style-type: none"> I can identify steps in the coronation ceremony. I can explain the use of special objects in a coronation. <p>Lesson 3: How did William the Conqueror become King of England?</p> <ul style="list-style-type: none"> I can use sources to find out about the past. I can recall that the monarchy was different in the past. <p>Lesson 4: How did William the Conqueror rule?</p> <ul style="list-style-type: none"> I can name the two types of castle built by the Normans. I can recognise similarities and differences between Norman castles. <p>Lesson 5: How did castles change?</p> <ul style="list-style-type: none"> I can sequence castles on a timeline. I can describe how castles have changed over time. I can identify the features of a castle. <p>Lesson 6: What was a monarch in the past?</p> <ul style="list-style-type: none"> I can describe what kind of monarch William the Conqueror was. I can compare the monarchy in the past to the monarchy today. 	<p>Skills</p> <p>-Sequencing up to six photographs, focusing on the intervals between events. -Knowing where people/events studied fit into a chronological framework. -Identifying similarities and difference between ways of life at different times. -Identifying simple reasons for changes. -Asking questions about why people did things, why events happened and what happened as a result. -Recognising why people did things, why events happened and what happened as a result. -Knowing some things which have changed/stayed the same as the past. -Finding out about people, events and beliefs in society. -Discussing who was important in a historical event. -Using artefacts, photographs and visits to museums to ask and answer questions about the past. -Making simple observations about a source or artefact.</p>	<p>Knowledge</p> <p>-To know that beyond living memory is more than 100 years ago. -To know that events in history may last different amounts of time -To know that some events are more significant than others. -To know that ‘historically significant’ people are those who changed many people’s lives. -To know that historians use evidence from sources to find out more about the past. -To know that the past is represented in different ways. -To know that a monarch is a king or queen. -To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. -To know that in the past monarchs had absolute power.</p>

fortified manor
house
gatehouse
government
Harold
Godwinson, Earl
of Wessex
Harald Hardrada
Head of State
invade
investing
keep

- I can recognise that the monarchy has changed.

- Using sources to show an understanding of historical concepts (see above).
- Recognising different ways in which the past is represented (including eye-witness accounts).
- Comparing pictures or photographs of people or events in the past.
- Asking a range of questions about stories, events and people.
- Understanding the importance of historically-valid questions.
- Understanding how we use books and sources to find out about the past.
- Using a source to answer questions about the past.
- Evaluating the usefulness of sources to a historical enquiry.
- Selecting information from a source to answer a question.
- Making links and connections across a unit of study.
- Making simple conclusions about a question using evidence to support.
- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.

<p>Spring</p>	<p>How did we learn to fly?</p> <p><<Knowledge Organiser>></p>	<p>Available from 1st June</p>	<p><u>Lesson 1: Who were the Wright brothers?</u></p> <ul style="list-style-type: none"> • I can use sources to find out about the past. • I can sequence events. • I can recount events. • I can identify important events. <p><u>Lesson 2: When was the first flight?</u></p> <ul style="list-style-type: none"> • I know that a significant person or event can be something that changed the lives of others. • I can explain why some events are more significant than others. • I can give some reasons as to why events or people are significant. <p><u>Lesson 3: What was the impact of the first flight?</u></p> <ul style="list-style-type: none"> • I can describe the impact of the first flight. • I can explain why Bessie Coleman was significant. • I can use sources to find out more about the past. • I can ask questions about the past. <p><u>Lesson 4: Why is Amelia Earhart significant?</u></p> <ul style="list-style-type: none"> • I know that a primary source is an object from the time of the event. • I can use a primary source to find out more about the past. <p><u>Lesson 5: Why was the Moon landing special?</u></p> <ul style="list-style-type: none"> • I can ask three questions about events in the past. • I can explain why an event in the past is significant. • I can describe the impact of the moon landing on future space explorations. <p><u>Lesson 6: How did we learn to fly?</u></p> <ul style="list-style-type: none"> • I can sequence five events correctly on a timeline. • I can recall one change and something that has stayed the same in the history of flight. • I can say which events were significant in the history of flight. 	<p>Skills</p> <ul style="list-style-type: none"> - Sequencing six photographs, focusing on the intervals between events. -Placing events on a timeline, building on times studied in Year 1. -Knowing where people/events studied fit into a chronological framework. -Identifying simple reasons for changes. -Asking questions about why people did things, why events happened and what happened as a result. -Recognising why people did things, why events happened and what happened as a result. -Knowing some things which have changed/stayed the same as the past. -Finding out about people, events and beliefs in society. -Discussing who was important in a historical event. -Using artefacts, photographs and visits to museums to ask and answer questions about the past. -Making simple observations about a source or artefact. -Using sources to show an understanding of historical concepts (see above). -Recognising different ways in which the past is represented 	<p>Knowledge</p> <p>Available from 1st June</p>
	<p>Vocabulary</p> <p>beyond living memory decade evidence eyewitness historically significant living memory past present primary source source</p>				

- I can explain that changes happen because of new technology.

(including eye-witness accounts).

- Comparing pictures or photographs of people or events in the past.
- Asking a range of questions about stories, events and people.
- Understanding the importance of historically-valid questions.
- Evaluating how reliable a source is.
- Understanding how we use books and sources to find out about the past.
- Using a source to answer questions about the past.
- Evaluating the usefulness of sources to a historical enquiry.
- Selecting information from a source to answer a question.
- Making links and connections across a unit of study.
- Making simple conclusions about a question using evidence to support.
- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.
- Expressing a personal response to a historical story or event

				through discussion, drawing our writing. -Identifying a primary source.	
Summer	How was school different in the past? <<Knowledge Organiser>>	Previous Learning Available from 1 st June	<p>Lesson 1: Were schools different in the past?</p> <ul style="list-style-type: none"> I can correctly place four photographs on a timeline. I can recognise similarities and differences between schools. I know that schools change over time. <p>Lesson 2: How have schools changed within living memory?</p> <ul style="list-style-type: none"> I can ask questions about the past. I can compare schools in the past with schools today. <p>Lesson 3: How were schools different in the 1900s?</p> <ul style="list-style-type: none"> I can make some inferences from historical information. I know how we can find out about schools in the past. <p>Lesson 4: How have schools changed?</p> <ul style="list-style-type: none"> I can recognise features of modern classrooms. I can recognise features of classrooms 100 years ago. I can think of similarities and differences between classrooms now and in the past. <p>Lesson 5: What is similar and different about schools now and in the past?</p> <ul style="list-style-type: none"> I can find two differences for each period of time. I can find two similarities for each period of time. I can compare schools today with schools from two periods of time. <p>Lesson 6: Would you have preferred to go to school in the past?</p> <ul style="list-style-type: none"> I can explain whether I would have preferred to go to school in the past or not. 	Skills Available from 1 st June	Knowledge Available from 1 st June
	<p>Vocabulary</p> <p>past timeline date different decade present important similar modern living memory evidence source decade beyond living memory preferred</p>				

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| | | | <ul style="list-style-type: none"> I can use facts that I have learnt about schools in the past to make a decision. | | |
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Year 3

Taught in...	Unit of work	Previous Learning	Intended learning	Skills	Knowledge
Autumn	British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Previous Learning -Order three photographs correctly on a simple timeline. -Use the terms 'before' and 'after'	<u>Lesson 1: How long ago did prehistoric man live?</u> <ul style="list-style-type: none"> I can explain why prehistory was a long time ago. I can find BC and AD on a timeline and explain why history is split into sections. 	Skills Available from 1st June	Knowledge Available from 1st June

	<p><u><<Knowledge Organiser>></u></p> <p>Vocabulary Stone Age BC AD prehistory Ancient Egypt Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence evidence limitations Amesbury Archer Stonehenge artefacts deduction flint duration similarities differences</p>	<p>when discussing their timelines.</p> <p>-Talk about three memories and place one of them on a timeline.</p> <p>-Explain why memories are special and name four events that they celebrate throughout the year.</p> <p>-Think of three ways they celebrate their birthday.</p> <p>-Ask a visitor one question about childhood in the past.</p> <p>-Know a similarity and a difference between childhood now and in the past.</p> <p>-Add three ideas to a time capsule about themselves.</p> <p>-Use key vocabulary to compare the present, the past and possible changes in the future.</p>	<p><u>Lesson 2: What does Skara Brae tell us about life in the Stone Age?</u></p> <ul style="list-style-type: none"> I can use evidence to make observations about Stone Age houses. I can explain my observations. I can explain the limitations of archaeological evidence. <p><u>Lesson 3: Who was Amesbury Archer?</u></p> <ul style="list-style-type: none"> I can make deductions about a Bronze Age man using evidence. I can identify limitations of archaeological evidence. <p><u>Lesson 4: How did bronze change life in the Stone Age?</u></p> <ul style="list-style-type: none"> I can describe how bronze came to Britain. I can state three areas of life that bronze changed. I can identify similarities and differences between the Stone Age and Bronze Age. <p><u>Lesson 5: How did trade change the Iron Age?</u></p> <ul style="list-style-type: none"> I can explain how trade increased during the Iron Age. I can identify which items were exchanged during the Iron Age. I can explain why coins were introduced. <p><u>Lesson 6: What changed between the Stone Age and the Iron Age?</u></p> <ul style="list-style-type: none"> I can use pictures as historical sources. I can identify changes and continuities between Neolithic and Stone Age settlements. I can explain in which prehistoric period I would prefer to live. 		
Spring	British history 2: Why did the Romans settle in Britain?	Previous Learning Available from 1 st June	<u>Lesson 1: Why did the Romans invade and settle in Britain?</u>	Skills Available from 1 st June	Knowledge Available from 1 st June

<<Knowledge
Organiser>>

Vocabulary

Boudicca
empire
inference
invasion
legacy
Romans
settlers

- I can explain the meaning of empire and invasion.
- I can understand the chronology of the Roman invasion.
- I can explain why the Romans invaded Britain.

Lesson 2: How did the Britons respond to the Roman invasion?

- I can identify the consequences of the Roman invasion for the Britons.
- I can use sources to make inferences about Boudicca's personality.
- I can create an interpretation of Boudicca using sources.

Lesson 3: Why was the Roman army so successful? (Part 1)

- I can explain why the Romans needed a powerful army.
- I can identify the equipment of a Roman soldier.
- I can create a replica Roman shield.

Lesson 4: Why was the Roman army so successful? (Part 2)

- I can explain how the Roman army was organised.
- I can perform simple manoeuvres and drills.
- I can explain why the Roman army was successful.

Lesson 5: What do artefacts tell us about life in Roman times?

- I can describe an artefact.
- I can make observations about the artefact.
- I can make deductions about Roman life.

Lesson 6: How did the Romans change modern Britain?

- I can explain the meaning of a legacy.

			<ul style="list-style-type: none"> I can identify how the Romans changed Britain. I can identify and explain the impact of the most significant Roman legacy. 		
Summer	<p>How different were the beliefs in Ancient Egypt?</p> <p><<Knowledge Organiser>></p>	<p>Previous Learning</p> <p>-Understand that prehistory was a long time ago.</p> <p>-Accurately place AD and BC on a timeline.</p> <p>-Identify conclusions that are certainties and possibilities based on archaeological evidence.</p> <p>-Explain the limitations of archaeological evidence.</p> <p>-Use artefacts to make deductions about the Amesbury Archer's life.</p> <p>-Identify gaps in their knowledge of the Bronze Age.</p> <p>-Explain how bronze was better than stone and how it transformed farming.</p> <p>-Explain how trade increased during the Iron Age and why coins were needed.</p> <p>-Identify changes and continuities between</p>	<p><u>Lesson 1: Who were the Egyptians and when did they live?</u></p> <ul style="list-style-type: none"> I can identify ancient civilisations. I can describe the features of Egypt. I can sequence key periods on a timeline. I can identify other events that happened at the same time as the ancient Egyptian civilisation. <p><u>Lesson 2: What did the ancient Egyptians believe?</u></p> <ul style="list-style-type: none"> I can explain the Egyptian creation story. I can identify the characteristics of important gods and goddesses. I can explain the meanings of the symbols and characteristics of my god or goddess. <p><u>Lesson 3: Why and how did the Egyptians build the pyramids?</u></p> <ul style="list-style-type: none"> I can explain why the ancient Egyptians built pyramids. I can suggest how the ancient Egyptians built pyramids. I can identify the problems of building a pyramid and suggest solutions. <p><u>Lesson 4: How and why did the Egyptians mummify people?</u></p> <ul style="list-style-type: none"> I can explain the link between ancient Egyptian beliefs and mummification. I can describe the stages involved in mummification. <p><u>Lesson 5: What does the Book of the Dead tell us about ancient Egyptian beliefs?</u></p> <ul style="list-style-type: none"> I can explain which sources are used to discover Egyptian beliefs. 	<p>Skills</p> <p>Available from 1st June</p>	<p>Knowledge</p> <p>Available from 1st June</p>
	<p>Vocabulary</p> <p>afterlife</p> <p>Book of the Dead</p> <p>civilisation</p> <p>historically</p> <p>significant</p> <p>immortal</p> <p>mummification</p> <p>preserve</p> <p>Ra</p> <p>River Nile</p> <p>sarcophagus</p>				

		<p>the Neolithic and Iron Age periods.</p> <p>-Explain which period they would prefer to have lived in, providing evidence for their choice.</p>	<ul style="list-style-type: none"> I can identify the meaning of symbols from Egyptian papyrus. I can explain some Egyptian beliefs about the afterlife. <p><u>Lesson 6: What did the ancient Egyptians believe?</u></p> <ul style="list-style-type: none"> I can assess a video for strengths and areas for development. I can identify significant aspects of ancient Egyptian beliefs. I can explain ancient Egyptian beliefs. 		
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Year 4

Taught in...	Unit of work	Previous Learning	Intended learning	Skills	Knowledge
Autumn	<p>British history 3: How hard was it to invade and settle in Britain?</p> <p><u><<Knowledge Organiser>></u></p> <p>Vocabulary Angles Britons convert empire inference invasion</p>	<p>Previous Learning</p> <p>-Explain the meaning of empire and invasion.</p> <p>-Understand the chronology of the Roman invasion of Britain.</p> <p>-Identify the consequences of the Roman invasion.</p> <p>-Create an interpretation of Boudicca using sources.</p> <p>-Explain why the Romans needed a powerful army.</p>	<p><u>Lesson 1: Who were the Anglo-Saxons?</u></p> <ul style="list-style-type: none"> I can explain how Britons felt when the Romans left Britain. I can identify where Angles, Saxons and Jutes came from. I can explain the reasons for the Anglo-Saxons invading Britain. <p><u>Lesson 2: How did the Anglo-Saxons settle Britain?</u></p> <ul style="list-style-type: none"> I can name the key features of Anglo-Saxon settlements. I can identify changes and continuities in settlements from prehistoric Britain. I can evaluate the effectiveness of the wattle and daub-making process. <p><u>Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life?</u></p>	<p>Skills</p> <p>-Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>-Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>-Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>-Using BC/AD/Century.</p> <p>-Beginning to develop a chronologically secure knowledge of local, British and</p>	<p>Knowledge</p> <p>Available from 1st June 2023</p>

<p>Kingdom missionary paganism Pope Romans Saxons settlement settlers Vikings</p>	<p>-Identify a soldier's equipment -Explain how the Roman army was organised and perform simple manoeuvres and drills. -Make observations about an artefact. -Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</p>	<ul style="list-style-type: none"> • I can explain the importance of Sutton Hoo. • I can make deductions from artefacts. • I can make a prediction about who was buried at Sutton Hoo and provide supporting evidence. <p><u>Lesson 4: How did Christianity arrive in Anglo-Saxon England?</u></p> <ul style="list-style-type: none"> • I can understand how Anglo-Saxon beliefs changed. • I can research how a missionary spread Christianity in Britain. • I can select symbols to represent the missionary. <p><u>Lesson 5: Was King Alfred really great?</u></p> <ul style="list-style-type: none"> • I can understand the threat the Vikings posed to the Anglo-Saxons. • I can create an interpretation of Alfred the Great. • I can evaluate whether Alfred was a great king. <p><u>Lesson 6: How did Anglo-Saxon rule end?</u></p> <ul style="list-style-type: none"> • I can suggest the qualities a British ruler would have needed in Anglo-Saxon times. • I can understand what the candidates' claims to the English throne were. • I can select and justify who was the best candidate for the throne. 	<p>world history across the periods studied. -Placing the time studied on a timeline. -Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. -Noticing connections over a period of time. -Making a simple individual timeline. -Identifying reasons for change and reasons for continuities. -Identifying what the situation was like before the change occurred. -Comparing different periods of history and identifying changes and continuity. -Describing the changes and continuity between different periods of history. -Identifying the links between different societies. -Identifying the consequences of events and the actions of people. -Identifying reasons for historical events, situations and changes. -Recalling some important people and events. -Identifying who is important in historical sources and accounts.</p>	
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| | | | | <ul style="list-style-type: none">-Using a range of sources to find out about a period.-Using evidence to build up a picture of a past event.-Observing the small details when using artefacts and pictures.-Identifying and giving reasons for different ways in which the past is represented.-Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.-Evaluating the usefulness of different sources.-Understanding how historical enquiry questions are structured.-Creating historically-valid questions across a range of time periods, cultures and groups of people.-Asking questions about the main features of everyday life in periods studied, e.g. how did people live.-Asking questions about the bias of historical evidence.-Using a range of sources to construct knowledge of the past.-Extracting the appropriate information from a historical source.-Identifying primary and secondary sources. | |
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				<ul style="list-style-type: none"> -Identifying the bias of a source. -Comparing and contrasting different historical sources. -Understanding that there are different ways to interpret evidence. -Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. -Making links and connections across a period of time, cultures or groups. -Asking the question “How do we know?” 	
Spring	<p>British history 4: Were the Vikings raiders or peace-loving settlers?</p> <p><<Knowledge Organiser>></p>	<p>Previous Learning</p> <ul style="list-style-type: none"> -Explain how the Britons felt when the Romans left Britain. -Suggest reasons for the Anglo-Saxon invasion of Britain. -Name the key features of Anglo-Saxon settlements. -Identify changes and continuities in settlements from prehistoric Britain. -Make inferences about artefacts. -Describe how Anglo-Saxon beliefs changed. -Explain how missionaries spread Christianity. 	<p>Lesson 1: Why did the Vikings come to Britain?</p> <ul style="list-style-type: none"> • I understand there are many reasons for migration to Britain. • I can sequence events. • I can identify where the Vikings came from. <p>Lesson 2: What do we know about the Vikings?</p> <ul style="list-style-type: none"> • I can identify primary and secondary sources. • I can deduce information from a source. • I can identify whether a source is one-sided. • I can use evidence to support my reasoning. <p>Lesson 3: How did the Vikings travel?</p> <ul style="list-style-type: none"> • I can describe the parts of a Viking longboat. • I can design and create a Viking longboat. • I can identify a longboat’s most important features. 	<p>Skills</p> <ul style="list-style-type: none"> -To know that change can be brought about by advancements in trade. -To know that advancements in science and technology can be the cause of change. -To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. -To know that archaeological evidence can be used to find out about the past. -To know that we can make inferences and deductions using images from the past. -To know that assumptions made by historians can change in the light of new evidence. 	<p>Knowledge</p> <ul style="list-style-type: none"> -To understand the development of groups, kingdom and monarchy in Britain. -To know that there were different reasons for invading Britain. -To understand that there are varied reasons for coming to Britain. -To know that there are different reasons for migration. -To know that settlement created tensions and problems. -To understand the impact of settlers on the existing population.
	<p>Vocabulary</p> <p>Anglo-Saxon Chronicle balanced bias cause consequence Danelaw event longboat one-sided</p>				

<p>Perspective Viking</p>	<p>-Explain the threat the Vikings posed to the Anglo-Saxons. -Identify the qualities needed to be a monarch in 1066.</p>	<p><u>Lesson 4: Were the Vikings raiders or traders?</u></p> <ul style="list-style-type: none"> • I can describe what the Vikings traded. • I can identify some Viking trading routes. • I can explain whether the Vikings were traders or raiders. • I can use evidence to justify my opinion. <p><u>Lesson 5: What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</u></p> <ul style="list-style-type: none"> • I can name important events in the Anglo-Saxon and Viking struggle for Britain. • I can explain the meaning of cause and consequence. • I can suggest the impact of events. <p><u>Lesson 6: What was Viking life in Britain like?</u></p> <ul style="list-style-type: none"> • I can make observations about artefacts. • I can deduce information about Viking life from sources. • I can write a conclusion for an enquiry. 	<p>-Identifying what the situation was like before the change occurred.</p> <ul style="list-style-type: none"> -Comparing different periods of history and identifying changes and continuity. -Identifying the links between different societies. -Identifying the consequences of events and the actions of people. -Identifying reasons for historical events, situations and changes. -Creating historically-valid questions across a range of time periods, cultures and groups of people -Asking questions about the bias of historical evidence. -Using a range of sources to construct knowledge of the past. -Extracting the appropriate information from a historical source. -Selecting and recording relevant information from a range of sources to answer a question. -Identifying primary and secondary sources. -Identifying the bias of a source. -Comparing and contrasting different historical sources. -Interpreting evidence in different ways. 	<p>-To understand how invaders and settlers influence the culture of the existing population.</p> <ul style="list-style-type: none"> -To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. -To know that communities traded with each other and over the English Channel in the Prehistoric Period. -To understand that trade began as the exchange of goods. -To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. -To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. -To understand that trade develops in different times and ways in different civilisations. -To understand that the traders were rich members of society. -To know about paganism and the introduction of Christianity in Britain. -To compare the beliefs in different cultures, times and groups.
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				<ul style="list-style-type: none">-Making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts.-Making links and connections across a period of time, cultures or groups.-Using a range of sources to find out about a period.-Using evidence to build up a picture of a past event.-Identifying and giving reasons for different ways in which the past is represented.-Identifying the differences between different sources and giving reasons for the ways in which the past is represented.-Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.-Evaluating the usefulness of different sources.-Understanding that there may be multiple conclusions to a historical enquiry question.-Understanding how historical enquiry questions are structured.-Reaching conclusions that are substantiated by historical evidence.-Constructing answers using evidence to substantiate findings.	<ul style="list-style-type: none">-To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.
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				<ul style="list-style-type: none"> -Identifying weaknesses in historical accounts and arguments. -Creating a structured response or narrative to answer a historical enquiry. -Describing past events orally or in writing, recognising similarities and differences with today. 	
Summer	<p>How have children's lives changed?</p> <p><<Knowledge Organiser>></p> <p>Vocabulary childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat master oath primary source secondary source trapper Hurrier/ hurrying</p>	<p>Previous Learning</p> <ul style="list-style-type: none"> -Correctly order and date four photographs on a timeline and add some dates. -Ask one question about schools in the past. -Make one comparison between schools in the past and present. -Use sources to research and develop an understanding of what schools were like 100 years ago. -Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. -Recognise two similarities and two differences between 	<p><u>Lesson 1: What do sources tell us about how children's lives have changed?</u></p> <ul style="list-style-type: none"> • I can make observations and deductions from sources. • I can suggest how children's lives have changed. • I can ask enquiry questions about children's lives. <p><u>Lesson 2: Why did Tudor children work and what was it like?</u></p> <ul style="list-style-type: none"> • I can explain why Tudor children needed to work. • I can identify the kinds of jobs Tudor children had. • I can create questions to identify the working conditions of Tudor children. <p><u>Lesson 3: what jobs did children have in Victorian England and what were they like?</u></p> <ul style="list-style-type: none"> • I can identify and understand the different types of jobs Victorian children had. • I can make observations and inferences about the jobs children had. • I can write a letter explaining the conditions Victorian children experienced. <p><u>Lesson 4: How did Lord Shaftesbury help to change the lives of children?</u></p>	<p>Skills</p> <p>Available from 1st June 2023</p>	<p>Knowledge</p> <p>Available from 1st June 2023</p>

	gin textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government ragged schools poverty bill reform	schools now and schools in the past. -State whether they would have preferred to go to school in the past or not and explain why.	<ul style="list-style-type: none"> • I can identify how Lord Shaftesbury changed the lives of children. • I can evaluate the impact of his work. • I can explain which of his achievements was the most important. <p><u>Lesson 5: How and why has children's leisure time changed?</u></p> <ul style="list-style-type: none"> • I can use sources to identify historical leisure activities. • I can compare leisure activities over time. • I can explain the reasons for leisure activities changing. <p><u>Lesson 6: What were the diseases children caught and how were they treated?</u></p> <ul style="list-style-type: none"> • I can identify some of the diseases from the past and their symptoms. • I can identify how effective treatments for diseases were. • I can explain why some treatments worked and others did not. 		
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Year 5

Taught in...	Unit of work		Intended learning	Skills	Knowledge
<p>Autumn</p>	<p>British History 5: What was life like in Tudor England?</p> <p><<Knowledge Organiser>></p> <p>Vocabulary</p> <p>Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler monarch portrait interpretation primary source secondary source bias historical investigation Anne Boleyn Catherine of Aragon Jane Seymour Anne of Cleves</p>	<p>Previous Learning</p> <p>-Explain how the Britons felt when the Romans left Britain. -Suggest reasons for the Anglo-Saxon invasion of Britain. -Name the key features of Anglo-Saxon settlements. -Identify changes and continuities in settlements from prehistoric Britain. -Make inferences about artefacts. -Describe how Anglo-Saxon beliefs changed. -Explain how missionaries spread Christianity. -Explain the threat the Vikings posed to the Anglo-Saxons. -Identify the qualities needed to be a monarch in 1066.</p>	<p>Lesson 1: Fair ruler or tyrant? What was Henry VIII really like?</p> <ul style="list-style-type: none"> I can extract information from portraits and written sources of evidence. I can explain my interpretation of Henry VIII providing supporting evidence. I can identify the bias of sources of evidence. <p>Lesson 2: Why was Anne Boleyn killed?</p> <ul style="list-style-type: none"> I can make deductions from sources. I can interpret historical sources. I can support my interpretations with evidence. <p>Lesson 3: Why did Henry VIII have so many wives?</p> <ul style="list-style-type: none"> I can use sources to make deductions. I can use evidence to support deductions. I can evaluate who was the best wife for Henry. <p>Lesson 4: What was a Royal Progress?</p> <ul style="list-style-type: none"> I can identify primary sources. I can highlight evidence in a source. I can make historical deductions from available evidence. <p>Lesson 5: What was a Royal Progress like?</p> <ul style="list-style-type: none"> I can assess the reliability of primary sources. I can select the relevant evidence required from sources. I can recreate Elizabeth’s entrance into Worcester. 	<p>Skills</p> <p>Available from 1st June 2023</p>	<p>Knowledge</p> <p>Available from 1st June 2023</p>

	<p>Katherine Howard Katherine Parr heir evidence Royal Progress propaganda image litter historical deductions</p>		<p><u>Lesson 6: What can inventories tell us about life in Tudor times (Part 1)</u></p> <ul style="list-style-type: none"> • I can make deductions using inventories. • I can make a judgement as to whether a person was rich or poor. • I can use evidence to support my judgement. <p><u>Lesson 7: What can inventories tell us about life in Tudor times (Part 2)</u></p> <ul style="list-style-type: none"> • I can explain how inventories are useful to historians. • I can create a realistic inventory for a person. • I can explain why items were included in an inventory. 		
Spring	<p>Unheard histories: Who should feature on the £10.00 banknote?</p> <p><< Knowledge Organiser >></p> <p>Vocabulary Alan Turing criteria issuing bank historically significant Jane Austen Joseph William Turner remarkable remembered watermark Winston Churchill</p>	<p>-Make observations and deductions from sources. -Suggest how children's lives have changed. -Explain why children needed to work. -Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. -Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. -Use sources to identify leisure activities and compare them over time.</p>	<p><u>Lesson 1: Who features on banknotes and why?</u></p> <ul style="list-style-type: none"> • I can name the features of a banknote. • I can make inferences about people featured on banknotes. • I can explain the contributions of historically significant individuals. <p><u>Lesson 2: Was Alfred the Great or Elizabeth I the more significant monarch?</u></p> <ul style="list-style-type: none"> • I can make deductions from sources. • I can apply criteria when deciding on the historical significance of a person. • I can explain why a person is historically significant. <p><u>Lesson 3: How were Ellen Wilkinson and Betty Boothroyd historically significant?</u></p> <ul style="list-style-type: none"> • I can make deductions from a source about the characteristics of a person. • I can evaluate a person's achievements to decide if they are significant. • I can create criteria for selecting a historical person for a banknote. 	<p>Skills -Putting dates in the correct century. -Comparing and making connections between different contexts in the past. -Describing the links between main events, similarities and changes within and across different periods/studied. -Giving reasons for historical events, the results of historical events, situations and changes. -Starting to analyse and explain the reasons for, and results of historical events, situations and change. -Describing similarities and differences between social, cultural, religious and</p>	<p>Knowledge To know that members of society standing up for their rights can be the cause of change. -To understand that there are different interpretations of historical figures and events. -To understand how the monarchy exercised absolute power. -To understand the process of democracy and parliament in Britain. -To understand that there are changes in the nature of society. -To be aware of the different beliefs that different cultures, times and groups hold.</p>

		<ul style="list-style-type: none"> -Identify diseases from the past and discuss how effective the treatments were. 		<p>ethnic diversity in Britain and the wider world.</p> <ul style="list-style-type: none"> -Making links with different time periods studied. -Describing change throughout time. -Identifying significant people and events across different time periods. -Comparing significant people and events across different time pe -Using a range of sources to find out about a particular aspect of the past. -Explain the significance of events, people and developments. -Describing how secondary sources are influenced by the beliefs, cultures and time of the author. -Comparing accounts of events from different sources. -Evaluating the usefulness of historical sources. -Addressing and devising historically valid questions. -Evaluating the interpretations made by historians. -Planning a historical enquiry. 	<ul style="list-style-type: none"> -To be able to identify the impact of beliefs on society. -To understand the changes and reasons for the organisation of society in Britain. -To understand how society is organised in different cultures, times and groups. -To be able to compare development and role of education in societies. -To understand the changing role of women and men in Britain. -To understand the development of global trade. -To understand that people in the past were as inventive and sophisticated in thinking as people today. -To be able to identify the achievements of civilisations and explain why these achievements were so important. -To be able to compare the achievements of different civilisations and groups.
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| | | | | <ul style="list-style-type: none">-Suggesting the evidence needed to carry out the enquiry.-Identifying methods to use to carry out the research.-Asking historical questions of increasing difficulty e.g. who governed, how and with what results?-Creating a hypothesis to base an enquiry on.-Asking questions about the interpretations, viewpoints and perspectives held by others.-Using different sources to make and substantiate historical claims.-Developing an awareness of the variety of historical evidence in different periods of time.-Distinguishing between fact and opinion.-Recognising 'gaps' in evidence.-Identifying how sources with different perspectives can be used in a historical enquiry.-Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.-Considering a range of factors when discussing the | |
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				<p>reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <ul style="list-style-type: none">-Interpreting evidence in different ways using evidence to substantiate statements.-Making increasingly complex interpretations using more than one source of evidence.-Making connections, drawing contrasts and analysing within a period and across time.-Reaching conclusions which are increasingly complex and substantiated by a range of sources.-Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.-Showing written and oral evidence of continuity and change as well as indicting simple causation.-Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.-Constructing structured and organised accounts	
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				<p>using historical terms and relevant historical information from a range of sources.</p> <p>-Using evidence to support and illustrate claims.</p> <p>-Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>-Using evidence to support and illustrate claims.</p>	
Summer	<p>What does the census tell us about our local area?</p> <p><<Knowledge Organiser>></p> <p>Vocabulary bobbins can-hooker carding census comparing condition enumeration books enumerator flax flax linen flax mill spinner governess</p>	<p>Previous Learning</p> <p>-Make observations and deductions from sources.</p> <p>-Suggest how children’s lives have changed.</p> <p>-Explain why children needed to work.</p> <p>-Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</p> <p>-Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p> <p>-Use sources to identify leisure activities and compare them over time.</p>	<p><u>Lesson 1: What does the census tell us about the people living in our local area?</u></p> <ul style="list-style-type: none"> • I can use the census to make inferences about people from the past. • I can provide supporting evidence for statements. • I can interpret evidence and explain answers. <p><u>Lesson 2: What happened to Mary Bucktrout? (Part 1)</u></p> <ul style="list-style-type: none"> • I can make observations from the census. • I can identify changes between periods of time on the census. • I can make inferences to explain the changes. <p><u>Lesson 3: What happened to Mary Bucktrout? (Part 2)</u></p> <ul style="list-style-type: none"> • I can identify the dangers in a textile mill. • I can create questions to identify the thoughts and feelings of a Victorian working child. • I can create a realistic interpretation of Mary Bucktrout’s experiences. 	available on 1 st June 2023!	available on 1 st June 2023!

	head of household inference joiner observation overlooker piecer reconstruct schedule scholar shilling suffragette textile mill textiles William Dodd yarn	-Identify diseases from the past and discuss how effective the treatments were.	<p><u>Lesson 4: How did Mary Bucktrout feel about the key events in her life?</u></p> <ul style="list-style-type: none"> • I can identify the key parts of Mary's life. • I can reconstruct Mary's thoughts and feelings. • I can create a diary extract for a key event in Mary's life. <p><u>Lesson 5: Who lived in our local area? (Part 1)</u></p> <ul style="list-style-type: none"> • I can extract information from the census. • I can recreate the lives of people in a household from the local area. • I can summarise details of the household. <p><u>Lesson 6: Who lived in our local area? (Part 1)</u></p> <ul style="list-style-type: none"> • I can extract information from the census. • I can decide whether a family was rich or poor. • I can compare census extracts to identify continuities and changes. 		
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Year 6

Taught in...	Unit of work	Previous Learning	Intended learning	Skills	Knowledge
Autumn	How did the Maya civilisation	-Explain how the Britons felt when the Romans left Britain.		Skills -Sequencing events on a timeline, comparing where it	Knowledge -To know relevant dates and relevant terms for the

<p>compare to the Anglo-Saxons?</p> <p><u><<Knowledge Organiser>></u></p>	<p>-Suggest reasons for the Anglo-Saxon invasion of Britain.</p> <p>-Name the key features of Anglo-Saxon settlements.</p> <p>-Identify changes and continuities in settlements from prehistoric Britain.</p>	<p>Lesson 1: Who were the Maya and when did they live?</p> <ul style="list-style-type: none"> I can describe the features of the Maya civilisation. I can sequence key periods on a timeline. I can identify other events that happened at the same time as the ancient Maya civilisation. 	<p>Lesson 2: How did the Maya settle in the rainforest?</p> <ul style="list-style-type: none"> I can identify the key features of the rainforest. I can explain the Maya's challenges when settling in the rainforest. I can suggest ideas for how the Maya settled in the rainforest. 	<p>fits in with times studied in previous year groups.</p> <p>-Putting dates in the correct century.</p> <p>-Using the terms AD and BC in their work.</p> <p>-Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age</p> <p>-Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>-Placing the time, period of history and context on a timeline.</p> <p>-Relating current study on timeline to other periods of history studied.</p> <p>-Comparing and making connections between different contexts in the past.</p> <p>-Making links between events and changes within and across different time periods / societies.</p> <p>-Identifying the reasons for changes and continuity.</p> <p>-Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>-Describing the links between different societies.</p> <p>-Explaining the reasons for changes and continuity using</p>	<p>period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.</p> <p>-To understand that historical periods have characteristics that distinguish them.</p> <p>-To understand how to work out durations of periods and events.</p> <p>-To understand how to represent a scale on a timeline.</p> <p>-To understand how to create their own timeline selecting significant events.</p> <p>-To understand how the monarchy exercised absolute power.</p> <p>-To understand that different empires have different reasons for their expansion.</p> <p>-To know that there are different reasons for the decline of different empires.</p> <p>-To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>-To be aware of how different societies practise</p>
<p>Vocabulary</p> <p>abandon</p> <p>city-state</p> <p>Classic period</p> <p>creation story</p> <p>decline</p> <p>deforestation</p> <p>drought</p> <p>hieroglyphics</p> <p>pyramid</p> <p>rainforest</p> <p>slash and burn</p> <p>tropical</p> <p>rainforest</p>	<p>-Describe how Anglo-Saxon beliefs changed.</p> <p>-Explain how missionaries spread Christianity.</p> <p>-Explain the threat the Vikings posed to the Anglo-Saxons.</p> <p>-Identify the qualities needed to be a monarch in 1066.</p>	<p>Lesson 3: What similarities and differences existed between Maya and Anglo-Saxon homes?</p> <ul style="list-style-type: none"> I can name the key features of Maya homes. I can recall the features of an Anglo-Saxon house. I can identify the similarities and differences between Anglo-Saxon and Maya homes. <p>Lesson 4: What did the Maya believe?</p> <ul style="list-style-type: none"> I can explain the Maya creation story. I can identify the characteristics of important Maya gods and goddesses. I can compare Maya and Anglo-Saxon beliefs. <p>Lesson 5: What do archaeological remains tell us about Maya cities?</p> <ul style="list-style-type: none"> I can make deductions about cities from archaeological evidence. I can identify the key features of Maya cities. 			

- I can create a plan for a Maya city, including the main features.

Lesson 6: The decline of the Maya cities: man-made or natural disaster?

- I can explain the potential reasons for the decline of the Maya cities.
- I can evaluate the reasons for the decline of the Maya cities.
- I can identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

the vocabulary and terms of the period as well.

- Analysing and presenting the reasons for changes and continuity.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Starting to analyse and explain the reasons for, and results of historical events, situations and change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Describing change throughout time.
- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Comparing accounts of events from different sources.
- Suggesting explanations for different versions of events.

and demonstrate their beliefs.

- To be able to identify the impact of beliefs on society.
- To understand how society is organised in different cultures, times and groups.
- To understand that there are differences between early and later civilisations.
- To understand that the expansion of trade routes increased the variety of goods available.
- To understand the impact of war on local communities.
- To be able to identify the achievements of civilisations and explain why these achievements were so important.
- To be able to compare the achievements of different civilisations and groups.

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| | | | | <ul style="list-style-type: none">- Identifying how conclusions have been arrived at by linking sources.-Developing strategies for checking the accuracy of evidence.-Addressing and devising historically valid questions.-Understanding that different evidence creates different conclusions.-Planning a historical enquiry.-Suggesting the evidence needed to carry out the enquiry.-Creating a hypothesis to base an enquiry on.-Asking questions about the interpretations, viewpoints and perspectives held by others.-Using different sources to make and substantiate historical claims.-Developing an awareness of the variety of historical evidence in different periods of time.-Recognising 'gaps' in evidence.-Identifying how sources with different perspectives can be used in a historical enquiry.-Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.-Considering a range of factors when discussing the reliability of sources, e.g. audience, | |
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purpose, accuracy, the creators of the source.

-Interpreting evidence in different ways using evidence to substantiate statements.

-Making increasingly complex interpretations using more than one source of evidence.

-Challenging existing interpretations of the past using interpretations of evidence.

-Making connections, drawing contrasts and analysing within a period and across time.

-Beginning to interpret simple statistical sources.

-Reaching conclusions which are increasingly complex and substantiated by a range of sources.

-Evaluating conclusions and identifying ways to improve conclusions.

-Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.

-Showing written and oral evidence of continuity and change as well as indicting simple causation.

-Constructing structured and organised accounts using historical terms and relevant

				<p>historical information from a range of sources.</p> <ul style="list-style-type: none"> -Constructing explanations for past events using cause and effect. -Using evidence to support and illustrate claims. -Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. -Constructing explanations for past events using cause and effect. -Using evidence to support and illustrate claims. 	
Spring	<p>What did the Greeks ever do for us?</p> <p><<Knowledge Organiser>></p> <p>Vocabulary assembly constitutional monarchy democracy direct democracy ethics government period philosophy oligarchy</p>	available on 1 st June 2023!	<p><u>Lesson 1: Who were the Greeks and when did they live?</u></p> <ul style="list-style-type: none"> • I can describe the features of Greece. • I can identify the key periods in the ancient Greek civilisation. • I can identify other events that happened at the same time as the ancient Greek civilisation. <p><u>Lesson 2: What did the Greeks believe?</u></p> <ul style="list-style-type: none"> • I can make inferences about Greek gods from a primary source. • I can research a Greek god. • I can explain the importance of gods to the ancient Greeks. <p><u>Lesson 3: How was ancient Greece governed?</u></p> <ul style="list-style-type: none"> • I can explain how the city-states developed. • I can identify similarities and differences between Athens and Sparta. 	<p>Skills</p> <p>available on 1st June 2023!</p>	<p>Knowledge</p> <p>available on 1st June 2023!</p>

	representative democracy		<ul style="list-style-type: none"> I can explain which city-state I would live in and why. <p><u>Lesson 4: Did the ancient Greeks give us democracy?</u></p> <ul style="list-style-type: none"> I can identify the different types of democracy. I can compare democracy in Athens and modern Britain. I can explain how Athenian democracy worked. <p><u>Lesson 5: How do Greek philosophers influence us today?</u></p> <ul style="list-style-type: none"> I can explain what philosophy is. I can participate in philosophical discussions. I can explain the significance of ancient Greek philosophers. <p><u>Lesson 6: What did the Greeks do for us?</u></p> <ul style="list-style-type: none"> I can identify the Greek letters that appear in the modern alphabet. I can identify Greek legacies and explain their impact. I can select the most significant legacies and explain my reasoning. 		
Summer	<p>What was the impact of World War 2 on the people of Britain?</p> <p><<Knowledge Organiser>></p> <p>Vocabulary accuracy air raid</p>	<p>Previous Learning available on 1st June 2023!</p>	<p><u>Lesson 1: Why did Britain go to war in 1939?</u></p> <ul style="list-style-type: none"> I can identify the causes of WW2. I can place events on a timeline. I can evaluate how significant the causes were. <p><u>Lesson 2: Who won the Battle of Britain?</u></p> <ul style="list-style-type: none"> I can identify the different phases of the Battle of Britain. I can compare the different strengths of the RAF and Luftwaffe. I can understand the feelings of the aircrew. <p><u>Lesson 3: What do sources tell us about the Blitz?</u></p>	<p>Skills available on 1st June 2023!</p>	<p>Knowledge available on 1st June 2023!</p>

	<p>Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability</p>		<ul style="list-style-type: none"> • I can describe the important details on a photograph. • I can make inferences from a photograph. • I can use inferences to make some deductions about the Blitz. <p><u>Lesson 4: What was evacuation like for children? (Part 1)</u></p> <ul style="list-style-type: none"> • I can identify the reasons for evacuation. • I can make observations and inferences about how children thought and felt about evacuation. • I can demonstrate the feelings and thoughts of evacuees in a 'freeze frame'. <p><u>Lesson 5: What was evacuation like for children? (Part 2)</u></p> <ul style="list-style-type: none"> • I can make inferences from a primary source. • I can create my own primary source describing evacuation. • I can evaluate the reliability of a primary source. <p><u>Lesson 6: What impact did WW2 have on women's lives?</u></p> <ul style="list-style-type: none"> • I can explain why women's roles changed. • I can describe job roles fulfilled by women during WW2. • I can research and present information. 		
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