




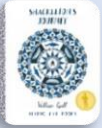

Blyton cum Laughton Church of England Primary School

Reading-Inspired Curriculum








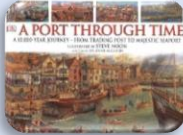

CURRICULUM KNOWLEDGE & SKILLS PROGRESSION: HISTORY

Subject Responsibility: Mrs Geraghty




| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------------|--|---|---|--|--|--|
| Chronological understanding | Past and Present: Children will know about their own life story and how they have changed. Children will talk about the lives of people around them and their relationship to them. | Past and Present: Use the language of time when talking about past/present events in their own lives and in the lives of others including people in books they have read. Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) (Christmas/Harvest/Remembrance Day/Diwali) | Past and Present: Children will talk about what they can see in pictures of the past. Children will know some similarities and differences between things in the past and now. (Chinese New Year) | Past and Present: Children will look at pictures of different places in the past and discuss how they have changed. | Past and Present: Children will recount an event, orally, pictorial and/or with captions. Order experiences in relation to themselves and others, including stories. | Past and Present: Children will learn about travel in the past and compare it to the present day. Children will look at different places in the past and discuss how they have changed. |
| Historical Enquiry | Know that you can find out information from different sources e.g. internet, books | Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. | Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. | Describe images of familiar situations in the past using books and Identify features of growth and change. | Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. | Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different |
| Books: | We are Family by Patricia Hegarty In Every House in Every Street by Jess Hitchman Starting School by Janet and Allan Ahlberg Once There Were Giants by Martin Waddell & Penny Dale | Lucy and Tom's Christmas/Alfie's Christmas by Shirley Hughes Refuge by Anne Booth & Sam Usher The Best Diwali Ever by Sonali Shah & Chaaya Prabhat Celebrate the World: Diwali by Hannah Elliot & Archana Sreenivasan Rama & Sita: The Story of Diwali by Malachy Doyle & Christopher Corr Where the Poppies Now Grow by Hillary Robinson & Martin Impey | Dragon Dance by Joan Holub & Benrei Huang Lost in the Toy Museum by David Lucas When I Was a Child by Andy Stanton by David Litchfield Farmhouse by Sophie Blackall | What did the Tree See? By Charlotte Guillain & Sam Usher Peepo by Janet & Allen Ahlberg Shirley Hughes books Little People, Big Dreams: David Attenborough by Mikyo No | Books about key people | Lucy and Tom at the Seaside/Alfie on Holiday by Shirley Hughes The Sea Saw by Tom Percival Oil! Get Off Our Train by John Burningham Usbourne A 1000 Things that Go |
| Extraordinary Lives | | | | CARER & EXPLORER: Sir David Attenborough | | |
| Links to KS1 readiness: | Using Language associated with the past Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order Talking about things they have done with people special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. Recognising Chronology within stories Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past. | | | | | |

| Ivy Year 1/2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|--|---|--|
| | <ul style="list-style-type: none"> Communicate knowledge through the use of a wider range of picture books, discussion, artwork, drama/role play, model-making, ICT and writing | | | | | |
| | <u>Title: We're All Wonders</u> | <u>Title: To Infinity and Beyond</u> | <u>Title: Expedition: Ice</u> | <u>Title: Tropical</u> | <u>Title: The Secret of Black Rock</u> | <u>Title: Dinosaur Park</u> |
| | History Detectives: Local Study Laughton – What clues are there about our past in the local area? | Who was EXPLORER Neil Armstrong? (link to Chris Hadfield & EXPLORER Tim Peake)  Text: The Sea of Tranquility by Mark Haddon & Christian Birmingham | Who was EXPLORER Ernest Shackleton and what was it like to be an Arctic explorer?  Text: Shackleton's Journey by William Grill | No History content | No History content | Who was EXPLORER Mary Anning?  Texts: The Fossil Girl by Catherine Brighton Stone Girl Bone Girl by Laurence Anholt & Sheila Moxley |
| Extraordinary Lives | LEADER: Queen Elizabeth 2 | EXPLORER: Neil Armstrong EXPLORER: Tim Peake | EXPLORER: Ernest Shackleton | EXPLORER: Christopher Columbus | | EXPLORER: Mary Anning CREATOR: Waterhouse Hawkins |
| Historical Enquiry | <ul style="list-style-type: none"> History Detectives: Find answers to simple questions about the past from a source of information | <ul style="list-style-type: none"> History Detectives: Find answers to simple questions about the past from two sources of information | <ul style="list-style-type: none"> History Detectives: Find answers to simple questions about the past from at least two sources | | | <ul style="list-style-type: none"> History Detectives: Find answers to simple questions about the past from a range of sources |
| Chronological Understanding | <ul style="list-style-type: none"> Sequence 3 or 4 artefacts on a simple timeline from recent times. Match objects to photographs of people from the past and present – after, before and between | <ul style="list-style-type: none"> Sequence 3 or 4 artefacts on a simple timeline (new, old, older, oldest) from distinctly different periods of time Match objects to people of different ages | <ul style="list-style-type: none"> Sequence 3 or 4 artefacts and events on a simple timeline from the time of Ernest Shackleton (two digit dates eg Jan 13th, Jan 21st) Match objects to people of different ages (eg farming machinery) | | | <ul style="list-style-type: none"> Sequence 4 events relating to Mary Anning using before, during and after Match objects to people in the past Use more complex phrases to describe time e.g. a long time ago |
| Range and depth of historical knowledge | <ul style="list-style-type: none"> Know that events happen in the past and present and know the difference Know that buildings in the locality were built at different times (eg school building) Know that people had different occupations in the past | <ul style="list-style-type: none"> Know that some events happened in the past and before they were born Know that Neil Armstrong was the first person to walk on the moon in 1969 Know that Buzz Aldrin and Michael Collins were part of the Apollo 11 mission Know and recount episodes from stories about the past | <ul style="list-style-type: none"> Know details of events that happened in the past Know Shackleton travelled to the Antarctic (South Pole) in 1914 Know Shackleton's ship was called Endurance Know Shackleton is known for his bravery and perseverance Know and recount episodes from stories about the past | | | <ul style="list-style-type: none"> Compare the difference between past and present in their own and others' lives Know Mary Anning was a famous fossil hunter (palaeontologist) and lived on the Jurassic Coast Know she helped to prove dinosaurs existed by finding fossils and found the first complete fossil of an Ichthyosaurus |
| Interpretations of history | <ul style="list-style-type: none"> Know that stories about the past can include fiction and fact. Know that history can be learned though stories | <ul style="list-style-type: none"> Recognise facts in stories about an event | <ul style="list-style-type: none"> Recognise facts in stories about an event | | | <ul style="list-style-type: none"> Identify fact and fiction within a story book |
| Ivy Year 1/2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <ul style="list-style-type: none"> Communicate knowledge through the use of a wider range of picture books, discussion, artwork, drama/role play, model-making, ICT and cross-curricular writing | | | | | |
| | <u>Title: We are Architects</u> | <u>Title: Passport to the World</u> | <u>Title: Florette</u> | <u>Title: Robin Hood</u> | <u>Title: Animal Islands</u> | |
| | How did the Great Fire of London start? | No History content | No History content | What did our school used to be like? SCHOOL HISTORY of LAUGHTON and BLYTON including Short unit: Who was King John? (linked to Robin Hood learning) | What was life like on ST KILDA? Childhood experiences of life on a remote British island. | |

| | | | | | |
|---|---|--|--|--|---|
| |  <p>Texts: <i>The Great Fire of London</i> by Emma Adams & James Weston Lewis <i>London Through Time</i> by Rachel Platt and Manuela Capton <i>Samuel Pepys</i> by Izzi Howell</p> | | | |  <p>Short Unit: What have we learned from the island adventures of CARER Sir David Attenborough and EXPLORER Charles Darwin?</p> <p>Texts: <i>Child of St Kilda</i> by Beth Waters <i>What Mr Darwin Saw</i> by Mick Manning & Brita Granstrom <i>Wild Life: Sir David Attenborough</i> by Leisa Stewart-Sharpe & Helen Shoesmith</p> |
| Extraordinary Lives | LEADER: King Charles 2 and King Charles 3rd | | | LEADER: King John | CARER: David Attenborough EXPLORER: Charles Darwin |
| Historical Enquiry | <ul style="list-style-type: none"> History Detectives: use Samuel Pepys diary or The London Gazette to answer questions about the past How does street life in 1666 compare with street life now? | | | <ul style="list-style-type: none"> History Detectives: observe/handle sources to look for differences in images/ text. Answer questions about the past using observations e.g. How are events recorded now compared to the past? | <ul style="list-style-type: none"> History Detectives: observe or handle sources to answer questions and begin to voice an opinion about the past based on simple observations and reading What was life like for adults and children on the island of St Kilda? Why did people leave the island of St Kilda? What can we learn from the lives of people who lived on St Kilda? |
| Chronological Understanding | <ul style="list-style-type: none"> Know the meaning of the terms decade and century Know how to use a simple timeline to sequence artefacts Know how to sequence photographs/images of an event (using terms: before, during, after) Describe memories of key events, e.g. Samuel Pepys diary | | | <ul style="list-style-type: none"> Know how to sequence events from a log book within a calendar year Know how to sequence photographs & artefacts from school history Know how to use a timeline to sequence Enid Blyton's life and work Investigate Enid Blyton links to the school using letters Blyton wrote | <ul style="list-style-type: none"> Use the terms decade and century to divide the past into periods of time Know how to sequence evidence using a timeline and check with reference to a non-fiction book Use a sequence of drawings/artwork/photographs from different periods to describe changes in the past Understand that some events of the past effect people's lives today |
| Range and depth of historical knowledge | <ul style="list-style-type: none"> Know the fire started in a bakery on Pudding Lane 2nd September 1666 Know the fire spread as it hadn't rained for months so the city was dry, many houses were made from wood and were close together Know the fire burned for 4 days | | | <ul style="list-style-type: none"> Know life in school and villages can change over time but some aspects remain the same Know what life in school was like for children in the past Know photographs/texts/history walks can be used to identify changes over time | <ul style="list-style-type: none"> Know the people of St Kilda faced many daily challenges Know the advantages and disadvantages of island life Know changes in travel, technology and science have increased the ability to discover and share discoveries Know the actions and discoveries of people in the past inspire people today: Charles Darwin's visit the Galapagos Islands/David Attenborough's career |
| Interpretations of history | <ul style="list-style-type: none"> Compare two versions of a past event e.g., diary / newspaper report Compare pictures or photographs of people or events in the past | | | <ul style="list-style-type: none"> Compare two versions of an event What can we learn from pictures or photographs of Enid Blyton? Begin to express an opinion about the reliability of photos, diaries, accounts and stories | <ul style="list-style-type: none"> How do we know that the information in the book St Kilda is accurate? What can we learn about Charles Darwin's life from books? Use images, books and film footage featuring David Attenborough, e.g. Blue Planet to understand why he is an important figure today Discuss reliability of photos, diaries accounts and film footage |

| Willow Year 3/4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|--|----------|---|----------|---|
| | <ul style="list-style-type: none"> Recall, select and organise historical information Communicate knowledge through discussion, role play, hot seating, drawing pictures/artwork, model-making, writing through a variety of text types and with cross-curricular links | | | | | |
| | Stone Age Investigators | Title: The Legend of Podkin | | Title: The Roman Empire | | Title: Vikings and Dragons |
| | <p>Changes in Britain from the Stone Age to the Iron Age: Stone Age hunter-gatherers and early farmers</p>   <p>Texts: A Street Through Time by Steve Noon A Farm Through Time by Angela Wilkes & Eric Thomas</p> | No History content | | <p>Changes in Britain from the Stone Age to the Iron Age: Brief introduction to the Iron Age leading to the time of the Roman Invasion and understanding of Rome's position in Europe.</p>    <p>The Roman Empire and its impact on Britain: A local history study - The Romanisation of Lincoln</p>   <p>Texts: Roman Invasion by Jim Eldridge A Street Through Time by Steve Noon The Roman Record Boudicca by Paul Harrison 100 Facts: Roman Britain by Miles Kelly</p> | | <p>Focus – Viking Raids and Invasions: The Struggle for the Kingdom of England</p>   <p>Texts: Viking Voyagers by Jack Tite A Port Through Time by Anne Millard & Steve Noon</p> |
| | Extraordinary Lives | | | LEADER: Boudicca LEADER: Emperor Claudius | | |
| | Historical Enquiry | <ul style="list-style-type: none"> Use a range of sources and evidence to find out and build a picture of the Stone Age Observe small details, e.g. artefacts, bones Begin to choose relevant material to present a picture of one aspect of life in time past Select and record information by asking questions relevant to the Stone Age Begin to use the library and internet for research | | <ul style="list-style-type: none"> Use a range of sources and evidence to find out and build a picture of Roman Britain Observe artefacts using scientific equipment. e.g. microscopes Choose relevant material to present a picture of aspects of life in Roman Britain Select and record information by asking a variety of questions relevant to Roman Britain Select secondary sources from the library and internet for research purposes | | <ul style="list-style-type: none"> Use a range of sources and evidence to build a picture of the struggle between Anglo-Saxons and Vikings Observe artefacts, bones, ruins using scientific equipment Choose relevant material to present a picture of aspects Viking life Select and record information by asking a variety of questions relevant to the Vikings Select secondary sources from the library and internet for research purposes |
| | Chronological Understanding | <ul style="list-style-type: none"> Know that pre-history occurred before historical records were kept Know that prehistorical periods (Palaeolithic, Mesolithic and Neolithic) occurred over many thousands of years Know the meaning of BC and AD Know that the Stone Age ended around 2000 BC | | <ul style="list-style-type: none"> Use the terms BC and AD correctly both verbally and in writing Sequence an increasing number events using BC and AD studied (including the Stone Age, Iron Age and Great Fire of London) on a timeline Use terms related to the period studied and date events to show the passing of time Use more complex phrases to describe time e.g. decades later, three centuries before | | <ul style="list-style-type: none"> Sequence an increasing number events using BC and AD studied (including the Stone Age, Iron Age and Roman Britain) on a timeline Use terms related to the period studied and date events to show the passing of time Use more complex phrases to describe time e.g. decades later, three centuries before |

| | | | | |
|---|---|--|---|---|
| | <ul style="list-style-type: none"> • Know how to sequence events from the period on a timeline including the terms BC and AD • Use terms related to the period studied and date events to show the passing of time • Use more complex phrases to describe time e.g. decades and centuries ago | | | |
| Range and depth of historical knowledge | <ul style="list-style-type: none"> • Know pre-history occurred before historical records were kept • Know our understanding of the Stone Age has come through archaeological discoveries and changes in DNA technology further improve our understanding • Know the Stone Age is split into three periods of time: Palaeolithic, Mesolithic and Neolithic • Know Palaeolithic hunter-gatherers (2.5 million to 10000BC) were nomadic groups who hunted or gathered food • Know ancient humans were the first to leave behind art, e.g. carvings and cave art • Know our early human ancestors began to use basic stone and bone tools before making spears and arrows • Know Mesolithic (10000BC to 8000BC) people introduced agriculture for the first time and began to live in permanent settlements • Know the Neolithic ancient people (8000BC to 3000 BC) switched to agriculture and food production, domesticating animals and cultivating grains (ploughing and tilling the land) • Know the reasons why Stone Age people lived near rivers • Know a settlement is a place where people establish a community • Know a tribe is a group of families or communities that share a common culture and language | | <ul style="list-style-type: none"> • Know our understanding of Roman Britain has come through archaeological discoveries and changes in DNA technology further improve our understanding • Know Rome was founded in 753 BC • Know Julius Caesar first attempted to invade Britain in 55 BC • Know the Romans successfully invaded Britain in 43 AD led by Emperor Claudius • Know Boudicca's rebellion took place in 60 AD • Know the last Romans left Britain in 410 AD • Know Lincoln (Lindum Colonia) was a key location in Roman Britain and was founded during the reign of Emperor Nero (58-68AD) • Find out about everyday lives of people in Roman Britain by completing a local study of Lincoln • Know how to use a range of evidence to reconstruct life in Roman Britain | <ul style="list-style-type: none"> • Know that our understanding of the Vikings has come through archaeological discoveries and changes in DNA technology further improve our understanding • Know that Anglo-Saxon invaders arrived in Britain in 450 AD • Know that Vikings attacked and captured York (Jorvik) in 793 AD • Know that there were a series of Viking victories between 867-878 AD • Know that Alfred the Great becomes King of Wessex in 871 AD • Know that the Vikings and King Alfred divide England in 886 AD • Know that the end of the Viking age was in 1100 AD • Use evidence to reconstruct life in the Viking age |
| Interpretations of history | <ul style="list-style-type: none"> • Distinguish between different sources and compare different versions of events of the time • Look at representations of the period, e.g.: picture books, museums, cartoons and begin to form views of them • Begin to use text books and historical knowledge to inform presentation of knowledge | | <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Using evidence from the past, begin to recognise the influence of Romans on Britain today, e.g. roads, heating, food, military organisation • Look at the evidence available and begin to make links between the past and present • Look at representations of the period, e.g. ruins, mosaics, museum artefacts, picture books including Asterix books • Use text books and historical knowledge to inform presentation of knowledge | <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Look at the evidence available and make links between the invasions of the Romans and the Vikings • Compare different versions of the same event, e.g. point of view of the Anglo-Saxons and the Vikings • Look at representations of the period, museum, cartoons etc • Use text books and historical knowledge to inform presentation of knowledge |

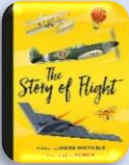

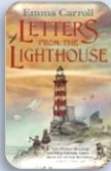



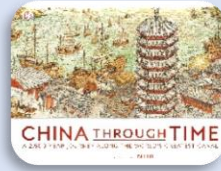
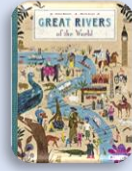
| Willow Year 3/4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|------------------------------|---|---|--|
| Cycle 2 | <ul style="list-style-type: none">Recall, select and organise historical informationCommunicate knowledge through discussion, role play, hot seating, drawing pictures/artwork, model-making, writing through a variety of text types and with cross-curricular links | | | | | |
| | <u>Title: Everest</u> | <u>Title: Into the Jungle</u> | <u>Title: River Journeys</u> | <u>Title: Iron Age</u> | <u>Title: Sci-Fi</u> | <u>Title: Anglo-Saxon</u> |
| | <p>A study of an aspect or theme that extends pupil’s chronological knowledge beyond 1066 Focus: The Climbing of Everest - The remarkable journey of Edmund Hillary and Tenzing Norgay</p> <div></div> <p>Texts: Everest: The Remarkable Story of Edmund Hillary and Tensing Norgay by Alexandra Stewart & Joe Todd-Stanton Everest by Sangma Francis & Lisa Feng</p> | <p>No History content</p> | <p>No History content</p> | <p>Changes in Britain from the Stone Age to the Iron Age Focus: The Iron Age – a journey through tribal kingdoms, farming, art and culture</p> <div></div> <p>Texts: Found: Iron Age by Moira Butterfield A Street Through Time by Steve Noon A Farm Through Time by Angela Wilkes & Eric Thomas</p> | <p>Anglo Saxon invasions, settlements and kingdoms, place names and village life Focus – Britain’s settlement by Anglo Saxons and Scots</p> <div></div> <p>Texts: Found: Anglo-Saxon Britain by Moira Butterfield Viking Voyagers by Jack Tite</p> | |
| | Extraordinary Lives | EXPLORERS: Sir Edmund Hilary & Tensing Norgay | | | | LEADER: King Aethelbert |
| | Historical Enquiry | <ul style="list-style-type: none">Use a range of sources and evidence to find out and build a picture of the first ascent of EverestObserve small details, e.g. artefacts, bonesBegin to choose relevant material to present a picture of the ascent of EverestSelect and record information by asking questions relevant to EverestBegin to use the library and internet for research | | | <ul style="list-style-type: none">Use a range of sources and evidence to find out and build a picture of Iron Age BritainObserve artefacts using scientific equipment. e.g. microscopesChoose relevant material to present a picture of aspects of life in Iron Age BritainSelect and record information by asking a variety of questions relevant to Iron Age Britain <p>Select secondary sources from the library and internet for research purposes</p> | <ul style="list-style-type: none">Use a range of sources and evidence to build a picture of the struggle between Anglo-Saxons and VikingsObserve artefacts, bones, ruins using scientific equipmentChoose relevant material to present a picture of aspects of Anglo-Saxon lifeSelect and record information by asking a variety of questions relevant to the Anglo-SaxonsSelect secondary sources from the library and internet for research purposes |
| Chronological Understanding | <ul style="list-style-type: none">Know the meaning of BC and ADKnow how to sequence events relating to discovery and adventure from the period on a timelineUse terms related to the period studied and date events to show the passing of timeUse more complex phrases to describe time e.g. decades and centuries agoSequence several events or artefacts | | | <ul style="list-style-type: none">Know that pre-history occurred before historical records were keptKnow that the Stone Age periods (Palaeolithic, Mesolithic and Neolithic) and the Bronze Age (3000BC to 1300BC) came before the Iron Age (1300 – 900BC)Use the terms BC and AD correctly both verbally and in written formSequence an increasing number events using BC and AD studied (including the Stone Age, The Great Fire of London) on a timelineUse terms related to the period studied and date events to show the passing of timeUse more complex phrases to describe time e.g. decades later, three centuries before | <ul style="list-style-type: none">Sequence an increasing number events using BC and AD studied (including the Iron Age and Anglo-Saxons and The Great Fire of London) on a timelineUse the terms BC and AD correctly both verbally and in written formUse terms related to the period studied and date events to show the passing of timeUse more complex phrases to describe time e.g. decades later, three centuries before | |
| Range and depth of historical knowledge | <ul style="list-style-type: none">Know the first ascent of Mount Everest took place on May 29th 1953 by Sir Edmund Hilary and Tensing Norgay | | | <ul style="list-style-type: none">Know our understanding of the Iron Age has come through archaeological discoveries and changes in DNA technology further improve our understandingKnow the discovery of ways to heat and forge iron began around 1300 BC to 900BC | <ul style="list-style-type: none">Know our understanding of the Anglo-Saxons is mainly due to archaeological discoveries and changes in DNA technology further improve our understandingKnow the Anglo-Saxon age was from around 410AD to 1066AD | |

| | | | | | |
|----------------------------|--|--|--|--|---|
| | <ul style="list-style-type: none">• Know our understanding of the ascent has come through recounts, newspapers and the technology of the day• Know the Mount Everest is the highest mountain in the world and is 8850m high• Begin to use evidence to reconstruct life of the time studied• Identify key features and events of time studied | | | <ul style="list-style-type: none">• Know metal was seen as more precious than gold• Know a settlement is a place where people establish a community• Know the Iron Age saw advances in architecture, with four room homes (some with stables), hill forts, as well as royal palaces, temples and religious structures• Know writing systems and alphabets began to emerge | <ul style="list-style-type: none">• Know Anglo-Saxon invaders arrived in Britain after the Romans left from 449 to 550AD• Know many Kingdoms of Britain were formed during Anglo-Saxon rule (e.g. East Anglia, Kent, Wessex)• Know the religion of early Anglo-Saxon people was Paganism (Gods include Woden and Thunor)• Know Anglo-Saxons used runes: an ancient Germanic alphabet• Know the first recorded Viking attack was 787 AD• Know Alfred the Great ruled between 871 and 899 AD and made peace with the Vikings• Know the Vikings and King Alfred divided England in 886 AD• Know the end of the Viking age was in 1100 AD• Know The Battle of Hastings resulted in the Normans defeating the Anglo-Saxons and William the Conqueror became King |
| Interpretations of history | <ul style="list-style-type: none">• Distinguish between different sources and compare versions of the event• Compare the ascent of Everest past and present• Look at representations of the event, e.g. picture books, diaries, newspapers, cartoons, TV news and begin to form opinions of the quality• Begin to use text books and historical knowledge to inform presentation of knowledge | | | <ul style="list-style-type: none">• Distinguish between different sources and compare different versions of events of the time• Look at representations of the period, e.g.: picture books, museum artefacts, non-fiction and begin to form views of them• Begin to use text books and historical knowledge to inform presentation of knowledge | <ul style="list-style-type: none">• Look at the evidence available and make links between the invasions of the Romans and the Vikings• Compare different versions of the same event, e.g. point of view of the Anglo-Saxons and the Vikings• Look at representations of the period, e.g. non-fiction, museum artefacts, cartoons• Use text books and historical knowledge to inform presentation of knowledge |


| Fig Year 4/5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--------------------------|--|---|
| Cycle 1 | <ul style="list-style-type: none"> Recall, select and organise historical information Begin to identify primary and secondary sources Communicate their knowledge and understanding through double-page spreads, discussion, hot-seating, role-play, detailed and annotated diagrams, writing through a variety of text types, artwork, design and technology and cross-curricular links | | | | | |
| | Title: The Age of Technology | Title: The Age of Technology | Title: Malamander | Title: Malamander | Title: Secrets in the Sun | |
| | <p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</p> <p>Focus – The Development of Cinema from Silent to 4D</p> <p><i>*4D cinema experience class trip</i></p> <div> </div> <p>Text: The Invention of Hugo Cabret by Brian Selznick Smile: How the Young Charlie Chaplin Taught the World to Laugh (and Cry) by Gary Golio & Ed Young</p> | <p>A local history study</p> <p>Focus: Machines to Robots – A Journey through the Agricultural Ages</p> <div> </div> <p>Text: A Farm Through Time by Eric Thomas & Angela Wilkes Peacefarmorganics.com</p> | | No History content | <p>The achievements of the earliest civilisations</p> <p>Focus – Ancient Egypt</p> <div> </div> <p>The Story of Tutankhamun by Patricia Cleveland-Peck & Isabel Greenberg The Legend of Tutankhamun by Ben Handicott & Lucy Letherland Egyptology by Dugald Steer The Seeker of Knowledge by James Bumford</p> | |
| | Extraordinary Lives | CREATOR: Georges Melies | INNOVATOR: Joseph Ruston | | | <p>EXPLORER: Howard Carter</p> <p>LEADER: Tutankhamun</p> |
| | Historical Enquiry | <ul style="list-style-type: none"> Use evidence to build up a picture of a past event, e.g. the development of silent cinema Choose relevant material to present a picture of one aspect of life in early cinema, e.g. a visit to the cinema to see a Melies movie, the impact of the first 'talkie' Select and record information by asking a variety of questions relevant to early cinema Use the library/ internet to research and select historical information with increasing confidence | <ul style="list-style-type: none"> Use evidence to build up a picture of a past event, e.g. farm museum equipment, drawings/ photographs Choose relevant material to present a picture of one aspect of life relating to farming in the past Select and record information by asking a variety of questions relevant to farming history Use the library and internet to research and select historical information with increasing confidence | | | <ul style="list-style-type: none"> Use evidence to build up a picture of a past event, e.g. museum artefacts, stories, photographs, newspaper articles from the discovery of Tutankhamun's tomb Choose relevant material to present a picture of one aspect of life in time past, e.g. Egyptian symbols and hieroglyphs discovered by archaeologists in tomb burials, deities etc Select and record information by asking a variety of questions relevant to the Egyptians Use the library and internet to research and select historical information with confidence |
| Chronological Understanding | <ul style="list-style-type: none"> Know and sequence key events from cinema history on a timeline Use relevant terms and period labels Make comparisons between different times in the past, e.g. cinema structures, seating, ambience, food and drink | <ul style="list-style-type: none"> Know and sequence key events from period studied on a timeline, e.g. from Iron Age farming tools to Jethro Tull's seed plough and modern machinery Use relevant terms and period labels Make comparisons between different times in the past | | | | <ul style="list-style-type: none"> Know and sequence key events from Ancient Egyptian times Know the Ancient Egyptian period ran from 3500BC to 30BC Use relevant terms and period labels Make comparisons between different times in the past, e.g. the importance of body parts and possession going into the afterlife to organ donation |
| Range and depth of historical knowledge | <ul style="list-style-type: none"> Use evidence to reconstruct event of the time e.g. A 'visit' to a Victorian cinema or an early Melies Know the Zoetrope was invented in 1834 by William Horner | <ul style="list-style-type: none"> Use evidence to reconstruct farming life Know farming began around 10000 BC when hunter-gatherers began trying to grow crops like peas, lentils and barley | | | | <ul style="list-style-type: none"> Know the Pyramids of Giza were built in 2600BC Know pyramids were built to bury Ancient Egyptians kings and queens Know Egyptians used hieroglyphs from 1800BC Know Tutankhamun became Pharaoh in 1400BC Know Pharaohs were believed to be gods in human form Know Egyptian farmers invented methods of irrigation Know Howard Carter discovered Tutankhamun's tomb in 1922 |

| | | | | | | |
|----------------------------|--|---|---|---|--|----------|
| | <ul style="list-style-type: none">Know Eadweard Muybridge first captured the movement of a horse in 1878 using 24 camerasKnow George Eastman created the first celluloid film in 1885Know the cinematographe was invented by the Lumieres in 1895Know the silent era ended in 1929 when ‘talkies’ arrivedKnow the birth of Hollywood was 1913Know Charlie Chaplin and Buster Keaton were stars of silent cinemaCompare cinema going in the past and present, e.g. dangerous travelling cinemas with silent films to plush 4D experiences and film on devices | <ul style="list-style-type: none">Know the earliest farmers lived in the Middle East (Fertile Crescent)Know the two man plough was invented in 7000BCKnow the dates of when some farm animals were domesticated, e.g. goats (9000BC), pigs/cattle (6500BC), chickens (5200BC)Know in 3500 BC most people were farmersKnow Jethro Tull invented the seed drill in 1700 AD and in 1793 AD the Cotton Gin was inventedKnow the first gas powered tractor is invented in 1890ADExamine causes and results of great events and the impact on people, e.g. farm machinery, organic crops, weather forecasting | | | <ul style="list-style-type: none">Use evidence to reconstruct life in time studied, e.g. designing hieroglyphs, preparing for afterlife,Look for links and effects during Ancient Egypt , e.g. mummification and burial ritualsExamine causes and results of great events and the impact on people, e.g. importance of the afterlife | |
| Interpretations of history | <ul style="list-style-type: none">Look at the evidence available to form conclusions and make links between timesCompare accounts of events e.g. promotion of silent cinema and talkies from different sources – newspapers, Pathe New, non-fictionUse text books and historical knowledge to help inform learning and presentation of knowledge | <ul style="list-style-type: none">Look at the evidence available to form conclusions and make links between timesCompare accounts of events: What do modern day farmers think about the changes to farming?Use text books, film footage, Countryfile and historical knowledge from farming families in the area to inform learning and help present knowledge | | | <ul style="list-style-type: none">Look at the evidence available to form conclusions and make links between timesCompare accounts of events from different sources and debate the ethical nature of burial vs the opening of tombs and discovery of artefacts by treasure hunters like CarterUse text books, Pathe News and historical knowledge to help inform learning and present knowledge | |
| Fig Year 4/5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Cycle 2 | <ul style="list-style-type: none">Recall, select and organise historical informationBegin to identify primary and secondary sourcesCommunicate their knowledge and understanding through double-page spreads, discussion, hot-seating, role-play, detailed and annotated diagrams, writing through a variety of text types, artwork, design and technology and cross-curricular links | | | | | |
| | <u>Title: Outlaw</u> | <u>Title: A Christmas Carol</u> | <u>Title: The World Wide Web of Sound</u> | <u>Title: The World Wide Web of Sound</u> | <u>Title: The Mayans</u> | |
| | <p>A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066</p> <p>Focus – The changing power of monarchs: King John and the Magna Carta (school display)</p> <p><i>* Sherwood Forest Visitor Centre Class Trip</i></p> | <p>A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066</p> <p>Focus – The Changing Power of Monarchs: Britain during the reign of Queen Victoria</p> <div><p><i>* Visit to Perlethorpe</i></p><p>Charles Dickens</p></div> | <p>No History Content</p> | <p>No History Content</p> | <p>A non-European society that provides contrast with British history. Focus – Mayan civilisation c.AD900 including chocolate making and farming</p> <p><i>* Cadbury World Class Trip</i></p> <div></div> <p>Text: The Ancient Maya by Jackie Maloy</p> | |
| Extraordinary Lives | LEADERS: King John & Richard the Lionheart | CREATOR: Charles Dickens LEADER: Queen Victoria | | | | |
| Historical Enquiry | <ul style="list-style-type: none">Use evidence to build up a picture of a past event, e.g. The events leading up to the writing of the Magna CartaSelect and record information by asking a variety of questions relevant to the reign of King John | <ul style="list-style-type: none">Use evidence to build up a picture of a past event, e.g. Contrasting conditions in Britain between the wealthy and the poorChoose relevant material to present a picture of one aspect of life in time | | | <ul style="list-style-type: none">Use evidence to build up a picture of a past event, e.g. societal structureChoose relevant material to present a picture of one aspect of life in time past, e.g. societal structure, development of astronomySelect relevant sections of information and use evidence to build up a picture of a past event, e.g. archaeological discoveries such as, artefacts, bones, ruins, glyphs | |

| | | | | | |
|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> Use the library and internet to research and select historical information with increasing confidence | <ul style="list-style-type: none"> past, e.g. How Christmas changed during Queen Victoria's reign Select and record information by asking a variety of questions relevant to Queen Victoria's reign Use the library/internet for research and select historical information with increasing confidence | | | <ul style="list-style-type: none"> Use evidence to build up a picture of a past event, e.g. discovery of planets and the calendar Use the library and internet for research and select historical information with increasing confidence |
| Chronological Understanding | <ul style="list-style-type: none"> Know and sequence key events from the reign of King John Know that King John was the son of Henry 2 and Eleanor of Aquitaine Use relevant terms and period labels Make comparisons between different times in the past, e.g. cinema structures, seating, ambience, food and drink | <ul style="list-style-type: none"> Know the Victorian period is named after Queen Victoria who reigned from 1837 to her death in 1901 Know and sequence key events from Queen Victoria's reign on a timeline Use relevant terms and period labels for the Victoria era Make comparisons between different times in the past, e.g. the industrial revolution, engineering, inventions, significance of monarchy | | | <ul style="list-style-type: none"> Know and sequence key events from Mayan period on a timeline Know the Mayan civilisation started around 2000BC and ended in 1517 when the Spanish began their colonisation of Central America Use relevant terms and period labels Make comparisons between different times in the past, e.g. chocolate making during Maya era and mass production now |
| Range and depth of historical knowledge | <ul style="list-style-type: none"> Know King John reigned from 1199 to 1216 Know the Magna Carta was written during his reign Know the Magna Carta gave nobles more say in government and inspired governments of other countries Compare life over time during King John's reign, e.g. feudal system changes, royal rule to barons Use evidence to reconstruct life in the Middle Ages, e.g. How the Magna Carta changed how the land was run (link to JLT) Look for links and effects in time studied, e.g. feudal system, taxation, rights and Magna Carta Examine causes and results of great events and the impact on people, e.g. the cost of the crusades and taxation | <ul style="list-style-type: none"> Know the period was a time of great wealth, poverty, invention and scientific discovery and this was partly due to the growth of the British Empire Know that the British Empire was a group of countries ruled to some degree by Britain Know that during the 1800s the Empire fought to abolish slavery having profited from it in the 17th, 18th and still in the 19th century Know that the British Empire took many colonies away from indigenous people Know that Canada, Australia, New Zealand, India and Africa were part of the British Empire Know the Factory Act (1844) stated children aged 8 could start work Know children aged 5-13 had to attend school (paid until 1891) Know Queen Victoria's Diamond Jubilee was in 1897 Know key figures from the Victorian period: Edison, Marconi, Graham Bell, Dickens, Dr Barnardo, Darwin, Nightingale, Seacole, Mrs Beeton, Use evidence to reconstruct events e.g. Life in school or workhouse during Victorian times | | | <ul style="list-style-type: none"> Know the Mayan civilisation was based in Central America Know that at its peak the Mayan civilisation was made up of 40 cities and 2 million people Know that Central America is mostly made up of mountainous areas with fertile valleys Know farming villages began to appear in 2000BC Know larger settlements were created in 1000BC Know Mayan writing began developing in 700BC Know the Mayans created their own number system Know Mayan calendars are carved into stone from 400BC Know the first pyramids were built in 100BC Know by around 900AD most of these settlements were abandoned Know Chichen Itza became the capital city in 925AD Use evidence to reconstruct life in time studied, e.g. archaeological findings such as, artefacts, ruins and artwork Examine causes and results of great events and the impact on people, e.g. use of accurate numbers, the use of glyphs to record writing Compare life in early and late times studied, e.g. the successful society and how it disappeared |
| Interpretations of history | <ul style="list-style-type: none"> Look at the evidence available, e.g. non-fiction, Sherwood information Compare accounts of events from different sources - fact or fiction: e.g. Did Robin Hood exist/steal from the rich to give to the poor? Offer some reasons for different versions of events, e.g. The Legend of Robin Hood Use text books and historical knowledge to help inform learning | <ul style="list-style-type: none"> Look at the evidence available, e.g. newspapers, patents, Dickens, recorded monarchy documents How should the British Empire be viewed in the 21st century? Compare accounts of events from different sources - fact or fiction, e.g. Was Dickens the only writer to report sickness, poverty and suffering of the public? Would the Factory Law/Education Law be accepted now? | | | <ul style="list-style-type: none"> Look at the evidence available, e.g. non-fiction books Compare accounts of events from different sources: How did the events of 900AD come about? Offer reasons based on the sources available Use text books and historical knowledge to help inform learning and presentation of knowledge in a fluent format |

| Clover Year 5/6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|--|---|----------|--|----------|
| | <ul style="list-style-type: none"> Identify primary and secondary sources Select and organise information to produce structured work making appropriate use of dates and terms Communicate knowledge through discussion, hot-seating, role-play, annotated diagrams, detailed drawings, writing in different forms, eg diary, fact-file, information booklet, advertisements etc, using ICT for presentation | | | | | |
| | <u>Title: Arrivals & Departures</u> | <u>Title: Arrivals & Departures</u> | <u>Title: Letters from the Lighthouse</u> | | <u>Title: Adventures in Asia</u> | |
| | <p>A significant turning point in British history Focus – The Industrial Revolution</p>   <p>Texts: The Story of Flight by Jakob Whitfield & Us Now A Street Through Time by Steve Noon</p> | <p>No History content</p> | <p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 Focus – Wartime Britain</p>    <p>Texts: Letters from the Lighthouse by Emily Carroll London Through Time by Richard Platt & Manuela Cappon D-Day by Michael Noble & Alexander Mostov</p> | | <p>The achievements of the earliest civilisations. An overview of where and when the first civilisations appeared Focus – An in depth study of the Shang Dynasty of Ancient China</p>    <p>Texts: River Adventures: Yangtze China Through Time by Du Fei Great Rivers of the World by Volker Mehnert & Martin Haake</p> | |
| | Extraordinary Lives | LEADER: Queen Victoria | | | LEADER: Cheng Tang LEADER: Lady Fu Hao | |
| | Historical Enquiry | <ul style="list-style-type: none"> Use a range of sources to find out about the Industrial Revolution Use evidence to build up a picture of a past event, e.g. The Great Exhibition Using a range of sources, research and select historical information and gather together in a fluent format Select and record information by asking a variety of questions relevant to the Industrial Revolution | <ul style="list-style-type: none"> Use a range of sources to find out about the events leading up to the start of World War Two Use evidence to build up a picture of a past event, e.g. The Blitz Using a range of sources, research and select historical information with confidence and gather together in a fluent format Select and record information by asking a variety of questions relevant to World War 2 | | <ul style="list-style-type: none"> Use a range of sources to find out about the first civilisations Use evidence to build up a picture of a past event during the time of the Shang Dynasty Using a range of sources, research and select historical information with confidence and gather together in a fluent format Select and record information by asking a variety of questions relevant to the Shang Dynasty | |
| | Chronological Understanding | <ul style="list-style-type: none"> Know and sequence up to ten key events of the Industrial Revolution including the role of key industrialists of the time Use relevant dates, terms and period labels of the Industrial Revolution Make comparisons between different times in the past linked to industry and place on timeline alongside other periods of history studied | <ul style="list-style-type: none"> Know and sequence up to ten key events of World War 2 including the names of key figures and their actions Use relevant dates, terms and period labels Make comparisons between different times in the past and place on a timeline, e.g. the timings and reasons for the bombing campaign in London compared to those in Lincolnshire, Coventry, Manchester and Liverpool | | <ul style="list-style-type: none"> Know and sequence up to ten key events of the Shang Dynasty and identify key figures of the time Use relevant dates, terms and period labels Make comparisons between different times in the past and place on timeline in relation to previous historical learning, e.g. The Egyptians, The Iron Age, The Romans | |
| | Range and depth of historical knowledge | <ul style="list-style-type: none"> Know that the Industrial Revolution took place from before the end of the 18th Century to the mid 19th Century Know that Britain was the first country to embark on the Industrial Revolution | <ul style="list-style-type: none"> Know the Second World War took place between 1939 and 1945 Know the events leading up to World War 2 starting including Hitler's invasion of Poland Know Adolf Hitler became Chancellor of Germany in 1933 Know how technology had developed between World War 1 and World War 2 and the impact this had on communication, military and planning Know Neville Chamberlain was the Prime Minister at the start of World War 2 and Winston Churchill replaced him in May 1940 | | <ul style="list-style-type: none"> Know the Shang dynasty started in 1600BC and ended 1046BC Know the Shang dynasty is the first recorded but there were other dynasties before Know large scale bronze production occurred from 1500BC Know the capital of the dynasty - Yin, near Anyang - was established in 1400BC Know Lady Fu Hao was a key military figure and died in 1200BC Know spoke-wheeled chariots were in use from 1200BC | |

| | | | | |
|----------------------------|--|--|--|---|
| | <ul style="list-style-type: none"> • Know that due to the British Empire and the control Britain exerted over its colonies it dominated world trade. • Know the Great Exhibition took place in 1851 • Know the first electric power station opened in 1882 in London • Know how the Industrial Revolution impacted on the development of towns and cities (e.g. Gainsborough, Cottonopolis), on the environment, working conditions and home-life • Know key figures from the period of the Industrial Revolution: Edmund Cartwright, George Stephenson, Sir Humphrey Davy, Joseph Locke, Thomas Edison, Marconi, Alexander Graham Bell, James Watt, IK Brunel • Know important inventions of the Industrial Revolution and relevance: locomotive, sewing machine, power loom, spinning jenny, dynamite, incandescent light bulb • Provide explanations of a past event in terms of cause and effect using evidence to support and illustrate | | <ul style="list-style-type: none"> • Know the Blitz took place between 7th September 1940 to 11th May 1941 • Know the Battle of Britain took place in 1940 • Know the names of UK's allies and how they helped the war effort • Know the Blitz in London was a strategy used by Hitler to weaken the UK's resolve • Know children were evacuated from major cities to the country to stay safe • Know the important role that Lincolnshire and the airfields (Blyton and Scampton) played in World War 2 • Provide explanations of a past event in terms of cause and effect using evidence to support and illustrate their explanation | <ul style="list-style-type: none"> • Compare beliefs and behaviours with Bronze and Iron Age Britain • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Make links between some of the features of past societies, e.g. religion, houses, society, technology |
| Interpretations of history | <ul style="list-style-type: none"> • Consider how the rise of The British Empire is viewed in the 21st century • Compare accounts of events from different sources, e.g. newspapers, historical books, diaries and know that different evidence will lead to different conclusions • Offer some reasons for different versions of events | | <ul style="list-style-type: none"> • Compare accounts of events from different sources, e.g. newspapers, newsreels, photographs, historical books, The Diary of Anne Frank • Consider ways of checking the accuracy of interpretations • Offer some reasons for different versions of events, e.g the contrasting views of actions taken during World War 2 | <ul style="list-style-type: none"> • Compare accounts of events from different sources, e.g. historical books, artefacts, photographs of ruins, tombs • Link sources and work out how conclusions about the time of the Shang dynasty were made • Consider ways of checking the accuracy of interpretations • Offer some reasons for different versions of events |

| Clover Year 5/6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|--|---|----------|
| Cycle 2 | <ul style="list-style-type: none"> Identify primary and secondary sources Select and organise information to produce structured work making appropriate use of dates and terms Communicate knowledge through discussion, hot seating, role play, annotated diagrams, detailed drawings, writing in different forms, eg diary, factfile, information booklet, advertisements etc, using ICT for presentation and presentations to others | | | | | |
| | <u>Title: The Origin of the Species</u> | <u>Title: The Origin of the Species</u> | <u>Title: The Stormkeeper's Island</u> | <u>Title: The Stormkeeper's Island</u> | <u>Title: Who Let The Gods Out?</u> | |
| | No History content | No History content | <p>The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor: Focus – Viking raids and invasions</p> <p>In depth study: Sweyn Forkbeard who began his rule on Christmas day c.1000 years ago in Gainsborough</p> <p>Text: Viking Voyagers by Jack Tite</p>  | | Ancient Greece – a study of the Great Archaic to the Classical Period, their achievements and influence on the Western World | |
| Extraordinary Lives | | | LEADER: Edward the Confessor LEADER: Sweyn Forkbeard | | CREATOR: Wilma Rudolph | |
| Historical Enquiry | | | <ul style="list-style-type: none"> Use a range of sources to find out about Viking raids and invasions Use evidence to build up a picture of a past event, e.g. What did Gainsborough look like 1,000 years ago? Select and record information by asking a variety of questions relating to the Viking invasion of Britain Using a range of sources, research and select historical information and gather together in a fluent format | | <ul style="list-style-type: none"> Use a range of resources to find out about Ancient Greece Use evidence to build up a picture of a past event Use the library and internet for research with increasing confidence Suggest omissions and the means of finding out, e.g. myths & legends Bring knowledge gathered from several sources together in a fluent format | |
| Chronological Understanding | | | <ul style="list-style-type: none"> Know the first invasion by the Vikings was 793AD in Northumbria Know raids continued around the English coast in 820AD Know and sequence up to ten key events linked to the Viking invasion of Britain Use relevant dates, terms and period labels Make comparisons between different times in the past and place on timeline in relation to The Iron Age, The Romans, the birth of Christ | | <ul style="list-style-type: none"> Know the Great Archaic Period was between 800 and 480BC Know the Great Classical Period was between 480 and 323BC Know and sequence up to ten key events of time studied Use relevant dates, terms and period labels Make comparisons between different times in the past and place on timeline in relation to the Iron Age, Romans, birth of Christ, and the Viking invasions | |
| Range and depth of historical knowledge | | | <ul style="list-style-type: none"> Know the Danes captured York in 866AD Know King Ethelred defeated the Viking army at the Battle of Ashdown in 871AD Know from 876AD Vikings from Denmark, Norway and Sweden settled permanently in England Know that King Alfred defeated the Vikings but allowed them to settle in Eastern England in 886AD Know Sweyn Forkbeard led an unsuccessful siege of London in 994AD Know the Danegeld was a tax introduced by King Ethelred to stop Vikings from invading Study the similarities and differences between the Anglo Saxons and the Vikings Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views, e.g. Viking deity beliefs vs Anglo Saxon transition from paganism to Christianity Compare beliefs and behaviours with another time studied, e.g. Britain's defence in WW2 from German invaders against Anglo Saxons defence against Viking invaders Examine causes and results of great event and the impact on people, e.g. How did Sweyn Forkbeard change the structure of life in the area? Think about hunting, food, beliefs, defence Write another explanation of a past event in terms of cause and effect using evidence to support, e.g. coastal defences against invasion | | <ul style="list-style-type: none"> Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views, e.g. the importance of debate and democracy as pillars of a civilised society Know the first Olympic Games took place in 776BC Know the first Greek coins are introduced in 600BC Know Pythagoras is born in 570BC and that we still use his ideas today Know Democracy is introduced in Athens in 508BC Know the temple of Athena – the Parthenon, is completed in 432BC Know the Sparta and Athens war begins in 431BC and last 27 years Know Alexander the Great becomes king in 336BC Know Alexander the Great conquers Egypt in 332BC Examine causes and results of great event and the impact on people, e.g. democracy, debate and decadence Write another explanation of a past event in terms of cause and effect using evidence to support, e.g. the origins and principles of scientific thinking then illustrate their explanation | |
| Interpretations of history | | | <ul style="list-style-type: none"> Compare accounts of events from different sources, e.g. archaeological discoveries, bones, weapons, clothing/appearance, ruins, treasure, myths Consider ways of checking the accuracy of interpretations Offer some reasons for different versions of events Bring knowledge gathered from several sources together in a fluent account | | <ul style="list-style-type: none"> Compare accounts of events from different sources, e.g. archaeological discoveries, statues, clothing/appearance, ruins, treasure, myths Consider ways of checking the accuracy of interpretations Offer some reasons for different versions of events Bring knowledge gathered from several sources together in a fluent account | |