



# 1 John 4:7 Let us love one another, for love is from God.

Learning together and worshipping together

#### **History Curriculum Progression Document**

# Progression in history involves developing historical perspective through ... • wider, more detailed and chronologically secure knowledge • sharper methods of enquiry and communication • deeper understanding of more complex issues and of abstract ideas • closer integration of history's key concepts (see section • greater independence in applying all these qualities

Taken from: Progression in history under the 2014 National Curriculum: A guide for schools by Jamie Byrom for the Historical Association

Knowledge in history refers to the understanding and interpretation of key concepts taught within different historical contexts. This includes the understanding and deployment of historical vocabulary. The key concepts consist of:

- Chronological knowledge
- Continuity and change
- Similarities and differences
- Cause and consequence
- Significance

Substantive knowledge

The historical facts we teach that form the narratives of the curriculum. The knowledge and understanding of the key concepts taught within historical contexts including the key vocabulary. The substantive knowledge is progressive through conceptual development from EYFS to Year 6.

2. Disciplinary knowledge

How we make use of the facts that are learned. The interpretation of some of the key concepts. It involves applying second-order concepts such as historical thinking, reasoning and argument.



#### Concepts

Migration	Settlement	Trade	Industry	Civilisation	Empire	Monarchy	Religion

#### **Secondary Concepts**

	Historical Knowle	dge and Enquiry		Disciplinary Concepts				
Historical	Chronological	Evidence and	Knowledge and	Evidence and	Cause and Consequence	Change and	Similarity and	Historical
Investigation	Understanding	Interpretation	Understanding of	Interpretation		Continuity	Difference	Significance
			events and					
			people in the					
			past					

#### **National Curriculum Aims**

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



#### <u>Curriculum Design from National</u> <u>Curriculum</u>

The first three aims are primarily concerned with building knowledge.

The next two are concerned with understanding the big ideas and processes of history.

The last of the aims effectively sets out the overall goal of history education: we want young people to gain an increasingly mature and informed historical perspective on their world. All the other aspects feed this one.

At Tushingham we use the "sandwich approach" to planning history from 'Progression in History Under the 2014 National Curriculum: A Guide for Schools by Jamie Brrom for the Historical Association.

Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. Sometimes your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

## Historical enquiry

## Knowledge of:

Always include

objectives for building

This "Now knowledge"

particular period and

knowledge from earlier

work as appropriate to

strengthen "hereafter

knowledge". (See page

issue being studied

while reinforcing

2 above)

knowledge of all the

aspects shown here.

will relate to the

- People, events, situations and developments
- Chronology and characteristic features
- Historical terms

### **Understanding of:**

- Evidence
- Interpretations
- CauseChange
- Similarity/Difference
- Significance

#### of lessons, always include objectives for developing pupils' understanding of (usually) one or two

Within any sequence

(usually) one or two of the listed elements. Your selection and precise focus for this will be reflected in the key question. (See

"historical enquiry").

Communication

Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.



		1	<u> </u>						
1	Reception: Understanding the Wo - Comment on images o - Compare and contrast ELG: Understanding the World/Pa - Talk about the lives of - Know some similarities experiences and what	of their own life-story and family orld of familiar situations in the past. It characters from stories, includest and Present people around them and their is and differences between thing has been read in class.	t.  ding figures from the past.  roles in society  ngs in the past and now, drawing on their  d events encountered in books read in cla	Stories with historical Dates commemorated Observable changes in How they have changer	Festivals throughout the year: Christmas, Diwali, Eid, Easter Stories with historical settings Dates commemorated through the year: bonfire night, remembrance and harvest festivals Observable changes in the children's locality How they have changed from birth to now				
Class	Autumn Year A	Autumn Year B	Spring Year A	Spring Year B	Summer Year A	Summer Year B			
2	Year A Lives of significant individuals: Rosa Parks and Emily Dickenson Local History	Year B Castles- Beeston Castle  Toys from the past (Short Unit- transition from EYFS)	Year A The journey of Christopher Colombus	Year B Significant Events from the past: Great Fire of London Local History: Fire of Nantwich	Year A Lives of significant individuals: Mae Jemison and Neil Armstrong	Year B Changes in living memory: Seaside holidays from the past			
NC	Lives of significant individuals in the past  Significant historical events, people and places in their own locality	Significant historical events, people and places in their own locality Changes in living memory	Events beyond living memory that are significant nationally or globally	Events beyond living memory that are significant nationally or globally	Lives of significant individuals in the past	Changes in living memory			
3	Year A Stone age to Iron age	Year B Ancient Egypt	Year A Earliest civilisations	Year B Roman Empire and its impact on Britain	Year A Ancient Greece	Year B Roman Empire and its impact on Britain			
NC	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilisations Ancient Egypt	The achievements of the earliest civilisations	Roman Empire	Ancient Greece	Roman Empire and its impact on Britain Including A local history study: Chester			
4	Britain's settlement by Anglo- Saxons and Scots	The Battle of Britain and WW2	The Viking and Anglo-Saxon struggle for the kingdom of England to Edward the Confessor	Crime and Punishment	A local history study. An enquiry into the history and importance of the WW1 memorial in the grounds of St Chad's Church, Tushingham	Early Islamic Civilisation including a study of Baghdad			
NC	Britain's settlement by Anglo- Saxons and Scots	A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066	The Viking and Anglo-Saxon struggle for the Kingdom of England to Edward the Confessor	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	Local history study: a study over time tracing how several aspects of national history are reflected in the locality	Non-European study that provides contrast with British history			



	Historical Enquiry					Disciplinary Concepts				
Class 2	Investigations	Chronological	Evidence and	Knowledge and Understanding	Cause and	Change and	Similarity and	Historical Significance		
Year 1 and 2	_	Understanding	Interpretation	of Events and People in the	Consequence	Continuity	Difference			
				Past						
How have children's toys changed since our older relatives were little?  NC: Changes in Living Memory	How could we find out about toys from the past?  How might toys from the past have been different to those we play with today?  What are the differences between old and new toys?  Are there any toys you play with that were played by children in the past too?  Why have some toys changed?  Why have some stayed the same?  Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1  Sort some objects/artefacts into new and old and then and now 1  Identify different ways in which the past is represented 1  use evidence to explain the key features of events 2	Sequence pictures from different periods 1  Sequence events and artefacts that are close together in time 2  Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. 1  Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. 2	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1  Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1  Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2	Recall some facts about people/events before living memory 1  Give a few reasons for more complex human actions 2	Understand that a cause makes something happen and that historical events have causes 1  Understand that a consequence is something that happens as a direct result of something else 1  Explain that historical events are caused by things that occurred before them 2  Identify a few relevant causes and effects for some of the main events covered 2	Begin to identify old and new things across periods of time through pictures, photographs and objects 1  Begin to understand that some things change, and some things stay nearly the same 1  Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	I can compare toys using pictures from the past and present (1)  Identify that some things within living memory are similar and some things are different 1  Recognise some similarities and differences between the past and present 1  Identify some similarities and differences between ways of life in different periods 2	I can name a significant toy from the past  1  Explain reasons why the toy might be significant 1  Talk about why the toy was important and what changed/happened 1  Consider one reason why a toy might be significant (e.g., explain why we remember a particular toy). 2  Identify a range of significant aspects of a theme, offer some comments on why they have selected these aspects 2		



observe or handle evidence to ask simple questions about the past 2				
Use a wider range of information to answer questions 2				

**Substantive Concepts:** Society and Culture, including: trade, civilisation, industry

**Key Vocabulary:** past, present, older, newer, decade, chronologically, timeline, categories, similarities, differences

#### **Presenting, Communicating and Organising:**

Talk, write and draw about things from the past

Use historical vocabulary to retell simple stories about the past

- Find out what toys our parents and grandparents played with.
- Find out what toys were like at different times in the past.
- Identify toys that are old and toys that are new
- Describe how toys are different and how they are the same
- Order toys chronologically

		Historical Enquiry					Disciplinary Concepts				
Class 2 Year 1 and 2	Investigations	Chronological Understanding	Knowledge and Understanding of Events and People in the Past	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance			
Neil Armstrong and Mae Jemison  Why do we remember Neil Armstrong and Mae Jemison?  NC: Significant individuals and events	Why is Neil Armstrong famous?  Would you like to join Neil Armstrong on his first space mission?  What was the impact on the world of the Moon landing?  Is it right that Neil Armstrong is remembered as the most significant person involved in the moon landing?  Why is Mae Jemison Famous?	Use simple timelines to sequence processes, events, objects within their own experience 1 Sequence pictures from different periods 1 sequence artefacts and events that are close together	know and recount episodes from stories and significant events in history 1 understand that there are reasons why people in the past acted as they did 1 describe significant individuals from the past 1 Recall some facts about	With support, I can use evidence of explorers lives to ask questions about the past (1)  Start to compare two versions of past events 2  Observe and use pictures, photographs and artefacts to find out about the past 1  Explain that there are different types of evidence and sources, such as photographic and written, that can be used to represent the past 2	Understand that a cause makes something happen and that historical events have causes 1 Understand that a consequence is something that happens as a direct result of something else 1	Begin to identify old and new things across periods of time through pictures, photographs and objects 1  Begin to understand that some things change, and some things stay nearly the same 1  Identify a few similarities, differences and changes occurring within a particular	Start to understand that during the same period of time, life was different for people in the past, such as for Mae Jemison in segregated USA. 1&2  Identify that some things within living memory are similar and some things are difference 2	I can name significant explorers from the past (1)  Explain reasons why someone might be significant 2  Talk about why the event or person was important and what changed/happened 2			



Substantive Concents:		Substantive Knowleds	TO:			
questions about the past 2 Use a wider range of information to answer questions 2						
observe or handle evidence to ask simple						
use evidence to explain the key features of events 2						
Identify different ways in which the past is represented 1						
Sort some	before and after) to show the passing of time 2	Give a few reasons for more complex human actions 2		events covered 2		
Observe or handle evidence to find answers to simple questions about the past on the basis of simple	phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern,	Give clear explanation of an important event, offering two or three reasons why an event took place		occurred before them 2 Identify a few relevant causes and effects for some of the main	early and modern aeroplanes) 2	
What questions would you like to ask Mae Jemison?	in time on a timeline. 2 Use words and	people/events before living memory 1	Start to understand that there can be different versions of the same event from the past 2	Explain that historical events are caused by things that	topic (e.g., identify differences and similarities between	

#### **Substantive Concepts:**

Exploration and Invasion, including: society, industry, empire and civilisation

#### Key Vocabulary:

journey, worldwide, hero, travel, explorer, spaceship, astronaut, spacesuit, The Eagle, 1969, Apollo 11, Buzz Aldrin, Michael Collins, 1992, scientist, discrimination, inspiration, NASA, Kenedy Space Centre, mission, Endeavour, zero gravity

#### Presenting, Communicating and Organising:

talk, write and draw things from the past 2

- In the 1950s and 1960s, people started to explore space. Russia and the USA were both racing against each other to try and make the most advances in space exploration. The thing they most wanted to do was to send a man to the moon.
- Neil Armstrong started astronaut training in the 1960s. By the 1960s lots of people had cars, some people had black and white TVs and computers had been invented but they were big and expensive, home phones had been invented.
- NASA's mission to send American astronauts to the moon was called Apollo 11. Neil Armstrong was the mission's commander. He was joined by Michael Collins and Edwin (Buzz) Aldrin.
- Neil Armstrong was the first man to walk on the moon. As he stepped out, he said, "That's one small step for man, one giant leap for mankind." This is now one of the most famous sentences in history. Mae Jemison is an American engineer, physician and former NASA astronaut. She is famous for becoming the first black woman to travel into space.



Use historical vocabulary to retell simple stories about the past 2

- Jemison served aboard the Space Shuttle Endeavour as a mission specialist.
- In the 1960s it was highly unusual for black women to become scientists. Jemison experienced discrimination from her teachers at school.
- On 28<sup>th</sup> September 1989 Jemison was chosen to join the 50<sup>th</sup> mission on Space Shuttle Endeavour. Her job was a Mission Specialist. Jemison carried out scientific experiments in space.

	Historical Enquiry				Disciplinary Conce	pts		
Class 2 Year 1 and 2	Investigations	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Castles (Beeston and Peckfordton)  Who lived in the castle at Beeston?  Significant historical events, people and places in their own locality	Who built the first castles in the UK?  Who built the castle at Beeston?  How are the features of Norman and Medieval castles similar/different? Who lived in Beeston castle?  How were common people in the local area treated in medieval times?  How has the use of local castles changed over time?  Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1  Sort some objects/artefacts into new and old and then and now 1  Identify different ways in which the past is represented 1	Sequence pictures from different periods. 1  I can place events and some artefacts on a timeline (2)  Realise that we use dates to describe events in time 2Confident in use of terms old and new 1  Use terms then and now correctly and is comfortable with the term 'the past' 1  Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time 2	Observe and use pictures, photographs and artefacts to find out about the past 1  explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1  Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2	know and recount episodes from stories and significant events in history 1  understand that there are reasons why people in the past acted as they did 1  describe significant individuals from the past 1  Recall some facts about people/events before living memory 1  Give clear explanation of an important event, offering two or three reasons why an event took place 2  Give a few reasons for more complex human actions 2  Recount the main events from a significant event in history 2	I can begin to explain why monarchs built castles and what the consequences of these actions were (2)  Understand that a cause makes something happen and that historical events have causes 1  Understand that a consequence is something that happens as a direct result of something else 1  Explain that historical events are caused by things that occurred before	Begin to identify old and new things across periods of time through pictures, photographs and objects 1  Begin to understand that some things change, and some things stay nearly the same 1  Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female 1  Understand that during the same period of time life was different for people in the past such as rich and poor, male and female. 2	I can begin to talk about key events of a significant king/quee or castle (2)  Talk about why the event or person was important and what changed/happened 1



use evidence to explain the key features of events 2  observe or handle evidence to ask simple questions about the past 2  Use a wider range of information to answer questions 2	start to understand that there can be different versions of the same event from the past 2  start to use stories or accounts to distinguish between fact and fiction 2  start to compare two versions of past events 2	them 2  Identify a few relevant causes and effects for some of the main events covered 2	
	two versions of past		

#### **Substantive Concepts:**

Power, including- monarchy, war, society, settle, migrate

#### Vocabulary:

invaded, battle, Battle of Hastings, motte and bailey, keep and bailey, Norman invaders, features, medieval, peasants, tax, change over time, crag, crusades, fortification, inner ward, palisade.

#### Presenting, Communicating and Organising:

talk, write and draw about things from the past 2 use historical vocabulary to retell simple stories about the past 2

- After the Battle of Hastings the Norman conquest of Britain began. The Bayeux Tapestry tells the story of the Battle of Hastings.
- Many Norman castles were simple motte and bailey structures, later Norman castles had round towers and a gatehouse, water-filled moats and catapults.
- Typical features of a medieval castle include: a moat, barbican, curtain walls and towers, fortified gatehouse, keep and a bailey or inner ward.
- Beeston is a medieval castle. It has one of the deepest castle wells in England which is believed to be the hiding place of Richard II's lost treasure;
- Beeston Castle was built at the time of Henry III
- Most peasants worked the land. They were farmer workers. They did not get to choose where they worked and they were not allowed to leave their job. Peasants had to grow food for their lord and the church as well as for their family.

	Historical Enquiry	listorical Enquiry C					Disciplinary Concepts				
Class 2 Year 1 and 2	Investigations	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance			
Seaside Holidays How have seaside holidays changed over	What activities do people do at the seaside? How might these have changed?  How can photos help us find out information about	I can label timelines with words such as: past, present, older and newer (1)	Observe and use pictures, photographs and artefacts to find out about the past 1	know and recount episodes from stories and significant events in history 1	Understand that a cause makes something happen and that historical	I can describe how holidays have changed and how they have continued over time (2)	Recognise some similarities and differences between the past and the present 1	Talk about why the event or person was important and what changed/happened 1			



the last 100 years?  NC: Changes within living memory	seaside holidays in the past?  When did seaside holidays start to get popular?  Why did seaside holidays become more popular in the 19 <sup>th</sup> Century?  What were some of the features of seaside holidays 100 years ago?  What are the features of seaside holidays from three different eras?  Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1 Sort some objects/artefacts into new and old and then and now 1  Identify different ways in which the past is represented 1  use evidence to explain the key features of events 2  observe or handle evidence to ask simple questions about the past 2  Use a wider range of information to answer questions 2	Use terms then and now correctly and is comfortable with the term 'the past' 1  Understands that the world was different in the past 1  I can place events and artefacts on a timeline (2)  Sequence artefacts and events that are close together in time 2	explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1  Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2  start to understand that there can be different versions of the same event from the past 2  start to use stories or accounts to distinguish between fact and fiction 2  start to compare two versions of past events 2	understand that there are reasons why people in the past acted as they did 1  describe significant individuals from the past 1  Recall some facts about people/events before living memory 1  Give clear explanation of an important event, offering two or three reasons why an event took place 2  Give a few reasons for more complex human actions 2  Recount the main events from a significant event in history 2	events have causes 1  Understand that a consequence is something that happens as a direct result of something else 1  Explain that historical events are caused by things that occurred before them 2  Identify a few relevant causes and effects for some of the main events covered 2  )	Begin to identify old and new things across periods of time through pictures, photographs and objects 1  Begin to understand that some things change, and some things stay nearly the same 1  Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female 1  Understand that during the same period of time life was different for people in the past such as rich and poor, male and female. 2  Identify that some things within living memory are similar and some things are different 1  Identify some similarities and differences between ways of life in different periods. 2	Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2



# Substantive Concepts: Society and Community, including-trade and industry

#### Vocabulary:

100 years ago, Victorian era, Edwardian Era, steam train, Punch and Judy show, piers

#### Presenting, Communicating and Organising:

- Talk, write and draw about things from the past
- Use historical vocabulary to retell simple stories from the past

- Explore the features of seaside holidays using photographs as a prompt
- Identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday;
- How seaside holidays were different in the past; Seaside holidays were initially enjoyed only by the rich;
- Change during the Victorian era, particularly the role of the steam train in allowing people to visit the beach;
- How seaside holidays changed in the Edwardian era.

	from the past							
	Historical Enquiry				Disciplinary Cond	cepts		
Class 2 Year 1 and 2	Investigations	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
The Great Fire of London  How did the Great Fire change London?  NC: Events from beyond living memory that are significant nationally and globally	What was Stuart London like?  What happened on the night of 2 <sup>nd</sup> September 1666?  Could anyone have stopped what happened on 2 <sup>nd</sup> September 1666?  What was it like at the height of the fire?  What was left of London?  What did the King do to make London better?  Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1  Sort some objects/artefacts into	I can label timelines with words such as: past, present, older and newer (1)  I can use dates where appropriate (2)  Sequence artefacts and event that are close together in time 2  Realise that we use dates to describe events in time e.g., 1666 for the Great Fire of London. 1  Order dates from earliest to latest	Observe and use pictures, photographs and artefacts to find out about the past 1  explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1  Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries,	know and recount episodes from stories and significant events in history 1 understand that there are reasons why people in the past acted as they did 1 describe significant individuals from the past 1 Recall some facts about people/events before living memory 1 Give clear explanation of an important event, offering two or three reasons why an event took place 2 Give a few reasons for more complex human actions 2 Recount the main events from a significant event in history 2	I can explain the causes of the Great Fire of London and what the consequences were (2)  Understand that a cause makes something happen and that historical events have causes 2  Explain that historical events are caused by things that occurred before them 2  Understand that a consequence is something that happens as a result of something else	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century (2)  Begin to identify old and new things across periods of time through pictures, photographs and objects 1  Begin to understand that some things change, and some things stay nearly the same 1  Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify	Recognise some similarities and differences between the past and the present 1  Identify some similarities and differences between ways of life in different periods 2  Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2  Understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2	Talk about why The Great Fire of London/ Samuel Peeps was important and what changed/happened 1  Explain reasons why someone might be significant 1  Consider one reason why an event or person might be significant 2  Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2



new and old and then and now 1	on simple timelines 2	historical sites and the internet2		differences and similarities between	
Identify different ways in which the past is represented 1  use evidence to explain the key features of events 2		start to understand that there can be different versions of the same event from the past 2		early and modern aeroplanes) 2	
observe or handle evidence to ask simple questions about the past 2  Use a wider range of information to answer questions 2		start to use stories or accounts to distinguish between fact and fiction 2 start to compare two versions of past events 2			
Substantive Concents:	.1	0.1.1.11			

#### Substantive Concepts:

Conflict and Disaster, including monarchy, civilisation, industry

#### Vocabulary

Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.

#### Presenting, Communicating and Organising:

talk, write and draw about things from the past 2 use historical vocabulary to retell simple stories about the past 2

- The Great Fire of London happened in 1666.
- The fire started in a bakery on Pudding Lane. Buildings were close together and often made of wood, meaning that the fire spread quickly.
- For many years after the fire, buildings were rebuilt further apart and made with stone.
- Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.

	Historical Enquiry				Disciplinary Cond	Disciplinary Concepts			
Class 2 Year 1 and 2	Historical Investigations	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	
The Voyage of Christopher Columbus Why was Christopher Columbus' voyage in	Life today is very different to life when Columbus was alive. What do you think might have been different? Why did Columbus think he could find a way to	I can label timelines with words such as: past, present, older and newer (1) I can place events,	Observe and use pictures, photographs and artefacts to find out about the past 1 explain that there are	know and recount episodes from stories and significant events in history 1 understand that there are reasons why people in the past acted as they did 1	I can explain why Chritopher Colombus went on his voyage and what the consequences were (2)	I can describe what changed after Christopher Columbus and how these changes have continued through to the 21st century (2)	Recognise similarities and differences between the past and the present 1 Identify some similarities and differences between	Talk about the event or person and what changed/happened 1  Explain reasons why someone might be significant 1	



significant?  NC: Events from beyond living memory that are significant nationally and globally	reach Asia by travelling west?  Imagine you are going to meet a sailor who is about to go on the voyage with Columbus. What questions would you ask?  What was life like on board the Nina, the Pinta and the Santa Maria?  Columbus claimed the land for the king and queen of Spain. How do you think the people who already lived there felt about this?  Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1  Sort some objects/artefacts into new and old and then and now 1  Identify different ways in which the past is represented 1  use evidence to explain the key features of events 2  observe or handle evidence to ask simple questions about the past 2	artefacts and historical figures on a timeline (2)  I can use dates where appropriate (2) Can follow logic of fiction titles e.g. 'Once There Were Giants' 1  Sequence parts of more complex stories where action takes place over a long period of time. 2	different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1  Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2  start to understand that there can be different versions of the same event from the past 2  start to use stories or accounts to distinguish between fact and fiction 2  start to compare two versions of past events 2	describe significant individuals from the past 1  Recall some facts about people/events before living memory 1  Give clear explanation of an important event, offering two or three reasons why an event took place 2  Give a few reasons for more complex human actions 2  Recount the main events from a significant event in history 2	Understand that a cause makes something happen and that historical events have causes 1  Understand that a consequence is something that happens as a direct result of something else 1  Explain that historical events are caused by things that occurred before them 2  Identify a few relevant causes and effects for some of the main events covered 2	Begin to identify old and new things across periods of time through pictures, photographs and objects 1  Begin to understand that some things change, and some things stay nearly the same 1  Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	ways of life in different periods 2  Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2  Understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2	Consider one reason why an event or person might be significant 2  Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2



Use a wider range of information to answer				
information to answer				
questions 2				

#### **Substantive Concepts:**

Exploration and Invasion, includingmonarchy, war, voyage, society

#### Vocabulary:

sailor, merchant ship, explorer, astronomy, King Ferdinand, Queen Isabella of Spain, expedition, Nina, Pinta, Santa Maria, rigging, crows nest, colonialism, cruelty, Age of Exploration

# Presenting, Communicating and Organising:

Talk, write and draw about things from the past.

Use historical vocabulary to retell simple stories from the past

- In the time of Christopher Columbus people had only just started to believe the world was round;
  - Columbus thought he could find a quicker was to reach Asia by sailing west. No one had tried this before.
  - King Ferdinand and Queen Isabella of Spain agreed to give Columbus the money he needed for his expedition. They wanted him to bring them back lots of riches from Asia such as gold, silk and spices.
  - In 1492 (over 500 years ago: children do not need to know dates or understand what 500 years means) Columbus set off with three ships: the Nina, the Pinta and the Santa Maria. Life on board was very hard for the sailors.
  - After five weeks at sea, Columbus and his crew landed on the Bahamas. He thought he had landed in 'the Indies'.
  - Lots of people were already living in America. Columbus called these native people 'Indians' because he thought he had landed in the Indies.
  - Columbus claimed the new land for the king and queen of Spain. When one country takes control of another land, country or region this is called colonisation or colonialism.
  - After his first voyage Columbus made several other voyages to the Americas. He brought back lots of things from his voyages including: turkeys, potatoes, pineapples, tobacco plants

	Historical Enquiry				Disciplinary Concepts				
Class 1 Year 1 and 2	Investigations	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	
Rosa Parks and Emily Davidson Why do we remember Emily Davidson and Rosa Parks? NC: Significant individuals	Who was Emily Davidson and why do we remember her? Who was Rosa Parks and why do we remember her? What are civil rights? How do these link to British Values? Why are Emily Davidson and Rosa Parks important in our	I can place events on a timeline (1)  Understands that the world was different in the past 1  I can place events, artefacts and historical figures on a timeline (2)	Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1  Observe and use books and pictures, stories, eyewitness accounts, pictures,	know and recount episodes from stories and significant events in history 1 understand that there are reasons why people in the past acted as they did 1 describe significant individuals from the past 1 Recall some facts about people/events before living memory 1	I can discuss the causes of the events of the lives of Rosa Parks and Emily Davidson (1)  Understand that a cause makes something happen and that historical	Begin to identify old and new things across periods of time through pictures, photographs and objects 1  Begin to understand that some things change, and some things stay nearly the same 1	similarities and differences between the past and the present 1  Identify some similarities and differences between ways of life in different periods 2  Start to understand that during the same period of time life was different for	Talk about the event or person and what changed/happened 1  Explain reasons why someone might be significant 1  Consider one reason why an event or person might be significant 2	



understanding of civil rights  Are there similarities between Emily Davidson and Rosa Parks?  What can we learn from Emily Davidson and Rosa Parks?  What can we learn from Emily Davidson and Rosa Parks? Can we apply this learning to our own lives?  Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1  Sort some objects/artefacts into new and old and then and now 1  Identify different ways in which the past is	I can use dates where appropriate (2) use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time 2	photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet2  start to understand that there can be different versions of the same event from the past 2  Start to use stories or accounts to distinguish between fact and fiction 2  start to compare two versions of past events 2	Give clear explanation of an important event, offering two or three reasons why an event took place 2  Give a few reasons for more complex human actions 2  Recount the main events from a significant event in history 2	events have causes 1  Understand that a consequence is something that happens as a direct result of something else 1  Explain that historical events are caused by things that occurred before them 2  Identify a few relevant causes and effects for some of the main events covered 2	Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	people in the past such as rich and poor, male and female 2  Understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2	Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2
Identify different ways in which the past is represented 1  use evidence to explain the key features of events 2  observe or handle evidence to ask simple questions about the past 2  Use a wider range of information to answer questions 2							

#### **Substantive Concepts:**

Conflict and disaster, including empire, industry

#### Substantive Knowledge:

- Emily Davidson was born in the Victorian era in 1872 in London. At that time women weren't allowed to vote and choose who ran



#### Vocabulary:

civil rights, segregation, discrimination, suffragette, Victorian, vote, boycott, Martin Luther King,

#### Presenting, Communicating and Organising

- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past

- the country. Emily thought this was unfair.
- Emily Davidson joined a group called the suffragettes. They were fighting for women to be able to vote.
- Emily Davidson was a militant suffragette: she was prepared to break the law and even go to prison for what you believe in. Some suffragettes smashed windows, burned down buildings and chained themselves to railings.
- She is famous because she died when she walked onto the racecourse at Epsom Derby and was knocked down by the King's horse. Segregation laws separated (segregated) black Americans from white Americans at school, on public transport and in public places.
- In 1955, Rosa Parks refused to give up her seat on a bus to a white person. The police were called, Rosa was taken off the bus and arrested.
- This started the Montgomery bus boycott, where all black people refused to use the buses. In the end this lasted for over a year until the law was changed so that black and white people could sit together.

		Histo	rical Enquiry			Disciplin	nary Concepts	
Class 3 Year 3 and 4	Historical Investigations	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Stone Age to Iron Age  How did daily life change in Britain from the Stone Age to the Iron Age?  NC: Changes in Britain from the Stone Age to the Iron Age	What is prehistory?  How and when did people first come to Britain?  What was Mesolithic, Mesolithic and Neolithic life like?  How did people live in the Bronze Age?  How did people live in the Iron Age?  Which was better stone, bronze or iron?  use a range of primary and secondary sources to find out about the past 3  construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 3  sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being	Explore the idea that there are different accounts of history 3  begin to understand some of the ways in which historians and others investigate the past 3  look at two versions of the same event or story in history and identify differences 4  investigate different accounts of historical events and be able to explain some of the reasons why the accounts	Find out about the everyday lives of people in time studied compared with our life today 3  Explain how people and events in the past have influenced life today 4  identify key features, aspects and events of the time studied 3  describe connections and contrasts between aspects of history, people, events and artefacts studied 4	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration (3)  Understand that a cause is something directly linked to an event and not just something that happened before it 3  Begin to understand that historical events create changes that have consequences 3  Can comment on the importance of causes and effects for some	Identify key things that stayed the same and changed between periods 3 Identify that there are reasons for continuities and changes across periods of time and explain some of these 3 Start to explain the impact of some changes that have happened throughout different periods of time 3  Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age (3)  Identify and give some examples of how life was similar in the past 3  Identify and give some examples of how life was different for different people in the same period of time, such as different religious beliefs 3  Identify and give multiple examples of how life was different religious beliefs 3	Identify historically significant people and events from a period of history and give some details about what they did or what happened 3  Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3  Can explain why some aspects of historical accounts, themes or periods are significant 4  Can explain independently why a historical topic, event or person was distinctive or significant 4



Cb.ata.uti Ca.	1	1	Cultivative Manufacture					
	own research 4							
	begin to undertake their	3						
		(Anno Domini)						
	answers about the past 4	Christ) and AD	others 4					
	questions to find	into BC (Before	that persuades					
	sometimes devise own	can be divided	ideas in a way					
	regularly address and	that a timeline	past represent					
		understand	people in the				4	
	of the past 3		Know that		within topics 4		beliefs.	
	build up a clearer picture	4			developments		different religious	
	sources such as maps to	passing of time	4		and		different rights,	
	gather more detail from	studied and	may be different		of the key events		time, such as	

#### **Substantive Concepts:**

Society and Community, including: migration, settlement, industry, religion

#### Key Vocabulary:

Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.

#### Presenting, Communicating and Organising:

- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);
- start to present ideas based on their own research about a studied period.

- In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.
- The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.
- People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.
- Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.
- During the Iron Age, people began to make tools and weapons from iron.
- Hillforts developed during the Iron Age. Communities lived on hills for protection.

	Historical Enquiry				Disciplinary Concepts				
Class 3 Year 3 and 4	Historical Investigations	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	
NC: The achievements of the earliest civilisations –	What were the main achievements of the earliest civilisations?	Sequence several events, artefacts or	Explore the idea that there are different accounts of history 3	find out about the everyday lives of people in time	I can suggest causes and consequences of some of the main achievements of the	Identify key things that stayed the same and changed between periods 3	I can compare the	Identify historically significant people and events from a period of history	



an overview	Where and when did some of	historical	begin to understand	studied compared	earliest civilisations	Identify that there	similarities	and give some
of where and	the earliest civilisations	figures on a	some of the ways in	with our life today 3	(3)	are reasons for	and	details about what
when the		timeline using	which historians and	with our life today 5	(5)	continuities and	differences between	they did or what
first	begin?	Ü		Explain how people and				1 -
		dates,	others investigate the	events in the past have	Understand that a	changes across	the earliest	happened 3
civilisations	When did people first start	including	past 3	•	cause is	periods of time	civilisations(3)	Understand that
appeared	using a writing system?	those that are		influenced life today 4	something directly	and explain some		historical
		sometimes		Describe	linked to an event	of these 3	Identify and give	significance can be
	Why did people start trading?	further apart		Describe	and not just	Start to explain the	some examples of	related to specific
		3		connections and	something that	impact of some	how life was	· ·
	When was money first used?			contrasts between	happened before	changes that have	different for	events, people,
		I can place		aspects of history,	it.	happened	different people	locations and ideas
	Why did writing and number	events,		people, events and	10.	throughout	in the same and	that are seen as
	systems develop?	artefacts and		artefacts studied 4	Begin to	different periods of	different periods	being particularly
		historical			understand that	time 3	of time, such as	important to us 3
	Can you explain the	figure on a			historical events		different rights,	
	technology and inventions of	timeline using			create changes	Make valid	different religious	Can explain why
	the early civilisations?	dates,			that have	statements about	beliefs. 4	some aspects of
		including			consequence 3	the main	Delicis. 4	historical accounts,
	How were early buildings	those that are				similarities,		themes or periods
	constructed?	sometimes				differences and	Identify and give	are significant 4
		further apart,			Understand		some examples	
		and terms			that historical	changes occurring	of how life was	Can explain
	Construct informed	related to the			events have	within topics (e.g.,	similar in the	independently why
	responses about one aspect	unit being			consequences	categorise changes	past 4	a historical topic,
	of life or a key event in the	studied and			that sometimes	into the different		event or person was
	past through careful	passing of			last long after	periods of the Stone		distinctive or
	selection and organisation of	time 4			the	Age).		significant 4
	relevant historical	time 4			life			J.B.IIII.G.III.
	information 3							
	Gather more detail from							
	sources such as maps to							
	build up a clearer picture of							
	the past 3							
		1	•	ı	1		1	•

#### **Substantive Concepts:**

Trade, Industry, Civilisation

#### Key Vocabulary:

civilization, communicate, geographical features, primary source, secondary source, evidence

#### **Presenting, Communicating and Organising**

- A civilisation is the society, culture and way of life of a particular area. It is usually used to refer to a society that has reached a high level of social development and organization
- Children will learn about the location and time period of the first civilizations, including Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China
- Ancient Sumer was the first great civilisation in the world. They lived in Sumer, an area that is now Iraq. Sumer was bordered by the River Euphrates and River Tigris
- The Indus Valley grew up around the Indus River in what is now Pakistan and northern India
- Ancient Egypt developed along the banks of the River Nile in Egypt



- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);

- The Shang Dynasty was one of China's first civilisations. The Shang lived in the Yellow River Valley
- The first writing system was invented by the Sumerians around 3300 BC. The first writing used pictures instead of words but developed into cuneiform writing. Writing was first used as a way of keeping track of goods that were traded with other people. Later it was used to record stories, poems laws and contracts
- The ancient Egyptians developed their own writing system called hierogliphics. By around 2600 BC, the ancient Egyptians were using papyrus to write on instead of stone- this was the first type of paper.
- The Shang Dynasty were the first civilisation in China to leave written records behind. They used symbols which are similar to modern Chinese writing. They wrote on bones, bamboo and silk.
- Once people settled into permanent settlements they began grow more than they needed and make items such as baskets, pottery and jewelley. They could trade these goods for goods of equal value from other communities.
- As trade grew, people had to find ways of keeping track of what was being traded. Ancient Sumerians used clay tokens, people of the Indus Valley used seals.
- Trade was a good way to spread new ideas and technologies. The people of the Indus Valley civilisation were the first people to use cotton to make cloth. The cloth was traded and other civilisations would learn how to make it.
- The first coins were used in 700BC. They were a mixture of gold and silver. They were used for trade and the idea of coins quickly spread to the ancient Greeks.
- Each early civilisation devised their own number systems so they could keep track of records.
- One of the earliest technologies in the world was the wheel. The ancient Sumerians invented the wheel around the year 4000 BC.

	Historical Enquiry				Disciplinary Concepts				
Class 3 Year 3 and 4	Historical Investigations	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	
Ancient Egypt  What were the greatest achievements of Ancient Egypt?  NC: The achievements of the earliest civilisations	Who were the Ancient Egyptians?  What was life like in Ancient Egypt?  What was the ancient Egyptian ritual of mummification?  Who was Tutankhamun and why is he still remembered today?  How does ancient Egyptian writing compare to my own?  What powers did the ancient Egyptian gods have? What was their influence on daily life?	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 3  I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms	Explore the idea that there are different accounts of history 3 begin to understand some of the ways in which historians and others investigate the past 3 look at two versions of the same event or story in history and identify differences 4	find out about the everyday lives of people in time studied compared with our life today 3  Explain how people and events in the past have influenced life today 4  Describe connections and contrasts between aspects of history, people, events and artefacts studied 4	I can suggest causes and consequences of some of the main events within Ancient Egypt (3)  Understand that a cause is something directly linked to an event and not just something that happened before it.  Begin to understand that historical events create changes that	Identify key things that stayed the same and changed between periods 3 Identify that there are reasons for continuities and changes across periods of time and explain some of these 3 Start to explain the impact of some changes that have happened throughout different periods of time 3 Make valid statements about the main	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt (3)  Identify and give some examples of how life was different for different people in the same and different periods of time, such as different religious beliefs. 4	Identify historically significant people and events from a period of history and give some details about what they did or what happened 3  Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3  Can explain why some aspects of historical accounts, themes or periods are significant 4	



use a range of primary and secondary sources to find out about the past 3  construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3  gather more detail from sources such as maps to build up a clearer picture of the past 3  regularly address and sometimes devise own questions to find answers about the past 4  begin to undertake their own research 4	related to the unit being studied and passing of time 4  Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 3	investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 4  Know that people in the past represent ideas in a way that persuades others 4		have consequence 3  Understand that historical events have consequences that sometimes last long after the event is over 3  Can comment on the importance of causes and effects for some of the key events and developments within topics 4	similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).	Identify and give some examples of how life was similar in the past 4	Can explain independently why a historical topic, event or person was distinctive or significant 4
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#### **Substantive Concepts:**

Power, including: civilisation, trade, settlement, empire, monarchy, religion

#### **Key Vocabulary:**

Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.

#### Presenting, Communicating and Organising

- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);
- start to present ideas based on their own research about a studied period.

- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.
- Life revolved around the Nile, which supported farming, craft and was used for trade.
- When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.
- The ancient Egyptians wrote in hieroglyphics on papyrus.
- -The ancient Egyptians worshipped gods who were responsible for different aspects of life. The ancient Egyptians built the pyramids.



	Historical Enquiry				Disciplinary Concepts				
Class 3 Year 3 and 4	Historical Investigations	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	
Ancient Greece  What were the greatest achievements of the Ancient Greeks?  NC: A study of Greek life and achievements and their influence on the world	How can we find out about the civilisations of Ancient Greece?  Who were the Ancient Greeks?  What do artefacts tell us about what life was like in Ancient Greece?  Can we learn anything from Greek myths and legends?  What do we know about the achievements of Alexander the Great?  Can we thank the Ancient Greeks for anything in our lives today?  What do some of our buildings tell us about how we view Ancient Greece today?  How have the Olympic games changed since they were first held in Ancient Greece?  use a range of primary and secondary sources to find out about the past 3  construct informed responses about one aspect of life or a key event	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 3  I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 4  understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Explore the idea that there are different accounts of history 3  begin to understand some of the ways in which historians and others investigate the past 3  look at two versions of the same event or story in history and identify differences 4  investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 4  Know that people in the past represent ideas in a way that persuades others 4	find out about the everyday lives of people in time studied compared with our life today 3  explain how people and events in the past have influenced life today 4  identify key features, aspects and events of the time studied 3  describe connections and contrasts between aspects of history, people, events and artefacts studied. 4	Understand that a cause is something directly linked to an event and not just something that happened before it 3 Begin to understand that historical events create changes that have consequences 3  Can comment on the importance of causes and effects for some of the key events and developments within topics 4	Identify key things that stayed the same and changed between periods 3 Identify that there are reasons for continuities and changes across periods of time and explain some of these 3 Start to explain the impact of some changes that have happened throughout different periods of time 3 Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).	Identify and give some examples of how life was similar in the past 3  Identify and give some examples of how life was different for different people in the same period of time, such as different religious beliefs 3  Identify and give multiple examples of how life was different for different people in the same and different periods of time, such as different religious beliefs.	Identify historically significant people and events from a period of history and give some details about what they did or what happened 3  Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3  Can explain why some aspects of historical accounts, themes or periods are significant 4  Can explain independently why a historical topic, event or person was distinctive or significant 4	



	in the past through careful								
	selection and organisation								
	of relevant historical								
	information 3								
	gather more detail from								
	sources such as maps to								
	build up a clearer picture of								
	the past 3								
	the past 5								
	was dark address and								
	regularly address and								
	sometimes devise own								
	questions to find answers								
	about the past 4								
1	begin to undertake their								
	own research 4								
Substantive Cor	ncents:					1	1	I.	
	ciety and Community, including: civilisation, trade, settlement,		Substantive Knowledge:						
			1						
empire, monard	mpire, monarchy, Religion		- Ancient Greece was	made up of city states, such as Ath	ens, Corinth and Spa	ırta. They often fought e	each other but also fough	nt together to defend	
			themselves from oth	ner threats.					
Key Vocabulary	:		- Towards the and of the period. Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Demans						
			- Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans						
Ancient, city st	tate, civilisation, democracy, empir	e, legacies, myth.	slowly took over parts of it.						
			- Many chiects produced in Ancient Greece were made by enclaved people						
			- Many objects produced in Ancient Greece were made by enslaved people.						
			- The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.						
Presenting, Com	municating and Organising		- The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.						
			- The Ancient Greeks v	worshipped many gods and goddess	ses. Festivals and cere	emonies were held to ple	ease them.		
- present, com	municate and organise ideas abou	it the past	- The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.						
	le written narratives (stories of an	•	- There are lots of my	ths that originate from this time, inc	cluding the Trojan Wa	r.			
	made up of diaries, speeches or let								
		iters. Triese could	- The Olympics were fi	irst held in Ancient Greece. The idea	for the marathon als	so originates from this tir	me.		
also be autobi	ograpmes);		- Ancient Athensis wh	oro domocracy hogan					
akant to	and the board on their		- Ancient Athens is Wr	nere democracy began.					
	sent ideas based on their own	research about a							
studied period	J								
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	Historical Enquiry				Disciplinary Conce	ots		
Class 3 Year 3 and 4	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
NC: The Roman Empire and its impact on Britain How was Britain impacted by the Roman Empire?	Why did the Romans invade this island on the edge of the empire?  Did Claudius invade for the same reasons as Caesar?  Why did Boudica stand up to the Romans and what image do we have of her today?  How were the Romans able to keep control over such a vast empire?  How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?  How can we solve the mystery of why this great empire came to an end?  How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?  What were the consequences of the Roman invasion at Chester (Diva)	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 3  I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 4  understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 3  The conquest took many years to	Explore the idea that there are different accounts of history 3  begin to understand some of the ways in which historians and others investigate the past 3  look at two versions of the same event or story in history and identify differences 4  investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 4  Know that people in the past represent ideas in a way that persuades others 4	find out about the everyday lives of people in time studied compared with our life today 3  explain how people and events in the past have influenced life today 4  identify key features, aspects and events of the time studied 3  describe connections and contrasts between aspects of history, people, events and artefacts studied. 4	Understand that a cause is something directly linked to an event and not just something that happened before it 3 Begin to understand that historical events create changes that have consequences 3 Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events that sometimes last long after the event is over 3  Can comment on the importance of causes and effects for some of the key events and developments within topics 4	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence (4)  Identify key things that stayed the same and changed between periods 3 Identify that there are reasons for continuities and changes across periods of time and explain some of these 3  Start to explain the impact of some changes that have happened throughout different periods of time 3  Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age) 4	Identify and give some examples of how life was similar in the past 3 Identify and give some examples of how life was different for different people in the same period of time, such as different religious beliefs 3  Identify and give multiple examples of how life was different people in the same and different people in the same and different periods of time, such as different rights, different rights, different religious beliefs.	Identify historically significant people and events from a period or history and give some details about what they did or what happened 3  Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3  Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support) (4) Identify historically significant people and events from a period of history and give some detail about what they did or what happened 4



		ı	1	1	1		I .	1		
	Depth study- Local	'complete' and	Including this		Understood by					
	History	there were a	interaction		studying the					
	Roman Chester and	number of	between the		different					
	what the archaeology	rebellions	Roman invaders		reactions of					
	has revealed about it	against Rome	and Britons		Briton tribes					
			highlights that		who chose to					
	use a range of primary		there is no		become					
	and secondary sources to		singular		cooperative and					
	find out about the past 3		narrative to be		those that					
	•		told.		eventually					
	construct informed				rebelled.					
	responses about one		Focus on how							
	aspect of life or a key		David Olusoga							
	event in the past through		came to write							
	careful selection and		about the varied							
	organisation of relevant		people who lived							
	historical information 3		and guarded							
	· iistoricai ii iiorriaalori o		Hadrien's wall							
	gather more detail from		riadileli 5 Wali							
	sources such as maps to									
	build up a clearer picture									
	of the past 3									
	•									
	regularly address and									
	sometimes devise own									
	questions to find									
	answers about the past 4									
	begin to undertake their									
	own research 4									
Substantive Con	-	Substantive Knowle	dge.	,	•	•		,		
Empire, Rebellion	n, Settlement	Janotana e Miowic	-0							
Key Vocabulary:		- The arrival of	the Romans to Britain an	d their occupation for over 350 yea	rs marks a turning po	int in the history of Brita	in. Not only did they tra	nsform the		
-,		landscape but	they also left written re-	cords for the first time in the form o	of letters, coins and g	raffiti				
Conquer/conque	•									
Empire/Emperor			-What people remember the Romans for most is the strength of their rule and their advanced lifestyle compared to the Iron Age Britons. They introduced cities,							
·	ment, Hypocaust,	roads, villas and even public baths connected through an impressive system of well engineered roads.								
Invade/Invasion,	, Legion, Province, Raid,									
Rebellion, Rule/	Ruler, Slave, Tax/Taxes,	-The Romans w	ere able to keep control	of Britain through the use of their o	disciplined and organi	zed army which shortly a	after 410 AD left the Brito	ons to rule		
Temple, Tribe/Ti	ribal, Trade, Villa,	themselves								
Worship/Worshi										
• •	· ·	-The Romans le	gacy is still felt to this da	y, in the form of the Latin language	, buildings and laws					



#### Presenting, Communicating and Organising

- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);
- start to present ideas based on their own research about a studied period.

- Some modern cities were key sites in Roman Britain. They were linked by the road network
- Chester was called Diva. It was home to a large fortress which shows it was an important settlement. Archology shows that many different types of people lived in Diva and it was home to an important port for trading. Roman Chester can still be seen today, under the streets we walk on
- In 122 AD, Emperor Hadrian ordered a wall to be built to mark the northern border of the empire. Many soldiers, including those from Africa, guarded the wall.
- 55 BC Julius Caesars' army lands and briefly defeats some tribes and then leaves.
- 43 AD Claudius invades and stays. Romans begin 367 years of continuous occupation.
- 61 AD Queen Boudica of the Iceni leads rebellion against the Romans but is defeated.
- 122 AD Romans start to build Hadrian's Wall, marking the northern edge of their empire.
- 410 AD Roman army leaves Britain.

			ny icaves britain.					
	Historical Enquiry				Disciplinary Conce	pts		
Class 4 Year 5 and 6	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Viking and Anglo-Saxon struggle for the kingdom of England  How did England change during the settlement of the Anglo-Saxons and Vikings?  NC: Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Questions  Why did the Vikings invade Britain?  What are some of the different perspectives of the Viking invasions?  How did the Vikings gain control of the northeast of England?  What role did King Alfred play in making England a unified country?  What was life like for the Vikings living in Britain?  How and when did England become a unified country?  recognise when they are using primary and	Use dates accurately in describing events and people (5)  order an increasing number of significant events, movements and dates on a timeline using dates accurately 5  accurately use dates and terms to describe historical events 6  understand how some historical events/periods occurred concurrently in	find and analyse a wide range of evidence about the past 5  use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5  consider different ways of checking the accuracy of interpretations of the past 5  start to understand the difference between primary and secondary evidence and start	identify and note connections, contrasts and trends over time in the everyday lives of people 5  use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6  Make links between some of the features of past societies (e.g., religion, houses, society, technology) 6  use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time 5  describe the key features of the past, including attitudes,	Understand that the consequences of one historical event can sometimes become the causes of another 5  Examine in more detail the shortand long-term causes of an event being studied 5  Understand that some causes may be more significant than others and that some causes are less significant 5	I can identify periods of rapid change in history (5)  I can explain what changed and what continued over time when the Anglo- Saxons and Vikings settled in Britain (5)  Identify why some changes between different periods of time have had more significant consequences than others 5  Understand that there are times in history when change happens suddenly and	Explain and give varied examples of how life was similar and different in the past 5  Explain and give examples to show that things may have been different from place to place at the same time 5  Start to give reasons for these similarities and differences 5  Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the	I can describe the social and cultural significance of a past society (5)  Understand that what we consider to be significant can change throughout different periods 5  Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5  Identify a range of historically significant people and events from



secondary sources of	different	to question its	beliefs and the everyday lives	Begin to	these moments	change (e.g., provide	different periods o
information to investigate	. •	reliability 5	of men, women and children 5	understand that	of change can be	some similarities	history and explair
the past 5	Indus Valley and			historians may	referred to as	and differences	why they were
	Ancient Egypt.	know that people in		not agree on the	'turning points' in	affecting different	significant 5
use a wide range of		the past represent		main causes of	history 5	forms of	Identify historicall
different evidence to		events or ideas in a		an event 5	Understand and	communication 6	significant people
collect evidence about the		way that may be to			describe in some		and events from a
past, such as ceramics,		persuade others 5		Can explain the	detail the main		period of history
pictures, documents,				role and	changes to an		and give some
printed sources, posters,		continue to develop		significance of	aspect of a period		detail about what
online material,		their understanding		different causes	in history 5		they did/what
photographs, artefacts,		of how historians		and effects of a			happened and
historic statues, figures,		and others		range of events			what impact it ha
sculptures, historic sites 5		investigate the past		and			5
		5		developments			Can explain reaso
select relevant sections of				(e.g., explain how			why particular
information to address		Evaluate evidence		and why the			aspects of a histo
historically valid questions		to choose the most		Vikings were			event, developme
and construct detailed,		reliable forms 6		such successful			society or person
informed responses 5				travellers and			were of particula
		Know that people in		how important			significance 6
Choose reliable sources of		the past have a		this was in their			Significance o
evidence to answer		point of view and		success) 6			
questions, realising that		that this can affect					Compare the
there is often not a single		interpretation 6		Can comment			significance of
answer to historical				independently on			events,
questions 6		Give clear reasons		the different			development and
		why there may be		types of causes			people across
investigate their own lines		different accounts		and effects for			topics and time
of enquiry by posing		of history linking		most of the			periods 6
historically valid questions		this to factual		events covered,			
to answer 6		understanding of		including longer-			
		the past 6		and shorter-term			
				aspects (e.g.,			
				recognise and			
				explain different			
				causes and			
				effects for the			
				length of Viking			
				settlements in			
				Britain, such as			
				technological,			
				economic, social			
				and cultural			
		1		reasons) 6			



#### Substantive Knowledge:

- The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain including monasteries for their valuable possessions and also traded in Britain.
- The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.
- King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.
- Anglo-Saxon kings made continuous attempts to regain land from the Vikings.

#### Key Vocabulary: Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid, archaeologist, excavate, Sutton Hoo

#### **Presenting, Communicating and Organising**

- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;

- plan and present a self-directed project or research about the studied period

	Historical Enquiry				Disciplinary Conce	ots		
Class 4 Year 5 and 6	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Early Islamic Civilisations including Baghdad c 900AD  What did the early Islamic civilisation leave behind?  NC: Non- European society that contrasts with British history	How different was Baghdad to London around 900AD?  What was in the House of Wisdom? Explain its importance.  Who was Ibn Battuta and how did his Rihla help us?  Who was Al-Zahrawi and what could we learn from Muslim medicine?  What did the early Islamic civilisation leave behind?  recognise when they are using primary and secondary sources of information to investigate the past 5	Order significant events, movements and dates on a timeline 5  Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6  accurately use dates and terms to describe historical events 5&6  understand how some historical events/periods occurred	I can use sources of evidence to deduce information about the past (5)  I can use sources of information to form testable hypotheses about the past (5)  find and analyse a wide range of evidence about the past 6  use a range of evidence to offer	use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time 5  describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 5  know that people in the past represent events or ideas in a way that may be to persuade others 6  continue to develop their understanding of how historians and others investigate the past 6  Make links between some of the features of past societies 6	Understand that the consequences of one historical event can sometimes become the causes of another 5  Examine in more detail the shortand long-term causes of an event being studied 5  Understand that some causes may be more significant than others and that some causes are less significant 5	I can identify periods of rapid change in history (5)  I can explain the concepts of continuity and change over time (5)  Identify why some changes between different periods of time have had more significant consequences than others 6  Understand that there are times in history when change happens suddenly and these moments of change can be	Explain and give varied examples of how life was similar and different in the past 5  Explain and give examples to show that things may have been different from place to place at the same time 5  Start to give reasons for these similarities and differences 5	I can describe the social and cultural significance of a past society (5)  I can describe the characteristic features of the past, including ideas and beliefs (5)  Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 6  Identify a range of historically significant people and events from



	e a wide range of	concurrently in	some clear reasons	Begin to	referred to as	different periods of
diffe	erent evidence to	different	for different	understand that	'turning points' in	history and explain
colle	ect evidence about the	locations, e.g.,	interpretations of	historians may	history 6	why they were
past	t, such as ceramics,	Indus Valley and	events, linking this	not agree on the	Understand and	significant 6
	tures, documents,	Ancient Egypt 5	to factual	main causes of	describe in some	Identify historically
	nted sources, posters,		understanding	an event 5	detail the main	significant people
	ine material,	Understand how	about the past 6		changes to an	and events from a
	otographs, artefacts,	multiple historical		Can explain the	aspect of a period	period of history
	coric statues, figures,	events occurred at	consider different	role and	in history 6	and give some
scul	lptures, historic sites 5	the same time in	ways of checking	significance of		detail about what
		different locations	the accuracy of	different causes		they did/what
	ect relevant sections of	(Early Islamic	interpretations of	and effects of a		happened and
	ormation to address	Civilisations and	the past 6	range of events		what impact it had
	corically valid questions	those around the	at and the consideration of	and		6
	l construct detailed,	world) 6	start to understand the difference	developments 6		
Info	ormed responses 5	Identify and	between primary	Can comment		
Cha	oose reliable sources of	compare changes	and secondary	independently on		
	dence to answer	within and across	evidence and start	the different		
	estions, realising that	different periods 6	to question its	types of causes		
· ·	re is often not a single	umerent perious o	reliability 6	and effects for		
	wer to historical		reliability 0	most of the		
	estions 6			events covered,		
que	25010113 0			including longer-		
inve	estigate their own lines			and shorter-term		
	enquiry by posing			aspects 6		
	corically valid questions					
	answer 6					
<b>Substantive Concepts</b>	s and Historical: Power inc	cluding civilisation,	Cubatantina Knamlad			

# Substantive Concepts and Historical: Power including civilisation trade, settlement, empire, monarchy

- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;
- start to recognise that some concepts, such as technology, will be different across different periods of history;

#### **Key Vocabulary:**

central hub, Al-Mansur, caliph, Abbassid Empire, cultural capital, labourers, scholars, The Round Citry, Kingdom, faith, Offa's coin, 13<sup>th</sup> Century, Tigris River, status, Hajj, Muslim,

- At the time Baghdad was one of the biggest cities in the world, purpose built by Harun al-Rashid to run his empire. It's circular shape and 'zoned' areas with lots of irrigation and green areas make it a very modern city.
- Baghdad was a great centre of learning. The House of Wisdom became a centre for learning drawn from far and wide. The success Baghdad had in trading with other countries
- The Muslim world played a major role in preserving the writings of Ancient Greece and Rome, making them accessible to Europe
- Ibn Battuta travelled and documented his travels. He documented his feelings towards customs and traditions, political and social setup. His recordings were put into a book called the Rihla.



pilgrimage, Holy Cities.

#### **Presenting, Communicating and Organising**

- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;

- Important contributors to Muslim medicine, including Al-Zahrawi. The great emphasis Islam placed on medicine and medical advances, and the sheer number of inventions that happened in this period and in this part of the world.
- The achievements of Islam in the many areas of society, and their legacy today. The period ended when the city was sacked by the Mongols.

Historical Enquiry							
nistorical Enquiry				Disciplinary Conce	pts		
Historical Investigations	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
What is modern day Germany like, and how was it ruled before the start of World War 2?  How did Hitler come to power and become the leader of Germany?  How did the Second World War begin?  How did Britain react to the outbreak of World War 2?  How were the lives of civilians changed during World War Two?  How did Britain's Home Front cope when under attack?  What was the impact of World War 2 in the West Midlands area?  Why was the Royal Air Force (RAF) so important to the defence of Britain?	Order significant events, movements and dates on a timeline 5  Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6  accurately use dates and terms to describe historical events 5&6  understand how some historical events/periods occurred concurrently in different locations, e.g., Great Britain and Germany in 1930s.	find and analyse a wide range of evidence about the past 5  use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5  consider different ways of checking the accuracy of interpretations of the past 5  start to understand the difference between primary and secondary evidence and start to question its reliability 5  know that people in the past represent events or ideas in a	Identify and note connections, contrasts and trends over time in the everyday lives of people 5  use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time 5  describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 5  use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6  know that people in the past represent events or ideas in a way that may be to persuade others	Understand that the consequences of one historical event can sometimes become the causes of another 5  Examine in more detail the shortand long-term causes of an event being studied 5  Understand that some causes may be more significant than others and that some causes are less significant 5  Begin to understand that historians may not agree on the main causes of an event 5	Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity 6  I can identify periods of rapid change in history and contrast them with times of relatively little change (6)  Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history 6  Understand and describe in some detail the main changes to an aspect of a period	Explain and give varied examples of how life was similar and different in the past 5  Explain and give examples to show that things may have been different from place to place at the same time 5  Start to give reasons for these similarities and differences 5  Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g., provide some similarities and differences affecting different forms	I can describe the social and cultural significance of a past society (5)  Understand that what we consider to be significant can change throughout different periods 5  Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5  Identify a range of historically significant people and events from different periods of history and explain why they were significant 5  Identify historically significant people and events from a period of history and give some detail about what they did/what happened
/ 0 / 2           /	What is modern day Germany like, and how was it ruled before the start of World War 2? How did Hitler come to cower and become the eader of Germany? How did the Second World War begin? How did Britain react to the outbreak of World War 2? How were the lives of civilians changed during World War Two? How did Britain's Home Front cope when under attack? What was the impact of World War 2 in the West Midlands area? Why was the Royal Air Force (RAF) so important	What is modern day Germany like, and how was it ruled before the start of World War 2? How did Hitler come to cower and become the eader of Germany? How did Britain react to the outbreak of World War 2? How were the lives of civilians changed during World War Two? How did Britain's Home Front cope when under attack? What was the impact of World War 2 in the West Widlands area? Why was the Royal Air Force (RAF) so important to the defence of Britain?  Chronology  Order significant events, movements and dates on a timeline using dates accurately use dates and terms to describe historical events 5&6  understand how some historical events/periods occurred concurred concurrently in different locations, e.g., Great Britain and Germany in 1930s.	Chronology  Evidence and Interpretation  What is modern day Germany like, and how was it ruled before the start of World War 2? How did Hitler come to coower and become the eader of Germany? How did the Second World War begin? How did Britain react to the outbreak of World War Taro? How did Britain's Home Front cope when under attack?  What was the impact of World War 2 in the West Widlands area?  Why was the Royal Air Force (RAF) so important to the defence of Britain?  What is modern day Interpretation  Order significant events, movements and dates on a timeline 5  Use a range of evidence about the past 5  Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5  Chow did Britain react to the defence of Britain?  Understand how some historical events/periods occurred concurrently in different locations, e.g., Great Britain and Germany in 1930s.  Who was the defence of Britain?  Chronology  Find and analyse a wide range of evidence about the past 5  Use a range of evidence about the past 5  Use a range of evidence about the past 5  Corder an increasing number of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5  Consider different ways of checking the accuracy of interpretations of the past 5  Understand how some historical events/periods occurred concurrently in different locations, e.g., Great Britain and Germany in 1930s.  Know that people in the past represent events or ideas in a	All this modern day Germany like, and how was it ruled before the start of World War 2?  How did Hitler come to cover and become the eader of Germany?  How did Britain react to the between the invited library in the outbreak of World War Two?  How were the lives of similians changed during World War Two?  How did Britain's Home Front cope when under strack?  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How did Hitter cast of World War 2?  How did Britain react to the outbreak of World War 2?  How were the lives of civilians changed during World War Two?  How did Britain's Home Front cope when under statack?  What was the impact of World War 2 in the West Wildlands area?  Why was the Royal Air Force (RAF) so important to the defence of Britain's the manufactor of the defence of Britain's the manufactor of the past force (RAF) so important to the defence of Britain's Home force (RAF) so important to the defence	All sitsorical Investigations  Chronology  Evidence and Interpretation  Find and analyse a wide range of events, and People in the eater of World War 2?  How did Hitter come to bower and become the eader of Germany?  How did Hitter cat to we with enouthereak of World War 2 and wide so a a timeline using dates accurately 6  How were the lives of invitional world War Two?  How did Britain's Home Front cope when under strand for World War 2 in the West Widlands area?  Why was the Royal Aliforce (RAF) so important to the defence of Britain?  Why was the Royal Aliforce (RAF) so important to the defence of Britain?  Chronology  Evidence and Interpretation  Interpretation  Find and analyse a wide range of events, and rends over time in the everyday lives of people 5  San a range of the widence about the past 5 use a range of events, linking this to factual understanding adates and terms to describe historical events, including attitudes, beliefs and the everyday lives of widence to offer some clear reasons of the past 5  How were the lives of world War Two?  How did Britain's Home Front cope when understand how some historical events for the past 5  How was the impact of World War 2 in the West Widlands area?  Why was the Royal Aliforce (RAF) so important to the defence of Britain?  Why was the Royal Aliforce (RAF) so important to the defence of Britain?  How did Britain's Home Front cope when understand how some historical events for the past 5 understanding the difference well-defence and start to understand to the defence of Britain?  Why was the Royal Aliforce (RAF) so important to the defence of Britain?  How did Britain's Home Front cope when understanding the defence of Britain?  How did Britain's Home Front cope when understanding the defence of Britain?  How were the lives of the past 5 understanding the past for the	Thistorical investigations  Chronology  Evidence and Interpretation  Find and analyse a wide range of evidence about the past 5  Towwell Hitler come to convert and become the eader of Germany?  How did Hitler come to convert and become the eader of Germany?  How did Britain react to the outbreak of World War Two?  How did Britain's Home Front cope when under stranck?  How did Britain's Home Front cope when under stranck?  How did Britain's Home Front cope when under stranck?  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What major victories led	events occurred at	way that may be to	Can explain the	I	of	and what impact it
•					UI	had 5
to the Allies winning the	the same time in	persuade others 5	role and			Can explain reasons
war?	different locations		significance of			why particular aspects
	(WW2 as a	continue to develop	different causes			of a historical event,
Who were the heroes of	significant global	their understanding	and effects of a			
the Battle of Britain?	event)	of how historians	range of events			development, society
		and others	and			or person were of
Recognise when they are	Identify and	investigate the past	developments 6			particular significance 6
using primary and	compare changes	5				Compare the
secondary sources of	within and across		Can comment			significance of
information to investigate	different periods 6	Evaluate evidence	independently on			events,
the past 5		to choose the most	the different			development and
		reliable forms 6	types of causes			people across topics
Use a wide range of		Tellable forms o	and effects for			6
different evidence to		Know that people in	most of the			1
collect evidence about the		the past have a	events covered,			1
past, such as ceramics,		point of view and				
pictures, documents,		•	including longer-			
printed sources, posters,		that this can affect	and shorter-term			
online material,		interpretation 6	aspects 6			
photographs, artefacts,						1
historic statues, figures,		Give clear				
sculptures, historic sites 5		reasons why				
sculptures, historic sites 5		there may be				
Select relevant sections of		different				
information to address		accounts of				
historically valid questions		history linking				
and construct detailed,		this to factual				
informed responses 5		understanding				
		of the past 6				
Choose reliable sources of						
evidence to answer						
questions, realising that						
there is often not a single						
answer to historical						
questions 6						
La contracta di etc.						
investigate their own lines						
of enquiry by posing						
historically valid questions						
to answer 6						
						1



#### **Substantive Concepts:**

Conflict, including empire, monarchy, civilisation

- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;
- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

#### **Key Vocabulary:**

'The Few', 'Ace', RAF, combat raids, Luftwaffe, commonwealth, invade, armistice, Treaty of Versailles, Adolph Hitler, the Nazi party, conscription, appeasement, territory, Munich, 'Peace for our Time', allies, axis powers, persecution, propaganda, evacuation, operation Dynamo, troops, 'little ships', morale, Operation Sealion, operations room, Dowding system, Woomen's Auxiliary Air Force, radar operators, barrage balloons, civilians, air-raid shelter, enrol

#### Presenting, Communicating and Organising

 present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;

#### Substantive Knowledge:

Europe in 1937 In the late 1930s, dictators ruled much of Europe. This made democracies like Britain and France extremely nervous - they hoped that the atrocities of World War I would steer Europe away from war, but this could not be guaranteed. Germany was a dictatorship in 1937. The dictator, Adolf Hitler, wanted Germany to be the most powerful country, and he discriminated against certain groups of people based on their religion and ethnicity.

Hitler's rise in popularity: The new German government attempted to rebuild Germany after World War I. Signing the Treaty of Versailles meant that Germany had crippling debts. This led to unemployment and a shortage of goods. Hitler and the Nazi party saw a failing Germany as an opportunity to claim power. In 1932, the Nazis were the largest party in the Reichstag, and then in 1933, Hitler became the Chancellor of Germany.

The outbreak of WW2: On 1st September 1939, Hitler invaded Poland. Britain and France declared war on Germany two days later. Britain's prime minister at the time, Neville Chamberlain, addressed the nation with a speech. There was a widespread belief that Britain needed to stand firm against the threat of Nazi aggression. 'Keep Calm and Carry On' was the government's motivational message to its citizens at the start of WW2. Everyone felt that they were part of the war. The war eort in Britain was known as the Home Front. Children's lives changed dramatically during the war as many of them were evacuated. Women's lives also changed as they had to help produce goods.

Britain's Home Front: The war acted on all people, whether on the front line (in Europe) fighting or the home front (back in Britain). The Home Front mainly involved the nation's civilians. Life changed dramatically for Britain's Home Front, especially for: • Children – many were evacuated to safer areas. This meant being separated from family and friends for long periods. • Women – With millions of men serving in the armed forces, women were required to fill the jobs that the men left behind. The contributions made by women in dierent workplaces were crucial to the war eort. Women also played important roles in the military.

Battle of Britain: Was the successful defence of Great Britain against air raids conducted by the German air force (Luftwaffe) from July through September 1940, after the fall of France. Victory for the Luftwaffe in the air battle would have exposed Great Britain to invasion by the German army, which was then in control of the ports of France only a few miles away across the English Channel. The battle was won by the Royal Air Force (RAF) Fighter Command, whose victory not only blocked the possibility of invasion but also created the conditions for Great Britain's survival, for the extension of the war, and for the eventual defeat of Nazi Germany.

The bombing of British cities, called the Blitz, continued for some time. Still, due to the huge defeat at the Battle of Britain, the German Luftwae would never have the same military power it had before, so it was minimal in comparison.

On 6th June 1944, American, Canadian and British troops landed on the beaches of Normandy and stormed the German defences. Within months, Paris was liberated, and the Allies continued their march towards Berlin. With the Soviets marching from the east and the Allies marching from the west, it was not long until the battle reached Berlin.

Finally, on 8th May 1945, news reached the world that Berlin had fallen and the Nazi Government had signed a peace treaty. Hitler was dead. The war was over.

	Historical Enquiry				Disciplinary Concepts			
Class 4 Year 5 and 6	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Crime and Punishment  How has crime and	How were criminals punished 800 years ago and how do we know?  What does the legend of	Order significant events, movements and dates on a timeline 5	find and analyse a wide range of evidence about the past 5	Identify and note connections, contrasts and trends over time in the everyday lives of people 5	Understand that the consequences of one historical event can	Understand and describe in some detail the main changes to an aspect of a period in	Explain and give varied examples of how life was similar and different in the past 5	I can describe the social and cultural significance of a past society (5)
punishment changed over	Robin Hood tell us about medieval justice?	Order an increasing number	use a range of evidence to offer some clear reasons	describe the key features of the past, including attitudes,	sometimes become the causes of	history 5 Identify why some	Explain and give examples to show	Understand that what we consider to be significant can



time in	More of the same? How	of significant	for different	beliefs and the everyday lives	another 5	changes between	that things may	change throughout
Britain?	did crimes and	events,	interpretations of	of men, women and children 5	another 5	different periods of	have been different	different periods 5
Dittain:	punishments change	movements and	events, linking this	of men, women and children 5	Examine in more	time have had more	from place to place	
NC: Post 1066	between 1500 and 1750?	dates on a	to factual	Give own reasons why changes	detail the short-	significant	at the same time 5	Start to explain the
study	between 1900 and 1750.	timeline using	understanding	may have occurred backed up	and long-term	consequences than	at the same time s	importance of an
study	Why did punishments	dates accurately 6	about the past 5	by evidence 5	causes of an	others 5	Start to give reasons	event using the following criteria:
	become so bloody in the			.,	event being		for these similarities	significant
	18th century?	accurately use	consider different	Make links between some of	studied 5	Understand that	and differences 5	individually,
	,	dates and terms	ways of checking	the features of past societies 6		there are times in		regionally, nationally
	Why did so much change	to describe	the accuracy of	· ·	Understand that	history when		or globally 5
	happen in the 19 <sup>th</sup>	historical events	interpretations of	start to understand the	some causes may	change happens	Can compare	Identify a range of
	century?	5&6	the past 5	difference between primary	be more	suddenly, and these	similarities,	historically
				and secondary evidence and	significant than	moments of change	differences and changes within	significant people
	Has the way we catch and		start to understand	start to question its reliability 6	others and that	can be referred to	and across some	and events from
	punish criminals changed	Identify and	the difference		some causes are	as 'turning points' in	topics, in terms of	different periods of
	that much in the last 100	compare changes	between primary		less significant 5	history 5	importance,	history and explain
	years?	within and across	and secondary				progress or the	why they were
		different periods 6	evidence and start		Begin to	compare	type and nature	significant 5
	When was the best time to		to question its		understand that	similarities,	of the change	Identify historically
	be a criminal?		reliability 5		historians may	differences and	(e.g., provide	significant people
					not agree on the	changes within and	some similarities	and events from a
			know that people in		main causes of	across some topics,	and differences	period of history and
			the past represent		an event 5	in terms of	affecting different	give some detail
	What is crime and		events or ideas in a		Cara arralain tha	importance,	forms of	about what they
	punishment?		way that may be to persuade others 5		Can explain the role and	progress or the type and nature of the		did/what happened and what impact it
	punishments		persuade others 5		significance of	change 6		had 5
	What was crime and		continue to develop		different causes	Change 0		Can explain reasons
	punishment like in Roman		their understanding		and effects of a	compare		why particular aspects
	Britain?		of how historians		range of events	independently how		of a historical event,
			and others		and	typical similarities,		development, society
	What was crime and		investigate the past		developments 6	differences and		or person were of
	punishment like in the		5		·	changes were 6		particular significance 6
	Anglo-Saxon period?				Can comment			
			Evaluate evidence		independently on			Compare the
	What was crime and		to choose the most		the different			significance of
	punishment like in the		reliable forms 6		types of causes			events,
	Tudor period?				and effects for			development and
			Know that people in		most of the			people across topics
	What was crime and		the past have a		events covered,			and time periods 6
	punishment like in the		point of view and		including longer-			
	Stuart period?		that this can affect		and shorter-term			
			interpretation 6		aspects 6			
	What was crime and							
	punishment like in the		Give clear					
	Victorian period?	1						1



	•	1	T	-	
		reasons why			
	How did the police force	there may be			
	develop through the 20 <sup>th</sup>	different			
1	century?	accounts of			
		history linking			
] .	What are crime and	this to factual			
	punishment like today	understanding			
	compared with the past?	of the past 6			
	recognise when they are				
	using primary and				
	secondary sources of				
	information to investigate				
]	the past 5				
	use a wide range of				
	different evidence to				
	collect evidence about the				
	past, such as ceramics,				
	pictures, documents,				
	printed sources, posters,				
	online material,				
	photographs, artefacts,				
	historic statues, figures,				
	sculptures, historic sites 5				
1					
1	select relevant sections of				
	information to address				
	historically valid questions				
	and construct detailed,				
	informed responses 5				
	inormed responses 5				
	Choose reliable sources of				
	evidence to answer				
	questions, realising that				
	there is often not a single				
	answer to historical				
	questions 6				
	investigate their own lines				
	of enquiry by posing				
	historically valid questions				
]	to answer 6				
		1	l		



#### **Previous Learning**

Year 1/2 - Children understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

Year 3/4 - Children will have looked at periods in time within the Stone Age and will have studied the Romans in Britain.

Year 5 - Current year 6 children will have studied the Anglo-Saxons and Vikings.

**Substantive Concepts**: Monarchy, Civilisation, Rebellion

- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate

#### Vocabulary:

Arson, Burglary, Capital punishment, Corporal punishment, Constable, Execute, Famine, Ritual, Felony, Heresy, Homicide, Larceny, Manslaughter, Medieval, Outlaw, Pillory, Poaching, Smuggling, Stocks, Transportation, Treason, Trial by combat, Vagrant

# Presenting, Communicating and Organising:

Present, communicate and organize ideas from the past using detailed discussions, debates and more detailed written narratives.

Plan and present a self-directed project or research about the studied period

#### **Substantive Knowledge:**

The nature of crimes and punishments have changed over 1000 years. What to do to punish and then prevent crime has always been a difficult problem to solve (and always will be).

Each period in history has its own problems, whether its simple stealing from a house or and animal in the Middle Ages or cyber crime today.

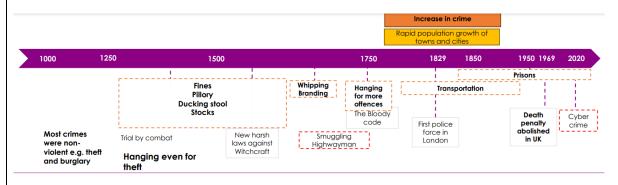
Some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation.

Society's attitude to crime has changed over time and has become less harsh

Some punishments that we think have been around for hundreds of years are actually relatively recent e.g. growth of prisons in Victorian times

Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early  $19^{\text{th}}$  century

New crimes are always appearing such as cyber crime, causing the police to learn new methods of dealing with it



Misconceptions: Children may think that the same crime that happens today, happened hundreds of years ago. Children may think that there has always been a police force. Children may think that prisons are dungeons and that prisons have always been used as punishment, when they were originally used as holding cells before the punishment.

	Historical Enquiry	Disciplinary Concepts						
Class 4 Year 5 and 6	Investigation	Chronology	Evidence and Interpretation	K&U of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Britain's Settlement by Anglo-Saxons and Scots	Did the settlement by the Anglo-Saxons make England a better or worse place?	Order significant events, movements and dates on a timeline 5	find and analyse a wide range of evidence about the past 5	Identify and note connections, contrasts and trends over time in the everyday lives of people.  Describe the key features	Understand that the consequences of one historical event can sometimes	Understand and describe in some detail the main changes to an aspect of a period in history 5	Identify and give examples of how live was different for different people in the	I can describe the social and cultural significance of a past society (5)



D: d +b -	Harridid Carran England	Ouderen	l	af the week in alcoling	h + h -	ı		1
Did the	How did Saxon England	Order an	use a range of	of the past, including	become the	I al a makife la a a ma a	same and	Understand that
settlement by	begin?	increasing number	evidence to offer	attutudes, beleifs and the	causes of	Identify why some	different periods	what we consider
the Anglo-	what have and dodes the	of significant	some clear reasons	everyday lives of men,	another 5	changes between	of time, such as	to be significant
Saxons make	What happened during the	events,	for different	women and children		different periods of	different rights,	can change
England a	period of Saxon England?	movements and	interpretations of	Choose reliable sources of	Examine in more	time have had more	different religious	throughout
better or		dates on a	events, linking this	information to find out	detail the short-	significant	beliefs	different periods 5
worse place	What was life like during	timeline using	to factual	about the past 5	and long-term	consequences than	Identify and give	
to live?	the Anglo-Saxon period?	dates accurately 6	understanding	about the past 5	causes of an	others 5	some examples of	Start to explain the
			about the past 5	find and analyse a wide	event being		how life was	importance of an
NC: Britain's	Why was King Offa of	accurately use		range of evidence about	studied 5	Understand that	similar in the past	event using the
settlement by	Mercia a significant	dates and terms	consider different	the past 6		there are times in	Similar in the past	following criteria:
Anglo-Saxons	individual during the	to describe	ways of checking		Understand that	history when		significant
and Scots	period?	historical events	the accuracy of	use a range of evidence to	some causes may	change happens		individually,
		5&6	interpretations of	offer some clear reasons	be more	suddenly, and these		regionally,
	How did Anglo-Saxon daily		the past 5	for different interpretations	significant than	moments of change		nationally or
Local History	life compare to that of	understand how		of events, linking this to	others and that	can be referred to		globally 5
Link:	Roman Britain?	some historical	start to understand	factual understanding	some causes are	as 'turning points' in		Identify a range of
Pilgrim's Day		events/periods	the difference	about the past 6	less significant 5	history 5		historically
visit to	recognise when they are	occurred	between primary	consider different ways of				significant people
Chester	using primary and	concurrently in	and secondary	checking the accuracy of	Begin to	compare		and events from
Cathedral	secondary sources of	different	evidence and start	interpretations of the past	understand that	similarities,		different periods of
with a focus	information to investigate	locations, e.g.,	to question its	6	historians may	differences and		history and explain
on Saint	the past 5	Indus Valley and	reliability 5		not agree on the	changes within and		why they were
Wereburg		Ancient Egypt 5		start to understand the	main causes of	across some topics,		significant 5
	use a wide range of		know that people in	difference between primary	an event 5	in terms of		Significant 5
	different evidence to	Understand how	the past represent	and secondary evidence		importance,		Identify historically
	collect evidence about the	multiple historical	events or ideas in a	and start to question its	Can explain the	progress or the type		significant people
	past, such as ceramics,	events occurred at	way that may be to	reliability 6	role and	and nature of the		and events from a
	pictures, documents,	the same time in	persuade others 5		significance of	change 6		period of history
	printed sources, posters,	different locations			different causes			and give some
	online material,	(Early Islamic	continue to develop		and effects of a	compare		detail about what
	photographs, artefacts,	Civilisations and	their understanding		range of events	independently how		they did/what
	historic statues, figures,	those around the	of how historians		and	typical similarities,		happened and
	sculptures, historic sites 5	world) 6	and others		developments 6	differences and		what impact it had
			investigate the past			changes were 6		5
	select relevant sections of	Identify and	5		Can comment			Can explain reasons
1	information to address	compare changes			independently on			why particular
	historically valid questions	within and across	Evaluate evidence		the different			aspects of a historical
	and construct detailed,	different periods 6	to choose the most		types of causes			event, development,
	informed responses 5		reliable forms 6		and effects for			society or person
					most of the			were of particular
	Choose reliable sources of		Know that people in		events covered,			significance 6
	evidence to answer		the past have a		including longer-			
	questions, realising that		point of view and		and shorter-term			Compare the
	there is often not a single		that this can affect		aspects 6			Compare the
			interpretation 6					significance of



answer to historical questions 6 investigate their own lines of enquiry by posing historically valid questions to answer 6	Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6		events, development and people across topics and time periods 6
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#### **Substantive Concepts:**

Migration and Settlement, Religion, Monarchy, Power, invasion

#### Vocabulary:

**Disciplinary:** Sequence, scale, narrative, duration, interval Archeology, primary source, secondary source Significance, continuity and change, Evidence **Topic:** Kingdom, King, Mercia, Wessex, Northumbria, Offa of

Mercis Christianity, St. Bede, Gildas, Lindisfarne, Abbey, monk, weregild

#### Presenting, Communicating and Organising:

Sutton Hoo, Staffordshire Hoard

Present, communicate and organize ideas from the past using detailed discussions, debates and more detailed written narratives.

- Sequenced timeline and scaled timeline form a centre point of reference for the topic
- Source and enquiry tasks produce several pieces of work involving note taking and written answers to show skills progression
- Integrated enquiry tasks provide the opportunity to develop children's questioning skills and provide the opportunity for individual research questions.

#### **Substantive Knowledge:**

- Know the position of this period in the narrative of British History. The period known as Roman Britain did not end on the day that the last of the legions left. The legacy of Rome was still visible far beyond this and we can still see their influence today.
- Understand the wider narrative of historical periods and how they fit together chronologically. The Saxon period falls within what is commonly known as the Dark Ages. It also includes the conflict with the Vikings and the 'unification' of the Saxon kingdoms into the Saxon led England by the end of the period.
- This period is known as the dark ages and one of the aspects which makes it 'dark' are the lack of primary written sources. There was no unifying monarch and the kingdoms fought against each other. This settled into what is commonly known as the heptarchy. Ther was a change from urban centres to smaller villages and farmsteads.
- Where they invaded from and to. The arrival of the Angles, Saxons, Jutes and Scots from AD450 signalled a change from the 'unified' Roman Empire to disparate kingdoms who warred and vied for control of Britain for the next 600 years
- The archeological findings from Sutton Hoo and the Staffordshire hoard help us understand life in the Anglo-Saxon period.
- Social structure. People tended to live in small village groups but this changed over the period. Kinship (family ties) was very important to the Saxons and they believed in avenging wrongs done to family. Life for people in Anglo-Saxon England was very much dependent on their position in society. It was made up for three main groups:

Thanes- the Saxon upper class

Churls- some were quite well off but others were very poor

Thralls- a class of slaves

- conversion to Christianity and the importance to life. The roles/jobs played in everyday life
- The key kingdoms and individuals throughout the Anglo-Saxon period (up to the Viking conflict), including Offa, Bede and Gildas
- King Offa of Mercia regined from 757 to 796 AD. He was dominant over the Midlands and South of England, including East Anglia. He allied with Beorhtric of Wessex by marrying his daughter to him. He had contact with Charlemagne, the incredibly powerful Frankish (French) king. Offa had frequent conflicts with the Welsh kingdoms and built Offa's Dyke. An earthwork which ran along a large part of the border between his kingdom and Wales.
- A direct comparison between aspects of life from Roman to Saxon Britain.



	Historical Enquiry					Disciplinary Concepts				
Class 4 Year 5 and 6	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance		
What was the impact of WW1 on Tushingham?	A study over time tracing how several aspects of national history are reflected in the locality Children select an aspect of their learning to investigate in detail.  What did Tushingham look like at the outbreak of WW1 compared with today?  Why was the memorial constructed?  What sources are available to find out about a person from history?  How reliable are these sources for answering historical questions?  Which information answers your questions most appropriately?  How can we provide evidence for the answers to our questions?  How can we ensure our reports are historically valid?	Order significant events, movements and dates on a timeline 5  Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6  accurately use dates and terms to describe historical events 5&6  understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt 5  Understand how multiple historical events occurred at the same time in different locations (Early Islamic Civilisations and those around the world) 6	find and analyse a wide range of evidence about the past 5  use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5  consider different ways of checking the accuracy of interpretations of the past 5  start to understand the difference between primary and secondary evidence and start to question its reliability 5  know that people in the past represent events or ideas in a way that may be to persuade others 5  continue to develop their understanding of how historians and others	Identify and note connections, contrasts and trends over time in the everyday lives of people 5  Use appropriate historical terms, such as culture, religious, social and economic and political when describing the connections, contrasts and trends over time 5  Describe the key features of the past, including attutudes, beleifs and the everyday lives of men, women and children 5  Find and analyse a wide range of evidence about the past 6  Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6  Consider different ways of checking the accuracy of interpretations of the past 6	Understand that the consequences of one historical event can sometimes become the causes of another 5  Examine in more detail the shortand long-term causes of an event being studied 5  Understand that some causes may be more significant than others and that some causes are less significant 5  Begin to understand that historians may not agree on the main causes of an event 5  Can explain the role and significance of different causes and effects of a range of events and developments 6	Understand and describe in some detail the main changes to an aspect of a period in history 5  Identify why some changes between different periods of time have had more significant consequences than others 5  Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history 5  compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 6  compare independently how typical similarities, differences and	I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history (6)	I can describe the social and cultural significance of a past society (5) Understand that what we consider to be significant can change throughout different periods 5 Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5 Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5 Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6		



Identify and compare changes within and across different periods 6	investigate the past 5  Evaluate evidence to choose the most reliable forms 6  Know that people in the past have a point of view and that this can affect interpretation 6	Can comment independently on the different types of causes and effects for most of the events covered, including longerand shorter-term aspects 6	changes were 6	Compare the significance of events, development and people across topics and time periods 6
	Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6			

#### **Substantive Concepts:**

Society and Community, including settlement, trade, civilization and industry

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

Grosvenor Museum led visit to explore how the River Dee has shaped the lives of the people of Chester over history.

Children select an aspect of their learning to investigate in detail.

	Historical Enquiry	Historical Enquiry				Disciplinary Concepts				
Class 4 Year 5 and 6	Historical Investigation	Chronology	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance		
Vikings and Anglo-Saxons How did Britain	The period after the Romans left Britain is sometimes referred to as the Dark Ages. Why do you	Order significant events, movements and dates on a timeline 5	find and analyse a wide range of evidence about the past 5	Identify and note connections, contrasts and trends over time in the everyday lives of people 5	Understand that the consequences of one historical event can	Understand and describe in some detail the main changes to an aspect of a period in	Explain and give varied examples of how life was similar and	I can describe the social and cultural significance of a		
change during the settlement of the Anglo-	think this might be? Imagine you're an Anglo- Saxon. How do you feel about the Viking invasion	Order an increasing number of significant events,	use a range of evidence to offer some clear reasons for different interpretations of	Use appropriate historical terms, such as culture, religious, social and economic and political when describing the	sometimes become the causes of another 5	ldentify why some changes between different periods of	different in the past.  Explain and give examples to show that things may	past society (5) Understand that what we consider to be significant can change		



		T	I			I	T	,
Saxons and	and what will you do to	movements and	events, linking this	connections, contrasts and	Examine in more	time have had more	have been	throughout
Vikings?	protect yourselves?	dates on a	to factual	trends over time 5	detail the short-	significant	different from	different periods 5
		timeline using	understanding	Describe the key features	and long-term	consequences than	place to place at	Start to explain the
	The Vikings first started	dates accurately 6	about the past 5	of the past, including	causes of an	others 5	the same time.	importance of an
	colonising England in 865.			attutudes, beleifs and the	event being		Ctart to give	event using the
	It took them just thirteen	accurately use	consider different	everyday lives of men,	studied 5	Understand that	Start to give	following criteria:
	years to occupy a third of	dates and terms	ways of checking	women and children 5		there are times in	reasons for these similarities and	significant
	Britain. Why do you think	to describe	the accuracy of	women and children 5	Understand that	history when		individually,
	they were able to do this?	historical events	interpretations of	Han a way as of a distance to	some causes may	change happens	differences.	regionally,
		5&6	the past 5	Use a range of evidence to	be more	suddenly, and these		nationally or
	Why was King Alfred			offer some clear reasons for	significant than	moments of change		•
	known as 'Alfred the	understand how	start to understand	different interpretations of	others and that	can be referred to		globally 5
	Great'?	some historical	the difference	events, linking this to factual	some causes are	as 'turning points' in		Identify a range of
		events/periods	between primary	understanding about the past	less significant 5	history 5		historically
	What do you think might	occurred	and secondary	Continue to develop their				significant people
	have been different about	concurrently in	evidence and start	Continue to develop their	Begin to	compare		and events from
	the lives of those living	different	to question its	understanding of how	understand that	similarities,		different periods of
	under the Danelaw and	locations, e.g.,	reliability 5	historians and others	historians may	differences and		history and explain
	those living in the rest of	Indus Valley and		investigate the past 6	not agree on the	changes within and		why they were
	England? What might have	Ancient Egypt 5	know that people in	Make links between some	main causes of	across some topics,		significant 5
	been similar?		the past represent	of the features of past	an event 5	in terms of		Interestification of collection
		Understand how	events or ideas in a	societies (e.g., religion,		importance,		Identify historically
	How and when did England	multiple historical	way that may be to	houses, society, technology	Can explain the	progress or the type		significant people
	become a unified country?	events occurred at	persuade others 5		role and	and nature of the		and events from a
	Why were the years 1016	the same time in			significance of	change 6		period of history
	and 1066 significant?	different locations	continue to develop		different causes			and give some
		(Early Islamic	their understanding		and effects of a	compare		detail about what
	recognise when they are	Civilisations and	of how historians		range of events	independently how		they did/what
	using primary and	those around the	and others		and	typical similarities,		happened and
	secondary sources of	world) 6	investigate the past		developments 6	differences and		what impact it had
	information to investigate		5			changes were 6		
	the past 5	Identify and			Can comment			Can explain reasons
		compare changes	Evaluate evidence		independently on			why particular
	use a wide range of	within and across	to choose the most		the different			aspects of a historical
	different evidence to	different periods 6	reliable forms 6		types of causes			event, development,
	collect evidence about the				and effects for			society or person
	past, such as ceramics,		Know that people in		most of the			were of particular
	pictures, documents,		the past have a		events covered,			significance 6
	printed sources, posters,		point of view and		including longer-			
	online material,		that this can affect		and shorter-term			Compare the
	photographs, artefacts,		interpretation 6		aspects 6			significance of
	historic statues, figures,							events,
	sculptures, historic sites 5							development and
			Give clear reasons					people across
	select relevant sections of		why there may be					topics and time
	information to address		different accounts					periods 6
	1			1	1		1	i .



							SCHOOL
historically valid questions and construct detailed, informed responses 5 Choose reliable sources of evidence to answer questions, realising that		of history linking this to factual understanding of the past 6					
there is often not a single answer to historical questions 6							
investigate their own lines of enquiry by posing historically valid questions to answer 6							
Substantive Concepts: Exploration and Invasion, including migration, tr settlement.	rade, monarchy,	Substantive Knowledge: The Vikings came from an area where Scandanavian countries are today. They explored, traded and raided other lands. They raided parts of Britain-including monasteries for their valuable possessions-also traded in Britain.					
Vocabulary: Danegeld, exile, kingdom, outlawed, Pagan, pillage Presenting, Communicating and Organising:	<ul> <li>The Vikings invaded and settled in Scotland. The eventually invaded and settled in England too.</li> <li>King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. Anglo-Saxon kings made continuous attempts to regain land from the Vikings.</li> </ul>						
Present, communicate and organize ideas from the past using detailed discussions, debates and more detailed written		- Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms;					

King of England.

narratives.

studied period

Plan and present a self-directed project or research about the

- In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman