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| Historical skills | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Chronology** | I can show an awareness of the passing of time  I can sequence photos of  people of different ages  I can use basic time vocabulary | I can sequence events in my life  I can begin sequence objects in chronological order  I can sequence photos from different periods | I can sequence artefacts closer together in time  I can sequence events  I can describe memories of key events in lives | I can place the time studied on a timeline  I can sequence several events  I can use dates and terms related to the study unit | I can place events from a period studied on a timeline  I can sequence several artefacts  I can use terms related to a period and begin to date events  I can understand more complex terms e.g. BC / AD | I know and can sequence key events of time studied and place them on a timeline  I can use relevant dates terms and periods labels  I can relate current studies to previous studies  I can make comparisons between different times in the past | I can relate current study to previous studies and place it on a timeline  I can place current studies on timeline in relation to other studies  I can sequence up to 10 events on a timeline  I can use relevant dates terms and periods labels |
| **Range and depth of**  **historical knowledge** | I can recognise change in my life – from baby to now  I can give some reasons why people’s lives were different in the past | I can talk about why people did things in the past  I can begin to describe similarities and differences in artefacts  I can use a range of sources to find out about significant people and events from the past  I can remember information about people and events in  other times | I can suggest why people did things in the past  I can use evidence to support my ideas  I can use a range of sources to find out about significant people and events from the past  I can recount information about people and events in other times | I can find out about everyday lives of people in times studied and compare with our life today  I can suggest reasons for and results of people’s actions  I can begin to understand why someone may have wanted to do something  I can begin to understand change through the lives of significant individuals | I can research the everyday lives of people in times studied and compare with our life today  I can Identify key features and events  I can look for links and effects in time studied  I can offer a reasonable explanation for some events  I can begin to develop a broad understanding of ancient civilisations | I can discuss the different aspects of lives of different people e.g. differences between men and  women  I can examine causes and results of great events and the impact on people  I can compare life in early and late times studied  I can compare beliefs and behaviour with another time studied  I can write another explanation of a past event in terms of cause and effect using evidence to support  I can remember most key dates, characters and events of time studied  I can study an ancient civilisation in detail | I can compare an aspect of life with the same aspect in another period  I can research beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings  I can write another explanation of a past event in terms of cause and effect using evidence to  support  I can remember key dates, characters and events of time studied  I can use evidence to support and illustrate explanations  I can compare and contrast ancient civilisations |
| **Historical enquiry** | I can begin to use a source by handling it and asking questions.  I can distinguish between  old and new  I can develop vocabulary  related to type of ‘source’ and evidence | I can sort artefacts ‘then’ and ‘now’  I can sequence collections from different periods – similarities and differences  I can begin to use a range of sources  I can use a source by handling it, making observations and asking questions  I can use the question stems what, who and where  I can use a time line – collection of artefacts –  I can discus similarities and differences between  sources | I can sort artefacts ‘then’ and ‘now’  I can begin to use as wide a range of sources as possible.  I can use a source by handling it, making observations, asking questions and sketching  I can use the question stems why, what, how, who  I can sequence a collection of artefacts  I can create a time line and check it with reference texts  I can present similarities and differences between sources | I can use a range of sources to find out about a short period of time.  I can observe small details of artefacts and pictures  I can select and record information relevant to the study  I can begin to use the library or e-learning for research  I can research, ask and answer a variety of questions with the question stems what, who and where, who | I can use a range of sources to find out about a long period of time  I can observe small details of artefacts and pictures. Incl. famous artwork and architecture  I can select and record information relevant to the study  I can use evidence to build up a picture of a past event  I can choose relevant material to present a picture of one aspect of life in past times  I can ask a variety of questions with the question stems why, what, how, who  I can use the library or e-learning for research | I can begin to identify primary and secondary sources  I can use evidence to build up a picture of life in time studied  I can select relevant sections of information  I can confidently use the library or internet to research  I can use a range of sources to find out about an aspect of past times.  I can bring knowledge gathered from several sources together in a fluent account | I can identify primary and secondary sources  I can use evidence to make comparisons between lives of different people in time studied (E.g. men and women)  I can select relevant sections of information and organise my findings  I can confidently use the library or the internet to research and begin to identify unreliable information  I can use a range of sources to find out about an aspect of past times and suggest omissions and the means of finding out  I can bring knowledge gathered from several sources together in different ways |
| **Interpretations of history** | I can listen to different versions of the same story  I can look at different illustrations of the same person and notice differences  I can discuss different  versions of an event at  school | I can begin to distinguish between non-fiction and fiction  I can begin to compare adults talking about the past – and discuss how reliable memories are  I can compare pictures or photographs of people or events in the past | I can distinguish between non-fiction and fiction  I can compare adults talking about the past – discus how reliable are memories  I can compare two versions of a past event  I can compare pictures or photographs of people or events in the past  I can discuss reliability of photos / accounts / stories | I can start to identify and give reasons for different ways in which the past is represented  I can compare different versions of the same story  I can Look at representations of the period – museum, cartoons etc.  I can look at the evidence available from different sources and begin to evaluate its usefulness | I can identify and give reasons for different ways in which the past is represented  I can distinguish between different sources relating to the same event  I can Look at representations of the period – museum, cartoons etc.  I can begin to evaluate the usefulness of different sources | I can compare accounts of events from different sources  I can offer some reasons for different versions of events  I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion | I can use evidence to offer reasons for different versions of events  I can link sources and work out how conclusions are arrived at  I can consider ways to check the accuracy of interpretations – fact or fiction and opinion  I am aware that different evidence will lead to different conclusions |

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| **Subject content** | **Early Years** | **Year 1** | **Year 2** |
| **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life** | ELG People and Communities Children  Talk about the past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about the similarities and differences between themselves and others, and among families, communities and traditions.  Exceeding People and Communities Children  Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. | * Know that the toys their grandparents played with were different to their own * Organise a number of artefacts by age * Know what a number of older objects were used for * Know the main differences between their school days and that of their grandparents | |
| **Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]** | * Know about an event or events that happened long ago, even before their grandparents were born * Know what we use today instead of a number of older given artefacts * Know that children’s lives today are different to those of children a long time ago | |
| **The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]** | * Name a famous person from the past and explain why they are famous * Know about a famous person from outside the UK and explain why they are famous | |
| **Significant historical events, people and places in their own locality.** | * Know the name of a famous person, or a famous place, close to where they live * Know how the local area is different to the way it used to be a long time ago * Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) | |
|  | Key vocabulary | **Key vocabulary** | |
| Old, young, grandparent, grandma, grandad, family, same, different | **SPECIFIC TO PERSON / PLACE CHOSEN** | |
| Outcomes | **Outcomes** | |
| Can talk about events that have happened in their lives  Can talk about events that have happened to family members  **Some** can talk about past and resent events in own life  **Some** can give reasons why lives were different in the past | Can talk about and has an awareness of their own past  Can give examples of how grandparents’ lives were different to their own  Can explain what people did in the past and why  Can begin to retrieve information from a range of sources  Can talk and write about people or events in other times  Can develop an awareness of the past  Can begin to understand a simple timeline  Can ask simple questions about a famous person, place of event from the past  Can use historical terms  Can compare their lives with someone in the past  Can talk about key events / facts about people in the past  Can begin to understand the reliability of memories and different types of evidence | |
| Applying knowledge | Applying knowledge (example end point) | |
| Sorting / matching activities  Discussions/ circle time  Role play | **Examples**:  Use what you have learnt to write letter to the Beatrix Potter museum telling them why you think she was important.  Use knowledge & understanding of the Great Fire of London to produce a non-fiction booklet all about the Great Fire to give to Reception children. | **Examples**:  Use your knowledge and understanding of Skipton castle to make an information poster or booklet.  To use your knowledge and understanding of Queen Victoria and the Victorian times to write a report.  To use your knowledge and understanding to create an information poster about Filey, in the style of the information boards that we might see in a seaside resort. |

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| **Subject content** | **Examples (non-statutory)** | **Key Stage 2** | | | | | | | | | | | | |
| **Changes in Britain from the Stone Age to the Iron Age** | This could include:   * late Neolithic hunter-gatherers and early farmers, for example, Skara Brae * Bronze Age religion, technology and travel, for example, Stonehenge * Iron Age hill forts: tribal kingdoms, farming, art and culture | * Know the importance of archaeologists in helping us to understand more about what has happened in the past * Know and describe how Britain has changed between the beginning of the Stone Age and the Iron Age * Know and understand the terms BC and AD * Know the main similarities and differences between the Stone, Bronze and Iron ages, * Know where the time periods of Stone (Palaeolithic, Mesolithic and Neolithic), Bronze and the Iron Age are on a timeline * Know what is meant by ‘hunter-gatherers’ and compare to farmers * Know how the role of the hunter-gather to the farmer has developed small communities * Know the importance of Stone Age paintings in helping us to understand more about life in these times * Know the significance of historical site, such as Stonehenge and Skara Brae * Know how, what and why communities worshipped * know how the advent of metal impacted on social hierarchy – the rich poor divide began in the Bronze Age * Know the development of tribal (Iron Age) Britain was a response to climate and technology * Know and explain the factors that led to the development of hillforts * Know the role tribes played in disease, discord and conflict * Know that Britain was separated from mainland Europe by a Tsunami when Doggerland flooded | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Pre-historic  Stone Age  Bronze Age  Iron Age  Artefact  Ice Age  Palaeolithic  Mesolithic  Neolithic  Archaeology  Doggerland | | | | | Hunter  Evidence,  Source  Farming  Solstice  Religion  Settlement  Gatherer  Hunter  Mining  Disease | | | | | Tsunami  Flint  hamlet  Village  Conflict  Celt  Land use  Tools  Mammoth  Fossils  Climate | | | |
| Outcomes | | | | | | | | | | | | | |
| Can recognise the beginning of the Pre-historic era and compare and order events on timelines  Can describe how early people lived and communities changed, linking this to changes such as the climate  Can retrieve information from different sources to explain the significance of historical sites such as Stonehenge  Can discuss the changes from Palaeolithic to Neolithic periods  Can discuss how life changed after the discovering of Bronze and the beginning of a divide in social standing or status  Can use diagrams and illustrations to explain how people lived in the Stone, Bronze and Iron Age  Can discuss the development of hillforts and tribal communities and how this led to war and disease. | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| Describe and explain the changes from the Stone Age to the Bronze to the Iron Age in a chronological report | | | | | | | | | | | | | |
| The Roman Empire and its impact on Britain | * This could include: * Julius Caesar’s attempted invasion in 55-54 BC * the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall * British resistance, for example, Boudica * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | * Know where the Romans originated from and show this on a map * Define the term ‘invasion’ and explain reasons for the Roman invasion * Understand Claudius invasion of Britain and the reasons for its success * Understand how Britain changed from the Iron Age to the end of the Roman occupation – using timelines to support an understanding of chronology * Explain how the Roman occupation of Britain helped to advance British society * Describe the resistance to the Roman occupation and have an in-depth knowledge of Boudicca and her place in British history * Using different sources of evidence (including key texts and the internet), research and present key information about a significant Roman emperor * Know the role that the Geography of Britain had in Julius Caesar’s two failed invasions * Understand the influence of Rome on Britain’s cultural and industrial development * Understand the significant legacy of the Roman period including construction (market squares, aqueducts, roads and concrete) and language, writing and number (including the modern calendar) * Understand the concept of slaves and Client Kings * Explain the role that the Picts had in the creation of Hadrian’s Wall * Know how betrayal and conflict led to the Roman’s leaving Britain | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Romans  Invasion  Iron Age  Roman occupation  Chronology  Boudicca  Roman emperor | | | | | Construction  Market square  Aqueduct  Concrete  Modern calendar  Julius Caesar  Hadrian’s Wall | | | | | Claudius  Rome  Conflict  Conquerors  Slaves  Trade | | | |
| Outcomes | | | | | | | | | | | | | |
| Can explain why the Roman’s invaded Britain  Can explain the role that the Geography of Britain had in Julius Caesar’s two failed invasions  Can describe the influence of Rome on Britain’s cultural and industrial development  Can explain how the Roman influence began to transform Britain  Can explain how the actions of the Picts and others led to specific lifestyle choices for both Romans and Britain | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| Use knowledge of the Roman time period to create a fact poster, displaying the Roman invasion/empire along with facts of key persons, events and inventions. | | | | | | | | | | | | | |
| Britain’s settlement by Anglo-Saxons and Scots  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | This could include:   * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire * Scots invasions from Ireland to north Britain (now Scotland) * Anglo-Saxon invasions, settlements and kingdoms: place names and village life * Anglo-Saxon art and culture * Christian conversion – Canterbury, Iona and Lindisfarne * Viking raids and invasion * resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld * Anglo-Saxon laws and justice * Edward the Confessor and his death in 1066 | * Using the term ‘centuries’, plot the Anglo-Saxon and Viking periods onto a timeline (including the Roman withdrawal) * Know where the Picts (Scottish), Anglo-Saxons and Vikings originated from and show this on a map * Independently research the life of a typical Viking child and present findings, comparing similarities and differences to life today, and, with support, offer a personal perspective, based upon their research. * Explain how historic items and artefacts can be used to help build up a picture of life in the past and begin to use the terms ‘primary source’ and ‘secondary source’. * Independently research different perspectives on historical time periods and explain how they differ * Know that the Anglo-Saxons and Vikings were often in conflict and have an in-depth knowledge of the Battle of York in AD 866 and the consequences of this * To be able to identify Danelaw on a map and describe how the settlement originated and its importance in Anglo-Saxon and Viking times * To know the importance of the decision made by the English Witan in 1066 to appoint Harold (son of Godwin, the Earl of Wessex) as the next King of England following King Edward’s death * To be able to research the Battle of Hastings in 1066 and understand the impact on Britain of the Norman conquest * Explain how the ‘catholic conversion’ (focussing on Lindisfarne) has impacted on Christianity today * Use terms related to the period and begin to date events * Understand more complex terms e.g. BC / AD | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Century  Roman withdrawal  Celts / Celtic tribes  Taxes  Angles Saxon  Viking  Slave  Artefact  Conflict  Danelaw  Settlement | | | | | English Witan  King Harold  Battle of Hastings  Norman conquest  Catholic conversion  Lindisfarne  BC (Before Christ)  AD (Anno Domini)  Emperor  Hill fort  Horn | | | | | Angles  Jutes  Norway  Sweden  Denmark  Alfred the Great  Danegeld  King Edward  Wessex  Christian monasteries  Jorvick | | | |
| Outcomes | | | | | | | | | | | | | |
| Can name and show correct dates on a timeline of Roman withdrawal and Anglo-Saxon invasions and settlement in Britain.  Can use terms related to Anglo-Saxons and Vikings  Can understand the terms BC /AD  Can understand Anglo-Saxon beliefs and how it affected their culture  Can explain and describe the artefacts found at Sutton Hoo  Can explain which countries and key characteristics that have contributed to Britain’s make up  Can explain the reasons for invasion  Can understand and explain the first raid on Britain (Lindisfarne)  Can talk about the capture and settlement in York  Can understand the story of Alfred the Great and Danegeld  Can explain the effect of Edward the Confessor | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| Use what you have learnt to participate in a class debate around who was the most vicious- the Anglo Saxons or the Vikings.  (Evidence in book: preparatory notes, and summary and review of the debate including photo) | | | | | | | | | | | | | |
| A local history study | * a depth study linked to one of the British areas of study listed above * a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) * a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | **Victorian era – now and then**   * To know what was life like for a poor child in the 1840’s * To know who helped to improve the lives of Victorian children? * To understand what was it like going to school at the end of the 19th century? * To know how Victorian children spent their spare time? * To know and understand how did life change for children living in Victorian Britain?   **Food glorious food – The history of chocolate**   * To know the history of chocolate * To understand and compare how the use of chocolate has changed * To be able to compare opinions and historical significance of how the use of chocolate has changed over time * To be able to explain how the importance of chocolate has increased over time in the UK   **Magnificent Mountains - A local history study – Three Peaks**   * To understand that an area may contain a mixture of old and new landmarks * To recognise that the area has changed at different times in the past * To use different historical sources to see how the area has changed over time   **A World of Water**   * To understand how the priority uses of water and if these have changed over time. * To know water treatment and purification inventions and recall dates and countries when and where these were invented and are still used today. * To understand the difficulties associated with the notion of owning water and how this has changed in history * To understand why and where flooding occurs in the local area | | | | | | | | | | | | |
|  | Key vocabulary | | | | | | | | | | | | | |
|  | **Victorian era – now and then**  Board schools  Monitors  Logbooks  Slates  Inkwell  Acts of Parliament  Factory report  Law  Politician  House of Lords  Factories  Mines  Supervisor  Inspector  Machinery | | | **Food glorious food – The history of chocolate**  Chocolate  Kakow bean  Ecuador  South America  Mayans  Christopher Columbus  Cadburys  Modern  Production | | | | | **Magnificent Mountains - A local history study – Three Peaks**  Decade  Century  Generation  Ancestor  Words associated with walks/the Three peaks, human impact (over time) | | | | **A World of Water**  Home  Farms  Industry  Leisure  Industrial revolution  War time  Flooding  Rivers | |
|  | Outcomes | | | | | | | | | | | | | |
|  | Can explain what life was like for a Victorian child  Can place the Victorian era on a timeline  Can discuss how life in Britain changed pre and post Victorian time  Can talk how Victorian children spent their free time  Can understand what it was like going to school at the end of the 19th Century  Can explain how life changed for children living in Victorian Britain | | | Can explain the history of chocolate  Can talk about and compare how the use of chocolate has changed  Can compare opinions and historical significance of how the use of chocolate has changed over time  Can explain how the importance of chocolate has increased over time in the UK | | | | | Can explain that an area may contain a mixture of old and new landmarks  Can recognise that the area has changed at different times in the past  Can use different historical sources to see how the area has changed over time | | | | Can explain how the uses of water have changed over time  Can talk about how water purification has changed over time and which interventions are still used today  Can talk about the difficulties of the notion of owning water and how this has changed through history  Can explain how flooding has affected the local area | |
|  | Applying knowledge (example end point) | | | | | | | | | | | | | |
|  | To use the knowledge of how Victorian children lived to write a diary entry of a Victorian child | | | To use knowledge and understanding of the history of chocolate to write a leaflet showing how its importance in the UK has changed over time | | | | | To use knowledge and understanding of how the 3 peaks have changed over time to write an non-chronological report | | | | To used knowledge and understanding of flooding in the local area to write a newspaper report | |
| A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | * the changing power of monarchs using case studies such as John, Anne and Victoria * changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century * the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day * a significant turning point in British history, for example, the first railways or the Battle of Britain | **Magna Carta**   * To know the key events leading up to the magna Carta * To understand the reasons for King John’s need for finance following his brother’s death (Richard the Lionheart) * To understand the links between the Archbishop of Canterbury and negotiations with the barons and King John * To know key facts about the Magna Carta document and why it was written * To know which three clauses from the sixty three original clauses in the Magna Carta still remain today * To understand the most significant clause in the Magna Carta and its relevance today   **Suffragette movement**   * To know where the name Suffragette comes from * To know when and why the Suffragette movement took place * To know the extents that Suffragettes went to to get their demands listened to * To research who Emmeline Pankhurst was and why she was so important * To know who Emily Davidson was and be able to debate whether she was a political martyr or whether she died from a tragic accident * To understand the significance of the Suffragette movement on Britain today   **Interesting Things in Politics since 1066 (Inc Magna Carta and Suffragette movement)**   * To recall key historical events and facts about the UK political system including the rule of law. * To recall facts, challenges and achievements of famous American liberators. * To recall facts about Robert Walpole’s tenure as PM; Link his popularity to his political objectives and determine some solutions to some key geographical issues of the time. * To conduct secondary research on the changes resulting from American Independence.   **Passport to Europe - European history: small focus on monarchs**   * To be able to use sources and interpret historical, European events * To order and place historical, European events on a timeline (focus on Monarchy) * To evaluate sources based on an event * To present historical questions based on a European event: historical argument * To be able to organise historical information   **Industrial Revolution**   * To understand the timescales of the Industrial revolution and recall key dates in manufacturing progress within it. * To understand key steps in manufacturing and revolutionists who drive this movement during the revolution. * To select specific inventions that revolutionised Britain and learn about their inventors. * To accurately describe and depict main differences in peoples’ well-being and lives during the period. * To differentiate between the livelihoods of those who worked in wealthy and those in working in textile factories. * To analyse the Industrial Revolution era and the legacy of it as well as key leaders of campaigners for social welfare. * To recognise that land use and buildings can have their purpose and use changed in keeping with the era (as experienced after the I.R.). * To compare land use and industry of Bradford of today with that during the Victorian Britain.   **World War One / Two**   * To know where a period of history fits on a timeline. * To appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today. * To identify different key figures from a historical event: World War One. * To summarise the main events from a specific period in history, explaining the order in which key events happened. * To understand different roles within the war (animals/human). * To summarise and explain how Britain has had a major influence on world and local history. * To summarise the main events from a specific period in history, explaining the order in which key events happened. * To describe a key event from Britain’s past using a range of evidence from different sources * To summarise and describe features of historical events. *(x2 weeks on The Blitz)* * *To* recognise and describe differences and similarities/ changes and continuity between different periods of history *(before and during becoming an evacuee)* * *To explore* concepts such as continuity and change; cause and consequence; similarity, difference and significance and use them to make connections, draw contrasts and analyse trends. | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| **Magna Carta**  Magna Carta  Monarchy  Revolt  Equality  Feudal  Domesday  Monarchy  Tyrant  Charter  Parliament  Liberty | | **Suffragette movement**  Reform  Rights  Petition  Speech  Crusade  Slavery  Suffragette  Freedom  Voting | | **Interesting Things in Politics since 1066**  Words associated with politics (reform, rights, petition, speech, politicians, voting, independence, Parliament, democracy)  Words associated with the EU (European Union, regulations and directives, law and order, farming and subsidy)  Words associated with modern history (class system, liberation, equality, workers’ rights, social housing, crusade, slavery, Suffragette, freedom) | | | **Passport to Europe - European history: small focus on monarchs**  Monarchy – German, French, Russian and Spanish | | | | **Industrial Revolution**  Chronological, British Industrial revolution, textiles, manufacturing, migration, agriculture; words associated with Victorian work ethic and Bradford (workhouse, fearmongering, institutionalised, regimented, Little Germany, cotton mills); words associated with words associated daily life (sovereign, pauper, pinafore, toff, matron, simplistic); words associated with engineering (steam engine, cotton industry, Spinning Jenny, exports, inventions, typewriter). | | **World War One / Two**  Allies  Armistice  Artillery  Battle  Derelict  Empires  Generals  Invasion  ‘no man’s land’  Rationing  Shell shock  Surrender  Treaty |
| Outcomes | | | | | | | | | | | | | |
| **Magna Carta**  Can sequence events leading up to Magna Carta  Can understand and discuss the lives of the different classes  Can use sources to make a decision on the life of King John  Can use information to make an educated guess on how the public were feeling | | **Suffragette movement**  Can explain the term Suffragette and why the movement took place  Can explain the lengths women went to in order to have their voice heard  Can talk about key persons involved in the Suffragette movement and their actions  Can understand the significance of the Suffragette movement | | **Interesting Things in Politics since 1066 (Inc Magna Carta and Suffragette movement)**  Can talk about key historical events and facts about the UK political system including the rule of law.  Can recall facts, challenges and achievements of famous American liberators.  Can recall facts about Robert Walpole’s tenure as PM; Link his popularity to his political objectives and determine some solutions to some key geographical issues of the time.  Can conduct secondary research on the changes resulting from American Independence. | | | **Passport to Europe - European history: small focus on monarchs**  Can use sources and interpret historical, European events  Can order and place historical, European events on a timeline (focus on Monarchy)  Can evaluate sources based on an event  Can present historical questions based on a European event: historical argument  Can organise historical information | | | | **Industrial Revolution**  Can recall the timescales of the Industrial revolution and recall key dates in manufacturing progress within it.  Can describe key steps in manufacturing and revolutionists who drive this movement during the revolution.  Can talk about specific inventions that revolutionised Britain and learn about their inventors.  Can accurately describe and depict main differences in peoples’ well-being and lives during the period.  Can differentiate between the livelihoods of those who worked in wealthy and those in working in textile factories.  Can explain the Industrial Revolution era and the legacy of it as well as key leaders of campaigners for social welfare.  Can explain that land use and buildings can have their purpose and use changed in keeping with the era (as experienced after the I.R.).  Can compare land use and industry of Bradford of today with that during the Victorian Britain | | **World War One / Two**  Can show where a period of history fits on a timeline.  Can discuss how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.  Can identify different key figures from a historical event: World War One.  Can summarise the main events from a specific period in history, explaining the order in which key events happened.  Can talk about the different roles within the war (animals/human).  Can summarise and explain how Britain has had a major influence on world and local history.  Can summarise the main events from a specific period in history, explaining the order in which key events happened.  Can describe a key event from Britain’s past using a range of evidence from different sources  Can summarise and describe features of historical events. *(x2 weeks on The Blitz)*  *Can* recognise and describe differences and similarities/ changes and continuity between different periods of history *(before and during becoming an evacuee)*  *Can* concepts such as continuity and change; cause and consequence; similarity, difference and significance and use them to make connections, draw contrasts and analyse trends. |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| Use your knowledge and understanding to write an account of the importance of Magna Carta, drawing out why it is considered such a crucial document  Use your knowledge and understanding to write a non-chronological report on how the Suffragette movement shapes Britain? | | | | | | Use knowledge and understanding to write a non-chronological report about the European monarchy post 1066 | | | | | To use knowledge and understanding of the Industrial Revolution to summarise how the British Industrial Revolution had a major influence on the British Empire and the rest of the world | | To use knowledge and understanding to write a diary entry for an evacuee |
| The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | **Ancient Egypt**   * To understand that there were advanced civilisations on Earth more than 3000 years ago * To be able to place Ancient Egypt on a timeline which links to British history * To understand how 20th century archaeological discoveries help us to build up a picture of life in Ancient Egypt * To understand how and why the pyramids were constructed * To understand the importance of the afterlife to Ancient Egyptians (Anubis and hieroglyphs) * To know key information about the life of Tutankhamun * To understand the importance of farming for Ancient Egyptians * To describe the difference between the lives of poor Egyptians and Egyptian royalty * To understand the importance of Ancient Egypt within the Old Testament (Moses) * To consider the importance of protecting primary source evidence from Ancient Egypt | | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Civilisations  Ancient Egypt  Ancient Egyptians  Archaeological  Archaeologists  Pyramids  Afterlife | | | | | Tutankhamun  Howard Carter  Tomb  Pharaoh  Anubis  Hieroglyphs  Canopic jar | | | | | Eye of Horus  Giza  Mummy  Obelisk  Sarcophagus  Sphinx | | | |
| Outcomes | | | | | | | | | | | | | |
| Can understand that advanced civilisations lived on earth more than 3000 years ago  Can place the Ancient Egyptian time on a timeline  Can understand the role that archaeologists play in in building up an accurate picture of the past  Can understand the role of the pyramids  Can understand the importance of the afterlife to Ancient Egyptians  Can recall key facts about Tutankhamun  Can describe the differences between rich and poor Egyptians, including the importance of farming  Can understand the importance of Ancient Egypt within the Old Testament | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| To use your knowledge and understanding of Ancient Egypt to create an artefact which represents this era in our class history gallery. (Evidence in book: design, photos of making and finished product, written ‘information plaque’ to go alongside artefact) | | | | | | | | | | | | | |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world | * To revise the term BC and be able to create a timeline showing key historical events within **Ancient** **Greece** * To understand the difference between **primary** and **secondary** **sources** of evidence and be able to use these to support research * To be able to locate modern day **Greece** and Iran (**Persia**) using an atlas/digital mapping * To understand that **Ancient** **Greece** was not one country but was made up of a number of states (**Athens**, **Sparta** and **Troy**) * To know that the **Peloponnesian** **War** was a battle between **Sparta** and **Athens** (431 – 404BC) * To understand the strategies used by the **Greek** army to ensure success (**Phalanx**) * To describe the importance of **Alexander the Great** in defeating the **Persian Empire** in the 330s BC * Independently research the life of a typical **Athenian** woman and man and present findings, comparing gender equality then and now and to offer a personal perspective, based upon their research * Through independent research, know the names and significance of key **Greek** **gods** and **mythological** **creatures** and compare and contrast to those studied within **Ancient** **Egypt** * To understand the importance of pottery within Greek **culture** and be able to create a vase in a Greek style | | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Ancient Greece  Ancient Greek  Greece  Persia  Athens  Sparta | | | | | Troy  Peloponnesian War  Phalanx  Alexander the Great  Persian Empire  Athenian | | | | | Greek god  Mythological creature  Culture  Democracy  Philosophers  Mythology | | | |
| Outcomes | | | | | | | | | | | | | |
| Can locate modern day Greece and Persia on a map  Can understand that Ancient Greece was made up of Athens, Sparta and Troy  Can explain who was involved in the Peloponnesian War  Can explain the successful strategies used by the Greek army  Can explain the importance of Alexander the Great  Can talk about daily lives of Athenian people and compare gender equality now and then  Can name and explain the significance of the Greek gods and mythological creatures | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| To use your knowledge of Ancient Greece to answer the question ‘Would life be the same today without the Ancient Greeks?’ in the form of a persuasive brochure for a holiday to Ancient Greece. | | | | | | | | | | | | | |
| A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | **Islamic civilisation**   * To revise the term BC and create a timeline to show where this period fits in with other eras studied * To use a map to locate Baghdad and to track the growth of the Islamic civilisation during this period * To be able to describe how and why Baghdad was established * Place a specific event on a timeline by decade * To research the significance of the House of Wisdom * To explore and map the trade network of Baghdad * To map trade links from China to Britain through Baghdad (The Silk Road) * To explore and map the spread of Christianity and Islam during this period * To understand the impact of the Ancient Islamic Civilisation on word etymology * To research and describe the works of key Islamic Scholars * To contrast this age with an aspect of British history (for example with Britain during the same historical period – Anglo Saxon Britain) * To understand that some ancient civilisations showed greater advancements than people who lived centuries after them | | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Islamic civilisation  Bagdad  Decade  House of Wisdom  Trade  The Silk Road | | | | | Etymology  Islamic scholars  Ancient civilisations | | | | |  | | | |
| Outcomes | | | | | | | | | | | | | |
| Can use the term BC and show where this period fits in comparison to other eras studied  Can locate Bagdad on a map and explain how and why it was established  Can track growth of the Islamic civilisation during this period  Can explain the significance of the House of Wisdom  Can explain the different trade networks with Bagdad and The Silk Road  Can explain the impact of the Ancient Civilisation on word etymology  Can contrast this era with an aspect of British history | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| To use your knowledge of the Golden Age of the Islamic Civilisation to create a double page in a KS2 text book. Your page must describe key features of the era detailing key events, important people and any lasting legacy they may have left. | | | | | | | | | | | | | |
| **The Aztecs**   * To know where a period of history fits on a timeline. * To gain historical perspective by placing growing knowledge into different contexts * To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. * To appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. * To understand connections between cultural and religious history. * To understand historical concepts such as continuity and change; cause and consequence. | | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Adobe  Amanteca  Aqueduct  Calmecac  Calpulli  Causeway  Chinampa  Codex  Empire  Omen  Pictograph  Pipiltin  Pochteca  Pyramid  Sacrifice  Smallpox  Tenochtitlan  Tribute | | | | | | | | |
| Outcomes | | | | | | | | | | | | | |
| Can explain where a period of history fits on a timeline.  Can explain historical perspective by placing growing knowledge into different contexts  Can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.  Can explain that some ancient civilizations showed greater advancements than people who lived centuries after them.  Can explain connections between cultural and religious history.  Can explain historical concepts such as continuity and change; cause and consequence. | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| To use your knowledge of the Aztecs to create a double page in a KS2 text book. Your page must describe key features of the era detailing key events, important people and any lasting legacy they may have left. | | | | | | | | | | | | | |
| **Mayans**   * To know where a period of history fits on a timeline. * To gain historical perspective by placing growing knowledge into different contexts * To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. * To appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. * To understand connections between cultural and religious history. * To understand historical concepts such as continuity and change; cause and consequence. | | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Archaeologist  Astronomy  Baktun  Cenote  City-state  Haab  Hieroglyph  Katun  Obsidian  Ocarina  Pok-a-tok | | | | | | | | |
| Outcomes | | | | | | | | | | | | | |
| Can explain where a period of history fits on a timeline.  Can explain historical perspective by placing growing knowledge into different contexts  Can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.  Can explain that some ancient civilizations showed greater advancements than people who lived centuries after them.  Can explain connections between cultural and religious history.  Can explain historical concepts such as continuity and change; cause and consequence. | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| To use your knowledge of the Mayans to create a double page in a KS2 text book. Your page must describe key features of the era detailing key events, important people and any lasting legacy they may have left. | | | | | | | | | | | | | |
| Continue to develop secure knowledge and understanding of world history, establishing clear narratives.  Look at change, cause, similarities, differences and significance.  Understand how our knowledge of the past in constructed from a range of sources. | **Living Planet – Famous explorers**   * To know about key individuals including Neil Armstrong, Christopher Columbus, Robert Falcon Scott, Ibn Battuta and Amelia Earhart * To know and be able to discuss the significance of their voyages * To understand what their discoveries meant and how this relates to today’s society * To be able to plot discoveries on a timeline | | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Explorer  Conquest  Voyage  Journey  Significant individual – Neil Armstrong, Christopher Columbus, Robert Falcon Scott, Ibn Battuta, Amelia Earhart | | | | | Exploration  Sequence | | | | |  | | | |
| Outcomes | | | | | | | | | | | | | |
| Can talk about significant individuals through history  Can describe the significant of different voyages  Can talk about the significance of certain voyages and how they relate to today’ society  Can plot significant voyages on a timeline | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| To show knowledge and understanding of a significant voyage through a diary entry | | | | | | | | | | | | | |
| Changes in aspects of social history in the 20th Century | **The Titanic**   * To ask deeper and wider questions to structure a historical enquiry * To learn how developments in communication have impacted on our world * To learn about how developments in technology have affected life now and in the past; * To learn how people used to live, including roles and responsibilities in society; * To compare and contrast how things have changed over time & * To know how transport has changed over time | | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Maiden voyage  Explore  Collision  Disaster  Legacy  Unsinkable  Challenge  Reputation  Myth | | | | | Rescue  Experience  Opportunity  Propaganda  Social hierarchy  Aboard  Design  Development  Technology | | | | | Investigation  Responsibilities  Navigate  Assumption  Fact  Opinion | | | |
| Outcomes | | | | | | | | | | | | | |
| Can ask deeper and wider questions to structure a historical enquiry  Can talk about how developments in communication have impacted on our world  Can explain how developments in technology have affected life now and in the past;  Can explain how people used to live, including roles and responsibilities in society;  Can compare and contrast how things have changed over time &  Can explain how transport has changed over time | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| To show knowledge and understanding of the Titanic sinking to video a news article | | | | | | | | | | | | | |
| Changes in aspects of social history in the 20th Century | **Shackleton**   * To show some understanding of how changes in knowledge, society and culture influence how exploration would take place nowadays (compare past and present); * To recognise and describe differences and similarities/changes and continuity between different periods of history * To be able to examine the contribution of an individual's life to history; * To be able to extract and communicate selected information from historical sources * To demonstrate factual knowledge of key episodes in the life of a famous figure from British History; * To place features of historical events and people from past societies and periods in a chronological framework | | | | | | | | | | | | | |
| Key vocabulary | | | | | | | | | | | | | |
| Exploration  Expedition  Capsize  Mission  Purpose  Discovery  Compete  Living conditions  Scurvy Rations  Dehydration  Supplies | | | | | Recruitment  Provisions  Isolation  Preparation  Departure  Rescue  Survival  Peril  Adventure  Telegram  Endurance | | | | | Sail  Success  Failure  Insubordination  Encounter  Abundant  Illnesses  Frost bite  Equipment | | | |
| Outcomes | | | | | | | | | | | | | |
| Can show understanding of how changes in knowledge, society and culture influence how exploration would take place nowadays (compare past and present);  Can describe differences and similarities/changes and continuity between different periods of history  Can describe the contribution of an individual's life to history;  Can extract and communicate selected information from historical sources  Can demonstrate factual knowledge of key episodes in the life of a famous figure from British History;  Can place features of historical events and people from past societies and periods in a chronological framework | | | | | | | | | | | | | |
| Applying knowledge (example end point) | | | | | | | | | | | | | |
| To show knowledge and understanding of the Shackleton’s adventures through a newspaper article | | | | | | | | | | | | | |