

Subject: History (Using Kapow Primary)

National Curriculum links		
<p>Aims</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 		
Early Years Foundation Stage (EYFS)	Key Stage One (KS1)	Key Stage Two (KS2)
<p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should</p>

	<p>we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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] • 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] • significant historical events, people and places in their own locality. 	<p>understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • 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 • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • 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 Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history
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Year group: EYFS (Nursery/Reception)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	All About Me	Being a Hero	Me in my World	Super Creatures	Once upon a time	All at Sea
<p>Skills</p> <p>ELG: Understanding the World</p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Nursery</p> <p>*To know how I have changed</p> <p>*To make sense of their own life using family photos</p> <p>Reception</p> <p>*To know about my own life-story</p> <p>*To know how I have changed</p>	<p>Nursery</p> <p>*To know how I have changed</p> <p>Reception</p> <p>*To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p>	<p>Nursery</p> <p>*To talk about some of the ways I have changed over my life so far</p> <p>Reception</p> <p>*To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p>	<p>Nursery</p> <p>*To talk about some of the ways I have changed over my life so far</p> <p>Reception</p> <p>*To talk about how I have changed over my life and compare these with others</p> <p>*To know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Nursery</p> <p>*To know about the past through settings, characters and storytelling.</p> <p>Reception</p> <p>*To compare and contrast characters from stories, including figures from the past</p> <p>*To know about the past through settings, characters and events encountered in books read in class and story telling (Farming)</p>	<p>Nursery</p> <p>*To know some similarities and differences between things in the past and now.</p> <p>Reception</p> <p>*To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)</p>

Key knowledge	Know some ways they have changed Know some key events in their life	Know the difference between past and present	Know the difference between past and present	Know the difference between past and present Know if something happened in their lifetime or before their lifetime	Know the difference between past and present	Know some similarities and differences between things that happened in the past and in the present
Key vocabulary	Family, now, Relationships	remembrance, Yesterday, tomorrow	Today, Before, after	Time, old, young	Past, Present, future	New,
Assessment of progress	Ongoing assessment on Tapestry. End of year EYFS assessment.					

Subject: History

Year group: Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	How am I making history? (Kapow – 6 lessons)		How have toys changed? (Kapow 6 lessons)		How did we learn to fly? (Kapow – 6 lessons)	
Skills	<p>Sequencing three or four events in their own life.</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Placing events on a simple timeline.</p> <p>Being aware that some things have changed and some have stayed the same in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Recalling special events in their own lives.</p> <p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Making simple observations about the past from a source.</p> <p>Interpreting evidence by making simple deductions.</p> <p>Describing the main features of concrete evidence of the past or historical evidence.</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p>		<p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Sequencing three or four artefacts from different periods of time.</p> <p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>Asking why things happen and beginning to explain why with support.</p> <p>Being aware that some things have changed and some have stayed the same in their own lives.</p> <p>Recalling special events in their own lives.</p> <p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Sorting artefacts from then and now.</p> <p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p> <p>Using sources of information, such as artefacts, to answer questions.</p>		<p>Sequencing six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Identifying simple reasons for changes.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Knowing some things which have changed/stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Discussing who was important in a historical event.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Asking a range of questions about stories, events and people.</p>	

	Using vocabulary such as – old, new, long time ago.	<p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source. Interpreting evidence by making simple deductions.</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence.</p> <p>Drawing simple conclusions to answer a question.</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as – old, new, long time ago.</p>	<p>Understanding the importance of historically-valid questions.</p> <p>Evaluating how reliable a source is.</p> <p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Making links and connections across a unit of study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p> <p>Identifying a primary source.</p>
Key knowledge	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that people change as they grow older.</p>	<p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p> <p>To know that everyday objects have changed as new materials have been invented.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that changes may come about because of improvements in technology.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>

	<p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p>	<p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p> <p>To know some inventions that still influence their own lives today.</p>	<p>To know that the past is represented in different ways.</p> <p>To begin to identify achievements and inventions that still influence their own lives today.</p> <p>To know the legacy and contribution of the inventions.</p> <p>To be aware of the achievements of significant individuals.</p>
Key vocabulary	celebrate celebration change childhood different event family future grandparent lifetime living memory memory now present past remember significant similar time capsule timeline	artefact century decade different evidence living memory memory modern now past present remember similar source special	beyond living memory decade evidence eyewitness historically significant living memory past present primary source source
Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.		

Subject: History

Year group: Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	How have explorers changed the world? (Kapow – 6 lessons)		What is a Monarch? (Kapow – 6 lessons)		How was school different in the past?	
Skills	<p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>Asking why things happen and beginning to explain why with support.</p> <p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p> <p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p> <p>Interpreting evidence by making simple deductions.</p>		<p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Knowing some things which have changed/stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Discussing who was important in a historical event.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p>		<p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Recognising some things which have changed/stayed the same as the past.</p> <p>Identifying simple reasons for changes.</p> <p>Identifying similarities and difference between ways of life at different times</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p> <p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p>	

	<p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence.</p> <p>Drawing simple conclusions to answer a question.</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as – old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event.</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions. Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Making links and connections across a unit of study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p>	<p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Making links and connections across a unit of study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>
Key knowledge	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p>	<p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time</p> <p>To know that some events are more significant than others.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p> <p>To know that a monarch is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p>	<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p> <p>To know that changes may come about because of improvements in technology.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>

	<p>To know that some people and events are considered more 'special' or significant than others.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that the past can be represented in photographs.</p> <p>To know some inventions that still influence their own lives today.</p> <p>To know some achievements and discoveries of significant individuals.</p>	To know that in the past monarchs had absolute power.	
Key vocabulary	<p>explorer voyage</p> <p>compass map</p> <p>crew exploration</p> <p>significant legacy</p>	<p>absolute monarchy</p> <p>Anglo-Saxon</p> <p>anointing</p> <p>Archbishop of Canterbury</p> <p>armed forces</p> <p>attack</p> <p>bailey</p> <p>battle</p> <p>battlements</p> <p>Bayeux Tapestry</p> <p>ceremony</p> <p>concentric castle</p> <p>constitutional monarchy</p> <p>conquer</p> <p>coronation</p> <p>crowning</p> <p>defend</p> <p>earl</p> <p>Edward the Confessor</p> <p>fortified manor house</p> <p>gatehouse</p> <p>government</p> <p>Harold Godwinson, Earl of Wessex</p> <p>Harald Hardrada</p> <p>Head of State</p>	<p>past</p> <p>timeline</p> <p>date</p> <p>different</p> <p>decade</p> <p>present</p> <p>important</p> <p>similar</p> <p>modern</p> <p>living memory</p> <p>evidence</p> <p>source</p> <p>decade</p> <p>beyond living memory</p> <p>preferred</p>

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Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.		

Subject: History

Year group: Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	British History – Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (Kapow – 6 lessons)		British History - Why did the Romans settle in Britain? (Kapow – 6 lessons) – link to local area		How have children's lives changed? (Kapow – 6 lessons)	
Skills	<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p>		<p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Identifying similarities and differences between periods of history.</p>		<p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Sequencing eight to ten artefacts, historical pictures or events.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p> <p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes. Identifying</p>	

	<p>Identifying reasons for historical events, situations and changes.</p> <p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p>	<p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Understanding and making deductions from documentary as well as concrete</p>	<p>similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Recalling some important people and events. Identifying who is important in historical sources and accounts.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Identifying sources which are influenced by the personal beliefs of the author.</p> <p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p>
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	<p>Asking the question "How do we know?"</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences</p>	<p>evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>	<p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Recognising similarities and differences between past events and today.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>
Key knowledge	<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1 AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p>	<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1 AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that change can be brought about by advancements in materials.</p>	<p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p>

	<p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p> <p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>	<p>To know that the actions of people can be the cause of change (eg. Lord Shaffesbury).</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p> <p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p>	<p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p>
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	<p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were the rich members of society.</p>	<p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p>	
Key vocabulary	pre-history period Mesolithic settlement flint hunter-gatherer trade BC/AD Palaeolithic Neolithic archaeology evidence tribe	Boudicca empire inference invasion legacy Romans settlers	childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat master oath primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant

			working conditions historically significant Factory Acts Parliament government ragged schools poverty bill reform
Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.		

Subject: History

Year group: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	What did the Ancient Egyptians believe? (Kapow – 6 lessons) <i>British museum or external visitor</i>		British History (Anglo-Saxons) - How hard was it to invade and settle in Britain? (Kapow – 6 lessons) <i>Trip - Battle Abbey</i>		British History - Were the Vikings raiders, traders or settlers? (Kapow – 6 lessons)	
Skills	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline. Identifying the links between different societies. Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. Understanding how historical enquiry questions are structured.		Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline. Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history.		To know that change can be brought about by advancements in trade. To know that advancements in science and technology can be the cause of change. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past. To know that assumptions made by historians can change in the light of new evidence. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Identifying the links between different societies. Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. Creating historically-valid questions across a range of time periods, cultures and groups of people	

	<p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>	<p>Identifying the links between different societies.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p>	<p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p> <p>Interpreting evidence in different ways.</p> <p>Making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p>
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Key Knowledge	<p>To know that AD means Anno Domini and can be used to show years from the year 1 AD.</p> <p>To know that change can be brought about by advancements in trade.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p>	<p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To know who became the first ruler of the whole of England.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>	<p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p>

	<p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To compare the beliefs in different cultures, times and groups.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>	<p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p>	<p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were rich members of society.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To compare the beliefs in different cultures, times and groups.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p>
Key vocabulary	<p>afterlife</p> <p>Book of the Dead</p> <p>civilisation</p> <p>historically significant</p> <p>immortal</p> <p>mummification</p> <p>preserve</p> <p>Ra</p> <p>River Nile</p> <p>sarcophagus</p>	<p>Angles</p> <p>Britons</p> <p>Convert</p> <p>inference</p> <p>Invasion</p> <p>Kingdom</p> <p>Missionary</p> <p>paganism</p> <p>Pope</p>	<p>Anglo-Saxon Chronicle</p> <p>balanced</p> <p>bias</p> <p>cause</p> <p>consequence</p> <p>Danelaw</p> <p>event</p> <p>longboat</p> <p>one-sided</p> <p>perspective</p> <p>Viking</p>
Assessment of progress	<p>Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic</p> <p>End of Year key skills/knowledge teacher assessment.</p>		

Subject: History

Year group: Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	British History – What was life like in Tudor England? (Kapow – 7 lessons)		How did the Mayan civilisation compare to the Anglo-Saxons? (Kapow – 6 lessons)		What was the impact of World War II on the people of Britain? (Kapow – 6 lessons)	
Skills	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Putting dates in the correct century.</p> <p>Using the terms AD and BC in their work.</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p>		<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Putting dates in the correct century.</p> <p>Using the terms AD and BC in their work.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p>		<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p> <p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>Describing similarities and differences between social, cultural, religious and</p>	

	<p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p> <p>Identifying significant people and events across different time periods.</p> <p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Planning a historical enquiry. Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p>	<p>Analysing and presenting the reasons for changes and continuity.</p> <p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Describing change throughout time.</p> <p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p>	<p>ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p> <p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p> <p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p>
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	<p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p>	<p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p> <p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion,</p>	<p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion,</p>
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		<p>debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicting simple causation.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>	<p>debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicting simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.</p>
Key knowledge	<p>To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.</p> <p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>	<p>To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.</p> <p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand how to represent a scale on a timeline.</p> <p>To understand how to create their own timeline selecting significant events. To know that change can be brought about by conflict.</p> <p>To understand how the monarchy exercised absolute power.</p>	<p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand how to represent a scale on a timeline.</p> <p>To understand how to create their own timeline selecting significant events.</p> <p>To know that change can be brought about by conflict.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p>

	<p>To understand how the monarchy exercised absolute power.</p> <p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p> <p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To know that trade routes from Britain expanded across the world .</p> <p>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p>	<p>To understand that different empires have different reasons for their expansion.</p> <p>To know that there are different reasons for the decline of different empires.</p> <p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To understand that there are differences between early and later civilisations.</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand the impact of war on local communities.</p> <p>To be able to identify the achievements of civilisations and explain why these achievements were so important.</p> <p>To be able to compare the achievements of different civilisations and groups.</p>	<p>To understand that there are different interpretations of historical figures and events.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p> <p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p> <p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p> <p>To know that trade routes from Britain expanded across the world .</p> <p>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p>
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Key vocabulary	<p>Tudor</p> <p>Battle of Bosworth</p> <p>Henry VII</p> <p>Elizabeth of York</p> <p>Henry VIII</p> <p>tyrant</p> <p>fair</p> <p>ruler</p> <p>monarch</p> <p>portrait</p> <p>interpretation</p> <p>primary source</p> <p>secondary source</p> <p>bias</p> <p>historical investigation</p> <p>Anne Boleyn</p> <p>Catherine of Aragon</p> <p>Jane Seymour</p> <p>Anne of Cleves</p> <p>Katherine Howard</p> <p>Katherine Parr</p> <p>heir</p> <p>evidence</p> <p>Royal Progress</p> <p>propaganda</p> <p>image</p> <p>litter</p> <p>historical deductions</p>	<p>abandon</p> <p>city-state</p> <p>Classic period</p> <p>creation story</p> <p>decline</p> <p>deforestation</p> <p>drought</p> <p>hieroglyphics</p> <p>pyramid</p> <p>rainforest</p> <p>slash and burn</p> <p>tropical rainforest</p>	<p>Accuracy</p> <p>appeasement</p> <p>Battle of Britain</p> <p>bias</p> <p>The Blitz</p> <p>evacuation</p> <p>Reliability</p> <p>Treaty of Versailles</p>
Assessment of progress	<p>Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic</p> <p>End of Year key skills/knowledge teacher assessment.</p>		

Subject: History

Year group: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	What did the Greeks ever do for us? (Kapow – 6 lessons)		Unheard histories: Who should feature on the £10 banknote? (Kapow – 6 lessons)		What does the census tell us about our local area (Historical Enquiry)? (Kapow – 6 lessons)	
Skills	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Using the terms AD and BC in their work.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Making links between events and changes within and across different time periods / societies.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p>		<p>Putting dates in the correct century.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p> <p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Explain the significance of events, people and developments.</p> <p>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</p>		<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Addressing and devising historically valid questions.</p> <p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Recognising 'gaps' in evidence.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g.</p>	

	<p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p> <p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p> <p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</p> <p>Comparing accounts of events from different sources.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Evaluating the interpretations made by historians.</p> <p>Identifying methods to use to carry out the research.</p>	<p>Comparing accounts of events from different sources.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Addressing and devising historically valid questions.</p> <p>Evaluating the interpretations made by historians.</p> <p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Interpreting evidence in different ways using evidence to substantiate statements.</p>	<p>audience, purpose, accuracy, the creators of the source.</p> <p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p> <p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicting simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Using evidence to support and illustrate claims.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Using evidence to support and illustrate claims.</p>
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	<p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>	<p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicting simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Using evidence to support and illustrate claims.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Using evidence to support and illustrate claims.</p>	
Key knowledge	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians.</p>	<p>To know that members of society standing up for their rights can be the cause of change.</p> <p>To understand that there are different interpretations of historical figures and events.</p> <p>To understand how the monarchy exercised absolute power.</p>	<p>To know that change can be traced using the census.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p> <p>To know that a census is carried out every ten years and is an official survey which</p>

	<p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand how to represent a scale on a timeline.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p> <p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand that there are differences between early and later civilisations.</p> <p>To understand there was a race to discover new countries and that this</p>	<p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that there are changes in the nature of society.</p> <p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To be able to identify the impact of beliefs on society.</p> <p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To understand the development of global trade.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To be able to identify the achievements of civilisations and explain why these achievements were so important.</p> <p>To be able to compare the achievements of different civilisations and groups.</p>	<p>records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p> <p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To be able to compare development and role of education in societies.</p> <p>To understand the changing role of women and men in Britain.</p>
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	<p>resulted in new items to be traded in (e.g. silk, spices and precious metals.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To be able to identify the achievements of civilisations and explain why these achievements were so important.</p> <p>To be able to compare the achievements of different civilisations and groups.</p>		
Key vocabulary	<p>assembly city-state</p> <p>Classical Golden Period</p> <p>democracy monarchy</p> <p>oligarchy ethics</p> <p>philosophy</p> <p>government</p>	<p>Alan Turing</p> <p>criteria</p> <p>issuing bank</p> <p>historically significant</p> <p>Jane Austen</p> <p>Joseph William Turner</p> <p>remarkable</p> <p>remembered</p> <p>watermark</p> <p>Winston Churchill</p> <p>Betty Snowball</p>	<p>bobbins</p> <p>can-hooker</p> <p>carding</p> <p>census</p> <p>comparing</p> <p>condition</p> <p>enumeration books</p> <p>enumerator</p> <p>flax</p> <p>flax linen</p> <p>flax mill spinner</p> <p>governess</p> <p>head of household</p> <p>inference</p> <p>joiner</p> <p>observation</p> <p>overlooker</p> <p>piecer</p> <p>reconstruct</p> <p>schedule</p> <p>scholar</p> <p>shilling</p> <p>suffragette</p> <p>textile mill</p> <p>textiles</p> <p>William Dodd</p> <p>yarn</p>

Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.
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