

HECKINGTON ST. ANDREW'S
C OF E PRIMARY SCHOOL



HISTORY CURRICULUM AND
PROGRESSION DOCUMENTS



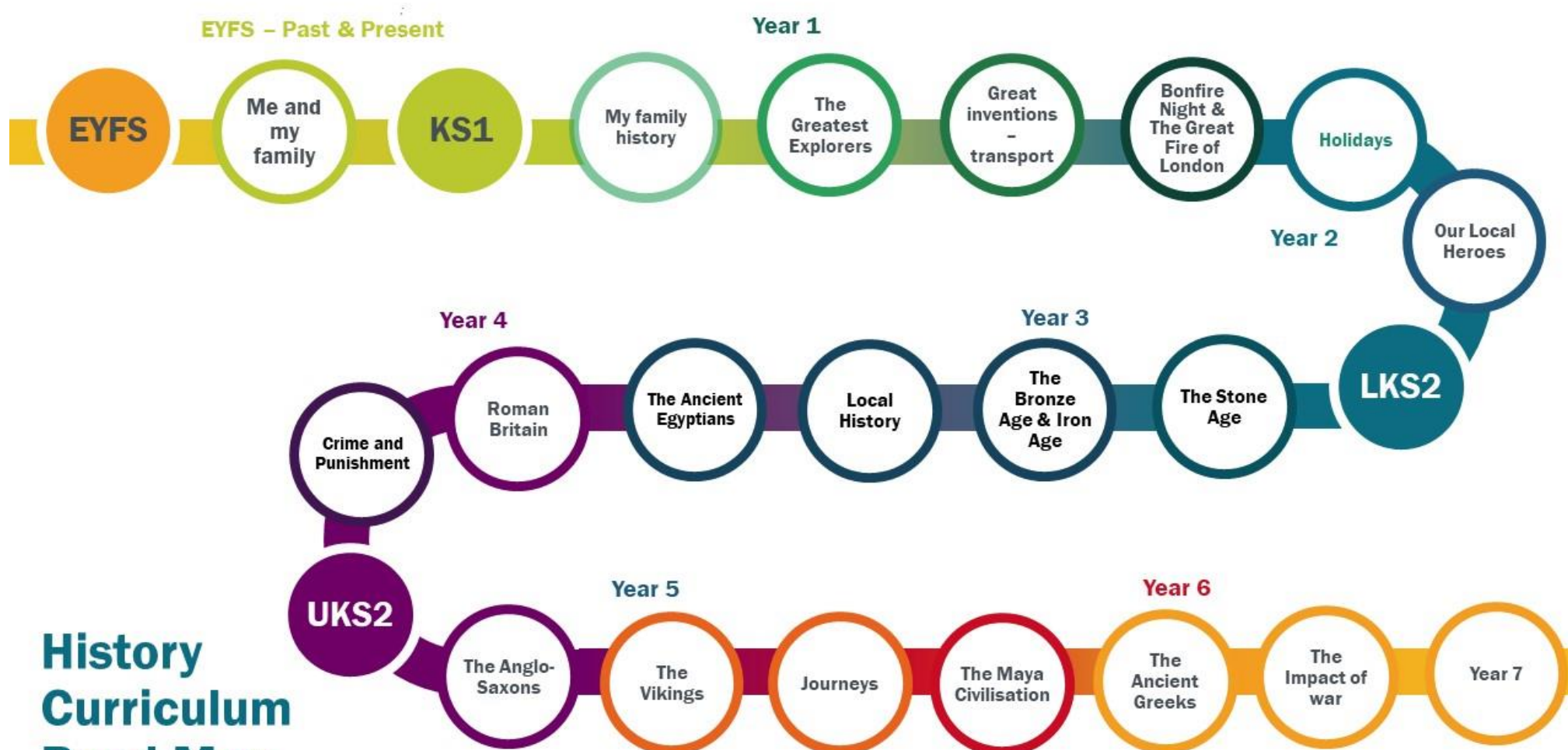
Intent

The **National Curriculum** is used to underpin our school's History Curriculum. The development of **knowledge and process knowledge (skills)** we expect is set out in our **progression document**. By learning History, our pupils will develop their ability to **think critically**, evaluate evidence, and **ask questions** – all essential to being an excellent Historian. Pupils learn about different civilizations and **cultures** throughout time, and across the globe, and develop their **knowledge and understanding** of significant people and events in British History. Through studying History, pupils will develop their understanding of the **diversity of the world**, and the impact of key decisions taken by historical figures.

Implementation

Within KS2, the British history units follow a chronological approach to support pupils in developing a clear long-term narrative across history. Some units are taught within Upper KS2 due to their more challenging content, for example migration and refugees in the Year 5 'Journeys' unit. Additionally, studying at this level provides opportunities for investigating more complex themes for example government and democracy in the Year 6 'The Ancient Greeks' unit. Throughout the scheme, pupils are guided to make links between the topics taught.

Teaching is underpinned by the Rising Stars history curriculum to ensure progression and good subject knowledge. The progression document acts as the basis for teachers' planning. It is tightly planned to ensure the breadth and balance of knowledge and process knowledge (skills) are covered over time. Teachers follow the progression document closely, and only vary from it with the approval of the subject leader. Knowledge organisers are used to set out the key knowledge that children will learn in a particular unit of work. Teachers may use their professional judgement to respond to British and global events to teach short discrete lessons and recording them in the topic folders. These discrete lessons underpin knowledge or develop a historical skill. Teachers create frequent opportunities for pupils to develop and recall knowledge.



History Curriculum Road Map



Our history curriculum is based on the Rising Stars Primary schemes of work and is underpinned by the National Curriculum.

Units of Work

Y1

History: My Family History

What was life like when our grandparents were children?

History: The Greatest Explorers

Who were the greatest explorers?

History: Great Inventions – Transport

How did the first flight change the world/Why were the Rainhill trials important?

Y2

History: Bonfire Night and the Great Fire of London

Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?

History: Holidays

How have holidays changed over time?

History: Our Local Heroes

Who are our local heroes?

Units of Work

Y3

History: The Stone Age

What was new about the New Stone Age?

History: The Bronze Age and the Iron Age

Which was more impressive – the Bronze Age or the Iron Age?

History: Local History

Why should we preserve our locality?

Y4

History: The Ancient Egyptians

How much did the Ancient Egyptians achieve?

History: Roman Britain

What happened when the Romans came to Britain?

History: Crime and Punishment

How has Crime and Punishment changed over time?

Y5

History: The Anglo-Saxons

Was the Anglo-Saxon period really a Dark Age?

History: The Vikings

Would the Vikings do anything for money?

History: Journeys

What makes people go on a journey?

Y6

History: The Maya Civilisation

Why should we remember the Maya?

History: The Ancient Greeks

What did the Greeks do for us?

History: The Impact of War

Did WWI or WWII have the biggest impact on our locality?

| <p>KS1 National Curriculum History subject content Pupils should be taught to:</p> | <p>Lower KS2 National Curriculum History subject content Pupils should be taught to:</p> | <p>Upper KS2 National Curriculum History subject content Pupils should be taught to:</p> |
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| <p>Constructing the past: Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.</p> | <p>Constructing the past: Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p> | <p>Constructing the past: Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> |
| <p>Sequencing the past: Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.</p> | <p>Sequencing the past: Develop chronologically secure knowledge and understanding of British, local and world history.</p> | <p>Sequencing the past: Develop chronologically secure knowledge and understanding of British, local and world history.</p> |
| <p>Change and development: Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p> | <p>Change and development: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> | <p>Change and development: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> |
| <p>Cause and effect: Choose and use parts of stories and other sources to show that they</p> | <p>Cause and effect: Address and devise historically valid questions about cause.</p> | <p>Cause and effect: Address and devise historically valid questions about cause.</p> |

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| <p>know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</p> | | |
| <p>Significance and interpretations: Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> | <p>Significance and interpretations: Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p> | <p>Significance and interpretations: Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p> |
| <p>Planning and carrying out historical enquiry: Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</p> | <p>Planning and carrying out historical enquiry: Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> | <p>Planning and carrying out historical enquiry: Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> |
| <p>Using sources as evidence: Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> | <p>Using sources as evidence: Understand how our knowledge of the past is constructed from a range of sources.</p> | <p>Using sources as evidence: Understand how our knowledge of the past is constructed from a range of sources.</p> |

Golden threads for History

| Relationships | Respect | Responsibility | Resilience | Reverence |
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| <ul style="list-style-type: none"> • We are helpful • We work as a team • We are kind and caring • We are good communicators | <ul style="list-style-type: none"> • We are active listeners • We show good manners • We care for our environment • We show consideration for others | <ul style="list-style-type: none"> • We own our actions • We are self-motivated • We are good role models • We are in control of our learning | <ul style="list-style-type: none"> • We keep going • We believe in ourselves • We have a go • We persevere | <ul style="list-style-type: none"> • We show empathy • We are reflective • We experience awe and wonder • We practice stillness |



Overview of Units by Year Group

Year 1

| <p>Autumn 2: My family history What was life like when our grandparents were children?</p> | <p>Spring 2: Who were the greatest explorers?</p> | <p>Summer 2: Great inventions-Transport. How did the first flight change the world? Why were the Rainhill trials important?</p> |
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| <p>Lesson 1: Has childhood always been the same?</p> <ul style="list-style-type: none"> • Develop an awareness of the past. • Know where the people and events they study fit within a chronological framework. • Identify similarities and differences between ways of life in different periods. • I can describe what life was like when a grandparent was my age. • I understand that life was not the same for all children in the past. • I can explain some of the similarities and differences between my childhood and the grandparents' childhood. <p>Lesson 2: Was Grandad's house like mine?</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. | <p>Lesson 1: What is an explorer?</p> <ul style="list-style-type: none"> • Know where the people they study fit within a chronological framework. • Develop an awareness of the past, using common words and phrases relating to the passing of time. I know what an explorer is and what they do. • I can locate some explorers on a timeline. • I can describe what the explorers achieved and why their achievements are important. <p>Lesson 2: Why is Ibn Battuta a great explorer?</p> <ul style="list-style-type: none"> • Know where the people they study fit within a chronological framework. • Understand some of the ways in which we find out about the past. • Identify different ways in which it is represented. I can identify key events in the life of Ibn Battuta. • I know when Ibn Battuta lived, and can locate him on a timeline. • I can explain why Ibn Battuta's exploration was important. | <p>Lesson 1: Who flew the first aeroplane?</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where people and events they study fit within a chronological framework. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. I can retell the story of the first flight. • I can explain why the Wright brothers may have wanted to fly. • I know about some of the sources of evidence we can use to find out about the first flight. <p>Lesson 2: What were the early aeroplanes like and how did they fly?</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in periods. • Use a wide vocabulary of everyday historical terms. |

- Ask and answer questions, choosing parts of sources to show that they know and understand key features.
- Understand some of the ways in which we find out about the past.
- I can describe features of a home in the 1950s/1960s.
- I understand that every home was not the same.
- I can explain some of the similarities and differences between my home and those in the past.

Lesson 3: Did Granny have an X box?

- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing parts of sources to show that they know and understand key features.
- Understand some of the ways in which we find out about the past.
- I can classify old toys and new toys.
- I can identify toys I play with that are similar to toys my grandparents played with, and describe how they have changed.
- I understand that some toys I play with had not been invented when my grandparents were children.

Lesson 3: Does everyone agree that Captain Cook was great explorer?

- Know where the people they study fit within a chronological framework.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented.
- Ask and answer questions, choosing and using sources to show that they know and understand the key features of events.
- I know the key events in the life of Captain Cook.
- I can explain why Captain Cook's exploration was significant.
- I understand that there are differing views about Captain Cook's achievements.

Lesson 4: Why did Roald Amundsen win the race to the South Pole?

- Know where the people they study fit within a chronological framework.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented.
- Use parts of sources to show that they know and understand key features of events. I know the key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott.

- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features. I can describe some key features of the Wright's Flyer.
- I can identify similarities between a modern aeroplane and the Flyer.
- I can identify differences between a modern aeroplane and the Flyer.

Lesson 3: How have aeroplanes changed the world?

- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features.
- Understand some of the ways in which we find out about the past. I can identify the role that an aeroplane plays today.
- I can describe how these tasks were carried out before the aeroplane was invented.
- I understand how important aeroplanes are today.

Lesson 4: What happened to the Rainhill Trails?

- Know where the people and events they study fit within a chronological framework.

Lesson 4: What was a trip to the shops like for Grandma?

- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing parts of sources to show that they know and understand key features.
- Understand some of the ways in which we find out about the past.
- I can use a variety of sources to find out about shops and shopping when grandparents were children.
- I can identify similarities and differences between shops today and when grandparents were children.
- I can give some reasons why changes took place.

Lesson 5: What was school like for Grandad?

- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing parts of sources to show that they know and understand key features.
- Understand some of the ways in which we find out about the past.
- I can describe what Grandad's school was like.

- I understand why Roald Amundsen reached the South Pole before Captain Scott.
- I can compare the achievements of Amundsen and Scott.

Lesson 5: What did Sunita Williams do to make her a great explorer?

- Know where the people they study fit within a chronological framework.
- Use common words and phrases relating to the passing of time.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented. I can explain the achievements of Sunita Williams.
- I understand why her achievements are significant.
- I can give valid reasons why in the past there have been fewer female explorers than male explorers.

Lesson 6: Who is the greatest explorer?

- Know where the people they study fit within a chronological framework.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented.
- Use parts of sources to show that they know and understand key features of events. I can explain what it means to be a great explorer.
- I can provide valid reasons for why I have made my selection.

- Identify similarities and differences between ways of life in different periods.
- Ask and answer questions, choosing and using part of stories and other sources to show that they know and understand key features. I know when and why the Rainhill Trials happened.
- I know about some of the key events of the Rainhill Trials.
- I can use sources to find out information about the Rainhill Trials

Lesson 5: Why are the Rainhill Trials remembered?

- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features.
- Understand some of the ways in which we find out about the past. I can identify some of the roles that trains play today.
- I can describe how these roles were undertaken before the steam engine was invented.
- I understand the significance of the Rainhill Trials.

Lesson 6: How can we remember the Rainhill Trials?

- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources

- I can explain some of the similarities and differences between my school and Grandad's school.
- I can explain why Grandad's school may or may not have been more enjoyable than school today.

Lesson 6: Spend a day at Grandad's school.

- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented.
- Answer questions showing that they know and understand the key features.
- I can take part in a role play about Grandad's school.
- I can use my knowledge of Grandad's school to act appropriately in a role play.
- I understand that this is a role play, and some things will be different from Grandad's school.

- I understand that other people may have differing and equally valid viewpoints.

to show that they know and understand key features.

- Understand some of the ways in which we find out about the past. I can give valid reasons why the Rainhill Trials was a significant event.
- I understand how significant events can be remembered.
- I can produce my own design for a train commemorating the Rainhill Trials.

Year 2

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| <p style="text-align: center;">Autumn 2: History: Bonfire Night and the Great Fire of London</p> <p style="text-align: center;">Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?</p> | <p style="text-align: center;">Spring 2: History: Holidays</p> <p style="text-align: center;">How have holidays changed over time?</p> | <p style="text-align: center;">Summer 2: History: Our Local Heroes</p> <p style="text-align: center;">Who are our local heroes?</p> |
| <p>Lesson 1: What happened on November the 5th 1605?</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Choose and use parts of stories and other sources that they know and understand key features of events. • Understand some of the ways in which we find out about the past. • Identify different ways in which it is represented. I can describe how Bonfire Night is celebrated today. • I can describe the main events of the Gunpowder Plot. • I can explain the importance of using a range of evidence when studying an event. <p>Lesson 2: Was Guy Fawkes a hero or a villain?</p> <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. | <p>Lesson 1: Where did Grandma go on holiday as a child?</p> <ul style="list-style-type: none"> • Learn about changes within living memory. • Understand historical concepts such as continuity I understand why people go on holiday to the seaside. • I know some of the key features of a seaside holiday when our grandparents were children. • I can reach conclusions about seaside holidays by interviewing a visitor. and change, similarity and difference. • Ask historically valid questions. <p>Lesson 2:What can a photograph tell us about Seaside holidays in the past?</p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. • Ask and answer questions. • Use parts of stories and other sources to show that they know and understand key features of events. | <p>Lesson 1: What makes someone a hero?</p> <ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time. • Know where people they study fit within a chronological framework. • Ask and answer questions. • Study significant historical people and places in their own locality. I understand what makes someone a hero. • I can identify qualities of people who are considered heroes. <p>I can locate these people's lives on a timeline.</p> <p>Lesson 2: What can images tell us about our local heroes?</p> <ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Choose parts of sources to show that they know and understand key features of events. • Know where the people they study fit within a chronological framework. I can |

- Choose and use parts of stories and other sources that they know and understand key features of events.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented. I can explain why Guy Fawkes took the action he did in 1605.
- I can express an opinion about Guy Fawkes' actions in 1605.
- I understand that people will have differing opinions about the same event.

Lesson 3: Do we celebrate Bonfire night now, just for fun?

- Use a wide vocabulary of everyday historical terms.
- Choose and use parts of stories and other sources that they know, and understand key features of events.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented. I can explain how Bonfire Night has changed over the years.
- I can use different sources to reach a conclusion.
- I can present an argument for or against Bonfire Night still being celebrated.

Lesson 4: What happened in London on 2nd September 1666?

- Develop an awareness of the past, using common words and phrases relating to the passing of time.

- Understand some of the ways in which we find out about the past.
- I can reach conclusions about seaside holidays from using a photograph.
- I understand the importance of using more than one source to reach a conclusion.
- I can compare a seaside holiday in the past with one today.

Lesson 3: What can souvenirs tell us about holidays in the recent past?

- Identify similarities and differences between ways of life in different periods.
- Ask and answer questions.
- Use parts of stories and other sources to show they know and understand key features of events.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which the past is represented.
- I can identify souvenirs and explain their significance.
- I can reach conclusions about seaside holidays using souvenirs and other sources.
- I can communicate the knowledge I have about seaside holidays in the past.

Lesson 4: What can stories tell us about Seaside holidays in the recent past?

- Learn about changes within living memory.

use an image to give me information about a person (this can be a photo, drawing or painting).

- I can reach conclusions from the information provided by the image.
- I understand the limitations of using just one type of source.

Lesson 3: What can objects tell us about our local heroes?

- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Choose parts of sources to show that they know and understand key features of events.
- Know where the people they study fit within a chronological framework. I can use an object to give me information about a person.
- I can reach conclusions from the information provided by the object.
- I understand the limitations of using just one type of source.

Lesson 4: What can documents tell us about our local heroes?

- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Choose parts of sources to show that they know and understand key features of events.

- Know where events they study fit within a chronological framework.
- Choose and use parts of stories and other sources that they know and understand key features of events.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented. I can recall the events of the Great Fire of London.
- I can explain why some events are more significant than others.
- I understand that people may have differing viewpoints on what is important.

Lesson 5: Why did the fire spread so quickly?

- Use a wide vocabulary of everyday historical terms.
- Choose and use parts of stories and other sources that they know and understand key features of events.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which it is represented. I can give valid reasons why the fire spread so quickly.
- I can explain why one reason could be more important.
- I can use sources to reach a conclusion why the fire spread so quickly.

Lesson 6: Why do we know so much about The Great Fire?

- Use a wide range of everyday historical terms.
- Use parts of stories and other sources to show they know and understand key features of events.
- Identify different ways in which the past is represented. I can reach conclusions about seaside holidays from a story.
- I understand that fiction can be used as a source of evidence.
- I can write my own story based on factual information.

Lesson 5: Were all holidays the same when our grandparents were children?

- Learn about changes within living memory.
- Use a wide range of everyday historical terms.
- Use sources to show they know and understand the past.
- Identify similarities and differences between ways of life in different periods.
- Suggest reasons why changes took place.
- I know about a range of holiday experiences in the recent past.
- I can explain why holiday experiences were different.
- I can compile a questionnaire to research holidays in the past.

Lesson 6: What was it like in the 1950 on a seaside holiday?

- Know where the people they study fit within a chronological framework. I can use a document to give me information about a person.
- I can reach conclusions from the information provided by the document.
- I understand the limitations of using just one type of source.

Lesson 5: What can a visit or visitor tell us about our local heroes?

- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Choose parts of sources to show that they know and understand key features of events.
- Know where the people they study fit within a chronological framework. I can use a visit or visitor to provide information about a person.
- I can reach conclusions from the information provided by the visit or visitor.
- I understand the limitations of using just one type of source.

Lesson 6: Who is our greatest local hero?

- Choose parts of sources to show that they know and understand key features of events.
- Use a wide vocabulary of everyday historical terms.

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| <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Choose and use parts of stories and other sources that they know, and understand key features of events. • Understand some of the ways in which we find out about the past. • Identify different ways in which it is represented. • I understand that there are a range of eyewitness accounts about the fire. • I can explain why some eyewitness accounts differ. • I understand that the fire had both a positive and negative impact. | <ul style="list-style-type: none"> • Learn about changes within living memory. • Use a wide range of everyday historical terms. • Identify different ways in which the past is represented. • I can apply knowledge learned to create a scene from the past. • I understand what a reconstruction is. • I understand the features of a seaside holiday from the past. | <ul style="list-style-type: none"> • Know where the people they study fit within a chronological framework. I can provide valid reasons why someone could be considered the greatest hero. • I can understand that there will be differing viewpoints about who the greatest hero is. • I can understand the purpose of a museum and how it can be organised. |
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| Year 3 | | |
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| <p style="text-align: center;">Autumn 1: History: The Stone Age</p> <p style="text-align: center;">What was new about the New Stone Age?</p> | <p style="text-align: center;">Spring 1: History: The Bronze Age and the Iron Age</p> <p style="text-align: center;">Which was more impressive – the Bronze Age or the Iron Age?</p> | <p style="text-align: center;">Summer 1: History: Local History</p> <p style="text-align: center;">Why should we preserve our locality?</p> |
| <p>Lesson 1: Why is it called the Stone Age?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history. • Develop the appropriate use of historical terms. | <p>Lesson 1: What difference did Bronze make?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history. • Address historically valid questions about change, similarity and difference. | <p>Lesson 1: What makes a building special?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British and local history. • Develop the appropriate use of historical terms. |

- Construct informed responses that involve the selection of relevant historical information. I can explain why the period is called the 'Stone Age'.
- I can recognise the long period of time of the Stone Age, and where it fits within the wider historical context.
- I can name and sequence the three periods of the Stone Age.

Lesson 2: What was life like in the old and middle Stone ages?

- Develop a chronologically secure knowledge and understanding of British history.
- Develop the appropriate use of historical terms.
- Regularly address historically valid questions about similarity and difference.
- Construct informed responses that involve the selection of relevant historical information.
- I can describe some differences and similarities in people's lives in the Old and Middle Stone Ages.
- I can use sources to reach conclusions about life in this period.
- I can reach a valid conclusion on the quality of life at this time.

Lesson 3: How much change happened in the New Stone age?

- Develop a chronologically secure knowledge and understanding of British history.

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- I can locate the Bronze Age on a timeline.
- I can describe some key features of the Bronze Age.
- I can explain why changes in the Bronze Age impacted people's lives.

Lesson 2: How does the Amesbury Archer help us know more about the Bronze age?

- Develop the use of historical terms.
- Address historically valid questions about trends and significance.
- Understand how our knowledge of the past is constructed from a range of sources.
- I can work out information about the Bronze Age from using sources.
- I know and understand about aspects of life in the Bronze Age.
- I can organise and present information from my research.

Lesson 3: Do we agree that not much happened in the Iron Age?

- Understand how our knowledge of the past is constructed from a range of sources.
- Address historically valid questions about change, similarity and difference.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical

- Address and devise historical valid questions about change, cause, similarity, difference and significance. I can explain why some of the buildings in my area are special.
- I can observe and describe architectural features.
- I can make links between a building and the history of the locality (or country).

Lesson 2: Should all listed buildings be preserved?

- Address and devise historical valid questions about change, cause, similarity, difference and significance.
- Construct informed responses that involve selection of relevant information.
- Understand how our knowledge of the past is constructed from a range of sources. I understand why different sites may be preserved.
- I understand there are differing viewpoints as to whether a site should be preserved.
- I can explain why I believe a site should or should not be preserved.

Lesson 3: Can we find a listed building of the future?

- Address and devise historical valid questions about change, cause, similarity, difference and significance.
- Construct informed responses that involve selection of relevant information.

- Develop the appropriate use of historical terms, and note connections and contrasts over time.
- Regularly address historically valid questions about similarity and difference.
- Construct informed responses that involve the selection of relevant historical information. I can distinguish between features of the different periods of the Stone Age.
- I can give possible reasons for the changes.
- I can produce valid conclusions about the significance of these changes.

Lesson 4: What can the village of Skara Brae tell us about Neolithic times?

- Develop the appropriate use of historical terms, and make connections and contrasts over time.
- Regularly address historically valid questions about similarity and difference.
- Construct informed responses that involve the selection of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can use sources to reach conclusions about life in Neolithic times.
- I understand how archaeologists and historians use remaining evidence to interpret the past.
- I can make comparisons between family life in Neolithic times and today.

information. I can identify important features about the Iron Age.

- I can explain why there are differing viewpoints about the Iron Age.
- I can support my opinions with accurate information.

Lesson 4: Was home life much better in the Iron age than the Bronze age?

- Address historically valid questions about change, similarity and difference.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can find similarities and differences between Bronze Age and Iron Age houses and home life.
- I can make an informed decision about which period was better.
- I can explain which sources provide evidence about homes in these periods.

Lesson 5: Do you think this was a dangerous time for people to live?

- Address historically valid questions about change, similarity and difference.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can identify some of the

- Understand how our knowledge of the past is constructed from a range of sources. Address and devise historical valid questions about change, cause, similarity, difference and significance.
- Construct informed responses that involve selection of relevant information.
- Understand how our knowledge of the past is constructed from a range of sources.

Lesson 4/5: Can we plan a campaign to save our building?

- Address and devise historical valid questions about change, cause, similarity, difference and significance.
- Construct informed responses that involve a selection of relevant information.
- Understand how our knowledge of the past is constructed from a range of sources. I know about my 'at risk' building and why it should be saved.
- I can plan a campaign to save my 'at risk' building.
- I can make links between my building and the history of the locality.

Lesson 6: Our Heritage exhibition

- Address and devise historically valid questions about change, cause, similarity, difference and significance.
- Construct informed responses that involve a selection of relevant information.

Lesson 5: Why did Neolithic people build monuments?

- Regularly address historically valid questions about similarity and difference.
- Construct informed responses that involve the selection of relevant historical information. I can describe some of the key features of significant monuments.
- I understand that there are different interpretations of the sites.
- I can make valid inferences about people's beliefs at the time.

Lesson 6: What great progress was made in the Stone Age?

- Establish clear narratives within and across the periods they study.
- Develop the use of historical terms, and note connections and contrasts over time.
- Construct informed responses that involve the selection of relevant historical information. I know about some key areas of progress made during the Stone Age.
- I can communicate to others my understanding of change during the Stone Age.
- I can reach an overall judgement about the level of progress achieved during the Stone Age.

dangers Bronze and Iron Age people faced.

- I can explain some of the ways people at this time protected themselves.
- I can reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages.

Lesson 6: Are you more impressed by the Iron age or the Bronze age?

- Address historically valid questions about trends and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can describe key features of life in the Bronze and Iron Ages.
- I can explain several reasons why one time period was more impressive than the other.
- I can support my opinions with evidence.

- Understand how our knowledge of the past is constructed from a range of sources. I can use my knowledge of the building to produce a creative piece of work.
- I can choose an appropriate creative approach to communicate my ideas.
- I can explain why we should preserve our locality.

Year 4

| Autumn 2: History: The Ancient Egyptians | Spring 2: History: Roman Britain | Summer 2: History: Crime and Punishment |
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| How much did the Ancient Egyptians achieve? | What happened when the Romans came to Britain? | How has Crime and Punishment changed over time? |
| <p>Lesson 1: Why were people able to prosper in the dessert land of Ancient Egypt?</p> <ul style="list-style-type: none"> • Study the achievements of the earliest civilisations. • Develop a chronologically secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time. • Develop the use of historical terms. • Understand how our knowledge of the past is constructed from a range of sources. • I can use a timeline to locate Ancient Egypt and other ancient civilisations. • I can explain why the Nile was so important to the Egyptians. • I can provide some reasons why the Ancient Egyptians were successful. <p>Lesson 2: Why do we know so much about the Ancient Egyptians and their achievements?</p> <ul style="list-style-type: none"> • Address and devise historically valid questions about similarity, difference and significance. | <p>Lesson 1: Why did the Romans invade Britain?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history. • Address historically valid questions about change and cause. • Construct informed responses that involve the thoughtful selection of relevant historical information. I can describe some of the details about the Roman invasion. • I can provide some valid reasons why the Romans wanted to invade Britain. • I understand that there were differing viewpoints about invading Britain. <p>Lesson 2: How easy was it for the Romans to take over Britain?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history. • Address historically valid questions about change and cause. • Construct informed responses that involve the thoughtful selection of relevant historical information. | <p>Lesson 1: Do laws and punishments change over time?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history. • Establish clear narratives over periods of study. • Note connections, contrasts and trends over time and develop the use of historical terms. • I can explain how laws and punishments change over time. • I can give valid reasons why some laws change and some remain the same. • I understand why different groups in society view laws in a variety of ways. <p>Lesson 2: What is a crime?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history. • Understand how our knowledge of the past is constructed from a range of sources. |

- Develop the use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources. I can identify some of the main sources of evidence about Ancient Egyptian life.
- I can reach some conclusions about Ancient Egyptian life from looking at the evidence.
- I understand why some of this evidence can be found in Britain and other countries.

Lesson 3: How did different groups of people contribute to the achievements of the Ancient Egyptian society?

- Address and devise historically valid questions about significance.
- Construct informed responses that involve thoughtful selection of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can describe a range of different roles and jobs carried out by the Egyptians.
- I can place the different roles in a hierarchy of importance.
- I can explain how one of the different groups contributed to significant achievements.

Lesson 4: What can we learn about the Ancient Egyptians from the Great Pyramid?

- Understand how our knowledge of the past is constructed from a range of sources. Develop a chronologically secure knowledge and understanding of British history.
- Understand how our knowledge of the past is constructed from a range of sources.

Lesson 3: Was life hard for a soldier on Hadrian's wall?

- Develop a chronologically secure knowledge and understanding of British history.
- Address historically valid questions about change and cause.
- Construct informed responses that involve the thoughtful selection of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can describe what life was like for a Roman soldier on Hadrian's Wall.
- I understand why the Vindolanda tablets are such an important piece of evidence.
- I can use evidence to present a valid argument on whether life was hard for a soldier on the wall.

Lesson 4: Were Roman roads a positive development for everyone?

- Develop a chronologically secure knowledge and understanding of British history.
- Address historically valid questions about significance.

- Note connections, contrasts and trends over time and develop the use of historical terms. I understand that views on what is a major crime have changed over time.
- I can explain why views on crime have changed.
- I understand why different groups may have differing views.

Lesson 3: How has the police force changed over time?

- Address historically valid questions about continuity, and change and cause.
- Understand how our knowledge of the past is constructed from a range of sources.
- Note connections, contrasts and trends over time and develop the use of historical terms. I know when and why the police force was introduced.
- I understand that there have been various types of law enforcer over time.
- I can reach conclusions about the police force using a variety of sources as evidence.

Lesson 4: What were punishments in the past meant to achieve?

- Address historically valid questions about continuity, and change and cause.
- Understand how our knowledge of the past is constructed from a range of sources.
- Note connections, contrasts and trends over time and develop the use of

- Address and devise historically valid questions about significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can identify and explain reasons why the Egyptians built the pyramids.
- I can make suggestions about how the pyramids were built.
- I can reach some conclusions about the Ancient Egyptian people through studying the pyramids.

Lesson 5: Are you surprised by Ancient Egyptian religion?

- Address and devise historically valid questions about significance.
- Construct informed responses that involve thoughtful selection of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I know important details Egyptian about Egyptian religion.
- I can explain why the Egyptians did certain things as part of their religion.
- I can use artefacts and images to find out about religion.

Lesson 6: What should we include in our time capsule?

- Construct informed responses that involve the thoughtful selection of relevant historical information. I know where and why the Romans built their roads
- I understand how Roman roads were built.
- I can explain the consequences of building the roads for different groups of people.

Lesson 5: What did the Romans leave behind that is still of significance today?

- Develop a chronologically secure knowledge and understanding of British history.
- Note connections, contrasts and trends over time, and develop the appropriate use of historical terms.
- Address historically valid questions about significance.
- Construct informed responses that involve the thoughtful selection of relevant historical information. I can explain what the Romans did which is still of significance today.
- I understand that some Roman developments are of more importance now than others.
- I can use a variety of resources to obtain information about the achievements of the Romans.

Lesson 6: A Roman army experience.

historical terms. I understand that there are differing views at different times on what is a suitable punishment.

- I understand that people may have differing views at the same time on what is a suitable punishment.
- I can use a variety of sources to obtain evidence to support my views.

Lesson 5: How and why have attitudes changed towards Suffragettes?

- Address and devise historically valid questions about continuity, change and cause.
- Understand how our knowledge of the past is constructed from a range of sources.
- Note connections, contrasts and trends over time and develop the use of historical terms. I can use sources to understand why the suffragettes took action.
- I can present a viewpoint on whether the suffragettes were justified in taking their actions.
- I understand how and why attitudes towards the suffragettes' action have changed over time.

Lesson 6: How has crime and punishment changed over time?

- Address and devise historically valid questions about continuity and change, similarity and difference, and significance.

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| <ul style="list-style-type: none"> • Address and devise historically valid questions about significance. • Construct informed responses that involve thoughtful selection of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. I can describe achievements made by the Ancient Egyptians. • I can argue why one achievement may be greater than another. • I can compare the achievements made by the Ancient Egyptians with those of other societies. | <ul style="list-style-type: none"> • Address and devise historically valid questions about similarity and difference, and significance. • Construct informed responses that involve the thoughtful selection and organisation of historical information. • Understand how our knowledge of the past is constructed from a range of sources. I know information about the Roman army. • I can use evidence to inform my re-enactment of being a soldier. • I understand the limitations of a re-enactment as a representation of the past. | <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can select relevant information for our display. • I can present the information in an engaging and accessible way. • I can understand that some material is not appropriate for display. |
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| Year 5 | | |
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| Autumn 1: History: The Anglo-Saxons | Spring 1: History: The Vikings | Summer 1: History: Journeys |
| <p>Was the Anglo-Saxon period really a Dark Age?</p> <p>Lesson 1: Who were the Anglo -Saxons and why did they choose to settle in England?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British and world history. • Develop the appropriate use of historical terms. • Understand how our knowledge of the past is constructed from a range of | <p>Would the Vikings do anything for money?</p> <p>Lesson 1: What happened when the Vikings invaded Britain in 793AD?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history. • Understand how our knowledge of the past is constructed from a range of sources. I know about the events at Lindisfarne on 8th June 793 AD. | <p>What makes people go on a journey?</p> <p>Lesson 1: What makes people go on a journey?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British and world history. • Establish clear narratives. • Address and devise historically valid questions about significance and cause and change. I can explain a range of |

sources. I can explain who the Anglo-Saxons were.

- I can give valid reasons why they settled in England.
- I understand what archaeological evidence can tell us about the Anglo-Saxons.

Lesson 2: What can we learn from the Anglo-Saxons from the Sutton Hoo burial ship?

- Develop the appropriate use of historical terms.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I understand what archaeological evidence can tell us about the Anglo-Saxons.
- I understand the limitations of using archaeological evidence.
- I understand why the discovery of the Sutton Hoo ship burial was so important.

Lesson 3: How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons?

- Note connections, contrasts and trends over time.
- Develop the appropriate use of historical terms.

- I can use sources to find out what happened at Lindisfarne.
- I understand the limitations of the evidence available regarding the raid on Lindisfarne.

Lesson 2: Why did so many Vikings leave home?

- Establish clear narratives within and across the periods.
- Develop the appropriate use of historical terms.
- Address historically valid questions about cause.
- Construct informed responses that involve the thoughtful selection of relevant historical information. I know what the way of life was like for Vikings at home.
- I can use evidence to identify valid reasons why the Vikings would want to leave their home.
- I understand that the Vikings were traders as well as raiders.

Lesson 3: Why did so many Vikings settle in Britain?

- Develop the appropriate use of historical terms.
- Address historically valid questions about cause.
- Construct informed responses that involve the thoughtful selection of relevant historical information. I know where the Vikings settled in Britain.

reasons why people undertake journeys now, and why they did in the past.

- I understand that journeys can be both a positive and negative experience for the traveller.
- I understand that journeys can have an impact on a range of people.

Lesson 2: Was Walter Raleigh just in it for the money?

- Develop a chronologically secure knowledge and understanding of British and world history.
- Understand how our knowledge of the past is constructed from a range of sources.
- Address and devise historically valid questions about change and significance. I can explain a range of reasons why Walter Raleigh explored other lands.
- I understand that Raleigh's voyages had both a positive and negative impact on people.
- I can find out information about Walter Raleigh and Tudor exploration from a range of sources.

Lesson 3: Why did the Irish 3rd class passengers on the Titanic make the journey to America?

- Develop a chronologically secure knowledge and understanding of British and world history.
- Understand how our knowledge of the past is constructed from a range of sources.

- Regularly address and devise historically valid questions about significance.
- Understand how our knowledge of the past is constructed from a range of sources. I can reach conclusions about the Anglo-Saxons from using archaeological evidence.
- I understand the limitations of using just archaeological evidence.
- I can explain why the discovery of the Staffordshire Hoard was so significant.

Lesson 4: How useful is written evidence in finding out about the Anglo-Saxons?

- Note connections, contrasts and trends over time.
- Develop the appropriate use of historical terms.
- Regularly address and devise historically valid questions about significance.
- Understand how our knowledge of the past is constructed from a range of sources. I understand the importance of the *Lindisfarne Gospels*, *Beowulf* and *Bede's History*.
- I can provide some information obtained from these sources related to the Anglo-Saxon people.
- I can explain some of the limitations of this evidence.

Lesson 5: Was the Anglo-Saxon period, really a Dark Age?

- I can explain why the Vikings settled in Britain.
- I know what Viking settlements were like, and I understand that they were varied.

Lesson 4: Did King Alfred deserve the title of 'Great'?

- Develop the appropriate use of historical terms.
- Address historically valid questions about significance.
- Construct informed responses that involve the thoughtful selection of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I know the key events in Alfred's life.
- I can reach a valid judgement on how successful Alfred was against the Vikings.
- I can offer a valid opinion about whether Alfred should be called 'Great'.

Lesson 5: How has our view of Vikings been influenced, and would everyone at the time have this view?

- Develop the appropriate use of historical terms.
- Address historically valid questions about significance.
- Construct informed responses that involve the thoughtful selection of relevant historical information.

- Address historically valid questions about change and significance. I can explain a range of reasons why the Irish 3rd class passengers travelled on the *Titanic*.
- I can find out information about the journey of the *Titanic* from a variety of sources.
- I understand the difference between a fact and an opinion.

Lesson 4: How did Vera Shaufeld become a refugee?

- Develop a chronologically secure knowledge and understanding of British and world history.
- Note connections, contrasts and trends over time.
- Understand how our knowledge of the past is constructed from a range of sources.
- Address historically valid questions about change and significance. I can explain why the Kindertransport took place.
- I can use a range of sources to find out what life was like for Vera and other children on the Kindertransport.
- I understand both the positive and negative aspects of the Kindertransport.

Lesson 5: Why did people sail on the Empire Windrush?

- Develop a chronologically secure knowledge and understanding of British and world history.

- Develop the appropriate use of historical terms.
- Regularly address and devise historically valid questions about significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can provide reasons why the period could be called the 'Dark Ages' and discuss the counter argument.
- I can use a variety of evidence to support my viewpoint.
- I can present my thinking clearly as a balanced argument.

Lesson 6: How can we find out about the past from a study of archaeology?

- Develop the appropriate use of historical terms.
- Regularly address and devise historically valid questions about significance.
- Understand how our knowledge of the past is constructed from a range of sources. I know how archaeologists work, and can utilise their approaches.
- I understand the importance of archaeological evidence in our study of history.
- I understand that differing interpretations of the past may be reached based on the evidence found.

- Understand how our knowledge of the past is constructed from a range of sources. I know that the Vikings themselves left very little written evidence.
- I understand that the majority of the written evidence about the Vikings is biased.
- I understand that it is very difficult to form a definitive picture of the Vikings.

Lesson 6: Creating a Viking Saga.

- Note contrasts and connections over time.
- Develop the appropriate use of historical terms.
- Construct informed responses that involve the thoughtful selection and organisation of relevant historical information. I understand what a saga is and what it should include.
- I understand that sagas are not necessarily all true.
- I can write my own Viking saga using the information I have learned about the Vikings.

- Note connections, contrasts and trends over time.
- Understand how our knowledge of the past is constructed from a range of sources.
- Address historically valid questions about change and significance. I can explain why people travelled on the *Empire Windrush*.
- I can use a range of sources to find out what life was like for the passengers on the *Empire Windrush*.
- I understand that there may be differing interpretations of the same event.

Lesson 6: What makes refugees go on a difficult journey today?

- Develop a chronologically secure knowledge and understanding of British and world history.
- Note connections, contrasts and trends over time.
- Address historically valid questions about change and significance. I can explain a range of reasons why people are prepared to risk their lives making journeys.
- I understand why there are a range of viewpoints about refugees in the UK.
- I can give examples of the positive contributions to Britain made by refugees.

Year 6

| Autumn 2: History: The Maya Civilisation Why should we remember the Maya? | Spring 2: History: The Ancient Greeks What did the Greeks do for us? | Summer 2: History: The Impact of War Did WWI or WWII have the biggest impact on our locality? |
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| <p>Lesson 1: What can we learn from the Ancient Maya from the lives of Maya today?</p> <ul style="list-style-type: none"> Establish clear narratives within and across periods they study. Regularly address historically valid questions about similarity and difference. I know where and how the Maya live today. I can use evidence about the Maya today to reach a conclusion about the Maya in the past. I can generate further questions to check my findings and deepen my understanding. <p>Lesson 2: What can we learn about the Maya by investigating their Ancient cities?</p> <ul style="list-style-type: none"> Regularly address historically valid questions about similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of | <p>Lesson 1: Why did the Ancient Greek Empire become so important?</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of world history. Develop the use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Consistently answer and ask historically valid questions about similarity and difference. I can put Ancient Greece on a timeline, and compare that period with other civilisations studied. I can give some reasons why Ancient Greece became so powerful. I can identify what Greece is like now, and identify some links between the modern world and Ancient Greece. <p>Lesson 2: How were the Spartans different to the Athenians?</p> <ul style="list-style-type: none"> Develop the use of historical terms. Address and devise historically valid questions. | <p>Lesson 1: How can we find out about people in our locality who died in the First and Second world wars?</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history. Address historically valid questions about change and significance. Understand how our knowledge of the past is constructed from a range of sources. I know about, and can compare, the numbers of deaths in our locality in both World Wars. I can find information from a war memorial or war grave, and understand how this can be utilised. I can evaluate the usefulness of these sources of evidence. <p>Lesson 2: How did the wars impact on children's lives in our locality?</p> <ul style="list-style-type: none"> Note connections and contrasts. Address and devise historically valid questions about change, cause and significance. |

sources. I can ask and answer questions about the Maya using evidence.

- I can reach conclusions about the Maya using archaeological evidence.
- I understand the limitations of reaching conclusions using just archaeological evidence.

Lesson 3: Why did the Maya have so many gods?

- Note connections, contrasts and trends over time, and develop the appropriate use of historical terms.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I understand why the Maya had many gods.
- I can explain the significance of the Maya creation myth.
- I can make links between the beliefs of the Maya and other societies studied.

Lesson 4: Were the Maya as clever as people in the 21st Century?

- Develop the appropriate use of historical terms.
- Address and devise historically valid questions about significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

- Understand how our knowledge of the past is constructed from a range of sources.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can acquire knowledge related to the study of the Spartans and Athenians using a variety of sources of evidence.
- I can make valid comparisons between the lives of Spartans and Athenians.
- I understand what is meant by 'democracy', and can make links to government in the 21st century.

Lesson 3: How similar were the London 2012 Olympic games, to those held in Ancient Greece?

- Continue to develop a chronologically secure knowledge and understanding of world history and make connections between periods studied.
- Develop the use of historical terms.
- Consistently answer and ask historically valid questions about similarity and difference.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can provide valid reasons why the Ancient Olympic Games were important.
- I can use sources to extend my knowledge and make valid conclusions about the Ancient Olympic Games.

- Understand how our knowledge of the past is constructed from a range of sources.
- Construct informed responses that involve thoughtful selection and organisation of historical information. I understand that the experiences of children in the locality were varied.
- I can gather information from a range of sources.
- I can evaluate whether a source is useful.

Lesson 3: How did the world wars change daily life?

- Address and devise historically valid questions about change, cause and significance.
- Understand how our knowledge of the past is constructed from a range of sources.
- Construct informed responses that involve thoughtful selection and organisation of historical information. I can explain some of the ways in which daily life changed during the wars.
- I understand that the impact of the wars varied by region and between families.
- I can use a variety of sources to obtain evidence about daily life during the wars.

- Understand how our knowledge of the past is constructed from a range of sources. I can find out relevant information about Maya technology and culture.
- I can reach a valid conclusion about how advanced a society the Maya were.
- I can make a comparison between the achievements of the Maya and other societies.

Lesson 5: What happened to the Maya?

- Address and devise historically valid questions about change, cause and significance.
- Construct informed responses that involve the thoughtful selection and organisation of relevant historical information. I understand that most of the Maya disappeared around 900 AD.
- I know that historians disagree about why this happened.
- I can present my own interpretation of events around 900 AD.

Lesson 6: Why should we remember the Maya?

- Understand how our knowledge of the past is constructed from a range of sources.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can present valid reasons why the Maya should or should not be remembered.

- I can make several comparisons to show both change and continuity between the Ancient and Modern Olympic Games.

Lesson 4: What can we learn about the Ancient Greeks from their myths and religion?

- Continue to develop a chronologically secure knowledge and understanding of world history and make connections between periods studied.
- Develop the use of historical terms.
- Consistently answer and ask historically valid questions about similarity and difference.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can reach valid conclusions about people in Ancient Greece from studying their myths.
- I can understand why we have different interpretations of stories from the past.
- I can make links between the importance of religion in Greek society with that of other societies studied.

Lesson 5: Why did the Ancient Greeks fight so many wars?

- Continue to develop a chronologically secure knowledge and understanding of world history.
- Develop the use of historical terms.

Lesson 4: Was it more dangerous living in our locality in the First or Second war?

- Address and devise historically valid questions about change, cause and significance.
- Understand how our knowledge of the past is constructed from a range of sources.
- Construct informed responses that involve thoughtful selection and organisation of historical information. I know what steps were taken locally and nationally to lessen the impact of attack in both World Wars.
- I understand that the advances in warfare made the civilian population more vulnerable to attack in the Second World War.
- I understand that the degree of danger in each of the wars varied by region and between families.

Lesson 5: How should we remember the contribution made by our community during the World wars?

- Note connections, contrasts and trends.
- Develop the use of appropriate historical terms.
- Address and devise historically valid questions about change, cause and significance.
- Understand how our knowledge of the past is constructed from a range

- I can use examples from a variety of themes to support conclusions reached.
- I can use evidence from sources to support conclusions reached.
- I can link together evidence from a range of sources to strengthen conclusions.

- Consistently answer and ask historically valid questions about similarity and difference.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can explain why the Ancient Greeks fought so many wars, and why they were successful.
- I can use a range of sources to reach valid conclusions about warfare in Ancient Greece.

Lesson 6: What did the Ancient Greeks do for us?

- Continue to develop a chronologically secure knowledge and understanding of world history.
- Develop the use of historical terms.
- Consistently answer and ask historically valid questions about significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources. I can identify and explain a range of Ancient Greek achievements.
- I can explain the impact of the legacy of the Ancient Greeks on the world today.
- I can make comparisons between the achievements of the Ancient Greeks and other societies.

of sources. I can design a memorial that represents the breadth of experience of people in the locality in both World Wars.

- I understand how symbolism may be used in a memorial.
- I can use sources to provide evidence to inform my memorial design.

Lesson 6: Telling the story of our community during the World Wars?

- Note connections, contrasts and trends.
- Develop the use of appropriate historical terms.
- Address and devise historically valid questions about change, cause and significance.
- Understand how our knowledge of the past is constructed from a range of sources. I can reach a conclusion of the overall impact of the wars on the local community.
- I can present the information I have collected about wartime in the locality.
- I can decide how to stage an exhibition, and what to include.

PROGRESSION OF KNOWLEDGE AND PROCESS KNOWLEDGE (SKILLS)

HISTORICAL KNOWLEDGE: CONSTRUCTING THE PAST

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|--|---|--|--|--|
| <ul style="list-style-type: none"> • I can talk about the lives of people I am familiar with. • I can talk about the roles of people in society. • I can talk about the past using books and stories talking about the characters, settings and events. | <ul style="list-style-type: none"> • In discussion, I can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. • I can demonstrate some understanding of the characteristic features of the period studied, e.g., technology available. | <ul style="list-style-type: none"> • I can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. • I can demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion. | <ul style="list-style-type: none"> • I can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection. | <ul style="list-style-type: none"> • I can identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections. • I am beginning to make some reference to other societies, but my reasoning may be undeveloped. | <ul style="list-style-type: none"> • I can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural. • I can make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons. | <ul style="list-style-type: none"> • I can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. • I am beginning to make links and group them into themes, e.g. social, cultural. • I can make links with themes in other societies studied, e.g. The Ancient Egyptians. |

HISTORICAL KNOWLEDGE: SEQUENCING THE PAST

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|--|---|---|---|
| <ul style="list-style-type: none"> • I can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order. • I am beginning to use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent's pupil hood, e.g. now, then, new old, when, before, etc. • I can demonstrate a secure understanding of the words used. • I will require little prompting to use these words. | <ul style="list-style-type: none"> • I can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order. • I am beginning to explain why they have placed the items in this sequence. • I can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods. • I can demonstrate secure understanding of the terms used. • I can independently use the terms appropriately. | <ul style="list-style-type: none"> • I can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods. • I can provide valid reasons why they have chosen this time period for most of the images. | <ul style="list-style-type: none"> • I can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied). • I can provide detailed valid reasons why they have sequenced the events/objects in this way. | <ul style="list-style-type: none"> • I can sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline. • I can make some links between this sequence to the events and people within other time periods studied. | <ul style="list-style-type: none"> • I can sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. • I can accurately identify links between this sequence and the events of other periods studied. |

HISTORY CONCEPTS: CHANGE AND DEVELOPMENT/SIMILARITIES AND DIFFERENCES

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|---|---|---|--|--|
| <ul style="list-style-type: none"> I can give similarities and differences between the past and now. I can talk about myself and some of the ways I have changed. | <ul style="list-style-type: none"> I can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes. | <ul style="list-style-type: none"> I can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. I am beginning to demonstrate an understanding of which are the most important differences and why. I am beginning to explain why they have placed the items in this sequence. | <ul style="list-style-type: none"> I can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. I can see links between changes, and begin to identify types of change. I can demonstrate an awareness of the significance of change and its impact. | <ul style="list-style-type: none"> I can explain why certain changes and developments were of particular significance within topics and across time periods. I can provide a comprehensive list of the changes of Crime and Punishment within the period studied. I can identify links between the changes. Will provide a clear rationale for why one change could be considered to be more important than others. I can provide insightful ideas about whether some things did not change very much within a period and why. | <ul style="list-style-type: none"> I can independently and confidently provide a comprehensive list of the changes within the period studied. I can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance. I can identify a range of links between the various changes. I can provide insightful ideas about whether some things did not change very | <ul style="list-style-type: none"> I can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars. I can confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights. I am beginning to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war |

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| | | | | | much within a period and why this occurred. | on their locality. |
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HISTORY CONCEPTS: CAUSE AND EFFECT

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|--|---|--|---|
| <ul style="list-style-type: none"> I can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways. | <ul style="list-style-type: none"> I can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. I am beginning to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place. | <ul style="list-style-type: none"> I can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. I can demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period. | <ul style="list-style-type: none"> I can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. I can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes. | <ul style="list-style-type: none"> I can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. I can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. I can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain. | <ul style="list-style-type: none"> I can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. I can order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. I can make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. I can identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term. |

HISTORY CONCEPTS: SIGNIFICANCE AND INTERPRETATIONS

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|---|--|--|---|
| <ul style="list-style-type: none"> • I can demonstrate through examples and discussion an understanding of the term 'significance'. • I can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. • I am beginning to make connections between significant events or people, e.g. the explorers studied. | <ul style="list-style-type: none"> • I can give a broad range of valid reasons why someone or something is significant. • I demonstrate a secure understanding of the term significance. • I can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. • I can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another. | <ul style="list-style-type: none"> • I can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. • I can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality. | <ul style="list-style-type: none"> • I can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. • I can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. • I am beginning to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today. | <ul style="list-style-type: none"> • I can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons. • I can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. • I understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity. • I can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. • I can explain why there may be differing interpretations and will make reference to the | <ul style="list-style-type: none"> • I can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks. • I can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today. • I can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic |

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| | | | | <p>differing types of representation.</p> <ul style="list-style-type: none"> I can also understand why there may be some similarities in the interpretations. | <p>Games differ.</p> <ul style="list-style-type: none"> I can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games. I can demonstrate insight into why some aspects of the interpretation may be the same. I can make reference to the differing types of representation. |
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HISTORICAL ENQUIRY: PLANNING AND CARRYING OUT A HISTORICAL ENQUIRY

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|--|---|---|--|---|
| <ul style="list-style-type: none"> I can plan a small enquiry by asking relevant questions. I can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' I can use appropriate historical vocabulary. | <ul style="list-style-type: none"> I can pose a range of valid questions independently. I can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' I can use a range of appropriate vocabulary in both their questions and answers. | <ul style="list-style-type: none"> I can independently devise a range of historically valid questions for a series of different types of enquiry. I can answer these questions with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our | <ul style="list-style-type: none"> I can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?' I can answer the questions in some detail using a range of relevant and varied sources to support points made. My work will be clearly structured | <ul style="list-style-type: none"> I can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?' I can answer the questions in detail using a broad range of relevant and varied sources to support points made. My work is clearly structured with | <ul style="list-style-type: none"> I can independently plan and produce quality, detailed responses to a wide range of historical enquiries. I can make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. |

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| | | locality?'. <ul style="list-style-type: none"> I can use a range of relevant historical terms. | with contrasting viewpoints considered. <ul style="list-style-type: none"> I can use a broad range of relevant historical terms. I can work independently and with confidence. | contrasting viewpoints considered. <ul style="list-style-type: none"> I can use the evidence to reach a valid and substantiated overall conclusion. I can use a broad range of relevant historical terms throughout. I can follow a clear structure appropriate for presenting an argument. I can work independently and with confidence. I am beginning to critically evaluate their enquiry and consider possible ways in which it could be improved or developed. | <ul style="list-style-type: none"> I can reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. I can confidently use a broad range of challenging, relevant historical terms throughout. I can critically evaluate their enquiry and consider ways in which it could be improved or developed. |
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HISTORICAL ENQUIRY: USING SOURCES AS EVIDENCE

| YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|--|--|--|---|
| <ul style="list-style-type: none"> I can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment. | <ul style="list-style-type: none"> I can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. I can demonstrate an understanding that some sources are more useful than others in providing | <ul style="list-style-type: none"> I can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' I know that some sources may be more useful than others in answering certain historical questions. | <ul style="list-style-type: none"> I can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. I can use the sources to compile a detailed description of what Dick Turpin was like. I can demonstrate an | <ul style="list-style-type: none"> From a range of sources provided, I can accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?' I can explain why they have made that selection, possibly with some references | <ul style="list-style-type: none"> I can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. I can explain confidently why they |

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| | information to answer a historical question. | | understanding that some sources may be more useful than others by commenting on the importance of some of the sources. | to utility and reliability. I am beginning to critically evaluate their enquiry and consider possible ways in which it could be improved or developed. | have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled. historical terms throughout. |
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ASSESSMENT

Each history unit has a key assessment opportunity which links with the progression framework. These assessment opportunities enable us to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context.

Pre-assessment

We use a range of strategies to elicit pre and misconceptions of a unit which will enable teachers to adapt short term planning to include time to address areas of need. Examples of tasks include discussion, low stakes quizzes (including use of end of unit quiz at the start to demonstrate progress) and knowledge capture activities.

Ongoing formative assessment and feedback

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that geographical vocabulary has been acquired, is understood, and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback. At Heckington St Andrew's we recognise the value of teacher observation and of a dialogic, language rich learning environment.

Retrieval practice

Evidence (classroom) based research informed strategies are adopted by class teachers to promote metacognition. Pupils are offered carefully planned tasks to promote knowledge retrieval bringing core knowledge and skills into long term and working memory. Children are explicitly taught these skills and they are reinforced in UKS2 where preparation for KS3 study is considered. We recognise the underpinning cognitive processes of these tasks, and the application of literacy skills, in developing good revision strategies and skills for life beyond primary school.

End of unit assessments

An online end-of-unit quiz will be completed by pupils at the end of each unit. Teachers will also present a knowledge capture activity which, along with the end of unit quiz, will inform teacher assessment of the unit. If these have also been used at the start of the unit then they will also be used to assess progress.