

Historical Progression

KS1					
Themes	Dimensions	Working towards	Expected	Mastery	Extended Learning
Select the most appropriate strands for the theme – probably no more than three	<p>Pupils: Should develop an awareness of the past, using common words and phrases relating to the passing of time Should learn where the people and events they study fit within a chronological framework including events in living memory and events beyond living memory Should learn about changes in the way people lived over time and its significance Should learn about similarities and differences between ways of life in different periods in their own locality Should learn about the significance of individuals from the past that made a contribution to national or international achievements Should learn about significant local historical events, people and places and why they are important</p>	<p>I can use common words to say what came before and after I can locate a date or an event on a simple timeline I can name something that has changed in living memory and identify reasons why it was important I can identify some reasons why events from the past are celebrated or commemorated I can identify some reasons why someone from the past was significant I can identify some features of how people lived in the past I can match some aspects of life that were similar in two different periods of history I can name something or someone from our local area in the past and say why they were important</p>	<p>I can use common words and phrases to describe what came before and after and the passing of time I can locate a period of history or an event on a timeline I can identify something that has changed in living memory and describe why it was important I can describe why some events from the past are celebrated or commemorated I can describe reasons why someone from the past was significant I can describe how people lived in the past and list some key developments that happened in this time I can outline some of the key differences between life in two different periods of history I can describe something or someone from our local area in the past and explain why they are important</p>	<p>I can use an increasing range of historical words and phrases to explain what came before and after and the passing of time I can place key events and changes that occurred on a timeline and explain their importance I can explain the significance of something that has changed in living memory I can explain why and how some events from the past are celebrated or commemorated I can explain reasons why someone from the past was significant I can explain how people lived in the past and analyse some key developments that happened over time I can compare and contrast life in two different periods of history I can explain the significance of something or someone from our local area in the past</p>	<p>I can make comparisons with other periods in history I can identify similar events today or in other parts of the world I can make links with other subjects including geography to understand where events took place</p>

<p>These are crucial skills and should form part of every unit of work Pupils should be encouraged to be increasingly selective about the resources they use</p>	<p>Pupils: Should use a wide vocabulary of everyday historical terms to enable them to ask questions, talk and write about: -how and why things changed over time - similarity and difference in periods of history - what came before and after - why people are remembered - the cause and effect of actions and events They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should be able to identify and use different types evidence and describe what we can learn from it</p>	<p>I can use common historical words to talk about the past I can ask simple questions to find out facts about the past I can identify some of the key events from a period in history I can identify how the way people lived changed over time I can identify similarities I can identify some causes of an event or action and what happened as a result I can say where information about the past has come from</p>	<p>I can use common historical words and phrases to describe the past I can devise questions which will help me understand how people lived and what they did I can list some of the key events from a period in history I can describe changes to the way people lived over time I can describe some similarities and differences I can describe the causes and effects of an event or action I can describe some of the different forms of evidence we have of a period or an event studied</p>	<p>I can apply an increasing range of historical words and phrases to talk and write about the past I can formulate questions to help me analyse the past I can sequence key events from a period in history I can explain the significance of changes to the way people lived I can explain the reasons for similarities and differences I can explain the causes and effects of an event or action I can explain some of the evidence we have and how this has been used to understand how people lived or why things happened</p>	<p>I can find out for myself using non-fiction texts I can follow my own line of enquiry to find out more about something that interests me</p>
<p>This dimension is about applying the learning so pupils should be given varied opportunities to use and represent their knowledge using different genres of writing and</p>	<p>Pupils: Should learn about what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented. Should present their ideas in visual and written form, including stories, showing an understanding of the key ideas This means applying learning through: -illustrating -comparing and contrasting - describing - re-enacting</p>	<p>I can use some key ideas to show features of how people lived in one of the periods studied through pictures and labelling I can list some things that were similar and some things that were different in two periods of history I can list the achievements of a significant person I can apply learning through: -illustrating -identifying - matching</p>	<p>I can use some of the key vocabulary to describe “a day in the life” of a person living in one of the periods studied showing an understanding of how this is different from the way we live I can compare how people lived in two different periods I can describe how and when a significant person lived and what they did I can apply learning through: -illustrating - describing - listing</p>	<p>I can use the key vocabulary and evidence from my research to explain “a day in the life” of a person living in one of the periods studied and contrast this with how we live today I can compare and contrast two periods of history – explaining the way people lived, worked and worshipped I can write an account of the life of a significant person and explain how and why they made a difference I can apply learning through: Explaining Comparing and contrasting Sequencing</p>	<p>Applying the learning for example: I can use the appropriate historical vocabulary and ascertain key evidence from my research to describe “a day in the life” of a person living in one of the periods studied using more than one source of information I can apply learning through:</p>

visual representation	Use historical terms in their own writing Explain how they have found out about the past	I can use some key historical words I can list some of the sources used	I can use key historical vocabulary in my own writing I can describe the sources used	Relating I can use a wide range of historical terms in own writing I can explain the range of sources used and how they differ	Summarising Creating Re-enacting
Units of Work					
	Dimensions	Working towards	Expected	Mastery	Extended Learning
1a Y1 Autumn Guy Fawkes and the gunpowder plot Key focus Knowledge – That we remember events from the past with celebrations Key Focus Historical Enquiry Understanding the difference between the present and the past and between the recent past and a long time ago	Pupils: Should develop an awareness of the past, using common words and phrases relating to the passing of time – discussing things that happened in the recent past and a long time ago. Should learn where the Gun Powder plot fits within a chronological framework including events in living memory and events beyond living memory by using a simple time line Should learn about the significance of Guy Fawkes and discuss why we remember him on Bonfire Night Should learn about why Guy Fawkes wanted blow up parliament and discuss whether he was a hero or a villain Should learn about the features of Bonfire Night and how they relate to the Gun Powder Plot (or not)	I can: Show an awareness of the past, using some common words and phrases relating to the passing of time Show where the Gun Powder plot fits within a chronological framework by using a simple time line Identify some reasons why we remember Guy Fawkes on Bonfire Night List some reasons why Guy Fawkes wanted blow up parliament and discuss whether he was a hero or a villain Identify some of the features of Bonfire Night and how they relate to the Gun Powder Plot	I can: Show an awareness of the past, using common words and phrases relating to the passing of time – discussing things that happened in the recent past and a long time ago. Describe where the Gun Powder plot fits within a chronological framework including events in living memory and events beyond living memory by using a simple time line Describe the significance of Guy Fawkes and discuss why we remember him on Bonfire Night Outline why Guy Fawkes wanted blow up parliament and discuss whether he was a hero or a villain Describe the features of Bonfire Night and how they relate to the Gun Powder Plot (or not)	I can: Sequence events to show an awareness of the past, using common words and phrases relating to the passing of time – discussing things that happened in the recent past and a long time ago. Explain where the Gun Powder plot fits within a chronological framework including what came before and what came after Explain the significance of Guy Fawkes and discuss why we remember him on Bonfire Night Explain why Guy Fawkes wanted blow up parliament and discuss whether he was a hero or a villain Describe the features of Bonfire Night and explain when these traditions started	I can: Use a timeline of my own life to show key events
	Pupils: Should use a wide vocabulary of everyday historical terms to enable them to ask questions, talk and write about:	I can: Use some key historical terms to enable me to ask questions, talk about: - what came before and after	I can: Use key vocabulary of everyday historical terms to enable me to ask questions, talk and write about:	I can: Use a wide vocabulary of everyday historical terms to enable me to ask questions, talk and write about: - what came before and after	I can use increasingly complex language to explain what

	<ul style="list-style-type: none"> - what came before and after - why people are remembered - the cause and effect of actions and events <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should be able to identify and use different types evidence and describe what we can learn from it including visual material such as videos and cartoons and simple texts</p>	<ul style="list-style-type: none"> - why Guy Fawkes is remembered - the cause and effect of actions and events <p>Answer questions using parts of the story to show that I understand key features of the events. Identify some different types evidence and describe what we can learn from it including visual material such as videos and cartoons and simple texts</p>	<ul style="list-style-type: none"> - what came before and after - why Guy Fawkes is remembered - the cause and effect of actions and events <p>Ask and answer questions, using parts of the story and other sources to show that I understand key features of the events. Identify and use some different types evidence and describe what we can learn from it including visual material such as videos and cartoons and simple texts</p>	<ul style="list-style-type: none"> - why Guy Fawkes is remembered - the cause and effect of actions and events <p>Ask and answer questions, choosing and using parts of the story and other sources to show that I understand key features of the events. Select a range of different types evidence to support my learning and explain what we can learn from it including visual material such as videos and cartoons and simple texts</p>	<p>happened and its significance</p> <p>I can write a simple narrative of the events</p>
	<p>Pupils: Should learn about what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented by talking about how we know about the GPP Should discuss the significance of chronology, in making sense of the past Should present their ideas in oral visual and written form, showing an understanding of the key ideas and the narrative of the story of the GPP using key vocabulary Should act out the story of the GPP thinking about what the characters might say Learn the "Remember Remember" Rhyme and recite it from memory</p>	<p>I can Identify some of the ways in which we find out about the Name different ways in which the past is represented by talking about how we know about the GPP Say how a timeline helps us make sense of the past Present my ideas in oral visual form, showing some understanding of the key ideas and the narrative of the story of the GPP Act out the story of the GPP Learn the "Remember Remember" Rhyme</p>	<p>I can Describe what it means to be an historian and some of the ways in which we find out about the past Identify different ways in which the past is represented by talking about how we know about the GPP Describe the significance of chronology, in making sense of the past Present my ideas in oral visual and written form, showing an understanding of the key ideas and the narrative of the story of the GPP using key vocabulary Should act out the story of the GPP thinking about what the characters might say Learn the "Remember Remember" Rhyme and recite it from memory</p>	<p>I can Explain what it means to be an historian and some of the ways in which we find out about the past Explain different ways in which the past is represented by talking about how we know about the GPP Explain the significance of chronology, in making sense of the past give examples of things that happened a long time ago and in my own lifetime (using family events) Select how to present my ideas in oral visual and written form, showing an understanding of the key ideas and the narrative of the story of the GPP using key vocabulary Act out the story of the GPP thinking about what the characters might say when they were planning their actions and afterwards</p>	<p>I can: Say why stories help us remember key events from the past</p>

				Learn the “Remember Remember” Rhyme and recite it from memory – explain how the rhyme helps us to remember the key reason for Guy Fawkes Night	
<p>1b Year 1 Spring Great Explorers Christopher Columbus and Neil Armstrong Key focus Knowledge – why exploration is significant in helping us understand the world we live in (and beyond)</p> <p>Key Focus Historical Enquiry – Understanding why people wanted to explore and discover new places</p>	<p>Should develop an awareness of the past, using common words and phrases relating to the passing of time including the duration of the journeys and the distance travelled</p> <p>Should learn where these events fit within a chronological framework and discuss things within living memory (of their grandparents) and the distance past</p> <p>Should learn about changes in the way people understood the world at this time and the devices they had for navigation – explore why people thought the earth was flat and how they discovered it was a sphere</p> <p>Should learn about similarities and differences between two voyages of discovery including why they were made and what people learnt from them</p> <p>Should learn about the significance of explorers and their contribution to national or international achievements</p> <p>Should learn about what it means to be an explorer and the bravery needed to go into the unknown</p>	<p>I can use common words to say what came before and after these two expeditions</p> <p>I can locate these two expeditions on simple timelines</p> <p>I can identify some reasons why these explorations were important and why they are commemorated</p> <p>I can identify some reasons why Christopher Columbus and Armstrong were significant</p> <p>I can identify and compare how people got news of these two explorations</p> <p>I can list some of the things that were similar between the two voyages</p> <p>I can identify why people want to be explorers</p>	<p>I can use common words and phrases to describe what came before and after these two expeditions and the passing of time</p> <p>I can locate these two expeditions on timelines showing what came before and afterwards</p> <p>I can describe why these two expeditions were celebrated and are commemorated</p> <p>I can describe reasons why Christopher Columbus and Armstrong were significant and why they were considered heroes</p> <p>I can describe and compare how people got news of these two explorations</p> <p>I can outline some of the key similarities and differences between the two expeditions</p> <p>I can describe some of the reasons people might want to become explorers</p>	<p>I can use an increasing range of historical words and phrases to explain what came before and after these two expeditions and the duration of their journeys</p> <p>I can place these two expeditions and what came before and afterwards on a timeline and explain their importance</p> <p>I can explain why these two expeditions were celebrated and are commemorated</p> <p>I can explain why Christopher Columbus and Armstrong were significant and why they were considered heroes</p> <p>I can describe and compare how people got news of these two explorations and what inventions have enable us to get news quickly since Shackleton’s time</p> <p>I can explain some of the key similarities and differences between the two expeditions</p> <p>I can explain some of the reasons people might want to become explorers</p>	<p>I can make comparisons with other periods in history by researching other famous explorers</p> <p>I can make links geography to follow Christopher Columbus journey and locate the site of the launch of Apollo 11</p>
	<p>Should use a key vocabulary of everyday historical terms to enable</p>	<p>I can use common historical words to talk about these two expeditions</p>	<p>I can use common historical words and phrases to describe these two expeditions</p>	<p>I can apply an increasing range of historical words and phrases to talk</p>	<p>I can find out for myself using non-fiction texts about the</p>

	<p>them to ask questions, talk and write about:</p> <ul style="list-style-type: none"> -how and why things these explorations were undertaken - similarity and difference in the nature of the journeys and in what ways they were different, including the extent to which technology made them possible in different periods of history - what came before and after - why is Christopher Columbus remembered - the cause and effect of these explorations –how they made a difference <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should be able to identify and use different types evidence and describe what we can learn from including photos, videos and simple texts</p>	<p>I can ask simple questions to find out facts about these two expeditions</p> <p>I can identify some of the key events during the expeditions</p> <p>I can identify how the way people got news changed over time</p> <p>I can identify similarities</p> <p>I can say where information about the past has come from</p>	<p>I can devise questions which will help me understand why they undertook these expeditions</p> <p>I can list some of the key events during the expeditions</p> <p>I can describe changes to the way we get news over time</p> <p>I can describe some similarities and differences between the two expeditions</p> <p>I can describe some of the different forms of evidence we have of these two expeditions</p>	<p>and write about these two expeditions</p> <p>I can formulate questions to help me analyse the reasons why they undertook these expeditions</p> <p>I can sequence key events from the expeditions</p> <p>I can explain the significance of changes to the way people got news and why it is different today</p> <p>I can explain the reasons for similarities and differences in the two expeditions</p> <p>I can explain some of the evidence we have and how this has been used to understand what happened</p>	<p>equipment they needed for one of the expeditions</p> <p>I can follow my own line of enquiry to find out more about something that interests me about the expeditions</p>
	<p>Should learn about what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented contrasting an event in living memory with an event beyond living memory</p> <p>Should present their ideas in oral, visual and written form, including stories, showing an understanding of the key features of the journeys,</p>	<p>I can use some key ideas to map Christopher Columbus's journeys through pictures and labelling and show the stages of the Apollo 11 mission</p> <p>I can write a newspaper headline for each of the two expeditions on the day they arrived back</p> <p>I can draw a picture of one of the two explorers showing all</p>	<p>I can use some key ideas to map the two journeys through pictures and captions to describe the distances travelled and the time it took</p> <p>I can write a newspaper headline for each of the two expeditions on the day they arrived back including some important facts</p> <p>I can research and draw a picture of one of the two explorers including labels to describe all</p>	<p>I can use some key ideas to map the two journeys through pictures and captions to explain the stages of the journey, the distances travel and the time it took</p> <p>I can write a newspaper headline and introductory paragraph for each of the two expeditions on the day they arrived back selecting the most important facts from my research</p> <p>I can research and draw a picture of one of the two explorers with</p>	<p>Applying the learning for example: <i>Write a conversation between two of the people on setting out on one of the expeditions to show how they felt.</i></p> <p>I can apply learning through: Summarising</p>

	<p>empathising with how CC felt when he didn't find land for a long time and when land was first sighted and how Neil Armstrong felt as he looked back at the earth for the first time</p> <p>Should role play or act out the journeys thinking about how the characters might feel and what they would say</p> <p>Plan an expedition to visit the contrasting locality that they are studying in geography what will they need to take with them</p>	<p>the special equipment they needed for their expedition</p> <p>I can apply learning through:</p> <ul style="list-style-type: none"> -illustrating -identifying - matching <p>I can use some key historical words</p> <p>I can list some of the sources used</p>	<p>the special equipment they needed for their expedition</p> <p>I can apply learning through:</p> <ul style="list-style-type: none"> -illustrating - describing - listing <p>I can use key historical vocabulary in my own writing</p> <p>I can describe the sources used</p>	<p>captions to explain all the special equipment they needed for their expedition</p> <p>I can use the key vocabulary and I can apply learning through:</p> <ul style="list-style-type: none"> Explaining Comparing and contrasting Sequencing Relating <p>I can use a wide range of historical terms in own writing</p> <p>I can explain the range of sources used and how they differ</p>	<p>Creating Re-enacting</p>
<p>1c Year 1 Summer 200 years of Transport – change over time – George Stephenson and the Wright Brothers</p> <p>Key focus Knowledge – the significance of major improvements to transport for how people lived and worked</p> <p>Key Focus Historical Enquiry – the pace of change over time – these inventions were about 100</p>	<p>Should develop an awareness of the past, using common words and phrases relating to the passing of time between the invention of the first steam railway locomotive, the first flight and today (200 years)</p> <p>Should create a time line of transport inventions over the last 200 years and where the invention of the steam engine and the first plane flight fit into that time line</p> <p>Should understand change over time in terms of speed and ease of travel and the difference this made to people lives with the introduction of rail and air travel. Identify similarities and differences between the way these two inventions were developed for example they both took time to get right and were mistrusted as being dangerous</p>	<p>I can use common words to say what came before and after the invention of the locomotive and aeroplane</p> <p>I can locate these inventions on a simple timeline and show when other forms of transport were invented</p> <p>I can name some things that have changed as a result of these inventions and give reasons why they were important</p> <p>I can identify some reasons why these inventors were so important</p> <p>I can identify ways these inventions were similar and some differences</p> <p>I can identify how these two inventions have had an impact on our local area</p>	<p>I can use common words and phrases to describe what came before and after the invention of the locomotive and aeroplane</p> <p>I can locate these inventions on a timeline and show what came before and when other forms of transport were invented to show the pace of change in the way we travel</p> <p>Describe some things that have changed as a result of these inventions and why they were important</p> <p>I can describe why these inventors were so important</p> <p>I can describe ways these inventions were similar and some differences</p> <p>I can describe how these two inventions have had an impact on our local area and explain why they are important</p>	<p>I can use an increasing range of historical words and phrases to explain what came before and after the invention of the locomotive and aeroplane and the passing of time between them</p> <p>I can place these inventions on a timeline and show what came before and when other forms of transport were invented to explain the pace of change in the way we travel</p> <p>I can explain some things that have changed as a result of these inventions and why they were important to peoples' everyday lives</p> <p>I can explain why these inventors were so significant and how they are commemorated (blue plaques, museums, biographies)</p> <p>I can explain in what ways these inventions were similar and different</p>	<p>I can make comparisons between what else was happening at the time of these two inventions</p> <p>I can compare these inventions with modern inventions in transport (driverless cars, electric vehicles, space travel)</p> <p>I can make links with other subjects: Geography (routes and communication) Technology – steam power / paper planes Science – Aerodynamics Friction Forces</p>

<p>years apart but before that people travelled by horse and coach for centuries – linked to an understanding of core time frames including year, decade, century, millennium Continuity and change</p>	<p>How the two inventions impacted on their local area i.e. the railway and nearest airport</p> <p>They should use a wide vocabulary of historical terms and subject specific language including: Train, travel, transport inventor, steam power, boiler, coal, water railway travel, flight, aeroplane, fuselage wings They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. -how and why things changed when these inventions were used to carry passenger - similarity and difference in the way they were developed and how they were viewed by society - what came before and after in terms of how people travelled - why inventors are important to society They should be able to identify and use different types evidence and describe what we can learn from it</p>	<p>I can use common historical words to talk about inventions the past including: Train, travel, transport inventor, steam power, boiler, coal, water railway travel, flight, aeroplane, fuselage wings, test, trial, modify, persevere I can ask simple questions to find out facts about the past including: -Why these inventions were made -How things changed as a result of the inventions -In what ways the inventions were similar -What people thought about the inventions -How people travelled before and what was different afterwards -Why inventors are important I can say where information about the past has come from</p>	<p>I can use common historical words and phrases to describe inventions the past including: Train, travel, transport inventor, steam power, boiler, coal, water railway travel, flight, aeroplane, fuselage wings test, trial, modify, persevere I can devise questions which will help me understand: - Why these inventions were needed -How things changed as a result of the inventions -In what ways the inventions were similar and different -What people thought about the inventions and how views changed over time -How people travelled before, what was different afterwards and if this was true for ordinary people -Why inventors are important in the past and today I can describe some of the different forms of evidence we have from these two periods</p>	<p>I can explain the significance of these two inventions our local area in the past</p> <p>I can apply an increasing range of historical words and phrases to talk and write about these inventions including: Train, travel, transport inventor, steam power, boiler, coal, water railway travel, flight, aeroplane, fuselage wings test, trial, modify, persevere I can formulate historically valid questions to help me analyse: -Why these inventions were needed -How things changed as a result of the inventions -In what ways the inventions were similar and different -What people thought about the inventions and how and why views changed over time -How people travelled before, what was different afterwards and if this was true for ordinary people -Why inventors are important in the past and today I can explain some of the different forms of evidence we have from these two periods and evaluate the most useful evidence to help us understand the significance of these inventions</p>		<p>I can find out for myself using non-fiction texts</p> <p>I can follow my own line of enquiry to find out more about something that interests me</p>
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<p>2a Year 2 Autumn Great Fire of London</p> <p>Key focus Knowledge – what were the causes and effect of the fire</p>	<p>Develop chronologically secure knowledge and understanding of the Great Fire of London including what came before (restoration of the King and the Plague) – the duration of the fire and the rebuilding of major sites in London</p> <p>Establish clear narrative of why the Fire happened and how it was stopped</p> <p>Have a clear overview and depth of understanding of the impact of the</p>	<p>I can use common words to say what came before and after The Great Fire of London</p> <p>I can locate the start and duration of The Great Fire of London on a simple timeline</p> <p>I can identify some reasons why the fire happened and how it was put out</p> <p>I can identify the significance of some of the people at the</p>	<p>I can use common words and phrases to describe what came before and after The Great Fire of London</p> <p>I can locate the start and duration of The Great Fire of London and some other key events on a timeline</p> <p>I can describe the reasons why the fire started and spread quickly and how it was eventually stopped</p>	<p>I can use an increasing range of historical words and phrases to explain what came before and after and the passing of time</p> <p>I can place the key events including the start and duration of The Great Fire of London on a timeline and explain their importance</p> <p>I can explain the reasons why the fire started and spread quickly and how it was eventually stopped</p> <p>I can explain the significance of some of the people in the story</p>	<p>I can make comparisons with other periods in history by looking at maps of London in 1666 and London today</p> <p>I can identify similar events today or in other parts of the world for example forest fires in</p>

Key Focus Historical Enquiry – how reliable are the first hand sources of evidence and contemporary accounts	Fire of London on the people of London Understand how the city was rebuilt to prevent similar fires spreading	time of The Great Fire of London I can identify some features of how people lived at the time and how this contributed to the Fire I can identify how the city was rebuilt	I can describe the significance of some of the people in the story I can describe how people lived at this time and how this contributed to the spread of the fire I can describe how the city was rebuilt	I can explain how people lived at this time and how this contributed to the spread of the fire I can explain how the city was rebuilt and what they could have done but didn't	California and Australia
	Ask historically valid questions about: <ul style="list-style-type: none"> • Why the Monarchy was restored in 1660 • What London was like in the 17th century before the fire • How the Great Fire started and was eventually put out and the role of the King Carry out research to answer key questions about the causes and impact of this disaster Understand how our knowledge of the past is constructed from a range of sources including contemporary writing (Samuel Pepys)	I can use common historical words to talk about The Great Fire of London I can ask simple questions to find out facts about The Great Fire of London I can identify some of the key events from the fire I can identify how the way people lived at this time I can identify some causes of The Great Fire of London and what happened as a result I can say where information about the past has come from	I can use common historical words and phrases to describe the past I can list some of the key events from The Great Fire of London I can devise questions which will help me understand how people lived and what they did at this time I can describe the causes and effects of The Great Fire of London I can describe some of the different forms of evidence we have of The Great Fire of London	I can apply an increasing range of historical words and phrases to talk and write about the past I can formulate questions to help me analyse The Great Fire of London I can sequence key events from The Great Fire of London I can explain the significance of the way people lived to the spread of the fire I can explain the causes and effects of The Great Fire of London I can explain some of the evidence we have and how this has been used to understand what happened	I can find out for myself using non-fiction texts about the extent of the fire I can follow my own line of enquiry to find out more about something that interests me for example Samuel Pepys or Charles II
	Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about this disaster and how it impacted on the people of London using Samuel Pepys diary as a model to write their own diary account of the fire choosing a character to tell the story	I can use some key ideas to show features of how people lived at the time of the fire through pictures and labelling including some of the things that caused the fire I can make a pictorial diary for a child living in London at	I can use my research to draw a typical London Street at the time of the fire and label it to show the dangers I can use some of the key vocabulary to write a diary of a child in London for the duration of the fire showing an	I can use a map of London at the time to show the spread of the fire I can use the key vocabulary and evidence from my research including what we know about the spread of the fire and attempts to put it out to write a diary for a child in London for the duration of the fire I can apply learning through:	Applying the learning for example: I can write a simple play for a family waking up to cries of "Fire! Fire" I can apply learning through: Summarising

	Develop appropriate use of historical terms including Fire breaks, conflagration Wattle & daub, The watch/ bellmen Overcrowding, tenements, Jetties, gunpowder,	the time of the fire including the key events I can apply learning through: -illustrating -identifying - matching I can use some key historical words I can list some of the sources used	understanding of how they felt and what they did I can apply learning through: -illustrating - describing - listing I can use key historical vocabulary in my own writing I can describe the sources used	Explaining Comparing and contrasting Sequencing Relating I can use a wide range of historical terms in own writing I can explain the range of sources used and how they differ	Creating Re-enacting
2b Y2 Spring Local History – Windsor Castle How the castle has developed from William the Conqueror to the present day. Key focus Knowledge - Evidence from the building of how the castle has been used by different monarchs over time Key Focus Historical Enquiry – how buildings are changed over time and what this tells us about how they were used	Develop chronologically secure knowledge and understanding of Windsor Castle on a timeline Establish clear narrative of how the monarchs that lived there used the castle linked to the development of the key features of the castle i.e., a fortress, a symbol of power, a secure home Have a clear overview and depth of understanding to describe the key features of the castle including later additions to the building	I can show the development of Windsor Castle on a time line I can identify the main developments of Windsor Castle from the original structure to the present day I can match this to the different periods in British history I can list some of the key features of the castle and the changes that took place over time	I can illustrate the development of Windsor Castle on a time line I can describe the main developments of Windsor Castle from the original structure to the present day I can link this to the different periods in British history I can describe the key features of the castle and the changes that took place over time	I can create a timeline to show how the castle developed over time I can explain the development of Windsor Castle from the original structure to the present day with key milestones that mark its change of use I can link this to the different periods in British history and the Kings and Queens who used the castle I can describe the key features of the castle and explain why changes took place over time	I can locate where were other castles were built by the Normans?
	Ask historically valid questions about: <ul style="list-style-type: none"> change, similarity and difference in the way the castle was used why it was built initially significance of changes to the castle Carry out research to answer key questions about why the castle was built and how its use changed over time	I can ask questions to help me find key facts the construction of the original castle and why it was built in this location I can identify some of the ways the castle has changed over time based on my research	I can formulate questions to help me find out about the construction of the original castle and why it was built in this location I can describe how the castle has changed over time based on my research I can describe how plans of the building and evidence in the	I can formulate questions to help me understand the construction of the original castle and the significance of its location and design I can explain what caused the castle to be changed over time and how this impacted on the way it was used based on my research I can explain how plans of the building, evidence in the building	I can locate Windsor on a map and identify Geographical features that explain why the castle was built

<p>NB: could do a profile of QEII To sit alongside the history of the castle by doing a pictorial timeline of her reign</p>	<p>Understand how our knowledge of the past is constructed from a range of written and non-written sources including primary and secondary sources and the evidence we can see today in Windsor Castle What written sources do we have to tell us about the origins of Windsor castle</p>	<p>I can identify how plans of the building and evidence in the building itself help us understand the changes that were made at different times</p>	<p>building itself help us understand why changes were made at different times</p>	<p>itself and contemporary writing help us understand why changes were made at different times</p>	
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research including what the changes in the castle tell us about changes in society Develop appropriate use of historical terms including: Moat Keep Motte and Bailey Fortress Norman Conquest Drawbridge Great hall Ramparts Arrow Slits To produce an annotated picture of the castle and a leaflet or pamphlet to point out the top ten attractions at the castle</p>	<p>Applying the learning for example: <i>I can write a simple narrative of how and why Windsor Castle was built</i> <i>I can draw and label a plan of Windsor castle to show change over time</i> I can use some historical terms in my own writing List the sources used</p>	<p>Applying the learning for example: <i>I can write an account of how and why Windsor Castle was built and give my ideas on how it might have been viewed by the local people</i> <i>I can draw label a plan of Windsor castle and use colours and symbols to show change over time</i> Use historical terms and subject specific language in own writing Describe the sources used</p>	<p>Applying the learning for example: <i>I can generalise about why The Normans built fortresses like Windsor Castle and speculate on how it might have been viewed by the local people and give the reasons for my ideas</i> <i>I can create an annotated plan of Windsor Castle to show the changes over time</i> Select the appropriate historical terms and subject specific language to use in own writing Explain the range of sources used</p>	<p>I can explain why the castle is important for Windsor – tourism? I can research how the castle is used today – special events like Royal Weddings etc I can create a tourist guide to Windsor Castle</p>
<p>2c Y2 Summer The changing face of the British Seaside Holiday</p>	<p>Pupils: Should develop an awareness of the past, using common words and phrases relating to the passing of time including century era and decade</p>	<p>I can: Show an awareness of the past, using some common words and phrases to show the passing of time including century era and decade</p>	<p>I can: Show an awareness of the past, using common words and phrases to describe the passing of time including century era and decade</p>	<p>I can: Show an awareness of the past, using common words and phrases to explain the passing of time including century era and decade</p>	<p>Use a map of the UK to show that an Island nation nowhere in the UK is more than 60 miles from the sea and identify the</p>

<p>(Suggest a one week retelling of the story of Grace Darling)</p> <p>Key focus Knowledge That changes in working conditions and transport made it possible for ordinary people to go to the seaside</p> <p>Key Focus Historical Enquiry First hand testimony interviewing parents and grandparents about seaside holidays in the past – including family photos</p>	<p>Should learn where the periods studied fit within a chronological framework including their own lives, events in living memory including their parents and grandparents and events beyond living memory – more than a hundred years ago exploring how seaside holidays have changed</p> <p>Should learn about changes in the attractions that were built at the sea side including piers and funfairs</p> <p>Should reflect on why people went to the seaside and what they did when they were there</p> <p>Should learn how improved transport enabled people to travel to the seaside</p> <p>Should learn about similarities and differences between visiting the seaside in Victorian times and today</p> <p>Should understand that for ordinary people “going on holiday” is a fairly recent event – 1871 the Bank Holiday Act</p>	<p>Show the periods studied fit within a timeline including my own life, my parents and grandparents and events more than a hundred years ago exploring how seaside holidays have changed</p> <p>Identify changes in the attractions that were built at the sea side including piers and funfairs</p> <p>Identify reasons why people went to the seaside and what they did when they were there</p> <p>Identify how improved transport enabled people to travel to the seaside</p> <p>List some similarities and differences between visiting the seaside in Victorian times and today</p> <p>Say why for ordinary people “going on holiday” is a fairly recent event – 1871 the Bank Holiday Act</p>	<p>Show how the periods studied fit within a timeline including my own life, events in living memory including my parents and grandparents and events beyond living memory – more than a hundred years ago exploring how seaside holidays have changed</p> <p>Describe changes in the attractions that were built at the sea side including piers and funfairs</p> <p>Describe why people went to the seaside and what they did when they were there</p> <p>Describe how improved transport enabled people to travel to the seaside</p> <p>List similarities and differences between visiting the seaside in Victorian times and today</p> <p>Describe why for ordinary people “going on holiday” is a fairly recent event – 1871 the Bank Holiday Act</p>	<p>Show the periods studied fit within a chronological framework including my own life, events in living memory including my parents and grandparents and events beyond living memory – more than a hundred years ago exploring how seaside holidays have changed</p> <p>Explain why new attractions were built at the sea side including piers and funfairs as more ordinary people began to visit</p> <p>Explain why people went to the seaside and what they did when they were there</p> <p>Explain why improved transport enabled people to travel to the seaside</p> <p>Compare and contrast visiting the seaside in Victorian times with today</p> <p>Explain why for ordinary people “going on holiday” is a fairly recent event – 1871 the Bank Holiday Act</p>	<p>nearest seaside resort to Slough</p>
	<p>Pupils: Should use a wide vocabulary of everyday historical terms to enable them to ask questions, talk and write about: -how and why things changed over time - similarity and difference between seaside holidays in the past and today</p>	<p>I can: Use some everyday historical terms to ask questions, talk and write about: -how and why things changed over time - similarity and difference between seaside holidays in the past and today</p>	<p>I can: Use a range of everyday historical terms to ask questions, talk and write about: -how and why things changed over time - similarity and difference between seaside holidays in the past and today</p>	<p>I can: Use a wide vocabulary of everyday historical terms to ask questions, talk and write about: -how and why things changed over time - similarity and difference between seaside holidays in the past and today</p>	<p>I can survey pupils in school to find out what they enjoy at the seaside</p>

	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of seaside holidays</p> <p>They should be able to identify and use different types evidence and describe what we can learn from it including photos and illustrations as well as written texts</p> <p>Should be able to devise questions to interview adults about their experiences of the seaside</p>	<p>Answer questions, using parts of stories and other sources to show what I know about seaside holidays</p> <p>Identify different types evidence and say what we can learn from it, including photos and illustrations as well as simple written texts</p> <p>I can ask questions to find out about seaside holidays in the past by interviewing adults in school and in my family</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show what I know and understand about key features of seaside holidays</p> <p>Identify and use different types evidence and describe what we can learn from it including photos and illustrations as well as written texts</p> <p>I can devise questions to find out about seaside holidays in the past by interviewing adults in school and in my family</p>	<p>Ask and answer questions, choosing and using parts of stories, information texts and other sources to show what I know and understand about key features of seaside holidays</p> <p>Identify and use different types evidence and explain what we can learn from it including photos and illustrations as well as written texts</p> <p>I can use my knowledge of seaside holidays to devise appropriate questions to find out about seaside holidays in the past by interviewing adults in school and in my family</p>	
	<p>Pupils:</p> <p>Should learn about what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Should understand the significance of chronology, change and continuity in making sense of the past showing when people first started going to the seaside for pleasure up to their own experiences of the seaside</p> <p>Should present their ideas in visual and written to write a story about a day at the seaside in the Victorian era and now showing an understanding of the key ideas</p> <p>Create a story board to retell the story of grace darling</p>	<p>I can:</p> <p>Describe what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented based on my study of seaside holidays</p> <p>Describe the significance of chronology, change and continuity in making sense of the past showing when people first started going to the seaside for pleasure up to my own experiences of the seaside</p> <p>I can make pictorial accounts of a trip to the seaside in Victorian times and now including Travel, Clothing, Food, Activities</p>	<p>I can:</p> <p>Describe what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented based on my study of seaside holidays</p> <p>Describe the significance of chronology, change and continuity in making sense of the past showing when people first started going to the seaside for pleasure up to my own experiences of the seaside</p> <p>Present my ideas in visual and written to write two parallel accounts of a trip to the seaside in Victorian times and now including Travel, Clothing, Food, Activities (use Lucy and Tom at the seaside by Shirley Hughes)</p>	<p>I can:</p> <p>Explain what it means to be an historian and some of the ways in which we find out about the past and identify different ways in which it is represented based on my study of seaside holidays</p> <p>Explain the significance of chronology, change and continuity in making sense of the past showing when people first started going to the seaside for pleasure up to my own experiences of the seaside</p> <p>Present my ideas in visual and written to create two parallel accounts of a trip to the seaside in Victorian times and now including Travel, Clothing, Food, Activities (use Lucy and Tom at the seaside by Shirley Hughes) and use captions to highlight the differences</p>	<p>I can create an advertising poster for a holiday resort choosing to do one for the present day or in Victorian times</p>

		(use Lucy and Tom at the seaside by Shirley Hughes) Create a story board to retell the story of Grace Darling or act out what happened	Create a story board to retell the story of Grace Darling or act out what happened	Create a story board to retell the story of Grace Darling or act out what happened	
KS2					
Themes	Dimensions	Working towards	Expected	Mastery	Extended Learning
Select the most appropriate strands for the theme – probably no more than three	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 Develop chronologically secure knowledge and understanding of British, local and world history Have a clear overview and depth of understanding to describe life in the period studied	I can locate this period of history on a timeline and add some key dates when known events occurred I can describe how people lived and identify some key developments that happened in this time or over time I can locate this society on a map and identify some aspects of the climate and geography that impacted on it I can describe what people believed and how they worshipped I can describe how this society was organised I can list some of the things that were different in this society compared with those that came before and/or after or in other parts of the world	I can place key changes that occurred on a timeline and explain their importance and impact on the way people lived I can explain the significance of key developments such as tools writing transport and agriculture on how people lived I can locate this society on a map and explain how the climate and/or geography impacted on it I can explain what people believed and how that affected their lives I can explain how society was organised and led I can explain how this society differed from those that came before and/or after or in other parts of the world	I can create a time line which shows key points in this period of history and analyse how and why life changed over this time I can generalise about how developments such as tools, writing, transport and agriculture changed the way people lived I can locate this society on a map and generalise about how the climate and/or geography impacted on society and compare this to other contemporary societies I can reflect on what people believed and compare this to other similar societies or to what we believe today I can generalise about how society was organised and led and reflect on how this affected ordinary people I can evaluate the similarities and differences between this society and those that came before and/or after or in other parts of the world	I can identify and pursue a personal interest to enable me to further develop my enquiry skills and then teach my peers about what I have learned I can make links across subjects for example exploring a geographical region linked to a historical context means that factors which may have impacted on an historical society may still be true today i.e. The Nile and Egypt

<p>These are crucial skills and should form part of every unit of work Pupils should be encouraged to be increasingly selective about the resources they use</p>	<p>Investigate the meaning of key vocabulary and use the appropriate terminology in my work including historical terms Address and devise historically valid questions about:</p> <ul style="list-style-type: none"> • change, similarity and difference over this period • cause and effect • the significance at the time and subsequently • what came before and after • motivation • what people believed <p>Note connections, contrasts and trends overtime Understand how our knowledge of the past is constructed from a range of written and non-written sources. Carry out research to answer key questions about how people lived and how that changed over time</p>	<p>I can ask questions which will help me understand how people lived, how society was organised and what people believed</p> <p>I can ask questions to help me understand:</p> <ul style="list-style-type: none"> • how things changed over time • what was similar and what was different to other societies we have studied • the significance of events <p>I can describe some of the different forms of evidence we have from this society I can explain the meaning of key vocabulary related to this period / society</p>	<p>I can formulate questions to inform my research into how people lived, how society was organised and what people believed and test out the evidence</p> <p>I can formulate questions to help me understand:</p> <ul style="list-style-type: none"> • the causes and effects of change • what was similar and what was different to other societies we have studied • the significance of events and innovations • how this period fits into the long arc of history <p>I can explain some of the evidence we have and how this has been used to understand how people lived I can explain why some evidence is more reliable than others</p>	<p>I can identify key lines of enquiry and formulate questions to inform my research into how people lived, how society was organised and what people believed and test out the evidence by using more than one source of evidence</p> <p>I can formulate questions to help me understand:</p> <ul style="list-style-type: none"> • the causes and effects of change • contrasts to other societies we have studied • the significance of events and innovations • how this period fits into the long arc of history • connections between contemporary societies including trade and conflict <p>I can generalise about how using different sources including written and non-written sources means that we have to speculate and hypothesise about how people lived in order to gain an overview I can reflect on different forms of evidence to evaluate if they are reliable</p>	<p>I can devise questions that get to the heart of the subject being studied and select appropriate resources independently to enable me to pursue my own areas of interest</p> <p>I can generalise about the validity of the evidence available including considering whether it is primary or secondary evidence and the likelihood of bias as a key skill that forms the basis of deeper historical study</p>
<p>This dimension is about applying the learning so pupils should be given varied opportunities to use and</p>	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research Explain how our knowledge of the past is constructed from a range of sources. Develop appropriate use of historical terms</p>	<p>I can use some of the key vocabulary and evidence from my research to describe “a day in the life” of a person living in one of the periods studied I can describe how people lived, worked and worshipped</p>	<p>I can use the key vocabulary and detailed evidence from my research to bring to life “a day in the life” of a person living in one of the periods studied or a key event from this time I can compare and contrast different periods of development or events– describing the way</p>	<p>I can use the appropriate historical vocabulary and ascertain key evidence from my research to accurately depict “a day in the life” of a specific person living in one of the periods studied using more than one source of information and taking account of their position in society</p>	<p>I can use knowledge creatively to demonstrate my depth of understanding I am able to select appropriate details from my research to</p>

<p>represent their knowledge using different genres of writing</p>		<p>Apply learning through: -illustrating - describing - listing</p> <p>Describe the sources used</p>	<p>people lived, worked and worshipped</p> <p>Apply learning through: Explaining Comparing and contrasting Sequencing Relating</p> <p>Use historical terms in own writing Explain the sources used</p>	<p>I can summarise the key changes that took place over time and how these impacted on how people lived, worked and worshipped</p> <p>Apply learning through: Summarising Generalising Creating Re-enacting Fictionalising Justify the range of sources used</p>	<p>bring my writing to life</p> <p>I can hypothesise about the reasons for change based on my wider historical knowledge and justify my ideas</p> <p>I can use a wide range of historical vocabulary in my own writing</p>
<p>Units of work</p>					
<p>3a Y3 Autumn Stone Age to Iron Age</p> <p>Changes to life in Britain from the Stone Age to the Iron Age</p> <p>Key focus Knowledge – how the development of new tools and weapons led to changes in the way people lived – from nomads to farmers</p>	<p>Develop chronologically secure knowledge and understanding of Britain from the Stone Age to the Iron Age</p> <p>Establish a clear narrative of the changes that occurred within and across the period from the Stone Age to the Iron Age</p> <p>Have a clear overview and depth of understanding to describe life in Britain in these periods</p>	<p>I can identify key changes that occurred on a timeline and describe their impact on the way people lived</p> <p>I can describe how people lived in Britain at this time</p>	<p>I can place key changes that occurred on a timeline and explain their impact on the way people lived</p> <p>I can explain how people lived in Britain at this time</p>	<p>I can summarise how life changed in Britain over this time including how and why they came together and formed settlements</p> <p>I can generalise about how the development of tools enabled early man to settle in one place</p>	<p>I can explain what we mean by prehistory</p>
<p>Key Focus Historical Enquiry – How our knowledge of</p>	<p>Ask historically valid questions about:</p> <ul style="list-style-type: none"> change, similarity and difference over this period what caused these changes the significance of these changes <p>Understand how our knowledge of the ancient past is constructed from a range of non-written sources.</p>	<p>I can ask questions which will help me understand how people lived</p> <p>I can list some of the evidence we have and what we think it tells us</p>	<p>I can formulate questions which will help me understand how people lived and what changed over time</p> <p>I can explain some of the evidence we have and how this has been used to understand how people lived</p>	<p>I can formulate questions to inform my research and test out the evidence to better understand how people lived and what changed</p> <p>I can generalise about how using non-written sources means that we have to speculate and hypothesise about how people lived</p>	<p>I can explain what we mean by hypothesis and why this means that some people have different ideas about the ancient past and whether their views were biased by their own beliefs</p>

early man is based on archaeology	Carry out research to answer key questions about how people lived and how that changed over time as they developed tools and weapons				
	Construct informed responses that involve thoughtful selection and organisation of ideas based on our research Develop appropriate use of historical terms including: Prehistory, Neolithic Stone Age, Hand axes Iron Age, Forging metals, Settlement Foraging, Farming Etc.	<i>Applying the learning I can list some of the similarities and differences between how people lived in two of the main periods of development – describing the way people lived, worked and worshipped</i>	Applying the learning for example: <i>I can use some of the key vocabulary to describe “a day in the life” of a person living in one of the periods studied</i> <i>I can compare and contrast two of the main periods of development – explaining how the tools they had influenced the way people lived, worked and worshipped</i>	Applying the learning for example: <i>I can use the key vocabulary and evidence from my research to describe “a day in the life” of a person living in one of the periods studied including details of how they lived and worked</i> <i>I can compare and contrast two of the main periods of development – describing the way people lived, worked and worshipped and how the tools and weapons they had enabled them to hunt, grow food and make useful objects</i>	I can use evidence to show that ancient people may have worshipped the sun and explain why was the sun so important Including at what times of the year it was especially important
3b Y3 Spring The Egyptians Key Focus – The New Kingdom how developing irrigation systems allowed the Egyptians to grow plentiful crops to support a large population creating opportunities for developing a sophisticated culture	Develop chronologically secure knowledge and understanding of the Egyptian Civilisation Establish clear narratives within and across the different periods in Egyptian history Have a clear overview and depth of understanding to describe life in Egypt in these periods including the development of irrigation, writing, quarrying and building	I can place the Egyptian Civilisation on a timeline and show some key points in its development I can describe how Egypt grew in wealth and power because of the development of irrigation I can some examples of how the development of building techniques enabled the Egyptians to build massive temples, palaces and tombs I can describe what the Egyptians believed I can describe how archaeologists have	I can place the Egyptian Civilisation on a timeline showing how it developed and the different periods in its history I can explain how Egypt grew in wealth and power because of the development of irrigation and explain the importance of the River Nile I can explain how the development of quarrying and building techniques enabled the Egyptians to build massive temples, palaces and tombs I can explain what the Egyptians believed	I can place the Egyptian Civilisation on a timeline showing how it developed and the different periods in its history and compare this with the Shang Dynasty and other major civilisations I can generalise about why irrigation enabled the population of Egypt to grow creating the capacity to study and develop their learning in maths, astronomy, mining and quarrying I can generalise about how and why the massive structures we can see in Egypt today were built I can reflect on what the Egyptians believed and give some reasons for these beliefs	I can identify and pursue a personal interest related to Egyptian society to enable me to further develop my enquiry skills and then teach my peers about what I have learned I can make links with my work in geography to understand the importance of the river Nile in the past and today

Key Focus Historical Enquiry – How the grave goods buried with the Pharaohs and the hieroglyphs tell us about life in Egypt		interpreted hieroglyphs and give some example	I can explain how archaeologists have interpreted hieroglyphs to help us understand how people lived and worshipped	I can evaluate the evidence that archaeologists have used including hieroglyphs and other evidence to interpret how people lived and worshipped	
	Ask historically valid questions about: <ul style="list-style-type: none"> • how changes to the way land was irrigated enabled the Egyptians to grow plentiful crops • similarity and difference between the Old and New Kingdoms • the significance of the Gods • the purpose of the pyramids in Ancient Egyptian Carry out research to answer key questions about how people lived and how that changed over time Understand how our knowledge of the Ancient Egypt is constructed from a range of written non-written sources including artefacts, Hieroglyphic writing, writers from other contemporary and later sources	I can ask questions to help me understand how the Egyptians grew crops I can use my research to identify the key periods in Egyptian history including important Pharaohs I can list some of the main sources of evidence we have	I can formulate valid questions to help me understand how the Egyptians grew crops and what impact this had. I can use my research to find out about the key periods in Egyptian history including important Pharaohs I can identify the main sources of evidence we have and say why some evidence is harder to interpret	I can identify key lines of enquiry and formulate historically valid questions to help me understand the importance of irrigation and why this enabled the Egyptian society to grow and develop I can use my research to find out about the power of the Pharaohs and changes in Egyptian civilisation over the main periods in its history I can generalise about the importance of archaeology in understanding the Egyptians and analyse the reasons for what we do and don't know about life at this time	I can devise questions that will enable me to study aspects of Egyptian society that interest me and select appropriate resources independently I can generalise about the validity of the evidence available from Egyptian society and explain why historians have to theorise about many aspects of life in Egyptian society
	Construct informed responses that involve thoughtful selection and organisation of ideas based on our research Develop appropriate use of historical terms including:	Applying the learning for example: <i>I can write an account of the building of the Great Pyramid from the perspective of the</i>	Applying the learning for example: <i>I can write an account of the building of the Great Pyramid from the perspective of the</i>	Applying the learning for example: <i>I can write a detailed account of the building of the Great Pyramid from the perspective of the master builder drawing on evidence from</i>	I can use my knowledge creatively to describe how archaeologists must have felt when they

	Pharaoh The River Nile Delta Flooding Irrigation Pyramid Mummification Sarcophagus Old & New Kingdom Upper & Lower kingdom Scribes Hieroglyphs	<i>master builder drawing on evidence from archaeology</i> <i>I can annotate a picture showing the key features and the building process</i>	<i>master builder drawing on evidence from archaeology and what historians believe.</i> <i>I can illustrate my writing</i>	<i>archaeology and what historians believe explaining the challenges and techniques used.</i> <i>I can show the stages of the building and some of the key features</i>	first entered the great pyramid I can generalise about the significance of the objects found in Tutankhamun's tomb based on my wider historical knowledge and justify my ideas
3c Y3 Summer Ancient Greece and their influence on the western world Key Focus Knowledge – the development of citizenship where the people rule the state Introduction of democracy & the first cities	Develop chronologically secure knowledge and understanding of the Greek Civilisation Establish clear narratives within and across the different periods in Greek history to understand how the City States developed Have a clear overview and depth of understanding to describe life in Athens including the system of government The Greek Empire – what was the influence of Greece around the Mediterranean	I can place Greek civilisation on a timeline and show the different periods and when the City states developed I can explain how the City States developed and how this is different from other civilisations we have studied I can describe life in Athens and explain how it was ruled including what we mean by democracy I can show how the Greeks spread their influence across a huge area of the Middle East	I can place Greek civilisation on a timeline and show the different periods and when the City states developed I can explain how the City States developed and how this is different from other civilisations we have studied I can describe life in Athens and explain how it was ruled including what we mean by democracy I can show how the Greeks spread their influence across a huge area of the Middle East	I can place Greek civilisation on a timeline and show the different periods and when the City states developed and what else was happening in the world at this time I can explain development of the City States and how this is different from other civilisations we have studied I can describe life in Athens and explain how it was ruled including what we mean by democracy and how this influences us today I can show how the Greeks spread their influence across a huge area of the Middle East and how trade brought wealth to Greece	Explore some of the Greek Myths and compare these with what we know about Egyptian beliefs
Key Focus Historical Enquiry – how contemporary writing gives us details about	Address and devise historically valid questions about: <ul style="list-style-type: none"> • why the city states developed and how they were different to earlier Greek periods • significance of democracy as a system of government 	I can formulate questions to help me understand what we mean by a City State and how they were different from other forms of government I can carry out research to understand how laws were made in City states like Athens	I can formulate questions to help me understand what we mean by a City State and how they were different from other forms of government I can carry out research to understand how laws were made in City states like Athens	I can formulate valid questions to help me understand what we mean by a City State and compare and contrast it to other forms of government I can carry out research to understand how laws were made in City states like Athens and reflect on whether this made things fairer	Carry out independent research and evaluate the reliability of the sources

society and what people believed	<ul style="list-style-type: none"> the influence of Greek culture on society today including mathematics, medicine, philosophy and the theatre <p>Carry out research to answer key questions about how people lived in Ancient Greece</p> <p>Understand how our knowledge of the Greek Society is constructed from a range of written non-written sources including contemporary and later writing</p>	<p>I can carry out research to identify aspects of Greek culture that still affect the way we live today</p> <p>I can identify similarities and differences in the evidence we have from the Greek compared to evidenced form earlier civilisations</p> <p>I can use maps to understand how the Greeks traded and spread across other countries</p>	<p>I can carry out research to identify aspects of Greek culture that still affect the way we live today</p> <p>I can identify similarities and differences in the evidence we have from the Greek compared to evidenced form earlier civilisations</p> <p>I can use maps to understand how the Greeks traded and spread across other countries</p>	<p>I can carry out research to identify aspects of Greek culture explain why they still affect the way we live today</p> <p>I can identify similarities and differences in the sources of evidence we have from the Greeks compared to evidence from earlier civilisations and explain why these are important</p> <p>I can use maps and contemporary writing to explain how Greek influence spread across the Middle East</p>	
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about life in Ancient Greece</p> <p>Develop appropriate use of historical terms including:</p> <p>Democracy Citizenship City states / Poleis Agora Tyranny Athens Urban Mediterranean Sea Mythology Philosophy Greek tragedy Political history Government and laws</p>	<p>Applying the learning for example:</p> <p><i>I can describe the scene in the Agora and explain how Laws were made and why this was a fairer system.</i></p> <p><i>I can describe one key invention or development made by the Greeks and explain why it was important to later civilisations</i></p>	<p>Applying the learning for example:</p> <p><i>I can describe the scene in the Agora and explain how Laws were made and why this was a fairer system.</i></p> <p><i>I can describe one key invention or development made by the Greeks and explain why it was important to later civilisations</i></p>	<p>Applying the learning for example:</p> <p><i>I can use my research to create a dramatized scene in the Agora that shows how ideas were debated and Laws were made. Creating characters with different viewpoints.</i></p> <p><i>I can generalise about the way that key cultural developments in Greek society still inform the way we live now.</i></p>	<p>Investigate and summarise what the Greeks did for us including:</p> <p>Philosophy Mathematics Astrology Medicine Science Art</p>
4a Y4 Autumn	<p>Develop chronologically secure knowledge and understanding of the Roman Empire and the invasion of Britain</p>	<p>I can place the development of the Roman Empire on a timeline and show how their influence spread across</p>	<p>I can place the development of the Roman Empire on a timeline and show how their influence spread across Europe and the</p>	<p>I can place the invasion and occupation of Britain on a timeline showing how it fits into the</p>	<p>I can research: Latin roots in the English Language (Romance languages)</p>

<p>Roman Empire and its Impact on Britain</p> <p>Key Focus Knowledge – How did the Romans change life in Britain for ordinary people and what evidence of <i>Roman life is still visible in Britain today</i> (roads, towns and cities, place names, art and artefacts)</p>	<p>Establish clear narrative of why the Romans invaded Britain for mineral and agricultural wealth and how they advanced society in Britain through the introduction of advanced techniques of mining, urban planning and agriculture Have a clear overview and depth of understanding of Romano-British life and what happened after they left</p>	<p>Europe and the Middle East and when they invaded and occupied Britain. I can explain how and why the Romans invade Britain and how they maintained control I can describe how the Romans changed the way people lived in Britain I can identify features from Roman times that are still visible in Britain today</p>	<p>Middle East and when they invaded and occupied Britain. I can explain how and why the Romans invade Britain and how they maintained control I can describe how the Romans changed the way people lived in Britain I can identify features from Roman times that are still visible in Britain today</p>	<p>development and growth of the Roman Empire</p> <p>I can generalise about why the Romans wanted to invade and occupy other countries and how they were able to rule over such a vast area</p> <p>I can compare and contrast life in Britain before and during the Roman occupation and explain why we call the period after they left as the “Dark Ages”</p>	<p>Roman houses – all mod cons</p> <p>Slavery and modern slavery</p>
<p>Key Focus Historical Enquiry – How different people interpret the past depending on their point of view</p>	<p>Ask historically valid questions about:</p> <ul style="list-style-type: none"> • Why the Romans invaded Britain • How life changed under Roman rule? • What the benefits and disadvantages of Roman rule were for the British? • What evidence of the Romans in Britain we can still see today? <p>Carry out research to answer key questions about how people lived and how that changed over time Understand how our knowledge of the past is constructed from a range of written and non-written sources including contemporary and later writing</p>	<p>I can formulate valid questions about how and why the Romans invaded Britain</p> <p>I can research and identify the changes that occurred in the way people lived in Britain in Roman times</p> <p>I can identify key sources of evidence and say why there may be differences in what they say about the Romans as an occupying force</p>	<p>I can formulate valid questions about how and why the Romans invaded Britain</p> <p>I can research and identify the changes that occurred in the way people lived in Britain in Roman times</p> <p>I can identify key sources of evidence and say why there may be differences in what they say about the Romans as an occupying force</p>	<p>I can formulate valid questions about how and why the Romans invaded Britain</p> <p>I can research and identify the changes that occurred in the way people lived in Britain in Roman times</p> <p>I can identify key sources of evidence and say why there may be differences in what they say about the Romans as an occupying force</p>	<p>Carry out independent research into an aspect of Roman Britain that interests you justifying your choice of topic</p>
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our</p>	<p>Applying the learning for example:</p>	<p>Applying the learning for example:</p>	<p>Applying the learning for example:</p> <p><i>Prepare and present the arguments, using evidence from your research to</i></p>	<p>Describe a Roman house and compare it to what came before</p>

	<p>research about life in Roman Britain</p> <p>Develop appropriate use of historical terms</p> <p>Including:</p> <p>Romano-British</p> <p>Emperor</p> <p>Caesar</p> <p>Claudius</p> <p>Hadrian</p> <p>Villa</p> <p>Latin</p> <p>Slaves</p> <p>Empire</p> <p>Census</p> <p>Aqueducts</p> <p>Baths</p>	<p>List the arguments for and against this statement for a debate on -</p> <p>“The Roman Occupation was good for Britain”</p> <p>Write a dialogue between two imaginary Roman Soldiers on Hadrian’s Wall talking about what it is like to live in Britain including some facts about the people, the weather and the food</p>	<p>Prepare the arguments, listing some examples, for and against this statement for a debate on -</p> <p>“The Roman Occupation was good for Britain”</p> <p>Write a dialogue between two imaginary Roman Soldiers on Hadrian’s Wall talking about what it is like to live in Britain including what they thought about the people, the weather and the food</p>	<p>justify your ideas, for and against this statement for a debate on -</p> <p>“The Roman Occupation was good for Britain</p> <p>Write a dialogue between two imaginary Roman Soldiers on Hadrian’s Wall talking about what it is like to live in Britain including what they thought about the people, the weather and the food compared to life in Rome using evidence from your research</p>	<p>and a typical Saxon Manor</p>
<p>4b</p> <p>Y4 Spring</p> <p>Britain’s settlement by the Anglo Saxons</p> <p>Key Focus</p> <p>Knowledge – life in Anglo Saxon Britain including village life and the development of Christianity</p> <p>Key Focus</p> <p>Historical Enquiry – why is most evidence at this time based on</p>	<p>Develop chronologically secure knowledge and understanding of the Anglo-Saxon invasion and occupation of Britain including the retreat of the Celts to Wales and Scotland</p> <p>Establish clear narrative of why the Anglo-Saxons invaded Britain to find new lands to settle and grow crops and how they changed society in Britain</p> <p>Have a clear overview and depth of understanding of village life in Anglo Saxon times</p> <p>Explain how the Anglo-Saxons were converted to Christianity</p>	<p>I can place the Anglo-Saxon attacks and eventual invasion and settlement on a timeline</p> <p>I can show where the Saxons came from and the extent of The Saxon Kingdoms in Britain on a map and identify place names that have Saxon origins</p> <p>I can explain why the Saxons settled in Britain</p> <p>I can describe village life for ordinary people in Saxon times</p> <p>I can describe how the Saxons converted to Christianity</p>	<p>I can place the Anglo-Saxon attacks and eventual invasion and settlement on a timeline</p> <p>I can show where the Saxons came from and the extent of The Saxon Kingdoms in Britain on a map and identify place names that have Saxon origins</p> <p>I can explain why the Saxons settled in Britain</p> <p>I can describe village life for ordinary people in Saxon times</p> <p>I can describe how the Saxons converted to Christianity</p>	<p>I can place the Anglo-Saxon attacks and eventual invasion on a timeline showing the key milestones</p> <p>I can show where the Saxons came from and the extent of The Saxon Kingdoms in Britain on a map and identify key towns and cities</p> <p>I can explain why the Saxons settled in Britain and why the Celts retreated to Scotland wales and Ireland</p> <p>I can describe village life for ordinary people in Saxon times showing similarities and differences between this and Roman times</p> <p>I can describe how the Saxons converted to Christianity and what impact this had on the British</p>	<p>Explore the difference between conquest and settlement– the Romans came and ruled Britain but didn’t settle here the Saxons came to settle</p> <p>Link to the Vikings</p>
	<p>Ask historically valid questions about:</p>	<p>I can formulate valid questions about why the Anglo Saxons came to Britain</p>	<p>I can formulate valid questions about why the Anglo Saxons</p>	<p>I can formulate valid questions about why the Anglo Saxons chose to settle</p>	<p>I can:</p>

<p>Anglo Saxon writing (the winner tells the story)</p>	<ul style="list-style-type: none"> • Why the Anglo Saxons invaded? • What the impact of the invasion was? • What happened to the Celtic people? • Where the Anglo-Saxons settled and what evidence we have from modern place names? <p>Carry out research to answer key questions about how people lived and how that was different from life under the Romans Understand how our knowledge of the past is constructed from a range of sources including contemporary and later writing and archaeology</p>	<p>and how the Celts fought and eventually retreated I can investigate some modern place names and identify their Saxon origins I can research how people lived in village communities and farmed the land and identify some differences between this and Roman Village life I can evaluate contemporary writing such as the Anglo-Saxon chronicles and give reasons why it may not always be accurate I can research how and when Christianity came to Britain</p>	<p>came to Britain and how the Celts fought and eventually retreated I can investigate some modern place names and identify their Saxon origins I can research how people lived in village communities and farmed the land and identify some differences between this and Roman Village life I can evaluate contemporary writing such as the Anglo-Saxon chronicles and give reasons why it may not always be accurate I can research how and when Christianity came to Britain</p>	<p>in Britain and how the Celts fought and eventually retreated I can investigate some modern place names that were originally Saxon and analyse why they might have been described in this way I can research how people lived in village communities and farmed the land and evaluate whether this was better or worse than Roman Village life I can generalise about why contemporary writing such as the Anglo-Saxon chronicles may not always be accurate I can research how and when Christianity came to Britain and explain how it changed the lives of ordinary people</p>	<p>Research who wrote the Anglo-Saxon Chronicles and why</p>
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about life in Anglo-Saxon Britain and the development of Christianity in Britain Develop appropriate use of historical terms Including: Tribes Angle Saxon Jute Celts Angle-land /England Germany, Denmark and The Netherlands Warrior-farmers</p>	<p>Applying the learning for example: <i>I can write a story describing how people felt about the Saxons conquering and ruling the country and how that impacted on the lives of a village community based on my research including some details of things that stayed the same and what was different</i> <i>I can write a persuasive letter urging a Saxon relative to become a Christian</i></p>	<p>Applying the learning for example: <i>I can write a story describing how people felt about the Saxons conquering and ruling the country and how that impacted on the lives of a village community based on my research including some details of things that stayed the same and what was different</i> <i>I can write a persuasive letter urging a Saxon relative to become a Christian</i></p>	<p>Applying the learning for example: <i>I can write a story describing how people felt about the Saxons conquering and ruling the country and how that impacted on the lives of a village community based on evidence my research including different viewpoints including those who felt life was better or worse and some who felt they had to leave</i> <i>I can write a persuasive letter urging a Saxon relative to become a Christian explaining the benefits and what might happen if they did not</i></p>	<p>I can: Research how and when the Anglo-Saxons converted to Christianity</p>

	Invasion Settlement Pagan Conversion Christianity				
4c Y4 Summer The Viking and Anglo-Saxon struggle for Britain – raiders and invaders Key Focus Knowledge - How the Vikings eventually defeated the Anglo Saxons – 3 centuries of conflict from Viking Raids to a Viking King of England Key Focus Historical Enquiry – Why do we think of the Vikings as ferocious warriors	Develop chronologically secure knowledge and understanding of the Viking raids, invasion and occupation of Britain Establish clear narrative of why the Vikings attacked and subsequently invaded Britain to pillage and eventually settle and how they changed society in Britain Have a clear overview and depth of understanding of the conflict between the Anglo-Saxon and Viking Rulers and how the country was divided and eventually united under one King Understand how the Vikings travelled and traded across the world	I can mark the Viking attacks and eventual invasion and settlement on a timeline I can show where the Vikings came from on a map I can describe how the people of Britain especially in coastal communities may have felt about the Vikings I can list the main conflicts between the Vikings and Anglo-Saxons and describe how this led to the country being divided I can describe how the Vikings were able to travel across vast distances by sea and show some of the places they went to on a map	I can place the Viking attacks and eventual invasion and settlement on a timeline and show what came before and after I can show where the Vikings came from and the extent of The Dane Law in Britain on a map I can explain how the people of Britain especially in coastal communities may have felt about the Vikings and give some reasons I can sequence the conflicts between the Vikings and Anglo-Saxons and explain how this led to the country being divided and eventually united I can explain how the Vikings were able to travel across vast distances by sea and describe the extent of exploration and trade	I can create a timeline to show the Viking attacks and eventual invasion and settlement and relate this to the Anglo-Saxon Chronology I can show where the Vikings came from and the extent of The Dane Law in Britain and evaluate some of the differences between this and the Anglo-Saxon kingdoms I can hypothesise about how the people of Britain especially in coastal communities felt about the Vikings and explain why this led to later historians believing them to be savages I can reflect on the reasons for the conflicts between the Vikings and Anglo-Saxons and speculate on why this led to the country being divided and what happened to eventually unite the country under one king. I can evaluate the evidence we have of how the Vikings were able to travel across vast distances by sea and the extent of their exploration and trade	I can identify and pursue a personal interest related to Viking culture and beliefs to enable me to further develop my enquiry skills and then teach my peers about what I have learned I can compare and contrast Viking and Anglo-Saxon cultures and beliefs and speculate on why this eventually enabled them to unite
	Ask historically valid questions about: <ul style="list-style-type: none"> Why the Vikings raided and then invaded? 	I can ask questions to help me understand why the Vikings attacked Coastal communities such as Lindisfarne and why they settled in Britain	I can formulate valid questions about why the Vikings attacked Coastal communities such as Lindisfarne and why they eventually invaded and settled in Britain	I can identify key lines of enquiry and formulate valid questions about why the Vikings attacked Coastal communities such as Lindisfarne and what impact this had	I can devise questions that get to the heart of a particular area of interest relating to Viking beliefs and culture and select

	<ul style="list-style-type: none"> • What the impact of the attacks were on coastal communities? • Where the Vikings settled and what evidence we have from modern place names? • How Britain was divided and ruled during this time (800-1000AD) <p>Carry out research to answer key questions about how people lived in the Danelaw and how that was different from life in Anglo-Saxon Britain</p> <p>Understand how our knowledge of the past is constructed from a range of sources including writing and archaeology and understanding how people have different perspectives (Raider/ Victim, conqueror /conquered</p>	<p>I can describe how the Vikings were viewed by Britain's and by the Anglo-Saxon kings</p> <p>I can identify the extent of the Dane Law on a map and find some place names that have Viking origins</p> <p>I can describe the conflicts between the Anglo-Saxons and Vikings</p> <p>I can list some of the similarities and differences between life in Viking Britain and Anglo-Saxon Britain</p> <p>I can give some examples of what people in Britain thought about the Vikings</p>	<p>I can research how the Vikings were viewed by Britain's and by the Anglo-Saxon kings</p> <p>I can show the extent of the Dane Law on a map and identify some modern place names that have Viking origins</p> <p>I can explain the conflicts between the Anglo-Saxons and Vikings and how and why the country was divided</p> <p>I can find some similarities and differences between life in Viking Britain and Anglo-Saxon Britain for ordinary people</p> <p>I can say why I think the Vikings had a bad reputation</p>	<p>I can formulate valid questions and carry out research to find out why the Vikings eventually invaded and settled in Britain</p> <p>I can research and identify evidence of how the Vikings were viewed by Britain's and by the Anglo-Saxon kings</p> <p>I can identify the extent of the Dane Law and evidence of the Vikings in Britain from modern place names and explain the Viking meaning of these names</p> <p>I can research the conflicts between the Anglo-Saxons and Vikings and explain how and why the country was divided and whether this brought peace.</p> <p>I can research the similarities and differences between life in Viking Britain and Anglo-Saxon Britain for ordinary people giving examples from the evidence</p> <p>I can use a range of sources to evaluate why Vikings had a bad reputation</p>	<p>appropriate resources independently</p> <p>I can generalise about the validity of the evidence available including considering whether it is primary or secondary evidence and the likelihood of bias in Anglo-Saxon accounts</p> <p>I can use a range of sources to evaluate why Vikings had a bad reputation and explain why it was justified or not.</p>
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about the Vikings including how they travelled across vast distances and why they were so feared.</p> <p>Develop appropriate use of historical terms</p> <p>Including: Danegeld Danelaw</p>	<p>Applying the learning for example:</p> <p><i>I can write an account of life in the monastery and describe how the monks must have felt when the Vikings attacked</i></p> <p><i>I can describe how Vikings travelled over vast distances by sea and where they went</i></p>	<p>Applying the learning for example:</p> <p><i>I can write an account of life in the monastery, how this was changed by the Viking raids and why the monks eventually left from the perspective of a Monk.</i></p> <p><i>I can write a factual account of how we know that the Vikings travelled over vast distances by</i></p>	<p>Applying the learning for example:</p> <p><i>I can write an account of life in the monastery including evidence from my research about how monks spent their time, how this was changed by the Viking raids and how this effected the monks and why the monks eventually left</i></p> <p><i>I can summarise what the evidence tells us about the extent of Viking sea</i></p>	<p>I can create a dramatized story of a Viking raid on a monastery from the perspective of the monks and or the Vikings</p> <p>I can write a ships log for a Viking journey to Ireland using maps and evidence from</p>

	<p>Knarr – longship Loot / Plunder Massacre Monastery Navigate Pagan Norse Gods Raid Rune Valhalla</p>		<i>sea including evidence from artefacts and written sources</i>	<i>journeys and explain why historians have different views on this</i>	my research to add detail on the route and places where we might have landed
<p>Sai Y5 Autumn i Local study Brunel and the Great Western Railway Key Focus Knowledge - The Impact of Brunel and the Great Western Railway on Communities along the route</p> <p>Key Focus Historical Enquiry – how can we use maps and urban development to understand the influence of the railways</p>	<p>Develop a chronologically secure knowledge and understanding of the development of the railways in Britain Establish clear narrative of why the railways were important Have a clear overview and depth of understanding of the challenges of building the Great Western Railway Understand how the coming of the railway changed places like Slough Profile Isambard Kingdom Brunel and his engineering achievements</p>	<p>I can place the development of the railways on a time line from their early invention to the completion of the Great Western Railway (GWR) I can show the route of the GWR and how it was later extended I can describe the challenges of building the GWR and explain how these were overcome I can give reasons why the railways were important and how they changed peoples' lives and led to the growth of towns like Slough along the route</p>	<p>I can place the development of the railways on a time line from their early invention to the completion of the Great Western Railway (GWR) and include other major events in this time line I can show the route of the GWR and explain how it was later extended I can explain the challenges of building the GWR and how these were overcome I can explain why the railways were important and how they changed peoples' lives and led to the growth of towns like Slough along the route</p>	<p>I can place the development of the railways on a time line from their early invention to the completion of the Great Western Railway (GWR) and show other important events that were happening in Britain at this time I can show the route of the GWR and how it was later extended and explain the importance of places along the route I can describe the challenges of building the GWR and explain how these were overcome and relate this to the challenges of building railways today I can explain why the railways were significant, how they differed from other forms of transport and how they changed peoples' lives and explain why they led to the growth of towns like Slough along the route</p>	<p>Why are railways seen as environmentally friendly compared to road transport?</p>
	<p>Ask historically valid questions about:</p> <ul style="list-style-type: none"> Why the railways were important? 	<p>I can ask questions about the development and growth of railways and why they were important</p>	<p>I can ask historically valid questions about the development and growth of</p>	<p>I can ask historically valid questions about the development and growth of railways and why they were important including the new</p>	<p>I can research other great engineering feats in Victorian times</p>

	<ul style="list-style-type: none"> • What were the advantages and disadvantages of railways compared with other forms of transport at this time? • How railways changed travelling and the transport of goods? • How railways changed towns like Slough? <p>Carry out research to answer key questions about how the railway was planned and built – what were the biggest challenges? (Maidenhead Viaduct)</p> <p>Understand how our knowledge of the past is constructed from a range of contemporary and later sources and what we can still see today</p>	<p>I can find out key facts about how and why the railways changed people’s lives and led to the growth of communities along the route</p> <p>I can Find out key information using contemporary accounts about how the railway was built and about Isambard Kingdom Brunel who designed it</p> <p>I can compare a railway map from 1838 with a modern railway map and identify what is similar and what is different</p> <p>I can compare a map of Slough in 1800 with a map from 1900 and a modern map and describe some of the differences</p>	<p>railways and why they were important</p> <p>I can investigate how and why the railways changed people’s lives and led to the growth of communities along the route</p> <p>I can carry out research using contemporary accounts about how the railway was built and about Isambard Kingdom Brunel who designed it</p> <p>I can compare and contrast a railway map from 1838 with a modern railway map and identify what is similar and what is different</p> <p>I can compare and contrast a map of Slough in 1800 with a map from 1900 and a modern map and explain some of the differences</p>	<p>technology that was used to build trains and railway lines</p> <p>I can investigate how and why the railways changed people’s lives and led to the growth of communities along the route using Slough as an example</p> <p>I can carry out research using contemporary accounts about how the railway was built and about Isambard Kingdom Brunel who including his background and other achievements</p> <p>I can compare a railway map from 1838 with a modern railway map and identify what is similar and what is different and give some reasons why</p> <p>I can compare and contrast a map of Slough in 1800 with a map from 1900 and a modern map and give reasons for those changes based on my research</p>		
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about the Building of the Great Western Railway and how it changed people lives</p> <p>Develop appropriate use of historical and technical terms including:</p> <p>Gauge Locomotive Terminus Station Passengers Freight Survey Maidenhead Bridge</p>	<p>Applying the learning for example:</p> <p><i>I can write a letter from Brunel to investors in the GWR explaining the benefits of building the railway using evidence from my research</i></p> <p><i>I can write an imaginative account of a child travelling on the train for the first time from Slough to Maidenhead including some details of what I might see on the way</i></p>	<p>Applying the learning for example:</p> <p><i>I can write a persuasive letter from Brunel to investors in the GWR explaining the benefits of building the railway using evidence from my research</i></p> <p><i>I can write an imaginative account of a child travelling on the train for the first time from Slough to Maidenhead including some details of what I might see on the way and what it felt and sounded like</i></p>	<p>Applying the learning for example:</p> <p><i>I can write a persuasive letter from Brunel to investors in the GWR explaining the benefits of building the railway, justifying the chosen route and explain the benefits of a wide gauge track using evidence from my research</i></p> <p><i>I can write an imaginative account from the point of view of a child travelling on a train for the first time from Slough to Maidenhead including the build up to the journey, how it</i></p>		<p>Cross rail and HS2 – why do people object to building new railways and what are the advantages and disadvantages of cross rail for Slough</p>

	Wharnclyff Viaduct Box Tunnel Engineer			<i>would have felt and some of the key features they would have seen.</i>	
5a11 Y5 Autumn ii Early Islam Key Focus Knowledge How the message of Islam was spread across the Middle east and beyond Key Focus Historical Enquiry To understand how our views of Islam are affected by events and images in the media	Establish a clear narrative of the life of Muhammad and his revelations and teaching Learn about how Muhammad was initially persecuted and undertook the Hijrah to make a new beginning in Medina Develop chronologically secure knowledge and understanding of the spread of Islam over time and map the growth of its influence Show understanding of: <i>How the development and spread of Islam it fits into the wider time line of mankind's existence</i> <i>-How the teaching of Islam affected the way people lived their lives</i> <i>-how Islam was organised and led how they governed other countries, showing tolerance for other faiths</i>	I can: Describe the life of Muhammad and his revelations and teaching Describe why Muhammad was initially persecuted and undertook the Hijrah to make a new beginning in Medina Demonstrate an understanding of the spread of Islam and map the growth of its influence Describe: <i>How the development and spread of Islam it fits into the wider time line of mankind's existence</i> <i>-How the teaching of Islam affected the way people lived their lives</i> <i>-how Islam was organised and led how they governed other countries, showing tolerance for other faiths</i>	I can: Sequence key events in the life of Muhammad and explain his revelations and teaching Explain why Muhammad was initially persecuted and undertook the Hijrah to make a new beginning in Medina Demonstrate a chronologically secure understanding of the spread of Islam and map the growth of its influence Explain: <i>How the development and spread of Islam it fits into the wider time line of mankind's existence</i> <i>-How the teaching of Islam affected the way people lived their lives</i> <i>-how Islam was organised and led how they governed other countries, showing tolerance for other faiths</i>	I can: Establish a clear narrative of the life of Muhammad and his revelations and reflect on how this informed his teaching Reflect on why Muhammad was initially persecuted and undertook the Hijrah to make a new beginning in Medina Demonstrate a chronologically secure understanding of the spread of Islam over time and map the growth of its influence Evaluate: <i>How the development and spread of Islam it fits into the wider time line of mankind's existence</i> <i>-How the teaching of Islam affected the way people lived their lives</i> <i>-how Islam was organised and led how they governed other countries, showing tolerance for other faiths</i>	Research why the Islamic faith divided into Shia and Sunni
	Address and devise historically valid questions about change, similarity and difference between Islam and other faiths Address and devise historically valid questions why Muhammad's message was embraced in the Arab world and how they came to establish Islam across such a vast area of the known world	I can: Answer questions about similarity and difference between Islam and other faiths Answer questions about why Muhammad's message was embraced in the Arab world and how they came to	I can: Devise historically valid questions about similarity and difference between Islam and other faiths Devise historically valid questions to understand how Muhammad's message was spread and embraced in the Arab world and how they came to establish Islam	I can: Carry out research using historically valid questions about change, similarity and difference between Islam and other faiths Carry out research using historically valid questions to understand why how Muhammad's message was spread and embraced in the Arab world and how they came to	Research where does our evidence of early Islam come from?

	<p>Acquire and evaluate knowledge of the past from a range of sources. Develop questions to undertake research about: <i>The key tenets of Islamic faith</i> <i>The central messages of the Quran</i> - how it was similar to or different from other faiths at this time - the system of leadership and the status of leaders - the validity of different sources of evidence</p>	<p>establish Islam across such a vast area of the known world Gain knowledge of the past from a range of sources. Develop questions to find out about: <i>The key tenets of Islamic faith</i> <i>The central messages of the Quran</i> - how it was similar to or different from other faiths at this time - the system of leadership and the status of leaders - the validity of different sources of evidence</p>	<p>across such a vast area of the known world Acquire knowledge of the past from a range of sources. Develop questions to undertake research about: <i>The key tenets of Islamic faith</i> <i>The central messages of the Quran</i> - how it was similar to or different from other faiths at this time - the system of leadership and the status of leaders - the validity of different sources of evidence</p>	<p>establish Islam across such a vast area of the known world Acquire and evaluate knowledge of the past from a range of sources. Develop questions to undertake research about making informed choices on the sources of evidence used: <i>The key tenets of Islamic faith</i> <i>The central messages of the Quran</i> - how it was similar to or different from other faiths at this time - the system of leadership and the status of leaders - the validity of different sources of evidence</p>	
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas to relate the story of the development and spread of the Islamic faith Develop appropriate use of historical terms including key vocabulary from Islam including: Muhammad, Arabia, Abu Bakr. Umar, Uthman ibn Affan Ali, The Righteous Caliphs, civil war, Prophet, Mecca revelations, oneness of God Medina, Hijrah, successor, tolerance, Understand how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used including the impact of events and media coverage in our own time</p>	<p>I can: Select and organise my ideas to relate the story of the development and spread of the Islamic faith Use historical terms including key vocabulary from Islam: Muhammad, Arabia, Abu Bakr. Umar, Uthman ibn Affan Ali, The Righteous Caliphs, civil war, Prophet, Mecca revelations, oneness of God Medina, Hijrah, successor, tolerance Describe some of the ways we have learnt about early Islam from a range of sources which may have differing evidence Compare the spread of Islam with the spread of Christianity</p>	<p>I can: Construct informed responses that involve the selection and organisation of ideas to relate the story of the development and spread of the Islamic faith Develop appropriate use of historical terms including key vocabulary from Islam including: Muhammad, Arabia, Abu Bakr. Umar, Uthman ibn Affan Ali, The Righteous Caliphs, civil war, Prophet, Mecca revelations, oneness of God Medina, Hijrah, successor, tolerance Explain how our knowledge of early Islam is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p>	<p>I can: Construct informed responses that involve thoughtful selection and organisation of ideas to relate the story of the development and spread of the Islamic faith and justify my choices I can make informed choices about appropriate use of historical terms including key vocabulary from Islam including: Muhammad, Arabia, Abu Bakr. Umar, Uthman ibn Affan Ali, The Righteous Caliphs, civil war, Prophet, Mecca revelations, oneness of God Medina, Hijrah, successor, tolerance Summarise how our knowledge of early Islam is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p>	<p>Map the growth of the influence of Islam across the known world in the past and compare that with today</p>

	<p>Applying learning through:</p> <ul style="list-style-type: none"> -summarising -illustrating -comparing and contrasting - describing - re-enacting - fictionalising -generalising <p>Use appropriate historical terms in own writing</p>	<p>I can write an epic poem or biography of Muhammed and use some of the key vocabulary</p>	<p>Compare and contrast the spread of Islam with the spread of Christianity</p> <p>Use appropriate historical terms and the key vocabulary in my own writing to retell the story of Muhammed as an epic poem or a biography using Arabic calligraphy and motifs to illuminate the manuscript</p>	<p>including the impact of events and media coverage in our own time</p> <p>Compare and contrast the spread of Islam with the spread of Christianity and reflect on the reasons for those differences</p> <p>Select appropriate historical terms and key vocabulary for my own writing to retell the story of Muhammed as an epic poem or a biography using Arabic calligraphy and motifs to illuminate the manuscript. I can apply the conventions of epic poems or biography from my work in literacy</p>	
<p>5b Y5 Spring WW2 including the impact and contribution of our local area – a turning point in British history</p> <p>Key focus Knowledge How the war affected those left at home with a particular focus on the impact on children's lives</p> <p>Key Focus Historical Enquiry</p>	<p>Establish clear narratives within and across the 20th century to show both WW1 and the duration of WW2 and include key milestones including changes to the monarchy and the depression</p> <p>Explore a map of the world to show the extent of the conflict in WW11</p> <p>Investigate the causes of the war linked to the defeat and punishment of Germany after WW1 and the rise of the Nazis</p> <p>Research the effects of the war on ordinary people and explain why this was different from wars in the past</p> <p>Research what we mean by the Home front and how ordinary</p>	<p>I can:</p> <p>Use a time line to show events in the 20th century to including WW1 and the duration of WW2 and key milestones including changes to the monarchy and the depression</p> <p>Use a a map of the world to show the extent of the conflict in WW11</p> <p>Describe the causes of the war linked to the defeat and punishment of Germany after WW1 and the rise of the Nazis</p> <p>Describe the effects of the war on ordinary people and explain why this was different from wars in the past</p>	<p>I can:</p> <p>Establish clear narratives within and across the 20th century to show both WW1 and the duration of WW2 and include key milestones including changes to the monarchy and the depression</p> <p>Analyse a map of the world to explain the extent of the conflict in WW11</p> <p>Explain the causes of the war linked to the defeat and punishment of Germany after WW1 and the rise of the Nazis</p> <p>Explain the effects of the war on ordinary people and explain why this was different from wars in the past</p> <p>Explain what we mean by the Home front and how ordinary</p>	<p>I can:</p> <p>Create a visual timeline to explain the arc of history in the 20th century showing both WW1 and the duration of WW2 and explaining key milestones including changes to the monarchy and the depression which impacted on events in this period</p> <p>Annotate a map of the world to show the extent of the conflict in WW11 and the countries that fought in it</p> <p>Summarise the causes of the war linked to the defeat and punishment of Germany after WW1 and the rise of the Nazis</p> <p>Generalise about the effects of the war on ordinary people and explain why this was different from wars in the past</p> <p>Evaluate why ordinary people had to contribute to the war effort and</p>	<p>I can research aspects of the Home Front to understand what people did to support the war effort and profile of one aspect</p>

Exploring the idea that history is written by the victors and considering the power of first-hand testimony from people who were children at the time	people contributed to the war effort Explore how children were impacted by the war through exploring Evacuation and the Kindertransport (including the role of local hero Sir Nicholas Winton)	Describe what we mean by the Home front and how ordinary people contributed to the war effort Describe how children were impacted by the war through exploring Evacuation and the Kindertransport (including the role of local hero Sir Nicholas Winton)	people contributed to the war effort Explain how children were impacted by the war through exploring Evacuation and the Kindertransport (including the role of local hero Sir Nicholas Winton)	whether that had a lasting impact – for example on the role of women Reflect on how children were impacted by the war through exploring Evacuation and the Kindertransport, including how they were affected emotionally by being separated from their families (including the role of local hero Sir Nicholas Winton)	
	Address and devise historically valid questions about the causes of the war and the effects on people’s lives Address and devise historically valid questions about causes and lasting significance of the war Acquire and evaluate knowledge of the past from a range of sources including visual media and written sources Develop questions to undertake research about: - key features of WWII -Why it was different from wars in the past - What we mean by the Home Front -the ways in which society changed after the war - the validity of different sources of evidence including – whose evidence is it? What would the Germans say about the war?	I can: Ask questions about the causes of the war and the effects on people’s lives Ask questions about the lasting significance of the war Find out about the War from a range of sources including visual media and written sources I can find out key facts about: - events in WWII -Why it was different from wars in the past - What we mean by the Home Front -the ways in which society changed after the war - different sources of evidence including – whose evidence is it? Outline what I think the Germans might say about the war.	I can: Devise historically valid questions about the causes of the war and the effects on people’s lives Devise historically valid questions to understand the lasting significance of the war Analyse knowledge of the past from a range of sources including visual media and written sources Develop questions to undertake research about: - key features of WWII -Why it was different from wars in the past - What we mean by the Home Front -the ways in which society changed after the war - the validity of different sources of evidence including – whose evidence is it? Analyse what I think the Germans might say about the war.	I can: Devise historically valid questions to inform my research into: the causes of the war and the effects on people’s lives Devise historically valid questions to understand the reasons for some of the enduring significance of the war including the establishment of the UN and NATO Critically evaluate the sources of knowledge of the past including visual media and written sources to establish whether they are reliable and unbiased Develop hypotheses to undertake research about: - key features of WWII -Why it was different from wars in the past - What we mean by the Home Front -the ways in which society changed after the war - the validity of different sources of evidence including – whose evidence is it?	I can create questions to interview an imaginary survivor of an air raid

				<i>Reflect on what the Germans might say about the war and justify my ideas</i>	
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas. Develop appropriate use of key vocabulary relating to this period of history Understand how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p> <p>Applying learning through: -summarising -illustrating -comparing and contrasting -describing -re-enacting -fictionalising -generalising</p> <p>Use appropriate historical terms in own writing</p>	<p>I can: Construct informed responses that involve thoughtful selection and organisation of ideas to present key facts about the Home front in WWII Show understanding of the range of sources available and describe why they may have differing evidence</p> <p>Use key vocabulary in my own writing to write the diary of an evacuee or a child on the Kindertransport charting their experience and how they felt</p>	<p>I can: Construct informed responses that involve the selection and organisation of ideas to present information on the impact of WWII on the Home Front Show understanding of how our knowledge of WWII is constructed from a range of sources and explain why they may have differing evidence; using this knowledge to make informed choices of the sources used</p> <p>Use appropriate historical terms in my own writing to write the diary of an evacuee or a child on the Kindertransport charting their experience and how they felt</p>	<p>I can: Construct informed responses, based on my own research, that involve the thoughtful selection and organisation of ideas to present information on the impact of WWII on the Home Front Show understanding of how our knowledge of WWII is constructed from a range of sources and explain why they may have differing evidence; using this knowledge to justify choices of the sources used</p> <p>Use appropriate historical terms and applying the conventions of a diary in my own writing to create the diary of an evacuee or a child on the Kindertransport charting their experience and how they felt; including details from my research</p>	<p>I can explain the formation of the UN and NATO and why that was important</p>
<p>5c Y5 Summer Crime and Punishment – from the Anglo Saxons to the present day Key focus Knowledge That investigating Crime and</p>	<p>Establish a clear narrative within and across the history of Britain in relation to Crimes and Punishments Learn about connections, contrasts and trends over time including the changing nature of crime and how laws were made Establish a chronological overview to help understand the long arc of</p>	<p>I can: List key facts to show a clear narrative within and across the history of Britain in relation to Crimes and Punishments Describe trends over time including the changing nature of crime and how laws were made</p>	<p>I can: Define the three main classes of crime in Britain from Anglo Saxon times and explain why these were important at the time Sequence key facts to show a clear narrative within and across the history of Britain in relation to Crimes and Punishments Make connections, contrasts and trends over time including the</p>	<p>I can: Generalise about the different classes of crime in Anglo-Saxon times and relate this to the way society was organised Use key facts to create a clear narrative within and across the history of Britain in relation to Crimes and Punishments Summarise connections, contrasts and trends over time including the</p>	<p>I can find out how laws are created today</p>

<p>punishment tells us a lot about the values of a society</p> <p>Key Focus Historical Enquiry Understanding cause and effect – did changes to society cause new crimes to emerge or did attitudes to crime change</p>	<p>development of laws in Britain with key milestones Show understanding of: -how society was organised and led -who made the laws and how crimes were viewed from the perspective of those who made the laws -how a society changed over time and how this changed the way the law was administered and who oversaw punishments</p>	<p>Annotate a chronological overview to help understand the long arc of development of laws in Britain with key milestones on a timeline Describe: -how society was organised and led -who made the laws and how crimes were viewed from the perspective of those who made the laws -how a society changed over time and how this changed the way the law was administered and who oversaw punishments</p>	<p>changing nature of crime and how laws were made Create a chronological overview to help understand the long arc of development of laws in Britain with key milestones on a timeline Explain: -how society was organised and led -who made the laws and how crimes were viewed from the perspective of those who made the laws -how a society changed over time and how this changed the way the law was administered and who oversaw punishments</p>	<p>changing nature of crime and how laws were made Create a chronological overview to help evaluate the long arc of development of laws in Britain with key milestones on a timeline Generalise about: -how society was organised and led -who made the laws and how crimes were viewed from the perspective of those who made the laws -how a society changed over time and how this changed the way the law was administered and who oversaw punishments</p>	
	<p>Address and devise historically valid questions about change, similarity and difference in relation to the nature of the crimes committed and the punishments meted out. Identify and note connections, contrasts and trends over time as laws moved from locally managed to nationally determined Address and devise historically valid questions about cause and significance. Acquire and evaluate knowledge of the past from a range of sources. Develop questions to undertake research about: -how and why laws and punishments changed over time</p>	<p>I can: Ask questions about change, similarity and difference in relation to the nature of the crimes committed and the punishments meted out. Identify trends over time as laws moved from locally managed to nationally determined Ask questions to help me find out about the reasons for changes in the law Use a range of sources to find information Undertake research about: - the importance of peoples' beliefs and how this impacted on what was</p>	<p>I can: Devise historically valid questions about change, similarity and difference in relation to the nature of the crimes committed and the punishments meted out. Identify and note connections, contrasts and trends over time as laws moved from locally managed to nationally determined Devise historically valid questions to help me find out about the reasons for changes in the law and their significance. Acquire knowledge of the past from a range of sources. Undertake research about:</p>	<p>I can: Develop key lines of enquiry to research change, similarity and difference in relation to the nature of the crimes committed and the punishments meted out. Evaluate connections, contrasts and trends over time as laws moved from locally managed to nationally determined Use a range of research to find out about the reasons for changes in the law and their significance in terms of the severity of punishment Acquire knowledge of the past from a wide range of sources. Undertake independent research about: - the importance of peoples' beliefs and how this impacted on what was</p>	

	<ul style="list-style-type: none"> - the importance of peoples' beliefs and how this impacted on what was regarded as a crime and a fit punishment - the system of leadership and the status of leaders in determining laws and punishments - the validity of different sources of evidence 	<p>regarded as a crime and a fit punishment</p> <ul style="list-style-type: none"> - and the status of leaders in determining laws and punishments - the different sources of evidence available 	<ul style="list-style-type: none"> - the importance of peoples' beliefs and how this impacted on what was regarded as a crime and a fit punishment - the system of leadership and the status of leaders in determining laws and punishments - the validity of different sources of evidence 	<p>regarded as a crime and a fit punishment, including how attitudes changed over time</p> <ul style="list-style-type: none"> - the system of leadership and the status of leaders in determining laws and punishments - the validity of different sources of evidence 	
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p> <p>Applying learning through:</p> <ul style="list-style-type: none"> -summarising -illustrating -comparing and contrasting -describing -re-enacting -fictionalising -generalising <p>Use appropriate historical terms in own writing</p> <p><i>Law codes: Crimes against person, property or authority; moral; blasphemy; Wergeld/compensation; flogging; peasant; pillory; stocks, deterrence;</i></p>	<p>I can:</p> <p>Construct informed responses that involve thoughtful selection and organisation of ideas in order to describe the changing nature of crime as Britain moved from a rural society to an industrialised country</p> <p>Describe what the Bloody Code as and give some reasons why we would think it was wrong today</p> <p>Develop appropriate use of historical terms label a time line showing when there were significant changes in the law</p> <p>Describe how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p> <p>Use appropriate historical terms in own writing compare and contrast the</p>	<p>I can:</p> <p>Construct informed responses that involve thoughtful selection and organisation of ideas in order to explain the changing nature of crime as Britain moved from a rural society to an industrialised country</p> <p>Explain what the Bloody Code as and why we would think it was wrong today</p> <p>Develop appropriate use of historical terms to annotate a time line showing when there were significant changes in the law</p> <p>Explain how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p> <p>Use appropriate historical terms in own writing compare and contrast the punishments meted out at different periods in history</p>	<p>I can:</p> <p>Construct informed responses that involve thoughtful selection and organisation of ideas in order to summarise the changing nature of crime as Britain moved from a rural society to an industrialised country</p> <p>Explain what the Bloody Code as and evaluate why we would think it was wrong today</p> <p>Develop appropriate use of historical terms to create and annotate a time line showing when there were significant changes in the law</p> <p>Generalise about how our knowledge of the past is constructed from a range of sources which may have differing evidence and justify the sources I have used</p> <p>Use appropriate historical terms in own writing compare and contrast the punishments meted out at different periods in history and evaluate the reasons for those differences</p> <p>Dramatize a court scene from a specific period in history to show the nature of the crime and punishments</p>	<p>Linked to the Highway man – explain why Highway Robbery was so prevalent and why it stopped in the early 19th century</p> <p>Visit a modern Law Court or invite a judge or magistrate to talk about the process today</p>

	<i>retribution; capital and corporal punishment; oath; Forest Law; Parish Constable vagabondage; transportation</i>	punishments meted out at different periods in history and explain the reasons for those differences Dramatize a court scene from a specific period in history to show the nature of the crime and punishments of the time	and explain the reasons for those differences Dramatize a court scene from a specific period in history to show the nature of the crime and punishments of the time	of the time; reflecting on the nature of the crime and the likely impact of the punishment	
<p>6a</p> <p>Y6 Autumn</p> <p>Kings and Queens of England</p> <p>Key focus</p> <p>Knowledge – the changing power of the monarchy</p> <p>Key Focus</p> <p>Historical Enquiry – family trees – who is related to who and when and why did different families rule the country</p>	<p>Develop a chronologically secure knowledge and understanding of the history of the monarchy in England from Saxon times to the present day using a time line to understand the duration of their reign and major events including events we have studied in the past</p> <p>Establish clear narratives within and across the different dynasties within the monarchy of England to understand how different dynasties rose to power through conquest, civil war and inheritance</p> <p>Learn about how and why the nature of monarchy changed including key milestones when power increased for example in the Tudor period and declined for example after The Reformation</p> <p>Show understanding of:</p> <p><i>- the timeline of the English Monarchy studied and how it fits into the wider time line of mankind's existence</i></p> <p><i>-what people believed about the rights of kings and Queens and how that affected their lives</i></p>	<p>I can locate the kings and queens of England on a timeline and add some key dates when known events occurred</p> <p>I can describe some key facts about different monarchs related to how they came to rule, their power and the impact they had on the country</p> <p>I can describe how monarchs influenced what people believed and how they worshipped</p> <p>I can describe how society was organised</p> <p>I can compare two contrasting monarch and list some of the things that were different in terms of their power and influence and their actions</p>	<p>I can place Kings and Queens of England on a timeline, show key changes that occurred, including the different dynasties, on a timeline and explain their importance and impact on the way people lived</p> <p>I can explain the significance of changes to the monarchy related to how they came to rule, their power and the impact they had on the country</p> <p>I can explain how monarchs influenced what people believed and how they worshipped and how this changed over time</p> <p>I can explain how society was organised and led and how this impacted on ordinary people</p> <p>I can explain key points of change in the monarchy in terms of their power an influence and their actions</p>	<p>I can create a time line which shows the monarchic dynasties and the Kings and Queens within them and the events that led to changes in dynasties</p> <p>I can generalise across the long arc of history about the nature of the power of Kings and Queens</p> <p>I can reflect on the extent to which people were free to choose what they believed in different periods of history; identifying examples where there was significant freedom and where they were persecuted</p> <p>I can generalise about how society was organised and led and reflect on how this affected ordinary people</p> <p>I can evaluate the similarities and differences between the power and influence of the monarchy and how this affected the way that they behaved giving examples of good and bad behaviour</p>	<p>I can identify and pursue a specific monarch that interests me to enable me to further develop my enquiry skills and then teach my peers about what I have learned</p> <p>I can make links across subjects for example exploring a how Roman Catholics or Protestants were treated under different monarchs Or the changing importance of Parliament</p>

	<p><i>including the way they worshipped and the rights of ordinary people</i> <i>-how society was organised and led under different Monarchs</i> <i>-the role of the monarchy today</i></p>				
	<p>Address and devise historically valid questions about change, similarity and difference between the different dynasties and periods of history Identify and note connections, contrasts and trends over time in terms with the power of the monarchs Address and devise historically valid questions about cause and significance of dynasties changing – what caused it what happened as a result Acquire and evaluate knowledge of the past from a range of sources. Develop questions to undertake research about: <i>-how and why the power of the monarchy changed over time</i> <i>- how it was similar to or different from those that came before or after</i> <i>- the importance of peoples' beliefs changes in the monarchy effected their right to worship</i> <i>- the validity of different sources of evidence particularly what the source of the evidence was</i></p>	<p>I can ask questions which will help me understand the order of the monarchs and how they fitted into different dynasties I can ask questions to help me describe:</p> <ul style="list-style-type: none"> • how things changed over time • what was similar and what was different in the monarchy over time • the significance of events including wars of succession and conquest <p>I can describe some of the different forms of evidence we have about kings and queens including family trees I can explain the meaning of key vocabulary related to this the monarch and power</p>	<p>I can formulate questions to inform my research which will help me understand the sequence of the monarchs, how they related to each other and how they fitted into different dynasties I can formulate questions to help me explain:</p> <ul style="list-style-type: none"> • the causes and effects of changes to the monarchs and their dynasties • what was similar and what was different in the monarchy over time • the significance of events including wars of succession, conquests, lack of an heir • how these monarchs fit into the long arc of history <p>I can explain some of the evidence we have about the monarchy and how this has been used to understand how they ruled I can explain why some evidence is more reliable than others I can use a range of historical vocabulary to write about the monarchy</p>	<p>I can identify key lines of enquiry and formulate questions to inform my research into the monarchy of England over more than a 1000years, how changes in the monarchy impacted on society and what people believed and test out the evidence by using more than one source of evidence I can formulate questions to help me generalise about:</p> <ul style="list-style-type: none"> • the causes and effects of changes to the monarchs and their dynasties • contrasts between different monarchs • the significance of events including wars of succession, conquests, lack of an heir, popular uprisings and rebellion • how this monarchs and dynasties fit into the long arc of history • connections between the English Monarchy and those of other countries <p>I can generalise about how using different sources including written and non-written sources means that we have to speculate and hypothesise about the reasons for</p>	<p>I can devise questions that get to the heart of the subject being studied and select appropriate resources independently to enables me to pursue my own areas of interest I can generalise about the validity of the evidence available including considering whether it is primary or secondary evidence and the likelihood of bias as a key skill that forms the basis of deeper historical study</p>

				peoples' actions in order to gain an overview I can reflect on different forms of evidence to evaluate if they are reliable I can use a wide range of historical	
	Collectively construct informed responses that involve thoughtful selection and organisation of ideas about the different eras in the English monarchy through group research and present findings in a format of their choice including re-enactment, presentation, fictionalisation Develop appropriate use of historical terms related to the monarchy, power, the rule of law and the rights of the people, parliament, noblemen, peasantry Understand how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used Applying learning through: -summarising -illustrating -comparing and contrasting -describing -re-enacting -fictionalising -generalising Use appropriate historical terms in own writing	I can use some of the key vocabulary and evidence from my research to describe a key period of change in the English monarchy and how this impacted on ordinary people for example: <i>The impact of the Norman conquest on how England was ruled</i> <i>The Magna Carta and King John</i> <i>Henry V111 and the break with Rome</i> <i>The Civil War and the Republic</i> <i>A German King</i> I can describe how people lived, worked and worshipped under in one of these periods of history Apply learning through: -illustrating -describing -listing Describe the sources used	I can use the key vocabulary and detailed evidence from my research to explain a key period of change in the English monarchy and how this impacted on ordinary people for example: <i>The impact of the Norman conquest on how England was ruled</i> <i>The Magna Carta and King John Henry V111 and the break with Rome</i> <i>The Civil War and the Republic</i> <i>A German King</i> I can compare and contrast life before and after these changes explaining how they affected the way people lived, worked and worshipped Apply learning through: Explaining Comparing and contrasting Sequencing Relating Use historical terms in own writing Explain the sources used	I can use the appropriate historical vocabulary and ascertain key evidence from my research to accurately summarise a key period of change in the English monarchy and how this impacted on ordinary people for example: <i>The impact of the Norman conquest on how England was ruled</i> <i>The Magna Carta and King John Henry V111 and the break with Rome</i> <i>The Civil War and the Republic</i> <i>A German King</i> I can use several sources of information and taking account of the writers' position in society and their relationship to the monarch I can summarise the key changes that took place over this period and how these impacted on how people lived, worked and worshipped Apply learning through: Summarising Generalising Creating Re-enacting Fictionalising Justify the range of sources used	I can use knowledge creatively to demonstrate my depth of understanding I am able to select appropriate details from my research to bring my writing to life I can hypothesise about the reasons for change based on my wider historical knowledge and justify my ideas I can use a wide range of historical vocabulary in my own writing

<p>Unit 6b Y6 Spring Mayan Civilisation</p> <p>Key Focus Knowledge - Who were they and why did their civilisation decline</p> <p>Key Focus Historical Enquiry – What did the Spanish say about the Mayans and in what ways is it different from the evidence we have from archaeology</p> <p>And /Or Similarities and differences between Mayan and other Central and South American Civilisations</p>	<p>Develop chronologically secure knowledge and understanding of the growth and development of the Mayan civilisation</p> <p>Establish clear narrative of why the Mayans became so powerful and took control of large areas of Central America</p> <p>Have a clear overview and depth of understanding of the of the development of art science and mathematics in Mayan Society</p> <p>Understand how they worshipped and why the made sacrifices to the Gods</p> <p>Compare the Mayans to other civilisations in central and south America including the Incas and the Aztecs</p>	<p>I can place the span of the Mayan civilization on a timeline showing some important events and changes in Mayan society</p> <p>I can use maps to identify the location of the Mayan civilisation and identify the modern Central and South American countries they lived in</p> <p>I can describe how the Mayan culture developed and some of the advances they made enabled them to take control of a vast area of land</p> <p>Based on archaeological finds I can describe some of the key features of their rituals and worship</p> <p>I can describe similarities and differences between the Mayans, Incas and Aztecs</p> <p>I can give reasons for the decline of the Mayan civilisation</p>	<p>I can place the Mayan civilization on a timeline showing the different phases in Mayan society and identify what was happening in the world at these key points in time</p> <p>I can use maps to identify the extent of the Mayan civilisation and identify the modern Central and South American countries they lived in</p> <p>I can explain how the Mayan culture developed and how the advances they made enabled them to take control of a vast area of land and remain in power over many centuries</p> <p>Based on archaeological finds I can explain some of the key features of their rituals and worship</p> <p>I can explain some of the reasons for the similarities and differences between the Mayans, Incas and Aztecs</p> <p>I can give reasons for the decline of the Mayan civilisation and explain what <i>happened to the Mayan people</i></p>	<p>I can place the Mayan civilization on a timeline showing the different phases in Mayan society and identify what was happening in the world at these key points in time</p> <p>I can use maps to identify the extent of the Mayan civilisation and identify the modern Central and South American countries they lived in</p> <p>I can explain how the Mayan culture developed and how the advances they made enabled them to take control of a vast area of land and remain in power over many centuries</p> <p>Based on archaeological finds I can explain some of the key features of their rituals and worship</p> <p>I can summarise the main similarities and differences between the Mayans, Incas and Aztecs and hypothesize about why</p> <p>I can give reasons for the decline of the Mayan civilisation and explain what happened to the Mayan people</p>	<p>Food stuffs from the Mayans – what do we eat today that was originally grown by the Mayans</p> <p>Why do civilisations die out?</p>
	<p>Ask historically valid questions about:</p> <ul style="list-style-type: none"> • How the Mayan Society developed over 3000 years • How the development of writing and learning in maths and science enabled them to control large areas of Central 	<p>I can ask questions which will help me understand how the Mayan society developed and how people lived and worshipped</p> <p>I can identify reasons why the development of maths, science and written language</p>	<p>I can formulate questions which will help me understand how the Mayan society developed and changed over time and how people lived and worshipped and why they eventually declined</p> <p>I can evaluate how the development of maths science</p>	<p>I can formulate questions which will help me generalise about how the Mayan society developed and changed over time and some of the reasons</p> <p>I can formulate questions about how people lived and worshipped and why they eventually declined giving examples from the evidence</p>	<p>I can use my knowledge of the Mayans to research the Incas and the Aztecs to enable me to compare them with the Mayans</p>

	<p>America for more than 3 centuries</p> <ul style="list-style-type: none"> • Why the Mayans built huge structures for worship • Why the Mayan civilisation declined and what happened to the Mayan people after the Spanish invasion <p>Carry out research to answer key questions about how they built huge palaces and temples</p> <p>Understand how our knowledge of the past is constructed from a range of sources including writing and archeology and why scholars draw conclusions based on hypotheses</p>	<p>enabled them to rule a large empire</p> <p>I can identify the archaeological evidence to understand how and why they built pyramids structures</p> <p>I can list some similarities and differences between what archaeological evidence tells us about the Mayans and what the Spanish said</p>	<p>and written language enabled them to rule a large empire</p> <p>I can research the archaeological evidence to understand how and why they built pyramids structures</p> <p>I can compare what archaeological evidence tells us about the Mayans and what the Spanish said</p>	<p>I can evaluate the significance of maths science and written language and how these skills enabled them to rule a large empire over a long period of time</p> <p>I can research the archaeological evidence to understand how and why they built pyramids structures and compare these to Egyptian pyramids</p> <p>I can compare what archaeological evidence tells us about the Mayans and what the Spanish said and give reasons for the differences</p>		
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas based on our research about what makes Mayan Society unique and why it lasted over such a long period compared to other great civilisations</p> <p>Develop appropriate use of historical terms including:</p> <p>Sacrifice Architecture Astronomy Calendar Stelae Textiles Trade Causeway Pyramid Temples Collapse Yucatan</p>	<p>Applying the learning for example:</p> <p><i>I can list some similarities and differences between the Mayan civilisation and one of the other early civilisations we have studied</i></p> <p><i>I can write a ships log entry for a Spanish Sea captain arriving in Mexico and seeing the building of Chichin Iza for the first time</i></p>	<p>Applying the learning for example:</p> <p><i>I can write a comparison of the Mayan civilisation with one of the other early civilisations we have studied showing in what ways they were similar or different</i></p> <p><i>I can write a ships log entry for a Spanish Sea captain arriving in Mexico and seeing the building of Chichin Iza for the first time including how he felt and what he thought it was</i></p>	<p>Applying the learning for example:</p> <p><i>I can compare and contrast the Mayan civilisation with another early civilisation we have studied and give some reasons for the differences</i></p> <p><i>I can write a ships log entry, using the conventions of a diary, for a Spanish Sea captain arriving in Mexico and seeing the building of Chichin Iza for the first time reflecting the surprise and fear they may have felt as well as their hope that they would find great riches</i></p>		<p>I can: Research what happened after the Spanish began to occupy countries in central and South America</p>

	Chiapas Guatemala				
<p>Unit 6c Y6 Summer London – The history of our Capital from the Romans to the present day told through key sites and monuments Key focus Knowledge That London has been continuously occupied for almost 2 millennia and those who lived there have left their mark on the city today Key Focus Historical Enquiry That we can trace the history of a city through written and non-written evidence including artefacts, buildings, monuments and graves</p>	<p>Establish clear narratives within and across the Story of London from the Roman city of Londinium to the present day Learn about connections, contrasts and trends over time including how the city has grown and how its purpose has changed over time from a port to centre of government and business Combine overview and in-depth studies to help understand both the long arc of development and some key milestones Develop chronologically secure knowledge and understanding of the development of London using key sites and monuments Show understanding of: <i>-the geographical location and climate which affected how people lived and how the city grew</i> <i>-how society was organised and led</i> <i>-how a society changed over time and the reasons for those changes</i></p>	<p>I can: Establish clear narratives within and across the Story of London from the Roman city of Londinium to the present day I can explain connections, contrasts and trends over time including how the city has grown and how its purpose has changed over time from a port to centre of government and business Combine overview and in-depth studies to annotate a timeline to show both the long arc of development and some key milestones in the growth and development of London Develop chronologically secure knowledge and understanding of the development of London locating, researching and describing key sites and monuments Explain: <i>-the geographical location and climate which affected how people lived and how the city grew</i> <i>-how society was organised and led</i> <i>-how a society changed over time and the reasons for those changes</i></p>	<p>I can: Establish clear narratives within and across the Story of London from the Roman city of Londinium to the present day I can explain connections, contrasts and trends over time including how the city has grown and how its purpose has changed over time from a port to centre of government and business Combine overview and in-depth studies to annotate a timeline to show both the long arc of development and some key milestones in the growth and development of London Develop chronologically secure knowledge and understanding of the development of London locating, researching and describing key sites and monuments Explain: <i>-the geographical location and climate which affected how people lived and how the city grew</i> <i>-how society was organised and led</i> <i>-how a society changed over time and the reasons for those changes</i></p>	<p>I can: Establish clear narratives within and across the Story of London from the Roman city of Londinium to the present day I can explain connections, contrasts and trends over time including how the city has grown and how its purpose has changed over time from a port to centre of government and business Combine overview and in-depth studies to annotate a timeline to show both the long arc of development and some key milestones in the growth and development of London Develop chronologically secure knowledge and understanding of the development of London locating, researching and describing key sites and monuments Explain: <i>-the geographical location and climate which affected how people lived and how the city grew</i> <i>-how society was organised and led</i> <i>-how a society changed over time and the reasons for those changes</i></p>	<p>I can: Identify the different eras in the development of London and relate this to my knowledge of the history of the UK and its monarchs</p>

		<i>-how a society changed over time and the reasons for those changes</i>			
	<p>Address and devise historically valid questions about change, similarity and difference between the different periods in London's history</p> <p>Identify and note connections, contrasts and trends over time.</p> <p>Address and devise historically valid questions about cause and significance of the changes that took place in London</p> <p>Acquire and evaluate knowledge of the past from a range of sources.</p> <p>Develop questions to undertake research about:</p> <ul style="list-style-type: none"> -how and why London changed over time - the system of leadership and the status of leaders - the validity of different sources of evidence including building, monuments, artefacts and written sources – both contemporary and later 	<p>I can:</p> <p>Devise historically valid questions about change, similarity and difference between the different periods in London's history</p> <p>Identify and note connections, contrasts and trends over time.</p> <p>Devise historically valid questions about cause and significance of the changes that took place in London</p> <p>Acquire and analyse knowledge of the past from a range of sources.</p> <p>Develop questions to undertake research about:</p> <ul style="list-style-type: none"> -how and why London changed over time - the system of leadership and the status of leaders - the validity of different sources of evidence including building, monuments, artefacts and written sources – both contemporary and later 	<p>I can:</p> <p>Devise historically valid questions about change, similarity and difference between the different periods in London's history</p> <p>Identify and note connections, contrasts and trends over time.</p> <p>Devise historically valid questions about cause and significance of the changes that took place in London</p> <p>Acquire and analyse knowledge of the past from a range of sources.</p> <p>Develop questions to undertake research about:</p> <ul style="list-style-type: none"> -how and why London changed over time - the system of leadership and the status of leaders - the validity of different sources of evidence including building, monuments, artefacts and written sources – both contemporary and later 	<p>I can:</p> <p>Devise historically valid questions about change, similarity and difference between the different periods in London's history</p> <p>Identify and note connections, contrasts and trends over time.</p> <p>Devise historically valid questions about cause and significance of the changes that took place in London</p> <p>Acquire and analyse knowledge of the past from a range of sources.</p> <p>Develop questions to undertake research about:</p> <ul style="list-style-type: none"> -how and why London changed over time - the system of leadership and the status of leaders - the validity of different sources of evidence including building, monuments, artefacts and written sources – both contemporary and later 	<p>I can use maps of London over time to show how London has spread and absorbed many towns and villages</p>
	<p>Construct informed responses that involve thoughtful selection and organisation of ideas.</p> <p>Develop appropriate use of historical terms.</p>	<p>I can:</p> <p>Use key vocabulary, and select and organise my ideas to recount the development</p>	<p>I can:</p> <p>Use key vocabulary, appropriate historical terms and thoughtfully select and organise my ideas to recount the development of</p>	<p>I can:</p> <p>Use key vocabulary, appropriate historical terms and thoughtfully select and organise my ideas to recount the development of London</p>	<p>I can:</p> <p>Generalise about how London became a Multicultural City –</p>

	<p>Understand how our knowledge of the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used</p> <p>Applying learning through:</p> <ul style="list-style-type: none"> -summarising -illustrating -comparing and contrasting -describing -re-enacting -fictionalising -generalising <p>Use appropriate historical terms in own writing including:</p> <p>City, settlement, defence from attackers, The Walbrook, the Fleet, Boudicca, Londinium, fortified town, Tower of London, Westminster Abbey, Middle Temple, The Inns of Court, Greenwich, Sir Robert Peel, Immigration, Huguenot, Irish potato famine, Jews, Blitz</p>	<p>of London from Roman times to the present day</p> <p>Describe how our knowledge of London in the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used including physical resources such as buildings, monuments and graves</p> <p>I can use my research into the history of London to create “A guide to the top ten historic sites in London” to include key information on what the sites represent</p>	<p>London from Roman times to the present day</p> <p>Explain how our knowledge of London in the past is constructed from a range of sources which may have differing evidence and make informed choices of the sources used including physical resources such as buildings, monuments and graves</p> <p>I can use my research into the history of London to create “A guide to the top ten historic sites in London” to include key information on what the sites represent and what they tell us about the growth of London</p>	<p>from Roman times to the present day and use the evidence for from a range of sources which may have differing evidence and make informed choices of the sources used including physical resources such as buildings, monuments and graves, justifying why I think they are reliable</p> <p>I can use my research into the history of London to create “A guide to the top ten historic sites in London” to include key information on what the sites represent and what they tell us about the growth of London.</p> <p>I can evaluate how I need to adapt the text and the layout to present the information for a specific audience – for example children or visitors from overseas.</p>	<p>looking at the population of London and how it is made up of successive waves of migration</p> <p>I can research the story of the Emperor Windrush and what happened to the people who came to London</p> <p>I can put arguments for and against removing statues of people involved in the Slave trade</p>
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