



Tarvin Primary School

History Progression of Knowledge and Skills



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Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Demonstrates what a typical Historian will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 2 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	Foundation/ EYFS	KS1	LKS2	UKS2
<p>This is what our historians can do....</p>	<p>Application of Skills Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Understand the past through settings, characters and events encountered in books read in class and storytelling Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Historical Knowledge: To understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life To discuss events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] To study the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] To study significant historical events, people, and places in their own locality Application of Skills: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Historical Knowledge: Identify changes in Britain from the Stone Age to the Iron Age Understand the impact of the Roman Empire and its impact of Britain. the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world Application of Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Historical Knowledge Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 Application of Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>

Year Group	EYFS	KS1	LKS2	UKS2
Local History		Our Local Heroes Family History	Our Local History	
<u>Knowledge</u>		<p>Our Local Heroes</p> <p>To understand what makes some a hero and identify some local heroes from the past. To use an image as a source to find out about a person from the past. To use an object as a source to find out about the past. To use a document as a source to find out about the past. To find out about a local hero.</p> <p>Family History</p> <p>To be able to identify and describe similarities and differences between my own childhood and a grandparent's childhood.</p> <p>To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s.</p> <p>To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s.</p> <p>To be able to identify and describe similarities and differences between shops today and those when our grandparents were children.</p> <p>To be able to identify and describe similarities and differences between our own experience of school and our grandparents' experience.</p> <p>To be able to use my knowledge of Grandad's school to take part in a role play.</p>	<p>To understand what makes a building special.</p> <p>To understand there are a diverse range of reasons why buildings are listed.</p> <p>To plan a campaign for an 'at risk' building.</p> <p>To produce a creative response to our campaign buildings to show at an exhibition.</p>	
<u>Skills</u>		<p>Family History</p> <ul style="list-style-type: none"> • develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to show that they know and understand key features • understand some of the ways in which we find out about the past • identify different ways in which it is represented <p>Our Local Heroes</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions 	<ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources 	

		<ul style="list-style-type: none"> • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms 		
<u>Key vocabulary</u>		<p>Family History Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old, vocabulary related to different types of house (terraced, flats, bungalow, semi-detached) and features of houses (bathrooms, heating etc.), inventions, materials, condition, design, packaging, similar, comics, classify, locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, rote, 3Rs (Reading, wRiting and aRithmetic), school, chalk board, dip pen and ink</p> <p>Our Local Heroes Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator.</p>	Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.	
<u>Key indicators</u>		<p>Our Local Heroes Understand what makes someone a hero. Identify qualities of people who are considered heroes. Locate these people’s lives on a timeline. To use an image to give me information about a person (this can be a photo, drawing or painting). Reach conclusions from the information provided by the image. To understand the limitations of using just one type of source. Use an object to give me information about a person. To reach conclusions from the information provided by the object. To understand the limitations of using just one type of source. To use a document to gain information about a person. To understand the limitations of using just one type of source To understand the limitations of using just one type of source. Provide valid reasons why someone could be considered the greatest hero. To understand that there will be differing viewpoints about who the greatest hero is.</p>	<p>To explain why some of the buildings in my area are special. To observe and describe architectural features. To make links between a building and the history of the locality (or country). To understand why different sites may be preserved. To understand there are differing viewpoints as to whether a site should be preserved. To recognise the features that make a building worth saving. To present a viewpoint on whether a building should be saved. Plan a campaign to save an ‘at risk’ building. Make links between my building and the history of the locality. To use knowledge of the building to produce a creative piece of work. To choose an appropriate creative approach to communicate my ideas. Explain why we should preserve our locality.</p>	

		<p>To understand the purpose of a museum and how it can be organised.</p> <p>Family History</p> <p>Describe features of a home in the 1950s/1960s. Understand that every home was not the same. To explain some of the similarities and differences between my home and those in the past. To classify old toys and new toys. To identify toys I play with that are similar to toys my grandparents played with, and describe how they have changed. To understand that some toys I play with had not been invented when my grandparents were children. To can use a variety of sources to find out about shops and shopping when grandparents were children. TOdentTofy similarities and differences between shops today and when grandparents were children. Give some reasons why changes took place. To explain some of the similarities and differences between my school and Grandad's school.. Understand that this is a role play, and some things will be different from Grandad's school.</p>		
British History		<p>The Great Fire of London/Gunpowder Plot</p> <p>Queen Elizabeth, Queen Victoria and Holidays</p>	<p>Stone Age</p> <p>Bronze and Iron Age</p>	<p>The Impact of War</p> <p>Anglo-Saxons</p>
<u>Knowledge</u>		<p>To understand what the gunpowder plot was. To understand why Guy Fawkes took the action he did in 1605. To understand how Bonfire Night has changed over the years and why it is still celebrated. To know what happened during the Great Fire of London To understand how the Great Fire of London Spread so quickly. To understand the importance of the range of evidence available about the fire and that there were several consequences.</p> <p>Holidays</p> <p>What were seaside holidays like? To use photographs to help us understand what holidays were like in the past. To use a range of sources to understand holidays in the past. To understand the difference in the holidays we have now and in the past- explaining why. To use our knowledge of the past to create a reconstruction</p>	<p>Stone Age</p> <p>To define the 'Stone Age' and its different periods. To use sources to identify distinctive features of two time periods. To compare change between the Neolithic period and earlier periods. To know about life in Neolithic times from investigating historical and archaeological sources. To provide valid reasons for the existence of monuments.</p> <p>Bronze and Iron Age</p> <p>To understand the importance of the improvements made by using bronze. To use sources in order to find out more about Bronze Age life. To reach a conclusion about the scale of the achievements made in the Iron Age. To make a comparison between home life in the Bronze Age and the Iron Age. To understand the dangers faced in Bronze and Iron Age Britain. To reach an overall judgement comparing the Bronze Age to the Iron Age.</p>	<p>Impact of war</p> <p>To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality. To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality. To know and understand how the World Wars impacted daily life. To be able to explain if it was more dangerous to live in our locality in the First or Second World War. To design a memorial that reflects the contribution made by people in the locality in both World Wars. To collect and present all our knowledge about the locality in wartime in an engaging and informative way</p> <p>Anglo-Saxons</p> <p>To know who the Anglo-Saxons were, and why and when they chose to settle in England. To discover how the Anglo-Saxons lived using archaeological evidence. To be able to explain why the Staffordshire Hoard was so significant. To know about some of the key documents related to Anglo-Saxon times and their limitations. To produce a valid argument about whether this period deserves to be called a 'Dark Age'. To understand what can be discovered about the past from archaeological remains.</p>

<p><u>Skills</u></p>		<ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework. <p>Holidays learn about changes within living memory</p> <ul style="list-style-type: none"> • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place. 	<p>Stone Age In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they stud <p>Bronze and Iron Age</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance. 	<p>Impact of war</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British, local and world history • address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms <p>Anglo-Saxons develop a chronologically secure knowledge and understanding of British and world history</p> <ul style="list-style-type: none"> • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts, and trends over time • regularly address and devise historically valid questions about significance
<p><u>Key vocabulary</u></p>		<p>Great Fire of London and The Gunpowder Plot Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit</p> <p>Holidays Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation</p>	<p>Stone Age Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.</p> <p>Bronze and Iron Age Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort</p>	<p>Impact of war Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning</p> <p>Anglo-Saxons Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p>
<p><u>Key indicators</u></p>		<p>To understand why people go on holiday to the seaside. To know some of the key features of a seaside holiday when our grandparents were children. Reach conclusions about seaside holidays by interviewing a visitor. Reach conclusions about seaside holidays from using a photograph. Understand the importance of using more than one source to reach a conclusion. Compare a seaside holiday in the past with one today.</p>	<p>Stone Age To explain why the period is called the 'Stone Age'. To recognise the long period of time of the Stone Age, and where it fits within the wider historical context. To distinguish between features of the different periods of the Stone Age. To produce valid conclusions about the significance of these changes. To name and sequence the three periods of the Stone Age.</p>	<p>Impact of war To know about, and can compare, the numbers of deaths in our locality in both World Wars. To find information from a war memorial or war grave, and understand how this can be utilised. To evaluate the usefulness of these sources of evidence. Understand that the experiences of children in the locality were varied. To gather information from a range of sources. To evaluate whether a source is useful.</p>

		<p>Identify souvenirs and explain their significance. To reach conclusions about seaside holidays using souvenirs and other sources. Communicate the knowledge I have about seaside holidays in the past. Understand that fiction can be used as a source of evidence. Explain why holiday experiences were different. To compile a questionnaire to research holidays in the past. Apply knowledge learned to create a scene from the past. Understand what a reconstruction is. Understand the features of a seaside holiday from the past.</p>	<p>I understand that there are different interpretations of the sites. To make valid inferences about people's beliefs at the time.</p> <p>Bronze and Iron Age To locate the Bronze Age on a timeline. To describe some key features of the Bronze Age. To explain why changes in the Bronze Age impacted people's lives. To work out information about the Bronze Age from using sources. To identify important features about the Iron Age. To explain why there are differing viewpoints about the Iron Age. Find similarities and differences between Bronze Age and Iron Age houses and home life. Identify some of the dangers Bronze and Iron Age people faced. Explain some of the ways people at this time protected themselves. Reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages. Make an informed decision about which period was better.</p>	<p>can explain some of the ways in which daily life changed during the wars. Understand that the impact of the wars varied by region and between families. To use a variety of sources to obtain evidence about daily life during the wars. To know what steps were taken locally and nationally to lessen the impact of attack in both World Wars. To understand that the advances in warfare made the civilian population more vulnerable to attack in the Second World War. Understand how symbolism may be used in a memorial. To use sources to provide evidence to inform my memorial design. Understand that the degree of danger in each of the wars varied by region and between families.</p> <p>Anglo-Saxons To explain who the Anglo-Saxons were. To give valid reasons why they settled in England. Understand what archaeological evidence can tell us about the Anglo-Saxons. Understand what archaeological evidence can tell us about the Anglo-Saxons. Understand the limitations of using archaeological evidence. Understand why the discovery of the Sutton Hoo ship burial was so important To explain why the discovery of the Staffordshire Hoard was so significant Understand the importance of the <i>Lindisfarne Gospels</i>, <i>Beowulf</i> and <i>Bede's History</i>. To explain some of the limitations of this evidence. To provide reasons why the period could be called the 'Dark Ages' and discuss the counter argument. To know how archaeologists work, and can utilise their approaches.</p>
World History		Great Inventions-Transport The Greatest Explorers	Egyptians Romans Greeks	The Maya Vikings Crime and Punishment Journeys
<u>Knowledge</u>		<p>The Greatest Explorers To know what a range of explorers did throughout history and why it was important To explain who Ibn Battutta and why his travels were important. To learn about Captain Cook's achievements, and why there are differing views about him deserving the title of a great explorer. To understand why Roald Amundsen reached the South Pole before Captain Scott. To know and understand Sunita Williams' achievements as an explorer.</p>	<p>Egyptians To identify reasons why the Ancient Egyptians are considered a successful civilisation. understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life. understand how different groups of people contributed to Ancient Egyptian achievements. To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids. understand Ancient Egyptians beliefs about creation and the afterlife.</p>	<p>The Maya To use evidence to reach conclusions about the lives of the Maya in the past and the present. To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long. To know and understand why religion was important to the Maya. To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was. To be able to provide valid reasons why the Maya disappeared around 900 AD.</p>

		<p>To consider who is the greatest explorer, and be able to explain the reasons.</p> <p>Great inventions- Transport</p> <p>To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story.</p> <p>To know what early aeroplanes were like, and be able to compare them to modern aircrafts.</p> <p>To understand the importance of the aeroplane.</p> <p>To know what happened at the Rainhill Trials.</p> <p>To understand how important events can be commemorated.</p>	<p>To be able to identify the most important achievements of the Ancient Egyptians.</p> <p>Romans</p> <p>To understand the reasons why the Romans wanted to invade and settle in Britain.</p> <p>To understand why the Romans were able to defeat the Celts.</p> <p>To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall.</p> <p>To be able to reach a valid conclusion on whether Roman roads were a positive development.</p> <p>To use evidence to decide which of the Roman developments has the greatest significance today.</p> <p>To use evidence to re-enact experiences in the Roman army.</p> <p>Greeks</p> <p>To know the location and time period of Ancient Greece and draw comparisons with other civilisations and present day.</p> <p>To compare the lives led by the Spartans and the Athenians.</p> <p>To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games.</p> <p>understand the importance of religion and the gods to the Ancient Greek people</p> <p>To utilise evidence to know and understand the importance of warfare in Ancient Greece.</p> <p>communicate my knowledge and understanding of the legacy of the Greeks.</p>	<p>To reach a conclusion about whether the Maya are a significant society and should be remembered.</p> <p>The Vikings</p> <p>To understand why there are differing accounts of what happened during the raid on Lindisfarne.</p> <p>To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave</p> <p>To know when, where and why the Vikings settled in Britain.</p> <p>To present a valid argument for whether King Alfred deserved the title 'Great'.</p> <p>To know what evidence, we have about the Vikings, and to evaluate the quality of the evidence.</p> <p>To create a Viking saga reflecting what you know about the Vikings.</p> <p>Crime and Punishment</p> <p>To understand how and why laws and punishments change over time</p> <p>To explain how attitudes towards crime have changed over time.</p> <p>To understand how and why the police force has changed over time.</p> <p>To understand that views on what is a punishment have changed over time.</p> <p>To understand how and why attitudes towards the suffragettes have changed over time.</p> <p>To share our knowledge about the changes in Crime and Punishment.</p> <p>Journeys</p> <p>To know and understand why people undertake journeys.</p> <p>To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times.</p> <p>To know and understand why the Irish 3rd class passengers travelled on the <i>Titanic</i></p> <p>To know and understand why the Kindertransport took place.</p> <p>To know and understand why refugees risk their lives making journeys today.</p>
<p><u>Skills</u></p>		<ul style="list-style-type: none"> The Greatest Explorers know where the people they study fit within a chronological framework develop an awareness of the past, using common words and phrases relating to the passing of time understand some of the ways in which we find out about the past identify different ways in which it is represented ask and answer questions, choosing and using sources to show that they know and understand the key features of events use parts of sources to show that they know and understand key features of events use common words and phrases relating to the passing of time <p>Great inventions- Transport</p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time know where the people and events they study fit within a chronological framework Ask and answer questions, choosing and using 	<p>Egyptians</p> <ul style="list-style-type: none"> study the achievements of the earliest civilisations develop a chronologically secure knowledge and understand of British, local and world history note connections, contrasts and trends over time develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources address and devise historically valid questions about similarity, difference and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information <p>Romans</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British history address historically valid questions about change, cause and significance 	<p>The Maya</p> <ul style="list-style-type: none"> establish clear narratives within and across periods they study regularly address historically valid questions about similarity and difference and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time develop the appropriate use of historical terms address and devise historically valid questions about change, cause and significance <p>The Vikings</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British history understand how our knowledge of the past is constructed from a range of sources establish clear narratives within and across the periods develop the appropriate use of historical terms address historically valid questions about cause

		<p>parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past • identify similarities and differences between ways of life in different period</p>	<p>construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions about similarity and difference</p> <p style="text-align: center;">Greeks</p> <ul style="list-style-type: none"> • develop the use of historical terms • address and devise historically valid questions • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid questions about similarity and difference 	<p>and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time</p> <p style="text-align: center;">Crime and Punishment</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information <p style="text-align: center;">Journeys</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time
<p style="text-align: center;"><u>Key vocabulary</u></p>		<p>The Greatest Explorers Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.</p> <p>Great inventions- Transport Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery</p>	<p>Egyptians Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule</p> <p style="text-align: center;">Romans</p> <p>Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries</p> <p style="text-align: center;">Greeks</p> <p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact</p>	<p style="text-align: center;">The Maya</p> <p>Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance</p> <p style="text-align: center;">The Vikings</p> <p>Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga</p> <p style="text-align: center;">Crime and Punishment</p> <p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, value</p> <p style="text-align: center;">Journeys</p> <p>Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant</p>

<p><u>Key indicators</u></p>		<p>The Greatest Explorers To know what an explorer is and what they do. To locate some explorers on a timeline. Identify key events in the life of Ibn Battuta. To know when Ibn Battuta lived, and can locate him on a timeline. Explain why Ibn Battuta's exploration was important. Know the key events in the life of Captain Cook. Understand that there are differing views about Captain Cook's achievements Understand key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott. Understand why Roald Amundsen reached the South Pole before Captain Scott. Compare the achievements of Amundsen and Scott. Explain the achievements of Sunita Williams. Understand why her achievements are significant. Give valid reasons why in the past there have been fewer female explorers than male explorers. Explain what it means to be a great explorer. Provide valid reasons for why I have made my selection. Understand that other people may have differing and equally valid viewpoints. Great inventions- Transport Retell the story of the first flight. Explain why the Wright brothers may have wanted to fly. Know about some of the sources of evidence we can use to find out about the first flight. Describe some key features of the Wright's Flyer. Describe how these tasks were carried out before the aeroplane was invented. Understand how important aeroplanes are today. To know when and why the Rainhill Trials happened. To know about some of the key events of the Rainhill Trials. Use sources to find out information about the Rainhill Trials. Identify some of the roles that trains play today. Describe how these roles were undertaken before the steam engine was invented. Understand the significance of the Rainhill Trials.</p>	<p>Egyptians Use a timeline to locate Ancient Egypt and other ancient civilisations. Explain why the Nile was so important to the Egyptians. Describe achievements made by the Ancient Egyptians. Argue why one achievement may be greater than another Make conclusions about Ancient Egyptian life from looking at the evidence. Understand why some of this evidence can be found in Britain and other countries Describe a range of different roles and jobs carried out by the Egyptians. Identify and explain reasons why the Egyptians built the pyramids. To suggest how the pyramids were built. To reach some conclusions about the Ancient Egyptian people through studying the pyramids. To know important details about Egyptian religion. To explain why the Egyptians did certain things as part of their religion</p> <p>Romans To describe some of the details about the Roman invasion. To provide some valid reasons why the Romans wanted to invade Britain. To describe what life was like for a Roman soldier on Hadrian's Wall. To know where and why the Romans built their roads Understand how Roman roads were built. Explain the consequences of building the roads for different groups of people. Explain what the Romans did which is still of significance today. Understand that some Roman developments are of more importance now than others. Use a variety of resources to obtain information about the achievements of the Romans. To understand that there were differing viewpoints about invading Britain.</p> <p>Greeks Place Ancient Greece on a timeline, and compare that period with other civilisations studied. Give some reasons why Ancient Greece became so powerful. Identify what Greece is like now, and identify some links between the modern world and Ancient Greece Acquire knowledge related to the study of the Spartans and Athenians using a variety of sources of evidence. Explain why the Ancient Greeks fought so many wars, and why they were successful.</p>	<p>The Maya Know where and how the Maya is today. To use evidence about the Maya today to reach a conclusion about the Maya in the past. To understand why the Maya had many gods. To explain the significance of the Maya creation myth. To make links between the beliefs of the Maya and other societies studied To understand that most of the Maya disappeared around 900 AD. To know that historians disagree about why this happened. To present my own interpretation of events around 900 AD. To find out relevant information about Maya technology and culture. To reach a valid conclusion about how advanced a society the Maya were.</p> <p>The Vikings To know about the events at Lindisfarne on 8th June 793 AD. know what the way of life was like for Vikings at home. To use evidence to identify valid reasons why the Vikings would want to leave their home. Understand that the Vikings were traders as well as raiders. Know the key events in Alfred's life. To reach a valid judgement on how successful Alfred was against the Vikings. To offer a valid opinion about whether Alfred should be called 'Great' To know that the Vikings themselves left very little written evidence. Understand that the majority of the written evidence about the Vikings is biased. To understand that it is very difficult to form a definitive picture of the Vikings. To understand what a saga is and what it should include. To understand that sagas are not necessarily all true. To write my own Viking saga using the information I have learned about the Vikings.</p> <p>Crime and Punishment To explain how laws and punishments change over time. To give valid reasons why some laws change and some remain the same. I understand that views on what is a major crime have changed over time. To explain why views on crime have changed. To use sources to understand why the suffragettes took action. To present a viewpoint on whether the suffragettes were justified in taking their actions. To understand how and why attitudes towards the suffragettes' action have changed over time. To understand why different groups may have differing views To know when and why the police force was introduced. To understand that there have been various types of law enforcer over time.</p>
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