

<b>HISTORY</b>	<b>KEY SKILL</b>	<b>KEY SKILL</b>	<b>KEY SKILL</b>	<b>KEY SKILL</b>
<b>YEAR 1</b>	<b>Chronology</b> Awareness of the passing of time.	<b>Comparisons</b> Similarities/differences between ways of life in different periods.	<b>Oracy</b> Use of historical language/terminology/ stories (parts of stories), asking questions.	<b>Research skills</b> How do we find out about the past? Primary/secondary sources. Reliability of sources.
<b>Ibn Battuta-explorers</b>	Sequence the events of explorers including Ibn Battuta on a timeline.	Awareness of a range of explorers from a variety of landscapes. Why were they exploring? Comparing different explorers' outfits/foods eaten/life styles.	Describe and recount the stories of some explorers.  Recounting stories about who Ibn Battuta met.	Asking questions, using pictures to learn about Ibn Battuta.  Using maps to identify places Ibn Battuta travelled to.
<b>The Great Fire of London</b>	Identifying the Stuart Period on a timeline.  Exploring the timescale of the fire, key dates. What did people do first? Next?	What was life like in London during the Stuart period?	Poetry/stories to describe/explore the scene at the height of the fire.  Following the fire, what was left? What did the King do to rebuild London?  Why were choices made to change what was rebuilt?	Exploring the different points of view about how/why the fire started.  Could it have been stopped?
<b>The history of our high street</b>	What would the experience of shopping be like 70 years ago?	Compare the high street now with different points in the past. What is the same, what is different?  Explore packaging – how has the changes in our shopping experience/habits changed the packaging that is used?	Be exposed to recounts from visitors or other sources to inform your opinions on past events.	Use a range of sources to find answers, pictures, books, oral accounts.  Focus on a part of the high street and research and draw how it looked in the past.

<b>YEAR 2</b>	<b>Chronology</b> Awareness of the passing of time.	<b>Comparisons</b> Similarities/differences between ways of life in different periods.	<b>Oracy</b> Use of historical language/terminology/ stories (parts of stories), asking questions.	<b>Research skills</b> How do we find out about the past? Primary/secondary sources. Reliability of sources.
<b>Remembrance</b>	To begin to be able to describe what the trenches were like in WWI.	How have the trenches changed over time?	Describing what a poppy looks like and say when people wear them.  To be able to describe the event people are remembering by wearing poppies. Explain who we are remembering on Remembrance Day.  Why it is important to remember the people who died in WWI?	Can I describe some of the features of a photo of soldier from WWI?  Can I begin to describe some of the features of a WWI memorial by finding the features from my own investigation?
<b>Walter Tull</b>	To locate Walter Tull on a timeline and plot key events from his life on it.	To compare a football match from today to one from the 1900's.  To compare attitudes towards racism by making comparisons between the lives of Walter Tull and Nicola Adams, identifying some similarities and differences over time.	What is meant by the terms 'famous' and 'significant' and to begin to understand the differences between the two.  Key events in Walter's life- did he have a happy childhood?  To devise appropriate questions to ask Walter Tull about his experience in Bristol and then write about how his experiences might have affected him.  To understand the term racism.	To use different photographs to extract information, to make comparisons and to make some inferences  To use a range of sources including the internet to describe how football kits have changed over time  To use a range of different sources to find out about Walter Tull's experiences in WW1
<b>Should we call Grace</b>	To sequence events from Grace's life.	Comparing Grace O'Malley with images of	Ask questions about what makes a pirate?	To learn about different ways Grace has been represented

<b>O'Malley a pirate?</b>	To fit people and events into a chronological framework.	pirates from the past and the present.  To identify similarities and differences between ways of life in different periods	Describe a picture from the past using appropriate vocabulary.	
<b>YEAR 3</b>	<b>Chronology</b> Awareness of the passing of time.	<b>Comparisons</b> Similarities/differences between ways of life in different periods.	<b>Oracy</b> Use of historical language/terminology/ stories (parts of stories), asking questions.	<b>Research skills</b> How do we find out about the past? Primary/secondary sources. Reliability of sources.
<b>Local history-transport</b>	How transport might be categorised by age and how it has changed over time.	Why situations were as they were and the significance of different explanations for change.  Comparing different forms of transport.	Key vocabulary associated with transport.  How transport might be assessed for effectiveness  How transport might have been needed and used to support the locality.  The difference between change and continuity and the reasons why.	The nature, benefits and limitations of early transport.  The factors and reaction to change and development.  How developments in transport locally occurred and how people reacted.
<b>Ancient Egyptians</b>	Understand that the past is represented and interpreted in different ways.	Describe characteristic features of past societies and identify changes within periods  Describe features of past societies and begin to make links between them	To be able to give reasons for the results of key events from the period.  Know that some events have been interpreted in different ways and suggest reasons for this.	Select and combine information from different sources.

<p><b>Anglo Saxons &amp; Vikings</b></p>	<p>The key features, sequence and duration of these societies.</p> <p>The key events associated with the raids.</p> <p>Why Vikings caused so much fear and how were they able to succeed.</p> <p>The overall nature and specific contributions of Saxons and Vikings to the world today.</p>	<p>Differences in reasons for migration between Saxons and Vikings and between these societies and today</p> <p>Whether there are any similarities with today.</p>	<p>Specialist vocabulary and terminology related to these invaders and settlers.</p> <p>The reasons for the arrival of the Saxons, Vikings and Scots.</p> <p>The characteristic features of different groups within these societies and how the arrival of these societies might be interpreted differently including Alfred.</p> <p>The challenges facing the early settlers and how they overcame them.</p> <p>Why Vikings caused so much fear and how were they able to succeed.</p> <p>The key features of Saxon and Viking boats and the achievements of the Saxons and Vikings at sea.</p> <p>The nature and significance of the Saxons and Vikings on their local community, religion at local and national level.</p> <p>The nature of the conflict between Saxons and Vikings and how it changed over time.</p>	<p>How we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence.</p> <p>The evidence for the legacy of Saxons and Vikings.</p> <p>The contribution of some key individuals and the reliability of some of the accounts.</p>
<p><b>YEAR 4</b></p>	<p><b>Chronology</b></p> <p>Awareness of the passing of time.</p>	<p><b>Comparisons</b></p> <p>Similarities/differences between ways of life in different periods.</p>	<p><b>Oracy</b></p> <p>Use of historical language/terminology/ stories (parts of stories), asking questions.</p>	<p><b>Research skills</b></p> <p>How do we find out about the past? Primary/secondary sources. Reliability of sources.</p>
<p><b>The Maya</b></p>	<p>When and where the Maya lived and the type</p>	<p>How similar, and how different, Mayan and Egyptian writing were.</p>	<p>Understand the difficulties of sustaining a civilization in a rainforest environment.</p>	<p>Understand the difficulty of making conclusions about</p>

	<p>of environment they lived in.</p> <p>Awareness of how the Maya fitted into a wider chronological pattern of other civilisations and periods.</p>	<p>There are different ways to measure time – Islam, Jews, the Maya all have different ways to mark the passage of time.</p> <p>Be able to explain some of the similarities and differences between the Maya and U.K. mathematical system.</p> <p>The similarities and differences between the Maya writing system and ours.</p> <p>Learn about the ancient Maya ball game and its cultural significance and compare it with other spectator sports past and present.</p>	<p>Learn about the Maya writing system and its uses.</p> <p>What the hieroglyphs tell us of Maya culture and society.</p> <p>Understand and use the Maya Calendar round to write your birthdate in the Maya calendar system.</p> <p>Understand the Maya Long Count Calendar System.</p> <p>About Maya trade goods &amp; becoming familiar with the Maya and their culture.</p> <p>Be able to make calculations using the Maya numerical system</p> <p>About Maya myth of creation in the Popul Vuh.</p>	<p>the past using only material</p> <p>That there are still lots of discoveries to be made about the Maya</p> <p>Understand what an archaeologist does.</p>
<p><b>The Elizabethans</b></p>	<p>Children 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.</p>	<p>The children should address historically valid questions about change, similarity and difference</p> <p>To make connections, contrasts and trends over time and address historically valid</p>	<p>Children should learn to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children should learn to make connections, over time and develop the appropriate use of historical terms.</p>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children should learn to construct informed responses that involve thoughtful selection and</p>

	Pupils should note connections, contrasts and trends over time.	questions about similarity and difference.	<p>The children should regularly address and sometimes devise historically valid questions about significance and cause.</p> <p>Children should learn about the significance of Sir Francis Drake.</p> <p>The children should learn to appreciate the significance of turning points associated with the reign of Elizabeth</p>	organisation of relevant historical information.
<b>Ancient Greeks</b>	<p>To place Ancient Greece in time</p> <p>To produce structured work making appropriate use of dates and terms.</p>	<p>To identify some of the similarities and differences between life in Athens and Sparta</p> <p>To show some understanding that aspects of the past have been represented and interpreted in different ways</p> <p>Use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture, and make inferences about the influence of the latter</p> <p>To identify some of the similarities and differences between life in Ancient Greece and today.</p>	<p>About the location, physical features and climate of modern Greece and that Ancient Greece consisted of city states.</p> <p>To understand and use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy</p> <p>To present their findings in different ways.</p> <p>To summarise and identify the most important legacy of the Ancient Greeks giving reasons</p>	<p>To carry out research using secondary sources of written information.</p> <p>To infer information from artefacts and archaeological sites about what life was like in Ancient Greece and to consider the utility and limitations of using artefacts in isolation from other historical sources.</p> <p>To select and combine information from different sources about life in Ancient Greece including schools.</p> <p>To use different sources to identify the most important achievements of Alexander the Great giving reasons.</p>

		To understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today.		To use written sources and film to make inferences about the influence of the Ancient Greek language on modern English and other aspects of Greek life.  To select and combine information from different sources about the recent past and Ancient Greece
<b>YEAR 5</b>	<b>Chronology</b> Awareness of the passing of time.	<b>Comparisons</b> Similarities/differences between ways of life in different periods.	<b>Oracy</b> Use of historical language/terminology/ stories (parts of stories), asking questions.	<b>Research skills</b> How do we find out about the past? Primary/secondary sources. Reliability of sources.
<b>Stone Age to Iron Age</b>	The main features regarding the chronology of the Stone Age and the main changes throughout the period.	Revisit their learning on the Stone Age, Bronze Age and Iron Age. What were the most important aspects? What are the similarities and differences between the three?	What Britain was like after the last Ice Age  How few people lived in Britain at the time, how they fed and clothed themselves.  Why they were nomadic.  To realise that for some questions there are no clear answers.  Immigrants brought new animals and crops to Britain and what impact this had on settlement.  There is much that we don't know about the Stone Age!	To draw conclusions using the evidence we have.  Most of our evidence for the Stone Age comes from archaeologists and archaeologists disagree with each other.  Some recent discoveries that are changing the way we think about the Stone Age.  To make a judgement based on the evidence available to them.

			<p>The main changes brought about by bronze and iron</p> <p>How bronze was made. How bronze tools and weapons were made. How did bronze tools change life?</p> <p>Where copper and tin come from.</p> <p>Where does iron come from? How iron tools and weapons were made? Why did it take so long? How did iron tools and weapons change life?</p> <p>What do buried hoards tell us about Britain at the time?</p> <p>What do bog bodies tell us about life at the time?</p>	<p>What do the written sources from the time tell us about Britain?</p>
<p><b>The Romans</b></p>	<p>To order the story of Boudicca demonstrating chronological understanding.</p>		<p>The Romans attempted to invade twice before they were successful on their third attempt.</p> <p>To develop their historical interpretation skills</p> <p>Why they wanted to control the minerals and exports from this country.</p> <p>Why the Roman Army was so successful in building up the Roman Empire.</p> <p>How we know about life in Roman Britain and especially on Hadrian's Wall</p> <p>Why some tribes did not welcome the Romans and why some did.</p>	<p>Why we know so little about this period of history – which sources can we use?</p> <p>To assess sources for accuracy and bias.</p> <p>To interpret ruins.</p> <p>To consider the evidence used for an artist's impression of what the Fort may have looked like.</p>

			To present and communicate their understanding to a variety of audiences.	
<b>Thematic study- the history of education</b>	<p>To produce a timeline of some of the key developments affecting education.</p> <p>To assess the features, aspects, nature and reasons for change across different periods such as rate of change and patterns of change.</p>	<p>Identify changes between education in the past and today- why schools have changed now and in the past?</p> <p>To compare attitudes across time.</p> <p>To make deductions based on their understanding of past trends, to give reasons for their conclusions and then to reconstruct a possible future educational scenario.</p>	<p>Key vocabulary associated with schools and education</p> <p>About the meaning of the terms change and continuity.</p> <p>To sequence a range of educational developments and to explain the reasons for their choices.</p> <p>To ask questions about the purpose of education. Draw conclusions about how rewarding education was.</p> <p>To plan an enquiry collaboratively into a typical day in education for a particular period of history.</p> <p>To demonstrate awareness of specific questions about education in the past about types of schools and some key laws affecting education.</p> <p>To make judgements about the significance of some developments.</p> <p>About the nature and typicality of education in their locality.</p>	<p>How to interpret a range of different sources.</p> <p>Make inferences based on education sources.</p> <p>About a range of sources covering education in the past</p>

<p><b>YEAR 6</b></p>	<p><b>Chronology</b> Awareness of the passing of time.</p>	<p><b>Comparisons</b> Similarities/differences between ways of life in different periods.</p>	<p><b>Oracy</b> Use of historical language/terminology/ stories (parts of stories), asking questions.</p>	<p><b>Research skills</b> How do we find out about the past? Primary/secondary sources. Reliability of sources.</p>
<p><b>The Blitz &amp; WWII</b></p>	<p>Pupils should note connections, contrasts and trends over time.</p>	<p>Children should understand that there were similarities and differences between people and their experiences.</p> <p>Children should address historical questions related to similarity and difference between fiction and evidence-based sources.</p> <p>Children should address questions about similarity and difference through selection and organisation of historical information.</p>	<p>Children should address a historically valid question related to the cause, change and significance of the Blitz and its wider context. Their response should be found through thoughtfully selected relevant information.</p> <p>The children should develop a coherent narrative of the war including a British and world dimension.</p> <p>Children should be able to answer historical valid questions about the causes of the kinder transport through selection and organisation of historical information.</p>	<p>The children should understand how our knowledge of the impact of the war is constructed from a range of sources.</p>
<p><b>Waterloo &amp; the age of revolutions</b></p>	<p>Children should establish a clear narrative within the period identifying and explaining changes</p>	<p>Describe and make links between events and changes</p>	<p>Children should show knowledge and understanding of some of the main events and people (recognise characteristic features of the period)</p> <p>Children should describe and make links between events and changes and give reasons for the results.</p>	<p>Children should show some understanding that our knowledge is constructed from a range of sources.</p> <p>Can the children use sources to answer the key question? Are they aware that different sources may</p>

			<p>Select and organise information to produce structured work.</p> <p>To know that some individuals have been interpreted in different ways and suggest possible reasons for this.</p> <p>Identify ways Britain prepared for invasion and why they think they will be effective. What? Why? Will this work?</p> <p>Create a diagram that shows how different elements led to unrest in France or mitigated unrest in England.</p> <p>Create a short film that explains the pros and cons of the theme investigated.</p> <p>Children create an image of a character for a class collage of a street scene based on research and demonstrating appropriate characteristic features.</p> <p>Complete a character sketch of Napoleon to decide if he was a hero or a villain?</p> <p>Can children explain why they think men volunteered for the army?</p> <p>Demonstrate an understanding of how the events in Manchester were part of a chain of events that led to political change.</p>	<p>make them draw different conclusions?</p> <p>Can the children use a range of sources to demonstrate their understanding of the consequences of the battle?</p>
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<p><b>Early Islamic Civilisations</b></p>	<p>To place Baghdad in a spatial and temporal framework</p> <p>How ideas about medicine change over time.</p>	<p>Make a comparison between life in Baghdad around 900AD and life in London</p>	<p>To learn about everyday life in Baghdad.</p> <p>To explore how important learning was to some people in Baghdad.</p> <p>That Baghdad was a great centre of learning over 750 years ago.</p> <p>About the House of Wisdom and it's varied learning and how it became a centre for learning drawn from far and wide.</p> <p>How diverse a society Baghdad was?</p> <p>The success Baghdad had in trading with other countries.</p> <p>That some cultures did not value learning and books as highly as Baghdad did.</p> <p>How difficult travelling was at this time.</p> <p>The view of the world that people had at this time.</p> <p>The effect one person can have ( Al-Zahrawi).</p> <p>Where Arab ideas of medicine came from and their ideas spread across the world.</p> <p>The significant contributions made to modern medicine by scholars over 1000 years ago.</p> <p>Why medicine and healing was so important to the people of Baghdad</p>	<p>Sources sometimes raise more questions than they answer.</p> <p>The uses and limitations of personal diaries as evidence.</p> <p>What other artefacts can tell us about Baghdad.</p> <p>The importance of written sources in studying the past [might compare Baghdad with Shang China, Sumer or Indus Valley where there are no written sources].</p>
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