

William Leech CofE Primary - History Overview



Highlighted text is assessment criteria

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| EYFS | <p>By the end of the EYFS we would like our young historians to be able to:</p> <ul style="list-style-type: none"> • Talk about their immediate families and develop a sense of chronology • Talk about how lives were different in the past • 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 • Use time vocabulary, e.g. now, then, in the past, a long time ago • Talk about past and present events in their lives and in the lives of family members |
| Year 1 | <p>Chronological Understanding</p> <p>Recognise a story read to them may have happened a long time ago.</p> <p>Retell a familiar story set in the past.</p> <p>Use words and phrases like: old, new and a long time ago.</p> <p>Explain how they have changed since they were born.</p> <p>Talk about things that happened when they were younger. <i>(Oracy link: Physical – Are you thinking about the speed and volume of your voice?)</i></p> <p>Place up to 3 objects in chronological order (recent).</p> <p>Recognise that some objects belong in the past.</p> <p>Knowledge and Interpretation</p> <p>Explain how their local area was different/similar in the past.</p> <p>Know some of Northumberland's rich history - Grace Darling, including her importance.</p> <p>Give examples of how their lives differ from their grandparents'.</p> <p>Give examples of things that were different when my grandparents were children.</p> <p>Identify objects from the past and compare them (eg: toys, vinyl vs. CD).</p> <p>Identify the main differences between old and new objects.</p> <p>Understand we have a King who rules us and we have had many Kings/Queens in the past.</p> <p>Historical Enquiry</p> <p>Ask questions about old and new objects.</p> <p>Identify old and new things in a picture.</p> <p>Answer questions using an artefact/photograph (sources).</p> <p>Give a plausible explanation for what an object was used for in the past.</p> <p>Learn about the past by talking to an older person. <i>(Oracy link: Cognitive – Are you asking relevant questions?)</i></p> |

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| | Answer questions using an artefact/photograph (sources). <i>(Oracy link: Cognitive – Are you giving reasons for what you are saying?)</i> |
| Year 2 | <p>Chronological Understanding Accurately use the terms: before, after, past, present, then and now. Sequence a set of events in chronological order and attempt to give reasons for their order.</p> <p>Knowledge and Interpretation Recount facts from a key historical event. To know why the Great Fire of London began and what happened because of it. To suggest reasons why the Great Fire of London could have been avoided. Recognise that we celebrate events (eg: Bonfire Night links to London and Parliament) due to events from the past. Recount the life of someone famous from Great Britain's past and explain what they did. (Stephenson, Columbus and Armstrong)</p> <p>Historical Enquiry Answer questions using a specific source, including books and the internet. Research an event and explain why it happens annually (Remembrance, Bonfire Night). Use different sources to research an individual. Discuss who had the greatest impact - Columbus or Armstrong.</p> |
| Year 3 | <p>Chronological Understanding Use a timeline to: Describe events and periods using words: BC, AD and decade. Describe events and periods using the terms: ancient and history. Use phrases like: before I was born/when I was younger. Accurately use the terms: before, after, past, present, then and now.</p> <p>Knowledge and Interpretation Suggest why events happened as they did or why certain people acted in the way they did. Use various sources to answer questions about a historical period. Recount the life of someone famous from Great Britain's past and explain what they did. (Stephenson, Columbus and Armstrong) Explain how their local area was different in the past. Recount facts from a key historical event. Understand the impact and changes to life in Britain with the invention of the railway.</p> <p>Historical Enquiry Appreciate how sources help us to build an accurate picture of the past. Use research skills to find answers to specific historical questions. Recognise how archaeologists help us to understand what has happened in the past. Discuss similarities and differences between given periods. Explain how life in Ancient Greece has impacted our lives today. Explore their legacy in art/ architecture or literature. Use different sources to research an individual. Research the life of someone from the local area using different sources of evidence.</p> |

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| | <p>Discuss who had the greatest impact – Stephenson, Columbus or Armstrong.</p> <p>Research what it was like for children in a given period and present findings (local study).</p> <p>Research specific events and accurately retell them (Woodhorn/Newbiggin Coble disaster).</p> |
| Year 4 | <p>Chronological Understanding</p> <p>Describe events and periods using words: BC, AD and decade.</p> <p>Describe events and periods using the terms: ancient and history.</p> <p>Plot history on a timeline using centuries.</p> <p>Place periods of history on a timeline showing periods of time.</p> <p>Knowledge and Interpretation</p> <p>Begin to picture what life would have been like for early settlers.</p> <p>Suggest why events happened as they did or why certain people acted in the way they did.</p> <p>Use various sources to answer questions about a historical period.</p> <p>Explain how events from the past have helped shape our lives.</p> <p>Explain how the lives of wealthy people were different to those of poorer people.</p> <p>Recall the secrets of Ancient Egypt – hieroglyphics, pyramids and mummification.</p> <p>Recognise that our country has been invaded by several different groups over time.</p> <p>Explain the impact different settlers have had on Britain: associated with invasion, conquering and religion.</p> <p>Identify some differences in food, travel and weaponry between different historical periods.</p> <p>Explain the expansion and dissolution of the Roman Empire.</p> <p>Historical Enquiry</p> <p>Appreciate how sources help us to build an accurate picture of the past.</p> <p>Use research skills to find answers to specific historical questions.</p> <p>Recognise how archaeologists help us to understand what has happened in the past.</p> <p>Explain how sources can be used to help build up a picture of the past.</p> <p>Research two versions of an event and say how they differ.</p> <p>Give more than one reason to support a historical argument.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they've found.</p> <p>Explain how an event from the past has shaped our life today.</p> <p>Research how the Roman Empire had a lasting impact on Britain today.</p> <p>Compare life in Britain between two historical periods – Romans vs. Anglo-Saxons.</p> |
| Year 5 | <p>Chronological Understanding</p> <p>Draw a timeline with different historical periods showing key events or people</p> <p>Use dates and historical language in their work.</p> <p>Knowledge and Interpretation</p> <p>Recognise and describe the differences in the lives of the wealthy to the lives of the poor (peasantry).</p> <p>Compare two or more periods, explaining what has changed or stayed the same.</p> <p>Know why the Vikings invaded Britain and why they chose to invade where they did.</p> <p>Summarise how British women had a major influence on Britain and the wider world.</p> <p>Know the role Queen Victoria played in expanding the British empire.</p> |

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| | <p>Recognise that our country has been invaded by several different groups over time. Explain the impact different settlers have had on Britain: associated with invasion, conquering and religion. Identify some differences in food, travel and weaponry between different historical periods.</p> <p>Historical Enquiry</p> <p>Appreciate how historical artefacts (sources) have helped us understand more about British lives in the present and past. Research what it was like for a child in daily life and compare this to the lives of children in a previously studied time period. Know that invasion is linked to wealth and poverty and identify similarities in previously studied periods of history. Explain the impact and legacy of the invasion of Lindisfarne (793) - linked to wealth and poverty. Compare and contrast the Roman Empire to Queen Victoria's British empire. Compare life in Britain between two historical periods – Romans vs. Anglo-Saxons.</p> |
| Year 6 | <p>Chronological Understanding</p> <p>Identify where a period of history fits on a timeline. Use a timeline to identify years, decades and centuries. Place features of events and people from past societies and periods on a chronological framework.</p> <p>Knowledge and Interpretation</p> <p>Summarise the main events of specific periods explaining the order of key events. Appreciate that parliament's decision making process has changed since 1066. Know and compare how the laws and punishments have changed in Britain since 1066. Discuss how power, law making and enforcement impact our lives now and in the past. Summarise what Britain may have learnt from other countries and civilisations. Recall how the Mayans lived – maths, religion, food and writing. Compare aspects of the Mayan civilisation in contrast to ancient periods in British history.</p> <p>Historical Enquiry</p> <p>Look at 2 different sources to compare their interpretation of the past. Research who has the power to decide laws and how this has changed over time, since 1066. Use historical skills and reasoning to determine key trends and changes to laws in Britain since 1066. Describe features of historical events/life from different periods and present them. <i>(Oracy link: Linguistic – How are you choosing what vocabulary to use and tailoring it to your audience?)</i> Describe features of historical events/life from different periods and present them. <i>(Oracy link: Social and emotional – Are you aware of the group dynamics and actively inviting others to share their opinions?)</i></p> |

| Enquiry | Y1/2 and Y2/3 – Year A |
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| Autumn 1- Continuous Provision What's in our World? | Powerful Knowledge Recall – When was I born (date/ month)? |

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| | <p>Research: How have I changed since I was born?</p> <p>October- Black History Month- age appropriate discussion/ tasks (events beyond living memory)</p> <p>End points</p> <p>Chronological Understanding:</p> <p>Explain how they have changed since they were born.</p> <p>Talk about things that happened when they were younger. <i>(Oracy link: Physical – Are you facing who you are speaking or listening to?)</i></p> <p><u>Key vocabulary</u></p> <p>past, present, important</p> | |
| Assessment | WTS | NOTES |
| <p>Local Study: Where do I live and what is my past?</p> | <p>Powerful Knowledge</p> <p>Recall – What is the History of the area near your school?</p> <p>Research -How is Northumberland rich in History?</p> <p>End Points</p> <p>Chronological Understanding</p> <p>Recognise a story read to them may have happened a long time ago. Retell a familiar story set in the past. Use words and phrases like: old, new and a long time ago. Explain how they have changed since they were born. Talk about things that happened when they were younger. <i>(Oracy link: Physical – Are you thinking about the speed and volume of your voice?)</i></p> | |

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| | <p>Knowledge and Interpretation Explain how their local area was different/similar in the past. Know some of Northumberland's rich history - Grace Darling, including her importance.</p> <p>Historical Enquiry Ask questions about old and new objects. Identify old and new things in a picture. Answer questions using an artefact/photograph (sources).</p> <p>Key Vocabulary: past, present, Woodhorn, mining, fishing</p> | |
| <u>Assessment</u> | WTS | NOTES |
| <p>Plants and Leaves: Does everything change when the seasons change?</p> | No history | |
| <p>Food: Where does our food come from?</p> | No history | |
| <p>Toys: Which toys would I find in my Grandparents Attic?</p> | <p>Powerful Knowledge</p> <p>Recall - What did children play with a long time ago? Research - How is your life different to a child's life in the past? Research – Find out about toys an older person played with by talking to them. Research - What did your grandparents and great grandparents play with and which of those toys still exist today? Reasoning: Why have toys changed and which do you prefer?</p> <p>End Points</p> <p>Chronological Understanding Place up to 3 objects in chronological order (recent). Recognise that some objects belong in the past. Explain how they have changed since they were born.</p> <p>Knowledge and Interpretation Give examples of how their lives differ from their grandparents'. Give examples of things that were different when my grandparents were children. Identify objects from the past and compare them (eg: toys, vinyl vs. CD). Identify the main differences between old and new objects.</p> <p>Historical Enquiry Give a plausible explanation for what an object was used for in the past. Learn about the past by talking to an older person. (<i>Oracy link: Cognitive – Are you asking relevant questions?</i>)</p> | |

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| | Key Vocabulary old, new, different, similar, compare | |
| <u>Assessment</u> | WTS | NOTES |
| The Northumberland Coast : Why is Grace Darling admired by Northumbrians? What treasures can be found on our coastline? | Powerful Knowledge Recall - Who is Grace Darling and why is she famous in this area? Research – Explain what you know about Grace Darling’s life and her significance to us. Reasoning – How has Grace Darling shaped our future today and what is her legacy? Recall - Which monarch gave Grace Darling recognition for her heroism? Recall - Who is our current monarch and what is their role? Research – Why do monarchs change? End Points Chronological Understanding Use words and phrases like: old, new and a long time ago. Recognise a story read to them may have happened a long time ago. Recognise that some objects belong in the past. Retell a familiar story set in the past. Knowledge and Interpretation Explain how their local area was different/similar in the past. Know some of Northumberland’s rich history - Grace Darling, including her importance. Understand we have a King who rules us and we have had many Kings/Queens in the past. Historical Enquiry Ask questions about old and new objects. Identify old and new things in a picture. Answer questions using an artefact/photograph (sources). (<i>Oracy link: Cognitive – Are you giving reasons for what you are saying?</i>) Key Vocabulary What? Where? When?, important, Northumberland, Victorian times | |
| <u>Assessment</u> | WTS | NOTES |

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| Enquiry | Y1/2 and Y2/3 – Year B | |
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| Do polar bears and penguins ever meet? | No History | |
| The Great Fire of London: What happened in Pudding Lane? | Powerful Knowledge Recall – Pudding Lane, 6 th September 1666: What happened? (Include other W questions.) Research – How did the Great Fire of London start? Research How do we know that it really did happen? Reasoning - Could the Great Fire of London have been avoided? Reasoning - What was the impact on life in London? End Points Chronological Understanding Accurately use the terms: before, after, past, present, then and now. Sequence a set of events in chronological order and attempt to give reasons for their order. Knowledge and Interpretation Recount facts from a key historical event. To know why the Great Fire of London began and what happened because of it. To suggest reasons why the Great Fire of London could have been avoided. Recognise that we celebrate events (eg: Bonfire Night links to London and Parliament) due to events from the past. Historical Enquiry Answer questions using a specific source, including books and the internet. Research an event and explain why it happens annually (Remembrance, Bonfire Night). Key Vocabulary timeline, chronological evidence, cause, Pudding Lane | |
| <u>Assessment</u> | WTS | NOTES |
| Health: How do I live a healthy life? | No History | |
| Plants: | | |

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| How does your garden grow? | No History | |
| Explorers: Who was the best explorer - Columbus or Armstrong? | Powerful Knowledge Recall – Recall 3 facts about Neil Armstrong’s life. Recall – Recall 3 facts about Christopher Columbus’s life. Research – What did these individuals do? Research – How are their achievements the same and/or different? Reasoning – Whose achievement had the greatest impact across the world? End Points Chronological Understanding Accurately use the terms: before, after, past, present, then and now. Knowledge and Interpretation Recount the life of someone famous from Great Britain’s past and explain what they did. (Stephenson, Columbus and Armstrong) Recount facts from a key historical event. Historical Enquiry Answer questions using a specific source, including books and the internet. Use different sources to research an individual. Discuss who had the greatest impact - Stephenson, Columbus and Armstrong. Key Vocabulary decade, century, achievement, discovery, explore, expedition | |
| <u>Assessment</u> | WTS | NOTES |

| Enquiry | Y1/2 and Y2/3 – Year C |
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| Ancient Greece: What were the wonders of Ancient Greece? <i>Key concept: Civilisation</i> | Powerful Knowledge Recall - What does the term Ancient mean? What dates do we record as ‘Ancient Greece’? Recall - Who were the Ancient Greeks and how did their empire grow? Reasoning - Can you explain what the Ancient Greeks did for us? (art/architecture/literature) |

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| | <p>Recall - What caused the Trojan war? How was Troy defeated?</p> <p>Research – Who were the Greek gods and what did they represent?</p> <p>Research - What can Ancient Greek pottery tell us about the way they lived?</p> <p>Reasoning – Why were the Ancient Greeks so successful?</p> <p>End Points</p> <p>Chronological Understanding Describe events and periods using words: BC, AD and decade. Describe events and periods using the terms: ancient and history.</p> <p>Knowledge and Interpretation Suggest why events happened as they did or why certain people acted in the way they did. Use various sources to answer questions about a historical period.</p> <p>Historical Enquiry Appreciate how sources help us to build an accurate picture of the past. Use research skills to find answers to specific historical questions. Recognise how archaeologists help us to understand what has happened in the past. Discuss similarities and differences between given periods. Explain how life in Ancient Greece has impacted our lives today. Explore their legacy in art/ architecture or literature.</p> <p>Key Vocabulary ancient, god/goddess, myth/legend, democracy, rich & poor</p> | |
| Assessment | WTS | NOTES |
| Volcanoes: Could you live near a volcano? | No History | |

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| <p>George Stephenson: How did transport change because of George Stephenson?</p> | <p>Powerful Knowledge</p> <p>Recall – Who is ‘The Father of the Railways’ and what did he do?</p> <p>Recall – What is Stephenson’s Rocket and where was it built?</p> <p>Research – What impact did Stephenson’s Rocket have on the rail industry?</p> <p>Reasoning - How was life in Stephenson’s era different from life today?</p> <p>Reasoning – What is Stephenson’s legacy?</p> <p>End Points</p> <p>Chronological Understanding</p> |
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| | <p>Use phrases like: before I was born/when I was younger. Accurately use the terms: before, after, past, present, then and now.</p> <p>Knowledge and Interpretation Recount the life of someone famous from Great Britain's past and explain what they did. (Stephenson, Columbus and Armstrong) Explain how their local area was different in the past. Recount facts from a key historical event. Understand the impact and changes to life in Britain with the invention of the railway.</p> <p>Historical Enquiry Use different sources to research an individual. Research the life of someone from the local area using different sources of evidence. Discuss who had the greatest impact - Stephenson, Columbus and Armstrong.</p> <p>Key Vocabulary change, impact, invention, steam engine/rocket, local, transport</p> | |
| <u>Assessment</u> | WTS | NOTES |
| Plants: How do plants adapt to their surroundings? | No History | |

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| <p>Local Study: Why are fishing/coal at the heart of our community: now and in the past?</p> | <p>Powerful Knowledge</p> <p>Recall – Explain what the working conditions were like for fishermen/ miners and focus on what it was like for children during this time. Research – What happened in the Woodhorn Colliery disaster/Newbiggin Coble disaster of 1904 and how did it impact on the local community? Research – How do the Pitman paintings show an accurate reflection of life in a mining community? Reasoning - Could the Woodhorn Colliery/Newbiggin Coble disaster have been avoided? If so how? Reasoning – Would you have enjoyed working as either an adult or a child in either of these industries?</p> <p>End Points</p> <p>Chronological Understanding Describe events and periods using words: AD and decade. Describe events and periods using the terms: history.</p> <p>Knowledge and Interpretation Use various sources to answer questions about a historical period. Understand how different aspects of life have impacted our local community (coal/fishing).</p> |
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| | Historical Enquiry Appreciate how sources help us to build an accurate picture of the past. Use research skills to find answers to specific historical questions. Research what it was like for children in a given period and present findings (local study). Research specific events and accurately retell them (Woodhorn/Newbiggin Coble disaster). Discuss similarities and differences between given periods. Key Vocabulary History, coal/fishing industry, employment, working conditions, community, significant | |
| Assessment | WTS | NOTES |

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| Enquiry | Y4/5 and Y5/6 – Year A |
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| Stone Age to Iron Age: How did people survive in the prehistoric ages? | Powerful Knowledge Recall - What is meant by BC,AD, Decade? Recall - What is meant by an ‘age’? or prehistoric? Recall – When were the Stone, Bronze and Iron ages? Research - What do archaeologists do? Research – What did they find in early settlements (Skara Brae) and what does this tell us about life in the Stone Age? Research – How did bronze and iron replace stone? Reasoning – Can you explain how life changed and evolved from the Stone Age to the Iron Age? Reasoning - Why was Britain an important place to invade and settle? End Points Chronological Understanding Describe events and periods using words: BC, AD and decade. Describe events and periods using the terms: ancient and history. Knowledge and Interpretation |
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| | <p>Begin to picture what life would have been like for early settlers. Suggest why events happened as they did or why certain people acted in the way they did. Use various sources to answer questions about a historical period.</p> <p>Historical Enquiry Appreciate how sources help us to build an accurate picture of the past. Use research skills to find answers to specific historical questions. Recognise how archaeologists help us to understand what has happened in the past.</p> <p>Key Vocabulary AD/BC, decade, age, pre-historic, Skara Brae, settlements, comparison</p> | |
| <u>Assessment</u> | WTS | NOTES |

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| <p>Ancient Egypt: What are the secrets of Ancient Egypt as an early civilisation?</p> <p><i>Key concept: Rich and Poor (Peasantry)</i></p> | <p>Powerful Knowledge</p> <p>Recall - When was the Ancient Egyptian era? Recall - When were the pyramids built and why were they built? Recall - What are hieroglyphics and what was their purpose? Research – Why was the discovery of Tutankhamun so significant? Research – Summarise the process of mummification. (Note the differences between the rich and poor). Reasoning – Explain the importance of the River Nile in the success of the Ancient Egyptian civilisation? (further note rich and poor differences) Reasoning – Why did the ancient civilisation come to an end?</p> <p>End Points</p> <p>Chronological Understanding Plot history on a timeline using centuries. Place periods of history on a timeline showing periods of time.</p> <p>Knowledge and Interpretation Explain how events from the past have helped shape our lives. Explain how the lives of wealthy people were different to those of poorer people. Recall the secrets of Ancient Egypt – hieroglyphics, pyramids and mummification.</p> <p>Historical Enquiry Explain how sources can be used to help build up a picture of the past. Research two versions of an event and say how they differ. Give more than one reason to support a historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they've found.</p> |
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| | Key Vocabulary era, hieroglyphics, Nile, mummification, pharaoh, pyramid | |
| Assessment | WTS | NOTES |

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| Electricity and sound: In a world of powering up, how can we power down? | No History |
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| Romans: How did the Roman Empire develop, grow and fall? <i>Key concept: Empire</i> | Powerful Knowledge Recall - What dates do we record as the 'Roman Empire' era? Recall – Why and when did the Romans invade Britain? Research – How does Hadrian's wall demonstrate the Roman Empire's power? Research – What do you know about the way the Romans used to live? (Including what life was like for children.) Reasoning – Can you explain what the Romans did for us and how has the Roman Empire had a lasting impact on Britain today? Reasoning - Why was the development of the Roman Empire so successful in its growth? Reasoning: What caused the fall of the Roman Empire? End Points Chronological Understanding Plot history on a timeline using centuries. Place periods of history on a timeline showing periods of time. Knowledge and Interpretation Explain how events from the past have helped shape our lives. Explain how the lives of wealthy people were different to those of poorer people. Recognise that our country has been invaded by several different groups over time. Explain the impact different settlers have had on Britain: associated with invasion, conquering and religion. Identify some differences in food, travel and weaponry between different historical periods. Explain the expansion and dissolution of the Roman Empire. Historical Enquiry Explain how sources can be used to help build up a picture of the past. Research two versions of an event and say how they differ. Give more than one reason to support a historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they've found. Explain how an event from the past has shaped our life today. Research how the Roman Empire had a lasting impact on Britain today. |
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| | Key Vocabulary century, invade, expansion, dissolution, sources, Hadrian's Wall | |
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| Habitats: What makes a home habitable? | Powerful Knowledge Reasoning - Think about key settlers you have previously learnt about in History. (Romans, Greeks, Anglo Saxons, Egypt) Discuss, in relation to their choice of location: - Where did they settle? - Why did they choose to settle where they did? - Did food, travel or weaponry play a role in this? End Points Chronological Understanding Knowledge and Interpretation Recognise that our country has been invaded by several different groups over time. Explain the impact different settlers have had on Britain: associated with invasion, conquering and religion. Identify some differences in food, travel and weaponry between different historical periods. Historical Enquiry Compare life in Britain between two historical periods – Romans vs. Anglo-Saxons. Key Vocabulary | |
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| Britain's Settlement by the Anglo-Saxons and Scots: Raid, abandon, settle and convert? <i>Key concept: Christian Conversion</i> | Powerful Knowledge Recall – What happened to Britain when the Romans left? Recall – Who were the Angles, Saxons and Jutes? Why did they come to Britain? Recall – Who were the Scots and the Picts? Reasoning – Why was Anglo-Saxon Britain made up of Kingdoms? What is a Kingdom? Research – What was life like in Anglo-Saxon Britain? You can include: jobs, houses, roles, beliefs, laws, art and culture. Research - Describe how Anglo-Saxon Britain was ruled (and by whom). Reasoning - What impact did the settlers have on the conversion of Christianity? |
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| | <p>End Points</p> <p>Chronological Understanding Plot history on a timeline using centuries. Place periods of history on a timeline showing periods of time.</p> <p>Knowledge and Interpretation Explain how events from the past have helped shape our lives. Explain how the lives of wealthy people were different to those of poorer people. Recognise that our country has been invaded by several different groups over time. Explain the impact different settlers have had on Britain: associated with invasion, conquering and religion. Identify some differences in food, travel and weaponry between different historical periods. Explain the expansion and dissolution of the Roman Empire.</p> <p>Historical Enquiry Explain how sources can be used to help build up a picture of the past. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they've found. Explain how an event from the past has shaped our life today. Research how the Roman Empire had a lasting impact on Britain today. Compare life in Britain between two historical periods – Romans vs. Anglo-Saxons.</p> <p>Key Vocabulary settlers, peasantry, faith, Christianity, convert, kingdom, analyse</p> | |
| <u>Assessment</u> | WTS | NOTES |

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| Enquiry | Y4/5 and Y5/6 – Year B |
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| <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: How did the Kingdom of England come to be?</p> <p><i>Key concept: Rich and Poor (Peasantry)</i></p> | <p>Powerful Knowledge</p> <p>Recall - What were the 5 main Anglo-Saxon kingdoms? Recall – When did the Vikings invade England? Recall - Why did the Vikings invade England? Research - What do we know about the Viking invasion of Lindisfarne and the impact on Christianity? Research - Summarise what you know about the way the Vikings raided and invaded. Research – How did the kingdoms within Britain change during the struggle between the Anglo-Saxons and the Vikings? (Include the different rulers and leaders – including Edward the Confessor). Reasoning – Were the events of 1066 fundamental in the creation of the Kingdom of England?</p> <p>If time allows: (Key concept: Rich and poor) Recall - Explain the difference between the lives of the Jarls, Karls and Thralls. Research - How was each invasion affected by wealth and poverty? Reasoning - How has the concept of wealth and poverty changed across the time periods we have studied? (Periods studied in KS2)</p> <p>End Points</p> <p>Chronological Understanding Draw a timeline with different historical periods showing key events or people Use dates and historical language in their work.</p> <p>Knowledge and Interpretation Recognise and describe the differences in the lives of the wealthy to the lives of the poor (peasantry). Compare two or more periods, explaining what has changed or stayed the same. Know why the Vikings invaded Britain and why they chose to invade where they did.</p> <p>Historical Enquiry Appreciate how historical artefacts (sources) have helped us understand more about British lives in the present and past. Research what it was like for a child in daily life and compare this to the lives of children in a previously studied time period. Know that invasion is linked to wealth and poverty and identify similarities in previously studied periods of history. Explain the impact and legacy of the invasion of Lindisfarne (793) - linked to wealth and poverty.</p> <p>Key Vocabulary: Lindisfarne, Scandinavia, raid, conquer, Jarls, Karls, connections, relationship</p> |

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| Assessment | WTS | NOTES |
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| European Country Study: Who are our European neighbours? | Powerful Knowledge Recall – How has the European Union changed in the last 10 years? Research - What impact has this had on our country and others in Europe? End Points Chronological Understanding Knowledge and Interpretation Historical Enquiry Key Vocabulary | |
| Plastic Materials: Has Leo Baekeland's invention become a climate disaster? | No History | |
| Women's Impact on British History: How have women shaped and influenced our nation and beyond? <i>Key concept: Empire</i> - Boudicca (died 60/61AD) - Hild (614-680) - Elizabeth Fry (1780-1845) - Queen Victoria (1819-1901) - Emily Wilding Davison (1872-1913) - Rosalind Franklin (1920-1958) compare to Marie Curie - Alex Scott (1984 -present) [Pick some women from the above list to complete the Enquiry, you will need to choose Queen Victoria] | Powerful Knowledge Recall - Name 3 different women who have shaped and influenced our nation and beyond Recall - Why is Queen Victoria known as the 'Grandmother of Europe'? Research - Compare the similarities and differences between Queen Victoria's British empire and the Roman empire? Research - How have the actions of these women encouraged others to make a change? Reasoning - Using historical sources, (where appropriate) explain how the role of women in politics has changed in the 20- century. (Link to suffrage). Reasoning - What is the glass ceiling and has it been broken? End Points Chronological Understanding Draw a timeline with different historical periods showing key events or people Use dates and historical language in their work. Knowledge and Interpretation Summarise how British women had a major influence on Britain and the wider world. Know the role Queen Victoria played in expanding the British empire. Historical Enquiry Appreciate how historical artefacts (sources) have helped us understand more about British lives in the present and past. Compare and contrast the Roman Empire to Queen Victoria's British empire. | |

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| | Key Vocabulary legacy, equality, monarch significance, influence, consequence | |
| <u>Assessment</u> | WTS | NOTES |
| SRE: Should I be the same or unique? | No History | |

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| Rivers: Does a river always travel from source to sea? | Powerful Knowledge Research – How were the lives of rich and poor different because of their location near a river? Research - How have rivers played a major part in the history of our country? Looking at trade, transport and settlement. End Points Chronological Understanding Knowledge and Interpretation Recognise that our country has been invaded by several different groups over time. Explain the impact different settlers have had on Britain: associated with invasion, conquering and religion. Identify some differences in food, travel and weaponry between different historical periods. Historical Enquiry Compare life in Britain between two historical periods – Romans vs. Anglo-Saxons. Key Vocabulary trade, transport, settlers, invasion | |
| <u>Assessment</u> | WTS | NOTES |

| Enquiry | Y4/5 and Y5/6 – Year C |
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| Power, Law, Crime and Punishment: What are the key trends and changes to laws and the impact of parliament since 1066? <i>Key concept: Parliament</i> | Powerful Knowledge Recall - What is parliament and how does it make decisions and laws? Recall - What are laws, democracy, tyranny and treason? Research - How have punishments for different crimes changed in Britain since 1066? (Choose a time period or two that fits to areas you need to recap) |

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| | <p>Research - Who has the power to decide laws, both now and in the past; what impact have these decisions had on our lives?</p> <p>Reasoning - Do we have the death penalty in the UK: why or why not? (<i>Oracy link: Cognitive – Are you responding to what is being said and providing evidence for the points you are making?</i>)</p> <p>Reasoning - What trends with regards to crime and punishment in Britain (since 1066) have you discovered?</p> <p>(Concept of parliament must run through all PK questions)</p> <p>End Points</p> <p>Chronological Understanding Identify where a period of history fits on a timeline. Use a timeline to identify years, decades and centuries. Place features of events and people from past societies and periods on a chronological framework.</p> <p>Knowledge and Interpretation Summarise the main events of specific periods explaining the order of key events. Appreciate that parliament's decision making process has changed since 1066. Know and compare how the laws and punishments have changed in Britain since 1066. Discuss how power, law making and enforcement impact our lives now and in the past.</p> <p>Historical Enquiry Look at 2 different sources to compare their interpretation of the past. Research who has the power to decide laws and how this has changed over time, since 1066. Use historical skills and reasoning to determine key trends and changes to laws in Britain since 1066.</p> <p>Key Vocabulary laws, jury, justice, monarchy, treason, DNA, continuity</p> | |
| <u>Assessment</u> | WTS | NOTES |
| <p>Mayans: Why are they 'written' into our History books?</p> <p><i>Key concept: Civilisation</i></p> | <p>Powerful Knowledge</p> <p>Recall - Where does the Mayan dynasty fit into the historical timeline Recall - Who were the Mayans, and where did they live? Recall - What mathematical knowledge have we taken from the Mayans? Research - What are some of the religious beliefs of the Mayans? Could they be described as ethical? Research - How was food important in the Mayan culture? Reasoning - Explain how Mayan writing differs from that of Ancient Egypt. Reasoning - Why did the Mayan Civilisation end?</p> | |

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| | <p>End Points</p> <p>Chronological Understanding Identify where a period of history fits on a timeline. Use a timeline to identify years, decades and centuries. Place features of events and people from past societies and periods on a chronological framework.</p> <p>Knowledge and Interpretation Summarise the main events of specific periods explaining the order of key events. Summarise what Britain may have learnt from other countries and civilisations. Recall how the Mayans lived – maths, religion, food and writing. Compare aspects of the Mayan civilisation in contrast to ancient periods in British history.</p> <p>Historical Enquiry Look at 2 different sources to compare their interpretation of the past. Describe features of historical events/life from different periods and present them. (<i>Oracy link: Linguistic – How are you choosing what vocabulary to use and tailoring it to your audience?</i>)</p> <p>Key vocabulary ethical, sacrifice, ancestors, script, calendar, contrast, perspective, judgement</p> | |
| <u>Assessment</u> | WTS | NOTES |
| <p>Extreme Earth: Is our Earth Extreme?</p> | No History | |
| <p>Location: Where are we and how do we know?</p> | <p>Powerful Knowledge</p> <p>Recall: Which major historical periods and events can you locate on the timeline? Research: When were the biggest changes in history? Reasoning: Where are we in history, and where have we come from?</p> <p>End Points</p> <p>Chronological Understanding Identify where a period of history fits on a timeline. Use a timeline to identify years, decades and centuries. Place features of events and people from past societies and periods on a chronological framework.</p> <p>Knowledge and Interpretation Summarise the main events of specific periods explaining the order of key events. Summarise what Britain may have learnt from other countries and civilisations.</p> | |

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| | Historical Enquiry Look at 2 different sources to compare their interpretation of the past. Describe features of historical events/life from different periods and present them. (<i>Oracy link: Social and emotional – Are you aware of the group dynamics and actively inviting others to share their opinions?</i>) Key vocabulary historical period, progress, influence | |
| <u>Assessment</u> | WTS | NOTES |
| Working Scientifically: Why do we need to experiment and test as a scientist? | No History | |
| RSHE/PHSCE/Transition: Is it good to be different? | No History | |