

Highlighted in yellow - suggestions for improving coverage and knowledge and understanding.

Highlighted in turquoise - needs to be included to ensure coverage.

Early Years
<p><u>History</u></p> <p>I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment. I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own. I can show that I enjoy joining in with family customs and routines and can share my experiences of them through words or actions. Children talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><i>Although these are closely aligned to the themes studied within History in the National Curriculum, the skills and knowledge needed to support it are interwoven in a range of areas of learning within the EYFS curriculum, rather than being taught as a discrete subject.</i></p>

Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of events, people and changes in the past Everyday Life	Learning intention/ skills	□ Describe an aspect of everyday life within or beyond living memory.	□ Describe the everyday lives of people in a period within or beyond living memory.	□ Describe the everyday lives of people from past historical periods. □ Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. □ Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	□ Create an in-depth study of an aspect of British history beyond 1066. □ Explain how artefacts provide evidence of everyday life in the past.	□ Explain how everyday life changed for people after invasion.	□ Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
	Knowledge	□ Aspects of everyday life include houses, jobs, objects, transport and entertainment.	□ Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	□ Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social	□ Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. □ The materials and decoration used to make an artefact can tell us about	□ Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlements; opportunities for trade and the destruction of previous belief systems and ways of life.	□ War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.

			<p>hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>□ Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p> <p>□ Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p> <p>□ The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the</p>	<p>the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.</p>		
--	--	--	---	--	--	--

				building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.			
	Coverage	Year 1 Childhood and school days - exploring and comparing school days and objects from the Victorian era. Was it better to be a child in the Victorian era or now?	Year 3 - Through the Ages - Looking at key features of everyday life in the Stone Age, Bronze Age and Iron Age. Examine Stone Age tools from the three periods of the Stone Age and discuss how they would have been used and how they developed in efficiency. Focus on Skara Brae as a settlement Examine life in the Bronze Age using fact cards and produce summary of key points. Examine Bronze Age artefacts - what do they show us about life at that time? Year 3 - Emperors and Empires - children explore what a Roman town was like, the fact that before the Romans there were no towns, the use of a grid system to construct the layout of the town and some of the key buildings contained within a town	Year 3 - Through the Ages - Looking at key features of everyday life in the Stone Age, Bronze Age and Iron Age. Examine Stone Age tools from the three periods of the Stone Age and discuss how they would have been used and how they developed in efficiency. Focus on Skara Brae as a settlement Examine life in the Bronze Age using fact cards and produce summary of key points. Examine Bronze Age artefacts - what do they show us about life at that time? Year 3 - Emperors and Empires - children explore what a Roman town was like, the fact that before the Romans there were no towns, the use of a grid system to construct the layout of the town and some of the key buildings contained within a town	Year 4 - Potions - children explore how potions were used in the past for medicinal and magical purposes. Make a potion using ingredients known for their curative powers and describe its usage. Year 4 - Potions - children use first hand historical accounts and images to explore accounts of dentistry or surgery taken without anaesthetic. They compare and contrast with modern day surgery. Year 4 - Traders and Raiders - children examine how lifestyles changed from the Romans to the AS to the Vikings. Traders and Raiders - children explore the objects found in the Sutton Hoo hoard - the children examine the artefacts found in the burial ship and reflect what these items can tell us about the AS and in	Not applicable for Year 5 projects. Year 5 - Gods and Mortals Explore the Roles of men and women in Athens podcast audio . Provide resources for note taking and encourage the children to jot down key facts as they listen. Allow time for discussing the children's notes and explore how the gender roles were different. Children could also be encouraged to consider how the gender roles were similar to or different from gender roles today. Challenge the children to extend their knowledge of this aspect of Athenian society by analysing the Men and women in ancient Greece picture cards . Encourage them to use their notes and the evidence from the picture cards to write a report about the different gender roles.	Year 6 - A Child's War - children begin the project with a detailed exploration of the evacuation process and find out about rationing. Year 6 - A Child's War - children read letters from soldiers /evacuees to gain an understanding of the emotional impact of being away from home. They then write their own letters in role that include factual information and that demonstrate empathy. Year 6 - A Child's War - children explore how the Blitz had an impact upon people's lives using written and photographic sources of evidence. Year 6 - A Child's War - children explore the long term consequences of WW2 upon society

such as the forum, basilica, bath houses and temples.

They take a closer look at the construction of Roman roads and how the development of a road system helped to Romanise Britain.

They learn that forts were built to keep the peace and that Doncaster was the site of a fort.

particular the individual that the items belonged to.

Children explore the difference between a primary and secondary source of evidence and consider which is most valuable to a historian.

Traders and Raiders - children explore Anglo-Saxon settlements and what homes were like. They make comparisons with Roman towns.

Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge and understanding of events, people and changes in the past</p> <p>Hierarchy and Power</p>	Learning intention/ skills	<ul style="list-style-type: none"> Describe the role of a monarch. 	<ul style="list-style-type: none"> Describe the hierarchy of a past society. 	<ul style="list-style-type: none"> Describe the roles of tribal communities and explain how this influenced everyday life. Describe the hierarchy and different roles in past civilisations. Describe the significance and impact of power struggles on Britain. 	<ul style="list-style-type: none"> Describe the significance and impact of power struggles on Anglo-Saxon Britain. 	<ul style="list-style-type: none"> Describe the hierarchy and different roles in ancient civilisations. 	<ul style="list-style-type: none"> Describe and explain the significance of a leader or monarch. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.
	Knowledge	<ul style="list-style-type: none"> A monarch is a king or queen who rules a country. 	<ul style="list-style-type: none"> Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. 	<ul style="list-style-type: none"> Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom 	<ul style="list-style-type: none"> The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. 	<ul style="list-style-type: none"> Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. 	<ul style="list-style-type: none"> Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.

of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.

□ After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.

	Coverage	<p>Year 1 - Bright Lights Big City Topic begins with discussing who the Queen is and what she does. The role of the monarch is explored.</p>	<p>Year 2 - Magnificent Monarchs - children explore the feudal system brought in by William the Conqueror.</p> <p>Hierarchy role play - if the focus of this lesson was changed from what Cornerstones suggests, it would be an effective and fun way of making sure the children understood the feudal system and how it felt to be at the top or at the bottom. Children could change roles and explore both sides. Use of drama. Photos and speech /thought bubbles could go in books.</p>	<p>Year 3 - Through the Ages - Look at how settlements changed in the Iron Age - hillforts had become necessary as there was tribal fighting. Compare with Stone Age settlements and hunter-gatherer lifestyle. Explore causes/effects and consequences that came about in the Iron Age.</p> <p>Year 3 - Emperors and Empires - children know that Rome was ruled by an Emperor.</p> <p>Children explore the impact of the Roman invasion on the Celtic tribes many of whom refused to obey Roman rule which led to conflict and death. They take a closer look at Boudicca and why she led a rebellion. They explore how a Celt and a Roman would have viewed the uprising.</p>	<p>Year 4 - Traders and Raiders- children learn about the impact on Britain of the AS invasion and later the invasion of the Vikings which led to many conflicts. They learn that Alfred the Great made peace with the Vikings and that England was divided between the AS and the Vikings.</p>	<p>Year 5 - Pharaohs - children examine role of a Pharaoh and learn that he was considered to be a living god. They create a job description for a Pharaoh. Using the pyramid frame they explore the social structure of AE society.</p> <p>Year 5 - Gods and Mortals Recap on the meaning of the words republic, power, rule, monarchy and democracy. Show the children the Democracy in ancient Greece presentation and discuss the information, allowing time for the children to ask and answer questions. Invite the children to use this knowledge to identify mistakes on the Historian's report recording sheet. Allow children to refer to the bullet points on the Democracy in ancient Greece information sheet, information books and the internet to identify any errors and provide additional information. Invite the children to share their findings and check their work against the Historian's report answer sheet.</p> <p>Year 5 - Gods and Mortals Invite the children to revisit the meaning of the terms 'hierarchy' and 'social class'. Then use the Social hierarchy in</p>	<p>Year 6 - A Child's War - children learn about the key leaders and parties involved in WW2 and the impact of their actions.</p> <p>Year 6 - A Child's War - Remembrance - the children discover the symbolism of the poppy, read the wording of the Act of Remembrance, learn about remembrance events and memorials and explore the words of John McCrae's poem, <i>In Flanders Fields</i>. They understand the significance of the phrase Lest we forget and that wars are still being fought today.</p>
--	----------	---	--	--	--	--	--

						<p>ancient Athens diagram to give a brief overview of each group in Athenian society. Ask the children to summarise what the diagram shows making comparisons with time periods studied previously where possible. To find out more about each of the social groups, ask the children to read the Social hierarchy in ancient Athens information sheet and then use their knowledge to complete the Social hierarchy recording sheet.</p>	
TheyStrand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge and understanding of events, people and</p>	<p>Learning intention/ skills</p>			<p>□ Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p>	<p>□ Construct a narrative, chronological or non-chronological account of a past civilisation, focusing</p>	<p>□ Describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p>□ Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p>

<p>changes in the past</p> <p>Civilisations</p>				<ul style="list-style-type: none"> □ Describe ways in which human invention and ingenuity have changed how people live. □ Describe the achievements and influence of the ancient Romans on the wider world. □ Explain the cause and consequence of invasion and migration by the Romans into Britain. 	<p>on their features and achievements.</p> <ul style="list-style-type: none"> □ Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). □ Explain the cause, consequences and impact of invasion and settlement in Britain. □ Describe the significance and impact of power struggles on Britain. 	<ul style="list-style-type: none"> □ Study a feature of a past civilisation or society. □ Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). 	<ul style="list-style-type: none"> □ Describe some of the significant achievements of mankind and explain why they are important. □ Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
	<p>Knowledge</p>			<ul style="list-style-type: none"> □ The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. □ Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. □ The cause of the Roman invasion of Britain was to 	<ul style="list-style-type: none"> □ The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. □ The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. □ Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland 	<ul style="list-style-type: none"> □ The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. □ The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. □ The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of 	<ul style="list-style-type: none"> □ Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. □ An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.

				<p>gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.</p> <p>□ The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.</p>	<p>after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>□ The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>	<p>which have influenced the world over the last 5000 years.</p>	<p>□ The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p>
	Coverage			<p>Year3 - Through the Ages - Throughout the topic the periods of history are compared and contrasted with a focus on the</p>	<p>Year 4 - Road Trip USA - children carry out research into the everyday lives and customs of the Native American Iroquois</p>	<p>Year 5 - Pharaohs - children examine the artefacts and read reports about the artefacts discovered in Tut's tomb.</p>	<p>Year 6 - A Child's War - children learn about the key leaders and parties involved in WW2 and the impact of their actions.</p>

				<p>development of civilisation from hunter/gatherers to more settled farmers. Children explore how tools became more sophisticated and efficient and how the discovery and use of bronze and iron led to changes and developments in people's lives.</p> <p>Metalworking in the Bronze Age explores how the use of bronze for weapons and tools led to an increase in farming, trade and wealth.</p> <p>Invention and ingenuity in the Iron age explores developments and how these would have changed people's lives. Children examine inventions of the Iron Age and discuss which they think would have had the biggest impact on daily life.</p> <p>Know that the Iron Age was brought to an end in AD 43 with the Roman Invasion.</p> <p>Year 3 - Emperors and Empires - children explore the growth of the Roman Empire and discuss why the Romans invaded Britain. They understand that their efficient army played a vital role in their successful invasion and settlement of foreign lands.</p>	<p>tribe. They choose how to present their findings.</p> <p>Year 4 - Traders and Raiders - children learn where the AS came from and know that they established 7 kingdoms. They look at how place names can provide evidence of AS settlement. They later find out where the Vikings came from and learn how England was divided between the AS and the Vikings.</p> <p>Traders and Raiders - children explore various sources of evidence to gain an overall picture of what life was like in AS and Viking times. They note similarities between the two cultures.</p> <p>Year 4 - Traders and Raiders - children learn about the impact on Britain of the AS invasion and later the invasion of the Vikings which led to many conflicts. They learn that Alfred the Great made peace with the Vikings and that England was divided between the AS and the Vikings.</p>	<p>They discuss and hypothesise what these artefacts show about the AE and Tut himself.</p> <p>Year 5 - Pharaohs - children research into some of AE most famous Pharaohs and describe their achievements.</p> <p>Year 5 - Pharaohs - children explore the role of a Pharaoh and what they were responsible for.</p> <p>Year 5 - Pharaohs - children explore the beliefs, practices and rituals that the AE had in relation to life after death.</p> <p>Year 5 - Pharaohs - when exploring the after life and the weighing of the heart ceremony, children reassure a nervous Pharaoh that the priests will have done everything possible to make sure that his soul will pass safely on - the process of mummification, amulets, spells from the Book of the Dead and the contents of the tomb were significant factors in ensuring this.</p> <p>Year 5 - Pharaohs - children explore the different Egyptian gods and create fact files to show what they looked like and what their roles were.</p>	<p>Year 6 - Frozen Kingdoms - children use an Antarctic time line to explore the significant events of Captain Cook's voyage, Scott's expedition and Shackleton's expedition. They carry out further research into one of these events.</p>
--	--	--	--	--	---	--	--

				<p>Children explore what a Roman town was like, the fact that before the Romans there were no towns, the use of a grid system to construct the layout of the town and some of the key buildings contained within a town such as the forum, basilica, bath houses and temples.</p> <p>They take a closer look at the construction of Roman roads and how the development of a road system helped to Romanise Britain.</p> <p>They make comparisons between Celtic and Roman ways of life.</p> <p>Children explore Hadrian's Wall, its construction and function.</p>		<p>Year 5 - Pharaohs - They explore the legacy of AE and what the AE contributed to world history</p> <p>Year 5 - Gods and Mortals Introduce the enquiry question, 'Who do you think was the most significant person to live in Athens?' Show children the Great people of Athens presentation to introduce some of the most significant Athenians. Ask the children to discuss each of the figures and explain the impact that their contribution had on ancient Greece and the modern world. Ask the children which figure they think is most significant, and allow them to read more about their chosen figure using the Great people of Athens information sheets. Direct the children to use the information sheets and other resources, such as information books and the internet, to write a short profile of their chosen figure that answers the enquiry question.</p> <p>Show the Hippocrates video to introduce the man, his work and his influence. Allow time for the children to ask and answer questions and summarise the ways in which</p>	
--	--	--	--	---	--	--	--

					<p>Hippocrates' beliefs and scientific work influenced both ancient Greece and modern medicine. Invite the children to learn more by looking at the Hippocrates information sheet and answering the questions included. At the end of the session, encourage the children to discuss their answers and ask the summary question 'Why were Hippocrates' achievements and influence so significant?'</p> <p>Year 5 - Gods and Mortals Begin by asking the children what they know about the Olympic Games. Allow the children to share their thoughts and ideas before showing them the Olympic Games presentation. Allow time for the children to ask and answer questions about the information and consider how the ancient games influenced our contemporary event. Encourage them to research this further by visiting the Olympic Games website. After a period of investigation, invite the children to discuss, then write, answers to the questions on the final slide of the presentation.</p> <p>Year 5 - Gods and Mortals</p>	
--	--	--	--	--	---	--

						<p>Explain to the children that they will be carrying out an enquiry to answer the question 'Who was Alexander the Great, what did he achieve and how did he influence the wider world?' Challenge the children to use information found on the useful weblinks, information books and the Historical sources picture cards to make notes about Alexander the Great. Explain that they should cross-reference between the different sources to ensure accuracy. Children should use the Historical enquiry recording sheet to record and structure their findings. When complete, invite the children to share and compare what they have discovered.</p>	
--	--	--	--	--	--	---	--

Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry Report and present Organisation and communication	Learning intention/ skills	<ul style="list-style-type: none"> □ Create stories, pictures, independent writing and role play about historical events, people and periods. 	<ul style="list-style-type: none"> □ Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. 	<ul style="list-style-type: none"> □ Make choices about the best ways to present historical accounts and information. 	<ul style="list-style-type: none"> □ Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. 	<ul style="list-style-type: none"> □ Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. 	<ul style="list-style-type: none"> □ Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
	Knowledge	<ul style="list-style-type: none"> □ Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. 	<ul style="list-style-type: none"> □ Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. 	<ul style="list-style-type: none"> □ Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. 	<ul style="list-style-type: none"> □ Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. 	<ul style="list-style-type: none"> □ Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. 	<ul style="list-style-type: none"> □ Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
	Coverage	Year 1 - evident throughout the projects especially with hook days. See photographic evidence.	Year 2 - evident throughout the projects especially with hook days. See photographic evidence.	Year 3 - evident throughout the projects especially with hook days. See photographic evidence. Year 3 Through the Ages	Year 4 - evident throughout the projects especially with hook days. See photographic evidence.	Year 5 - Pharaohs - children explore different sources linked to the process of mummification to ensure accuracy in detail before writing their	Year 6 - Frozen Kingdoms - children make a study of Shackleton's expedition and work to think critically and provide their viewpoints on the Endurance expedition.

				<p>Enquiry into Aymesbury Archer</p> <p>Year 3 Emperors and Empires - children explore what we can deduce from looking at grave goods in the Ivory Bangle grave.</p> <p>They make a simple study of local history connected to the Roman fort in Doncaster.</p> <p>They develop empathy and will need to explore a soldier's life when they create a recount using a diary entry from a soldier on Hadrian's Wall (literacy link)</p> <p>They will present their own findings connected to Roman inventions - landing lesson.</p>	<p>Year 4 - Road Trip USA - children carry out research into the everyday lives and customs of the Native American Iroquois tribe. They choose how to present their findings.</p> <p>Year 4 - Traders and Raiders- children present information in a range of ways connected to various aspects of AS and Viking life.</p> <p>They examine evidence when deciding who was buried at Sutton Hoo.</p>	<p>own set of embalming instructions.</p> <p>Year 5 - Pharaohs - children examine different accounts of the death of Cleopatra and draw conclusions about what the true story might have been.</p> <p>Year 5 - Gods and Mortals - Ask the children, 'How can we find out about ancient Greece?' Encourage them to recall their memorable experience, naming and describing some of the artefacts and sources used. Ask the children to identify whether the sources that they used were primary or secondary, and recall some of the pros and cons of using both. Use the Primary and secondary sources presentation to explore the sources that can be used to find out about ancient Greece. After sharing, invite the children to discuss some of the issues relating to reliability. Give each child a copy of the Primary and secondary sources information pack and ask them to complete the activities, using what they have learned about evidence sources, reliability and bias to help them.</p> <p>Year 5 - Gods and Mortals</p>	<p>Year 6 - A Child's War - children read letters from soldiers /evacuees to gain an understanding of the emotional impact of being away from home. They then write their own letters in role that include factual information and that demonstrate empathy. They consider the positive and negative aspects of using memories as a source of historical evidence and consider bias and viewpoint.</p> <p>When studying the Blitz, children use written and photographic sources of evidence to ascertain facts about the Blitz and to draw inferences. They discuss the value of using primary sources of evidence.</p> <p>Children use evidence to help them answer the enquiry question Why was the Battle of Britain such a significant event?</p>
--	--	--	--	--	---	--	---

					<p>Explain to the children that they will be carrying out an enquiry to answer the question 'Who was Alexander the Great, what did he achieve and how did he influence the wider world?' Challenge the children to use information found on the useful weblinks, information books and the Historical sources picture cards to make notes about Alexander the Great. Explain that they should cross-reference between the different sources to ensure accuracy. Children should use the Historical enquiry recording sheet to record and structure their findings.</p>	
--	--	--	--	--	--	--

Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Historical Enquiry</p> <p>Historical vocabulary and terms of description</p>	Learning intention/ skills	<ul style="list-style-type: none"> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). 	<ul style="list-style-type: none"> Use the historical terms year, decade and century. 	<ul style="list-style-type: none"> Use historical terms to describe different periods of time. Ask well composed historical questions about aspects of everyday life in ancient periods. 	<ul style="list-style-type: none"> Use more complex historical terms to explain and present historical information. 	<ul style="list-style-type: none"> Articulate and organise important information and detailed historical accounts using topic related vocabulary. 	<ul style="list-style-type: none"> Use abstract terms to express historical ideas and information.
	Knowledge	<ul style="list-style-type: none"> Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. 	<ul style="list-style-type: none"> A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. 	<ul style="list-style-type: none"> Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change. 	<ul style="list-style-type: none"> Historical terms include abstract nouns, such as invasion and monarchy. 	<ul style="list-style-type: none"> Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. 	<ul style="list-style-type: none"> Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.
	Coverage	<p>Year 1 - Dinosaur Planet will explore the fact that dinosaurs existed a very long time ago.</p> <p>Moon Zoom - uses sequencing words to explore the chronology of space travel.</p>	<p>Year 2 - Magnificent Monarchs - children explore the meaning of the words year, decade and century while organising their monarchs timeline.</p>	<p>Year 3 - Through the Ages Explore the chronology of the Stone Age Bronze age and Iron age using timeline cards</p>	<p>Year 4 - Traders and Raiders- children explore the invasion of the Anglo-Saxons and later the Vikings after the departure of the Romans. They discuss the terms invader and settler.</p>	<p>Year 5 - Gods and Mortals Recap on the meaning of the words republic, power, rule, monarchy and democracy. Show the children the Democracy in ancient Greece</p>	<p>Year 6 - Child's War - Children are asked the question - What is war? Children are introduced to these terms relating to warfare : allies, battle, civilian, combat, conflict, defence, invasion, liberate,</p>

		<p>Childhood/school days - through discussion of when the Victorian period was and in comparing objects/routines from the past with now.</p>		<p>Understand that the Stone Age can be divided into three periods. C750000 BC to C2500BC Palaeolithic, Mesolithic, Neolithic</p> <p>Explore the meaning of historical terms</p> <p>Year 3 - Through the Ages - Throughout the topic children are encouraged to ask questions and make evaluations and comparisons - eg when looking at sources of written or pictorial evidence or handling artefacts - what do they show us about everyday life, what can we learn, what comparisons can we make, what can we infer, how have things changed and why, which do you think is the most significant and why - justify your reasoning, how do you know that... explain your thinking and back it up with evidence.</p> <p>Explore the location of Stone Age settlements, discuss why they were built where they were. Focus on Skara Brae and suggest reasons for its position.</p> <p>Aymesbury Archer.</p> <p>Year 3 - Emperors and Empires - ordering and</p>	<p>New vocabulary relevant to the lesson is introduced throughout using vocabulary slides.</p> <p>The terms primary and secondary sources of evidence are referred to during the topic.</p>	<p>presentation and discuss the information, allowing time for the children to ask and answer questions. Invite the children to use this knowledge to identify mistakes on the Historian's report recording sheet. Allow children to refer to the bullet points on the Democracy in ancient Greece information sheet, information books and the internet to identify any errors and provide additional information. Invite the children to share their findings and check their work against the Historian's report answer sheet.</p> <p>Year 5 - Gods and Mortals Explain to the children that they will be carrying out an enquiry to answer the question 'Who was Alexander the Great, what did he achieve and how did he influence the wider world?' Challenge the children to use information found on the useful weblinks, information books and the Historical sources picture cards to make notes about Alexander the Great. Explain that they should cross-reference between the different sources to ensure accuracy. Children should use the Historical enquiry recording sheet to record and structure their findings.</p>	<p>rebellion, resistance, retaliation, surrender, tactic and victory. The vocabulary is included on the knowledge organiser.</p>
--	--	--	--	--	---	---	--

creating a timeline to show significant key dates in Roman history

Children explore the first invasions and eventual conquest of Britain.

Children explore the reasons behind Boudicca's rebellion.

Children explore artefacts and ask and answer questions relating to these artefacts with a particular focus on the grave goods of the Ivory Bangle lady.

They draw conclusions as to what life would have been like for a Roman soldier and create a diary entry.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Historical Enquiry Artefacts and evidence	Learning intention/ skills	<ul style="list-style-type: none"> □ Use a range of historical artefacts to find out about the past. □ Express an opinion about a historical source. 	<ul style="list-style-type: none"> □ Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. □ Use historical sources to begin to identify viewpoint. 	<ul style="list-style-type: none"> □ Make deductions and draw conclusions about the reliability of a historical source or artefact. □ Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. 	<ul style="list-style-type: none"> □ Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. □ Identify bias in primary and secondary sources. □ Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. 	<ul style="list-style-type: none"> □ Use a range of historical sources or artefacts to build a picture of a historical event or person. □ Find evidence from different sources, identify bias and form balanced arguments. 	<ul style="list-style-type: none"> □ Ask perceptive questions to evaluate an artefact or historical source. □ Identify different types of bias in historical sources and explain the impact of that bias.

	Knowledge	<ul style="list-style-type: none"> □ Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. □ Historical sources include artefacts, written accounts, photographs and paintings. 	<ul style="list-style-type: none"> □ Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. □ A viewpoint is a person's own opinion or way of thinking about something. 	<ul style="list-style-type: none"> □ Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. □ Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. 	<ul style="list-style-type: none"> □ Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. □ Bias is the act of supporting or opposing a person or thing in an unfair way. □ A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. 	<ul style="list-style-type: none"> □ Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. □ Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. 	<ul style="list-style-type: none"> □ Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' □ Different types of bias include political, cultural
	Coverage	<p>Year 1- Dinosaur Planet- listen to a story about Mary Anning and look at images of fossil discoveries. Handle fossils.</p> <p>Bright Lights, Big City - involves looking at various sources to explore The Great Fire of London and its impact.</p>	<p>Year 2 - Magnificent Monarchs - using different portraits children explore why the portraits were painted and discuss what the paintings can tell us about monarchs, do they show the power of the monarch?</p>	<p>Year 3 - Through the Ages - Ensure that children know the difference between primary and secondary resources</p> <p>Explore the location of Stone Age settlements, discuss why they were built where they were. Focus on Skara Brae and</p>	<p>Year 4 - Traders and Raiders- children examine AS jewellery with a particular focus on brooches. They understand that the brooches show that the AS were incredibly skilled craftsmen and that the ownership of such</p>	<p>Year 5 - Pharaohs - children examine artefacts and read information about the items discovered in Tut's tomb. They consider what can be learned about the AE and Tut from these objects.</p> <p>Year 5 - Pharaohs - children examine different</p>	<p>Year 6 - A Child's War - children will be examining photographic and written sources of information during the topic and evaluating their reliability as sources of evidence considering if they are primary or secondary sources of evidence and</p>

		<p>Childhood/school days - comparing images of objects from then and now and making use of museum loans to borrow artefacts from Victorian times to allow comparison. Reconstruction of typical Victorian school day.</p>		<p>suggest reasons for its position.</p> <p>Examine Bronze Age artefacts - what do they show us about life in this period?</p> <p>What can we deduce from looking at the objects discovered with the Amesbury Archer? Might we have different interpretations of what the objects reveal about the identity?</p> <p>Year 3 - Emperors and Empires - children explore artefacts and ask and answer questions relating to these artefacts with a particular focus on the grave goods of the Ivory Bangle lady.</p> <p>They draw conclusions as to what lie would have been like for a Roman soldier and create a diary entry.</p>	<p>jewellery reflects status and power.</p> <p>Traders and Raiders- Sutton Hoo hoard - the children examine the artefacts found in the burial ship and reflect what these items can tell us about the AS and in particular the individual that the items belonged to.</p> <p>Traders and Raiders - children are encouraged to decide which sources of evidence are primary and secondary sources during the course of the topic.</p>	<p>accounts of the death of Cleopatra and draw conclusions about what the true story might have been.</p> <p>Year 5 - Gods and Mortals Give each group a set of Ancient Greek artefacts recording sheets. Explain that they must work together to read the information and then sequence the cards chronologically. Where information is missing from the card, they should work together as a team using information books and the internet to fill in the missing data. The first team to complete their artefact timeline accurately is the winning team. At the end of the session, reveal the missing information using the Ancient Greek artefacts answer sheet and display the correct chronological order using the Ancient Greek artefacts timeline diagram. Ask the summary question, 'What do these artefacts begin to tell you about life in the different periods of ancient Greece?'</p> <p>Year 5 - Gods and Mortals - Ask the children, 'How can we find out about ancient Greece?' Encourage them to recall their memorable experience, naming and describing</p>	<p>taking into account bias and viewpoint.</p> <p>Children answer the enquiry question of Why was the Battle of Britain such an important event.</p> <p>Children explore how propaganda was used, they examine features of propaganda posters and create their own.</p>
--	--	--	--	--	--	--	---

some of the artefacts and sources used. Ask the children to identify whether the sources that they used were primary or secondary, and recall some of the pros and cons of using both. Use the [Primary and secondary sources presentation](#) to explore the sources that can be used to find out about ancient Greece. After sharing, invite the children to discuss some of the issues relating to reliability. Give each child a copy of the [Primary and secondary sources information pack](#) and ask them to complete the activities, using what they have learned about evidence sources, reliability and bias to help them.

Year 5 - Gods and Mortals
Explain to the children that they will be carrying out an enquiry to answer the question 'Who was Alexander the Great, what did he achieve and how did he influence the wider world?' Challenge the children to use information found on the useful weblinks, information books and the [Historical sources picture cards](#) to make notes about Alexander the Great. Explain that they should cross-reference between the different sources to

						ensure accuracy. Children should use the Historical enquiry recording sheet to record and structure their findings.	
Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local History Study	Learning intention/skills	□ Describe important events in the school's history.	□ Describe, in simple terms, the importance of local events, people and places.	□ Analyse a range of historical information to explain how a national or international event has impacted the locality.	□ Describe and explain the impact of a past society on a local settlement or community.	□ Investigate evidence of invasion and settlement in the locality.	□ Present an in-depth study of a local town or city, suggesting how to source the required information.
	Knowledge	□ Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	□ Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	□ National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of	□ A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals,	□ Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.	□ Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques,

				people in the locality.	castles or factories; place names and language.		information books and research produced after the event.
	Coverage			<p>Year 3 - Discover Doncaster - children explore significant events in the history of Doncaster. They learn that Doncaster was initially the site of a Roman fort. They learn that Doncaster was important in the train industry and they learn about the Mallard and the Flying Scotsman.</p> <p>Emperors and Empires Children know that Doncaster was the site of a Roman fort and that Doncaster's history begins with the construction of the fort. They explore key features of the fort and consider why it was built.</p>	<p>Year 4 - Traders and Raiders- children explore their local area using place names to investigate whether or not there is evidence to suggest settlement by the AS.</p>		
	Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparison Compare and Contrast	Learning intention/ skills	<ul style="list-style-type: none"> Identify similarities and differences between ways of life within or beyond living memory. 	<ul style="list-style-type: none"> Describe what it was like to live in a different period. 	<ul style="list-style-type: none"> Explain the similarities and differences between two periods of history. 	<ul style="list-style-type: none"> Compare and contrast two civilisations. 	<ul style="list-style-type: none"> Compare and contrast an aspect of history across two or more periods studied. 	<ul style="list-style-type: none"> Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
	Knowledge	<ul style="list-style-type: none"> Identifying similarities and differences helps us to make comparisons between life now and in the past. 	<ul style="list-style-type: none"> A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. 	<ul style="list-style-type: none"> Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. 	<ul style="list-style-type: none"> Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or 	<ul style="list-style-type: none"> Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. 	<ul style="list-style-type: none"> Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have

					contrasting across different civilisations.		differences, such as the success of an invasion.
	Coverage	Year 1 - Childhood/school days - compares and contrasts school days and childhood in Victorian times to now.	Year 3 - Magnificent Monarchs - this will come up when children explore the feudal system and when they discuss the monarchs and their different ways of ruling. It is implicit in the topic that this would be discussed.	Year 3 - Through the Ages - The three periods are compared and contrasted with a particular focus on the development of tools. Children understand that the discovery of bronze and iron changed the way of life. What can we infer from pictorial evidence about life in the Iron Age? Explore the links between causes/effects and consequences of changes in life in the Iron Age Examine what hillforts were like - why was it necessary for homes to be like this now? Why were homes not like this in the Stone Age? Examine Iron Age inventions - discuss which they think would have been the most relevant and life changing invention and why? Think how much progress had been made since the Stone Age. At conclusion of topic - compare and contrast key elements of everyday life from all three periods and produce a presentation on one of the periods studied. Year 3 - Emperors and Empires - children compare and contrast Celtic lifestyle with Roman	Year 4 - Traders and Raiders - children compare and contrast AS settlements with Roman towns. They draw comparisons between the AS and the Vikings way of life noting that there are many similarities between the two cultures.	Year 5 - Gods and Mortals - Compare Greeks and Egyptians, would suggest the technology, innovations and legacy - chn could debate which they consider to be the most important and valuable, which civilisation do they rate as the "best" and why.	Year 6 - A Child's War - children learn that Britain has been at war many times before and at the start of the topic make some comparisons between these wars. Year 6 - A Child's War - children compare and contrast warfare and weapon technology from WW1 with WW2. They discuss the impact new weapons and technology had upon how the war was carried out and upon people.

				lifestyle. They make a closer inspection of Roman towns and features of Roman towns.			
Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significance Significant Events	Learning intention/ skills	□ Identify some key features of a significant historical event beyond living memory.	□ Explain why an event from the past is significant.	□ Explain the cause and effect of a significant historical event.	□ Explain in detail the multiple causes and effects of significant events.	□ Explain why an aspect of world history is significant.	□ Present a detailed historical narrative about a significant global event.
	Knowledge	□ Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	□ Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	□ The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	□ Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced	□ Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.	□ Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

					during war, improvements in quality of life or damage and destruction from a natural disaster.		
	Coverage	<p>Year 1 - Dinosaur Planet - explores what happened to the dinosaurs.</p> <p>Moon Zoom - the first landing on the moon is a very significant event.</p> <p>Bright Lights Big City- the impact that the Great Fire of London had upon the city.</p>	<p>Year 2 - Magnificent Monarchs - not explicit but this would be discussed when looking at the monarchs and discussing what changes they brought about and how these would have had an effect on the English people.</p>	<p>Year 3 - Rocks, Relics and Rumbles - children explore the eruption of Mount Vesuvius in Pompei. Pompei is historically significant as it gives large amounts of information about Roman life.</p> <p>Year 3 - Through the Ages - Children learn that the development of metal working skills by Beaker folk brought an end to the Stone Age and dawn of Bronze Age.</p> <p>Collapse of the Bronze Age brought about further changes and the start of the Iron Age.</p> <p>The Roman Invasion of AD 43 brought about the end of the Iron Age and marked a new period of history for Britain.</p> <p>Year 3 - Emperors and Empires - children know that Britain was invaded unsuccessfully by Julius Caesar in 55 and 54 BC. They then learn about the successful invasion in AD 43 by Claudius and the</p>	<p>Year 4 - Traders and Raiders - children learn about the impact on Britain of the Romans leaving Britain, the AS invasion and later the invasion of the Vikings which led to many conflicts. They learn that Alfred the Great made peace with the Vikings and that England was divided between the AS and the Vikings.</p>	<p>Year 5 - Stargazers - children learn about the race to space between America and Russia.</p> <p>Year 5 - Stargazers - children learn about Sir Isaac Newton and his theories on the force of gravity.</p> <p>Year 5 - Gods and Mortals - children find out about the Battle of Marathon and its significance. They also explore the heroism of the Greek messenger and consider how many marathons are run today.</p>	<p>Year 6 - Frozen Kingdom - children investigate the circumstances surrounding the sinking of the unsinkable Titanic. They decide how to present their findings in a detailed account.</p> <p>Year 6 - A Child's War - children explore why the Battle of Britain was such a significant event and a turning point in the war.</p>

impact this had upon the
Celts

Children explore why the
Romans started to
withdraw their army from
Britain in AD400.

Children find out what
happened after the
Romans left Britain with
the collapse of towns,
money, writing declined and
new invaders arrived - the
Anglo-Saxons.

Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significance Significant People	Learning intention/ skills	□ Understand the term significant and explain why a significant individual is important.	□ Use historical models to make judgements about significance and describe the impact of a significant historical individual.	□ Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	□ Construct a profile of a significant leader using a range of historical sources.	□ Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	□ Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
	Knowledge	□ A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.	□ Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.	□ Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.	□ A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	□ Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.	□ Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
	Coverage	Year 1- Dinosaur Planet - who was Mary Anning? Moon Zoom - who was Buzz Aldrin? Bright Lights Big City - who is the Queen? Childhood/school days - would be good to include a	Year 2 - Magnificent Monarchs - children learn about the achievements of Alfred the Great. They learn about William the Conqueror and links to the Battle of Hastings. They explore the positive and negative actions of Henry 8 and consider if he was a good or bad king.They	Year 3 - Emperors and Empires - this will not be taught as a specific lesson, but children should be aware that the Emperors Julius Caesar and Claudius were significant as they carried out the invasions upon Britain. Emperor Hadrian is significant as he	Year 4 - Traders and Raiders - children learn about Alfred the Great and discuss why his achievements were great.	Year 5 - Stargazers - the role of Mary Jackson in the Race to Space is explored. Mary Winston Jackson (1921-2005) successfully overcame the barriers of segregation and gender bias to become a professional aerospace engineer and leader in ensuring equal	Year 6 - Frozen Kingdom - children examine Scott's decisions on his journey to the South Pole and consider how his decisions affected the fate of the expedition and made it a failure. Children later make a study of Shackleton's expedition and give their

		<p>brief look at Queen Victoria when starting the topic - an image of her, how long she ruled for and this is where we get the term the Victorian period. Just feeds into Year 2 Magnificent Monarchs. Not a lesson - a display/discussion point.</p>	<p>discuss why Elizabeth 1 is considered to be so significant and explore which of her actions had the most impact upon the English people. They explore the reign of Queen Victoria and discuss her achievements and why her rule is different to those already studied. Children find out facts about Queen Elizabeth 11 and discuss what they consider to be her most significant actions.</p> <p>Children conclude the study of the 6 monarchs be debating which monarch was the most significant in their opinion and why. Year 2 - Coastlines - who was Captain James Cook?</p> <p>Optional to include as you have covered significant individuals.</p>	<p>ordered the building of Hadrian's Wall. Boudicca should also be regarded as a significant individual.</p>		<p>opportunities for future generations.</p> <p>Year 5 - Pharaohs Children find out about Tutankhamun, Cleopatra and other important pharaohs.</p> <p>Year 5 - Gods and Mortals Introduce the enquiry question, 'Who do you think was the most significant person to live in Athens?' Show children the Great people of Athens presentation to introduce some of the most significant Athenians. Ask the children to discuss each of the figures and explain the impact that their contribution had on ancient Greece and the modern world. Ask the children which figure they think is most significant, and allow them to read more about their chosen figure using the Great people of Athens information sheets. Direct the children to use the information sheets and other resources, such as information books and the internet, to write a short profile of their chosen figure that answers the enquiry question.</p> <p>Show the Hippocrates video to introduce the man, his work and his influence. Allow time for the children to ask and answer questions and summarise</p>	<p>viewpoints on the Endurance expedition.</p>
--	--	---	--	--	--	--	--

the ways in which Hippocrates' beliefs and scientific work influenced both ancient Greece and modern medicine. Invite the children to learn more by looking at the [Hippocrates information sheet](#) and answering the questions included. At the end of the session, encourage the children to discuss their answers and ask the summary question 'Why were Hippocrates' achievements and influence so significant?'

Year 5 - Gods and Mortals

Explain to the children that they will be carrying out an enquiry to answer the question 'Who was Alexander the Great, what did he achieve and how did he influence the wider world?' Challenge the children to use information found on the useful weblinks, information books and the [Historical sources picture cards](#) to make notes about Alexander the Great. Explain that they should cross-reference between the different sources to ensure accuracy. Children should use the [Historical enquiry recording sheet](#) to record and structure their findings.

Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British and World History	Learning intension/ skills	□ Describe changes within or beyond living memory.	□ Describe how an aspect of life has changed over time.	□ Summarise how an aspect of British or world history has changed over time.	□ Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.	□ Frame historically valid questions about continuity and change and construct informed responses.	□ Describe the causes and consequences of a significant event in history.
	Knowledge	□ Changes within living memory have happened	□ Life has changed over time due to changes in	□ Aspects of history that can change over time	□ Changes over time can happen rapidly or slowly	□ Continuity is the concept that aspects of life, such	□ The causes of significant events can be long-term

		over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	technology, inventions, society, use of materials, land use and new ideas about how things should be done.	include rule and government, jobs, health, art and culture, everyday life and technology.	and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.	as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.
	Coverage	<p>Year 1 - Moon Zoom- the development of space travel is explored from the first dog in space in 1957 to other significant developments in space exploration. Make sure current events are included. Could be done as simple class timeline and photo evidence.</p> <p>Childhood/school days - whole topic explores how situations have changed.</p>	<p>Year 2 - Magnificent Monarchs - children explore the fact that the role and power of the monarch has changed over time from absolute power to a constitutional monarchy.</p>	<p>Year 3 - Through the Ages - Children compare and contrast some aspects of everyday life, tools and homes from the Stone Age to the Iron Age.</p> <p>Emperors and Empires - children make comparisons between Celtic and Roman ways of life.</p>	<p>Year 4 - Traders and Raiders - provides lots of opportunity for the children to pose and answer enquiry based questions.</p>		<p>Year 6 - Child's War - Britain has been at war for much of its history. Conflicts include the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War. These conflicts have provided turning points in British history. At the start of the topic, children create a timeline of these wars and explore their causes and consequences.</p> <p>Children ask questions, such as 'Who fought in this war? What caused this conflict? What were the consequences of this war? Was this war a turning point in British history?'</p> <p>Year 6 - Child's War - children conclude the project by seeing the impact that the war had.</p>

							There were many consequences to the Second World War. These include: countries developing nuclear weapons; the creation of the United Nations to maintain international peace; British colonies gaining independence; nations creating welfare states; Britain creating the world's first National Health Service; and wartime technologies and innovations becoming common in everyday life.
Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British History Significant events and changes	Learning intension/ skills	<ul style="list-style-type: none"> Describe a significant historical event in British history. 	<ul style="list-style-type: none"> Describe and explain the importance of a significant individual's achievements on British history. 	<ul style="list-style-type: none"> Describe how a significant event or person in British history changed or influenced how people live today. Explain the cause, consequence and impact of invasion and settlement in Britain. 	<ul style="list-style-type: none"> Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Explain the cause, consequence and impact of invasion and settlement in Britain. 	<ul style="list-style-type: none"> Create an in-depth study of an aspect of British history beyond 1066. 	<ul style="list-style-type: none"> Articulate the significance of a historical person, event, discovery or invention in British history. Describe the growth of the British economy and the ways in which its growth impacted on British life.
	Knowledge	<ul style="list-style-type: none"> Significant historical events include those that cause great change for large numbers of people. 	<ul style="list-style-type: none"> Important individual achievements include great discoveries and actions that have helped many people. 	<ul style="list-style-type: none"> Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used 	<ul style="list-style-type: none"> Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time. 	<ul style="list-style-type: none"> Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. 	<ul style="list-style-type: none"> Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements

				<p>today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>□ The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.</p>	<p>□ Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p>		<p>in technologies or exploration.</p> <p>□ The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.</p>
	Coverage	<p>Year 1 - Moon Zoom - the moon landing was a significant event and marked changes in technology.</p> <p>Bright Lights Big City - The Great Fire of London was a significant event and altered the layout of the city.</p>	<p>Year 2 - Magnificent Monarchs - see coverage for significant individuals.</p>	<p>Year 3 - Through the Ages - children find out why the Iron age ended so abruptly, who invaded and where the invaders came from. They discuss how an invasion would have changed life for people in Britain.</p> <p>Year 3 - Emperors and Empires - children explore the growth of the Roman Empire and discuss some of the causes and consequences of its growth as it spread across Europe and the wider world.</p>	<p>Year 4 - Traders and Raiders- children explore why the Romans left Britain and how this led to the arrival and settlement of the Anglo-Saxons. They discuss why the AS came to Britain. The children label maps with the Anglo-Saxon kingdoms.</p> <p>Year 4 - Traders and Raiders - children use maps to locate evidence of AS settlements based upon place names. They can see that evidence of AS settlements remain today through the naming of towns etc and that AS and</p>		<p>Year 6 - Frozen Kingdom - children investigate the circumstances surrounding the sinking of the unsinkable Titanic. They decide how to present their findings in a detailed account.</p> <p>Year 6 - A Child's War - children explore why the Battle of Britain was such a significant event and a turning point in the war.</p>

				<p>They explore the reasons that the Romans wanted to invade Britain.</p> <p>They learn that the Romans built towns and that many Celts became Romanised.</p>	Viking vocabulary is in our modern day lexicon.		
Strand		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological Understanding</p> <p>Sequence events</p>	Learning intension/ skills	□ Order information on a timeline.	□ Sequence significant information in chronological order.	□ Sequence dates and information from several historical periods on a timeline.	□ Sequence significant dates about events within a historical time period on historical timelines.	□ Sequence and make connections between periods of world history on a timeline.	□ Articulate and present a clear, chronological world history narrative within and across historical periods studied.
	Knowledge	□ Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	□ A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	□ Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.	□ Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	□ Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.	□ Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.
	Coverage	<p>Year 1 - Dinosaur Planet - explores the fact that dinosaurs existed a very long time ago.</p> <p>Moon Zoom - uses sequencing words to explore the chronology of space travel.</p> <p>Childhood/school days - through discussion of when the Victorian period was and in comparing objects/routines from the past with now.</p>	<p>Year 2 - Magnificent Monarchs - children order monarchs and their periods of time using information sheets. They work together to create one large timeline to show the chronology of the English monarchs.</p> <p>They later order the six significant monarchs they will be studying. When finding out about William the Conqueror, the children order pictures to show the chronology of The Battle of Hastings.</p>	<p>Year 3 - Through the Ages - Introductory lesson explores creating their own pre-history timeline and looks at meaning of historical terms</p> <p>Sequence the three periods of the Stone Age from C750000 BC to C2500BC Palaeolithic, Mesolithic, Neolithic</p> <p>Stone Age, Bronze Age and Iron Age timelines.</p>	<p>Year 4 - Traders and Raiders - children have an AS timeline showing significant events and sort into chronological order.</p>	<p>Year 5 - Pharaohs - children create a timeline to show how the ancient Egyptian civilisation developed. In addition, children create a timeline showing that other ancient civilisations existed before, alongside and after others eg the Ancient Sumer, the Shang dynasty of Ancient China, the Indus Valley, the Ancient Greeks.</p>	<p>Year 6 - A Child's War - children create a timeline showing the major events of the Second World War from 1939 to 1945.</p> <p>They create a timeline of wars that Britain has been involved in from the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War.</p>

				<p>Year 3 - Emperors and Empires - ordering and creating a timeline to show significant key dates in Roman history relating to Britain from the time of invasion to departure in AD 410</p>		<p>Year 5 - Gods and Mortals Use the Comparative timelines diagram to show the chronology of ancient Greece and its place in world history. Include an analysis of its different periods, their dates and durations and the position of the whole period in relation to other periods of history studied. Invite the children to gain an overview of each period by sequencing and then reading the Greek periods sorting cards. Allow time for the children to check their sequencing and ask and answer questions about the information, encouraging the children to make comparisons between the periods. Make connections between significant events on the timeline with modern day times eg the Olympic Games</p>	
--	--	--	--	--	--	--	--