



Subject: History

Core Content – Knowledge & Skills Progression

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 Cycle A	<p>Changes within living memory: History of Homes and houses</p> <p>To explore homes and house today, then similarities and differences in homes and house today and in the past.</p> <p>To create a timeline identifying homes made a long time ago – maths opportunity</p> <p>To find out what Victorian homes and objects were like.</p>	<p>Events beyond living memory: The Great Fire of London</p> <p>To sequence at least 5 main events in chronological order</p> <p>To describe change over time using temporal connectives such as next, the day after, a few days later.</p> <p>To identify reason why so many houses burnt down.</p> <p>To understand that there was initial hesitation</p> <p>To know that the Mayor Thomas Bludworth was a scape goat.</p> <p>To understand that there was little government</p>			<p>Changes within living memory: Seaside Holidays</p> <p>To identify features of a seaside holiday using photos.</p> <p>To find out when holidays first became popular.</p> <p>To discover what seaside holidays were like 100 years ago.</p> <p>To identify similarities and differences between seaside holidays now and in the past – descriptive writing opportunity</p> <p>Local history: Holidays at home – Clipstone Lido</p> <p>To know what a lido is.</p> <p>To know where the lido was and who used it.</p>	<p>Significant People: Florence Nightingale, Mary Seacole and History of medicine to the NHS</p> <p>To find out about the key events in Mary Seacole and Florence Nightingales life.</p> <p>To discover how Florence Nightingale and Mary Seacole helped soldiers.</p> <p>To explore the similarities between Florence Nightingale and Mary Seacole.</p> <p>To find out what the NHS is, creating a timeline of what the NHS has done and how it has</p>

		<p>help available, so they had to find their own salvation</p> <p>To know that most set up camp outside the city in tented fields often living there in make shift accommodation for years</p> <p>To know that a relief fund was set up and know that the king set up markets to provide food</p> <p>To know about Samuel Peepes</p> <p>Significant Events:</p> <p>Remembrance Day</p> <p>To find out why we wear poppies?</p> <p>– reading opportunity poem</p> <p>To discover who we remember on Remembrance Day?</p> <p>To know why we have Remembrance Day.</p>			<p>To find out when the lido closed and what is on the ground now.</p> <p>Local History: Rebecca Addlington/Olly Hynd</p> <p>To know who Rebecca Addlington and Ollie Hynd are.</p> <p>To know why they are famous.</p> <p>To know where they competed and what they won</p>	<p>changed over the years.</p> <p>To name some NHS services.</p> <p>Black History link: Mary Seacole https://www.theblackcurriculum.com/download</p>
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		<p>To know what happens on Remembrance Day.</p> <p>To think about why it is important to remember.</p>				
KS1 Cycle B		<p>Local History: The Gunpowder Plot</p> <p>To make links to historical events through personal experience – through artwork</p> <p>To order events correctly and describe events and people in history – create a timeline from story pictures, writing</p> <p>opportunity to annotate timeline with appropriate vocabulary</p> <p>To understand the importance of fire safety – writing</p> <p>opportunity, safety posters</p>	<p>Significant Events: Moon landing</p> <p>Black History: Guion Bluford</p> <p>– The first black American to go to space.</p> <p>To create a timeline of significant journeys into space – maths opportunity</p> <p>To learn about the life of Neil Armstrong/ Tim Peake and why he is/they are remembered today - as a significant person in history.</p> <p>To learn about the first Moon landing and its impact on the</p>	<p>Significant Places: Castles</p> <p>To find out about Norman Motte and Bailey castles.</p> <p>To discover the structure of a medieval castle.</p> <p>To find out who lived in a medieval castle.</p> <p>To learn about the Tower of London and its history.</p> <p>To learn about Lincoln Castle</p> <p>To know who used the palace and when.</p> <p>To learn about its royal significance</p>		<p>Significant People: Kings and Queens</p> <p>To know what a monarch is and the qualities needed to be a good monarch.</p> <p>To find out about some important British monarchs.</p> <p>To be aware of how the history of a royal family can be represented in a family tree – maths opportunity, charts</p>

		<p>To order events correctly and describe events and people in history – recap story and sequencing, writing opportunity – how did Guy Fawkes feel waiting in the cellars prior to being caught. To recognise causes of events; to use language related to events of the past - write a letter to Guy Fawkes, as a fellow plotter, warning him not to go. Use creative aging process of scrunching it up and dipping it in tea/coffee to make it look old. To understand the importance of fire safety – create safety videos to share on dojo.</p>	<p>world - as a significant event in history.</p> <p>Links to NF texts for research, as well as terms key text – ‘Man on the Moon’</p>			
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Chronology: Investigate own history / Compare time periods studied to their own lives now
Interpretations of history: Use stories to encourage children to distinguish between fact and fiction / Compare adults talking about the past. How reliable are memories?
Historical Enquiry: Ask their own questions about artefacts
Organisation and Communication: Explain historical understanding through a range of practical and written activities (pictures, drama, role play, models, timelines etc)

<p>Skills – End of Year Expectations</p>	<p>Year 1 Skills</p> <ul style="list-style-type: none"> • The features of houses and the difference to those from long time ago and current houses. • Why people wear poppies on Remembrance Day, and why this day is significant to us. • Why we celebrate Bonfire night and the basics of the Gunpowder Plot story. • Facts about the first Moon landing, Neil Armstrong and Tim Peake. <p>Year 1 Knowledge</p> <ul style="list-style-type: none"> • Talk about the similarities and differences in modern houses and houses in the past. • Describe features of houses, using appropriate vocabulary and communicate knowledge and understanding in a variety of ways. • Explain to others why we wear poppies and why we celebrate and remember our soldiers in this way. • Retell the key parts of the Gunpowder plot and be able to tell others how to stay safe on Bonfire night. • Show on a timeline key events in space history and talk about some of these events • Identify similarities and differences between seaside holidays now and in the past and communicate these to others. • Be able to recognise local landmarks such as the Clipstone Lido.
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<p>LKS2 – Cycle A</p>	<p style="text-align: center;">Vikings</p> <p>Invaders and Settlers: Vikings Education</p> <p>-To know there was no school during the Viking era: Boys learnt to fight and the man’s work and Girls learnt to cook and clean (women’s work) -To know that Vikings used runes as a written form of communication but very few could write</p>	<p style="text-align: center;">The Tudors</p> <p>British History: Henry VII1 and the Tudors To know about the War of the Roses. -To know how the Tudors fits into a timeline- relating to other aspects of History that have been covered & the modern day. – links to maths</p>	<p style="text-align: center;">Stone Age to Iron Age</p> <p>Learn about life in Britain in the Stone and Iron Ages, a period covering a million years Understand the <u>chronology of this time</u> and create timelines of the periods from the Stone Age to the Iron Age. Discover developments in <u>food and cooking</u>,</p>
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	<p>Houses and living</p> <ul style="list-style-type: none"> -To know that Vikings built their houses from wood, wattle and daub -To know that the Vikings lived in small settlements -To know that Vikings a big hall in each village to gather in -To know that slaves didn't have their own houses <p>Invasion of Britain</p> <ul style="list-style-type: none"> -To know that the Vikings invaded Britain from Scandanavia -To know that the Vikings invaded Britain using boats -To understand how the Vikings invaded and why it worked so well -To know of the Viking tactics in battles e.g. shouting and stealing -To know of the Vikings' attempted invasion of Scotland and the timeline -To know why the Viking invasion of Scotland didn't work; why they couldn't invade <p>Viking Gods</p> <ul style="list-style-type: none"> -To know the Vikings believed in different gods, what they are gods of and how they are all related -To know how the Vikings would worship the gods <p>Trade and Travel</p> <ul style="list-style-type: none"> -To know that the Vikings travelled via boat -To know that the Vikings traded in stolen goods, especially from churches and by getting together at local markets 	<ul style="list-style-type: none"> -To know about the rivalry between the House of York and the House of Lancaster. -To know what a Civil War is. -To know about the three brothers of York. -To know about the Battle of Bosworth Field. -To know that the two houses joined together in when Elizabeth of York married Henry VII. <p>To know about King Henry VII.</p> <ul style="list-style-type: none"> -To know that Henry VII was the first Tudor King. -To know about the Tudor rose. (Linking with his marriage to Elizabeth of York.) -To know about Henry VII's struggles to become king. (His claim to the throne.) -To know who Henry VII's children were. (Margaret, Arthur & Henry VIII.) <p>To know about King Henry VIII and his six wives.</p> <ul style="list-style-type: none"> -To know that Henry had an older brother called Arthur who was married to his first wife. -To know about young Henry VIII. -To know how Henry VIII influences religion. (The Church of England.) -To know how long Henry VIII was married to each of his wives. (Catherine of Aragon for 24 years) -To know about Henry VIII's six wives. 	<p>To understand the move from hunting and gathering to farming. Explore developing <u>technology and inventions</u>, and speculate why these changes occurred. Design and build a replica Stonehenge when you learn about <u>religion and ritual</u>. Investigate <u>life as a villager</u> in prehistoric times Learn about changes in <u>homes and settlements</u>. Experience the <u>art and music</u> of these periods and make replica art objects from the Neolithic Period, and the Bronze and Iron Ages.</p> <p>British History: Queen Victoria (The Industrial Revolution To find out who Queen Victoria was, key influences and her legacy.</p> <ul style="list-style-type: none"> -To know that Queen Victoria was the longest reigning British monarch in history (63 years). She was queen from 1837 (aged 18 years) until 1901. -To know that Prince Albert was the husband of Queen Victoria. They were married for 21 years until his death in 1861. They had 9 children and 40 grandchildren. They lived at Buckingham Palace and went to Balmoral for the holidays. -To know Queen Victoria was an Empress across the world. It was the
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	<p>-To know about the Viking slaves and slave trade</p> <p>Armour and weapons</p> <p>-To know that metal was very expensive</p> <p>-To know that most families didn't have weapons or armour; only rich</p> <p>-To know what the weapons and armour are called, how they were used and made</p> <p>Government and decisions</p> <p>-To know how meetings were held</p> <p>-To understand the three parts of the hierarchy</p> <p>-To know about the Viking 'Thing' (government meeting)</p>	<p>-To know that Henry VIII had three children who survived.</p> <p>To know about Henry VIII's children.</p> <p>-To know about Edward VI.</p> <p>-To know about Mary 1's influence on religion.</p> <p>-To know about Elizabeth I, her influence on religion and the Elizabethan era.</p> <p>To know about Mary Queen of Scots.</p> <p>-To know about the influence of France's support for Mary.</p> <p>-To know about the rivalry between Mary queen of Scots and Elizabeth I</p> <p>-To know how Mary's religion influenced hr claim to the throne.</p> <p>-To know that Marys child became Queen Elizabeth's successor.</p> <p>To know about life in the Tudor Era.</p> <p>-To know about Tudor food.</p> <p>-To know about Tudor clothing.</p> <p>-To know about Tudor homes. (Link to D& T- building houses.)</p> <p>-To know about Shakespeare and the changes to the English language.</p>	<p>largest formal empire the world has ever know...by 1901, this included over 450million people and covered a quarter of the surface of the world.</p> <p>-To know that Queen Victoria was declared Empress of India in 1876.</p> <p>To learn about the Industrial Revolution, from agriculture to industry.</p> <p>-To understand that the Industrial Revolution was a period of change, in the way products were made. Goods were transported by horse and there was a movement from hand-made to mass production. For example, Spinning Jenny for textile industry.</p> <p>-To know that during the Industrial period, many factories were built, which began making large numbers of things using machines powered by steam engines. This resulted in more products being made and transported across the world.</p> <p>-To know that the he industrial revolution resulted in an increase in mining and pollution from factory smoke. The main cities affected in the UK were: Birmingham, Manchester, Liverpool, London and Glasgow.</p> <p>To explore some of the most significant inventions of the time.</p> <p>-To know that people started using electricity for the first time in the Victorian Era – 1881 in Godalming. The first electrically-lit streetlights, public</p>
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LKS2 – Cycle B	<p>Egyptians</p> <p>Ancient Civilizations: Ancient Egypt</p> <p>Egyptian Gods</p> <p>-To know the names of the Egyptian Gods: Isis (Goddess of protecting the needy)</p> <p>Ra (God of the sun), Anubis (God of the dead), Osiris (God of the dead and</p>	<p>Local History: Coal Mining-Clipstone Pit</p> <p>To understand Coal Mining in the area</p> <p>-To locate on maps where local coal mining sites were.</p>	<p>Romans</p> <p>Invaders and Settlers: Romans and the Roman Empire</p> <p>To know about the Roman Empire.</p> <p>-To know where Ancient Rome fits into a timeline- relating to other aspects of History that have been covered and the modern day.- links to maths</p>

	<p>underworld), Nut and Geb (God of the sky, Goddess of earth), Sekhmet (Goddess of war), Horus (God of the sky), Thoth (God of writing and knowledge), Set (God of chaos)</p> <p>-To know about the ceremonies of the Egyptians– how they worshipped the Gods</p> <p>Education in Egypt</p> <p>-To know the Egyptians used hieroglyphics as a form of communication</p> <p>-To know of the subjects taught: Maths, Reading, Writing, Religious education and morals</p> <p>-To know that only boys were educated in the temples / Girls were taught at home</p> <p>-To know that scribes were allowed to climb the social ladder</p> <p>Egyptian science</p> <p>-To know about Egyptian medicine (honey, 800 remedies, pomegranate)</p> <p>-To know about surgery in Egypt</p> <p>-To know about dentistry in Egypt</p> <p>-To know about the Egyptian calendar</p> <p>-To know about the crafts of metal work and glass blowing</p> <p>Architecture</p> <p>-To know how the pyramids were built and why</p> <p>-To know of the Sphinx</p> <p>-To know about temples, palaces, tombs, fortresses</p>	<p>-To understand the industry importance and growth of towns linked to transport networks.</p> <p>-To understand the changes through time of the industry.</p> <p>-To know when Clipstone colliery opened and closed.</p> <p>-To learn what life was like in Clipstone when the pit was open and thriving.</p> <p>-To learn how life changed when the pit closed.</p> <p>Black History/ local history:</p> <p>Eric Irons – Britain’s first black magistrate who lived in Nottingham.</p>	<p>-To know about everyday life in Ancient Rome and compare this to life in the modern day. (Roman clothing, food, emperors, games in the colosseum, divide between rich and poor.)</p> <p>-To know the difference between Rome today, Ancient Rome and Roman Britain.</p> <p>-Romans day/afternoon to introduce?</p> <p>To know how the Romans conquered Britain.</p> <p>-To understand the size of the Roman Empire.</p> <p>-To know that the Roman Empire began in Rome.</p> <p>-To know that/how the Roman Empire spread across the world. (Show on a map resource.)</p> <p>-To know about the challenges the Romans faced when invading Britain. (Celts Rebellion.)</p> <p>-To know about Boudicca’s rebellion.</p> <p>-To know how the Romans invaded Scotland.</p> <p>To know about the Roman army.</p> <p>-To know what it was like to live as a Roman soldier.</p> <p>-To know where/ why/ how the Roman soldiers were recruited.</p> <p>-To know about the structure of the Roman army & a soldier’s uniform.</p> <p>To know how the Romans changed Britain.</p> <p>-To know about the advantages & disadvantages of the Roman invasion.</p>
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	<p>-To know that slaves built most buildings out of mud brick and limestone</p> <p>-To know of the characteristics of Egyptian architecture</p> <p>Mummification</p> <p>-To know the ceremonies involved in mummification: weighing of the heart, Embalming, Organ preservation (Canopic jar), 7 steps to mummification, Burial of Pharaohs</p> <p>-To know the Egyptians beliefs in the Afterlife</p> <p>Timeline of Egypt</p> <p>-To know the Egyptian civilization ran from 7500BC first settlers to 51BC Cleopatra's reign</p> <p>Rulers of Egypt</p> <p>-To know facts about Tutankhamun: reign 1332 – 1323BC, Youngest Pharaoh only 10 yrs. old, died age 20 (don't know why), Known as King Tut, Tomb discovered 1922</p> <p>-To know facts about Cleopatra: Queen of Egypt, Regent of Egypt for over 30 years, Born in 69BC, Her fleeing from Egypt, Her husband and children, Her reign, Her death</p> <p>River Nile and agriculture</p> <p>-To know of the crops and food grown around the Nile</p> <p>-To know the key transport and trade of the Nile</p> <p>-To understand the seasons and geography of the Nile</p>		<p>-To know the key changes and the significance of these/ long lasting effects. (Religion, language, writing and numbers, coins, towns and sewage systems).</p> <p>To know about the decline and fall of Rome.</p> <p>-To know the reasons why Rome fell. (Discuss significance- order the reasons)</p> <p>-Discuss life after Roman Empire- bring back to big picture. (The impact of the Romans in summary.)</p> <p>Links to maths – Roman Numerals</p>
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	<p>-To know about the settlements around the Nile</p> <p>Hierarchy of society</p> <p>-To understand the hierarchy of Egyptian civilisation: Pharaoh's were rulers</p> <p>Slaves were the lowest in society, social pyramid, Scribes were just below nobles, priests, soldiers</p>		
<p>Chronology: World history timeline / BC / AD / Plot Ancient Egypt, The Plague, Great Fire, Vikings, Queen Victoria and the Industrial revolution (Significant dates & people)</p> <p>Interpretations of history: Comparing sources of information about the same event – e.g. Plague, fire / Consider ways to check the accuracy of historical interpretations (fact, fiction or opinion) / Use a range of sources for evidence (books, ICT, photos, paintings, artefacts)</p> <p>Historical Enquiry: Which sources of evidence are most reliable? Why? / Gather knowledge from a range of sources to create a fluent account of a specific event in history</p> <p>Organisation and Communication: Use appropriate terms, matching dates to people and events / Record and communicate knowledge in a variety of ways / Work independently and in groups</p>			
Skills – End of Year Expectations	<ul style="list-style-type: none"> • Use a range of primary and secondary sources and artefacts to hypothesise what life may have been like in the chosen time periods. • Use dates and a range of historical terms when sequencing events and periods of time. • Develop chronologically secure knowledge of the events and periods of time studied. • Give some reasons for contrasting arguments and interpretations of the past. • Describe the impact of historical events and changes. • Recognise that some events, people and changes are judged as more significant than others. • Acknowledge contrasting evidence and opinions when discussing and debating historical issues. 		
UKS2 – Cycle A	<p>Mayans</p> <p>World History: Mayans</p> <p>To know who the Mayans were/ Develop a chronologically secure knowledge and understanding of world history, establishing clear</p>	<p>Local History: Retford</p> <p>To know the features of Retford's location and geography and how this impacted the town's development.</p> <p>-To know that Retford is an ancient Nottinghamshire market town.</p>	<p>WW11 Evacuation</p> <p>British History: World War 2 (Touching on WW1)</p> <p>-Links to key text in English, Goodnight Mr Tom by Michelle Magorian.</p> <p>To know about WW1.</p>

	<p>narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived.</p> <ul style="list-style-type: none"> • I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. <p>To know about Religion and Gods Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.</p> <ul style="list-style-type: none"> • I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. <ul style="list-style-type: none"> • Access to books/internet for research <p>To know about the Maya Number System Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<ul style="list-style-type: none"> - To know where Retford is located and how a network of roads were built offering direct routes to Nottingham, Chesterfield, Worksop and Newark. - To know that Retford obtained a market charter in 1246 and still holds regular weekly markets today. To find out how Retford market has changed over the years and what it is like today. - To learn about King John's palace and why it became a medieval lodging place for royalty. - To find out how local industry flourished after the establishment of Retford market – the malt industry, water powered corn mills, the leather and wool industry. - To learn about the Improvement Commission in 1823 which brought about revival of the town – a new town hall, a new market town and new housing. - To learn why the canal was built to pass through Retford and how it was connected to the canal network. - To learn about the rise of mining and quarrying in the Nottinghamshire area. 	<ul style="list-style-type: none"> -To know why WW1 was called the Great War at the time. -To know about life in the trenches. (Trench art.) -To know about key dates/events in WW1. -To know about the different roles/ how life changed. -To know how WW1 & WW2 fit into a timeline- relating to other aspects of History that have been covered & the modern day. To know about evacuees in WW2. -To know about the Blitz. -To know which children were evacuated, where to and why. -To know how evacuees travelled to safety. (With teachers, how they were chosen, often close to children from their area.) -To know about evacuees in the local area/ our school. To know about leaders in WW2. -To know about the meaning of the words Allied and Axis. -To know who the key Allied and Axis leaders were. -To know key information about the different leaders. (Discuss discrimination/ racism/ sexism/ homophobia/ xenophobia meaning.) -To know about dictatorship. Did the Germans want to fight? Link to the Christmas day football match in WW1. To know about Entertainment in WW2.
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	<p>by learning about how the Maya invented and used their calendars and number system.</p> <ul style="list-style-type: none"> • I can understand how the Maya number system works. <p>To use exploration and discovery to learn about the Maya</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them.</p> <ul style="list-style-type: none"> • I can identify and use a range of evidence sources to help me understand more about the Maya civilisation. <p>To know the Mayan Writing system</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system.</p> <ul style="list-style-type: none"> • I can explain what the Mayan writing system consists of, how words are constructed and what 	<p>To recognise significant buildings and features within the town and have appreciation of their history.</p> <ul style="list-style-type: none"> - Retford market place - Retford town hall - The bus station - The train station - Majestic Theatre - St Peter church - Retford museum - River Idle - Retford library - Kings park 	<ul style="list-style-type: none"> -To know about Vera Lynn. (Link to music curriculum.) -To know about evacuees entertainment. (Collecting scrap metal, children’s hour on the radio, letter writing.) -To know what adults did for entertainment. (Knitting socks, growing veg, volunteering in canteens for soldiers, repairing cloths, making blankets, films at the cinema.) -To know what soldiers did for entertainment. -To know about dances e.g. The Jive, Lindy Hop and Jitterbug. To know about key battles in WW2. -To know about the Battle of Britain. -To know about the Battle of Dunkirk. To know about the significance/ impact of WW2. -To know about the end of WW2. -To know about victory parties. -To know about remembrance day (WW1/WW2) <p>Black History: Lilian Bader – One of the first black women to join the British armed forces. https://www.theblackcurriculum.com/download</p> <p>World History: World War 2 – The Holocaust</p> <p>To understand the historical and geographical overview of WW1 in Europe and the impact of the end of</p>
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	<p>codices are. To know the popular food of Mayan people Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance. • I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</p>		<p>WW1 on Germany's people and economy To know about the hyperinflation in Germany after WW1 To understand the Treaty of Versailles - The Big Three - USA, UK and France Extended writing opportunity: debate and speech writing To understand Adolf Hitler's rise to power including the Munich putsch To understand the impact of the Nuremberg Laws on the Jewish community in Nazi Germany To be able to discuss the impact of propaganda – positive impact (eg to boost morale in the UK) and negative impact (anti-Semitic bias in Germany) To know about Auschwitz and the events that occurred there</p>
UKS2 – Cycle B	<p>Anglo Saxons Invaders and Settlers: Anglo Saxons To understand who the Saxons were and where they came from. -To identify on maps, finding places past and present, -To make comparisons of places now and then -To recognise time periods -To display on timelines To know where Saxon settlements were and how Saxons lived. -To identify Kingdoms where invasions took place</p>	<p>World History: The Abolition of Slavery Overview of the slave trade in Europe -To be able to state what slavery is. -To know how the slave trade was established -To know of Olaudah Equiano's account of being captured by slave traders The Atlantic Passage -To be able to describe the conditions of slaves while being transported -To understand the death rates and why they were so high</p>	<p>Greeks World History: Ancient Greece To understand the Spartan and Athenian state. -To be able to locate Greece and how it is divided over islands. -To understand that Greece was ruled in city states. -To be able to recognise how city states invaded other areas to gain more power. -To be able to compare states and how they ruled, their beliefs around gender and rights.</p>

	<ul style="list-style-type: none"> -To locate on maps the 7 Anglo-Saxon kingdoms -To understand what a Saxon village was like, compare what life was like, who lived there, what materials were used to be built from, design Saxon house based on images looked at and things considered) To understand the Saxon religion (Pagan) and beliefs. -To know Pagan beliefs and facts -To recognise Anglo-Saxon Gods – Names and what they were gods of, how they linked to other Gods which may have been looked at previously e.g Odin -To understand the significance of Gods names linking to days of the week names) To be able to research Sutton Hoo (largest Saxon archaeological discovery within Europe) and the discoveries made and what it tells us about the Saxons. -To be able to locate where Sutton Hoo is on a map -To be able to compare to where Kingdoms and settlements were from previous lesson -To know what items were found buried there, pictures of mystery items to work out what made from and what may have looked like used for To understand how Saxons were equipped and armour. 	<ul style="list-style-type: none"> -To know why there were so many slaves crammed onto each ship -To know where slaves were taken Life as a slave -To know what happened to slaves when they arrived -To know why slaves were branded -To know why slaves were taken from their families -To know what happened to disobedient slaves The Haitian Revolution -To understand that Haiti was the first country to abolish slavery through a revolution -To be able to describe why the revolution didn't work as well as hoped -To know how the country was controlled by France -To know of the impact of Toussaint L'Ouverture Abolition -To be able to describe what an abolitionist is -To know what methods were used to end slavery -To know why some people opposed ending slavery -To know what a boycott is -To be able to describe which abolitionist methods were most effective -To know of the impact of William Wilberforce: What he did to abolish slavery, 	<ul style="list-style-type: none"> To understand Greek Gods -To be able to know Greek God names -To understand what Greeks believed they represented. -To know what the Greeks believed in after life. To recognise the roots of modern sporting events. -To recognise a timeline of the events starting. -To understand where they took place (Olympia) and why (Greeks held games in honour of Zeus and other Olympic Gods in mythology lived at Mt Olympia) -To be able to make links to Greek myths. -To know who could take part and events that took place. -To be able to make comparisons to modern Olympics.- Local Olympians (Rebecca Addlington and Ollie Hynd) To recognise what a democracy is like and how it was in Ancient Greece. -To understand what a democracy is. -To understand equality and freedom within democracies. -To understand how early forms of democracy worked within Ancient Greece -To know who was allowed to vote in Ancient Greece. -To make comparisons between how democracy was in Ancient Greece to what we have in Britain today.
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	<p>-To be able to recap definitions of invade and settle</p> <p>-To view pictures of Saxon armour and recognise what it was made from</p> <p>-To know how it protected/helped with taking control of areas</p> <p>To know about Alfred, the Great and King Arthur.</p> <p>-To know timelines of birth and rule</p> <p>-To recognise significant acts during life eg Alfred made good laws, believed education was good.</p> <p>-To understand what he did to help protect from Viking attacks.</p>	<p>Why he was successful at it, Was he the most important person to the movement? What did he think about slavery?</p> <p>Slavery: good or bad</p> <p>-To be able to construct an argument for or against slavery: Why people thought it was a good idea, Why wasn't it abolished sooner</p> <p>-To understand how the abolition of slavery has changed the world today: Economic growth, Equal rights, still have a long way to go</p> <p>Black History: Olive Morris – Links to the slavery topic and equal rights. https://www.theblackcurriculum.com/download</p>	<p>To be able to research Greek Philosophers and recognise their impact.</p> <p>-To recognise what Philosophy means (love of wisdom)</p> <p>-To recognise some Greek Philosophers.</p> <p>-To understand the impact, they had on the world today.</p> <p>Local History: History of Gamston Primary (around the time of World War 2)</p>
<p>Chronology: World history timeline / BC / AD / Plot slave trade, Normans (Significant dates & people) / How life in Britain has changed over the past 100 years: Ordering dates, artefacts, photos and recounts</p> <p>Interpretations of history: Read recounts / stories of slaves during this time period – conditions, rights, equality. Why did slavery happen? / Offer some reasons for different versions of events. Which sources are most accurate? Why? / Link sources and work out how conclusions were made / Use a range of sources for evidence (books, ICT, photos, paintings, artefacts)</p> <p>Historical Enquiry: Which sources of evidence are most reliable? Why? / Gather knowledge from a range of sources to create a fluent account of a specific event in history / Explains evidence with an implicit focus</p> <p>Identify strengths and weakness of a source using relevant quotes / detail</p> <p>Organisation and Communication: Select aspects of the time period studied to create a display / Use extended writing to explain key aspects of a time period</p>			
<p>Skills – End of Year Expectations</p>	<ul style="list-style-type: none"> • Use dates and a wide range of historical terms when sequencing events and periods of time. • Develop chronologically secure knowledge of the events and periods of time studied. • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. • Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. 		

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| | <ul style="list-style-type: none">• Regularly address and sometimes devise historically valid questions and hypotheses.• Give some reasons for contrasting arguments and interpretations of the past.• Describe the impact of historical events and changes.• Recognise that some events, people and changes are judged as more significant than others.• Acknowledge contrasting evidence and opinions when discussing and debating historical issues.• Use appropriate vocabulary when discussing, describing and explaining historical events.• Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.• Choose the most appropriate way of communicating different historical findings |
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