



Dr Radcliffe's CE Primary School

Curriculum Information

History

Intent

At Dr Radcliffe's Primary School, the intent of the History curriculum is to foster our pupils' curiosity, develop their understanding of the past, and enable them to make connections between historical events and their own lives. We aim to provide a rich and balanced curriculum that gives children the knowledge and skills necessary to become critical thinkers and active citizens. Our intent is rooted in the following key principles:

- **Knowledge and Understanding:** We intend to develop a love for learning history by providing pupils with a strong foundation of historical knowledge, understanding key events, people, and periods of history.
- **Interdisciplinary Approach:** We seek to create meaningful links between history and other subjects, enabling pupils to make connections and deepen their understanding.
- **Cultural Diversity:** We aspire to provide an inclusive curriculum that celebrates the diversity of our society, ensuring that pupils learn about a range of cultures and perspectives.

Implementation

To achieve our intent, we implement the following strategies and practices:

Balanced Curriculum

We have designed a carefully planned, progressive curriculum that ensures coverage of a wide range of historical periods and topics. Our curriculum is balanced, covering both British and world history, and takes into consideration the local context and interests of our pupils.

Sequenced Knowledge and Skills

Our curriculum is structured to build upon prior learning, ensuring a sequential understanding of historical concepts and themes. We provide opportunities for pupils to acquire and develop a range of historical skills, including chronology, analysing sources, and interpreting historical evidence.

Engaging Teaching and Learning Strategies

We employ a variety of teaching and learning strategies to actively engage pupils in their historical learning. These strategies include interactive discussions, role-playing, visits to historical sites, and the use of primary and secondary sources. We also incorporate the use of ICT to enhance pupils' historical research skills.

Cross-Curricular Links

We create opportunities for pupils to apply their historical knowledge and skills by making connections across subjects. For example, English lessons may involve writing historical narratives, while art lessons could include creating artwork inspired by historical periods.

Inclusive Approaches

We promote an inclusive approach by ensuring that our history curriculum represents a diverse range of cultures, viewpoints, and experiences. We aim to challenge stereotypes and provide a balanced representation of historical events, figures, and perspectives.

Assessment and Feedback

Formative and summative assessment methods are used to gauge pupils' understanding and inform planning. We value self-reflection and encourage pupils to take an active role in assessing their own progress and setting targets for improvement.

Impact

The impact of our History curriculum is evident in the achievements, attitudes, and cultural awareness of our pupils. It can be seen through:

Pupil Outcomes and Progress

Our pupils demonstrate a deepening understanding of historical concepts and themes as they progress through the school, with their attainment in history being consistently high. Pupil progress is tracked carefully, and support provided where necessary to ensure all pupils reach their full potential.

Cultural Awareness and Respect

Our pupils develop a respect for diversity, appreciating the experiences and cultures of others. They demonstrate an understanding of how historical events have shaped society, leading to a more open-minded and tolerant approach to different viewpoints and backgrounds.

Independent and Critical

Thinking We nurture our pupils' ability to think critically and independently, encouraging them to question, infer, and evaluate historical evidence. They develop strong research skills and are able to draw connections between the past and present, enabling them to make informed judgments and interpretations.

Enthusiasm for History

Our outstanding curriculum fosters a genuine love for history amongst our pupils. They actively engage in their learning, showing enthusiasm and interest in historical periods, events, and figures. Pupils are motivated to pursue further studies in history and embrace historical learning beyond the classroom.

Conclusion

Through our intent, implementation, and impact, our History curriculum at Dr Radcliffe's provides pupils with the necessary knowledge, skills, and passion to become lifelong learners and active participants in society. By offering a balanced, inclusive, and connected curriculum, we ensure that our pupils are equipped to understand and appreciate the diverse world in which they live

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Interpretations</p>	<p>KS1 History National Curriculum Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of past events; b start to understand that there can be different versions of the same event from the past; c observe and use pictures, photographs and artefacts to find out about the past; d start to use stories or accounts to distinguish between fact and fiction; e explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p>	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; <p>use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presenting, Organising and Communicating</p>	<p>KS1 History National Curriculum Pupils should understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Children can:</p> <ul style="list-style-type: none"> a talk, write and draw about things from the past; b use historical vocabulary to retell simple stories about the past.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Investigations</p>	<p>KS1 History National Curriculum Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c use evidence to explain the key features of events; <p>sort some objects/artefacts into new and old and then and now.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Events and People in the Past</p>	<p>KS1 History National Curriculum Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and recount episodes from stories and significant events in history; b understand that there are reasons why people in the past acted as they did; <p>describe significant individuals from the past.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Substantive Concepts and Historical Vocabulary</p>	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; b talk and write about things from the past using some historical vocabulary.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Interpretations</p>	<p>LKS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>begin to understand some of the ways in which historians and others investigate the past.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p>	<p>LKS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presenting, Organising and Communicating</p>	<p>LKS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); <p>start to present ideas based on their own research about a studied period.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Investigations</p>	<p>LKS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; <p>begin to undertake their own research.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Events and People in the Past</p>	<p>LKS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find out about the everyday lives of people in time studied compared with our life today; b explain how people and events in the past have influenced life today; c identify key features, aspects and events of the time studied; <p>describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Substantive Concepts and Historical Vocabulary</p>	<p>LKS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> a build on prior knowledge to start to gain further understanding of substantive concepts; <p>understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Interpretations</p>	<p>UKS2 History National Curriculum Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and start to question its reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; continue to develop their understanding of how historians and others investigate the past. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p>	<p>UKS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; <p>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presenting, Organising and Communicating</p>	<p>UKS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; plan and present a self-directed project or research about the studied period.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Investigations</p>	<p>UKS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; <p>investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Events and People in the Past</p>	<p>UKS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Substantive Concepts and Historical Vocabulary</p>	<p>UKS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> a continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; b start to recognise that some concepts, such as technology, will be different across different periods of history; c continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Substantive Concepts and Vocabulary Covered in KS1	Substantive Concepts and vocabulary Covered in LKS2		Substantive Concepts and vocabulary Covered in UKS2	
	Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.		Words in bold are newly introduced concepts that are part of an initial substantive concept from an earlier key stage.	
building the church city commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king society technology trade transport travel war: battle, conflict	From KS1 built upon: building the church city nation/country religion ruler: king, emperor technology trade transport travel war: battle, conflict, invasion, army	New to LKS2 civilisation conquest culture economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement tribe	From KS1 built upon: building the church city, city-state commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace religion ruler: king, emperor, pharaoh, monarchy society technology trade transport travel war: battle, conflict, invasion, army	From LKS2 built upon civilisation conquest culture economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement trade tribe <u>New to UKS2</u> democracy propaganda treaty

Long-Term Plan for History at Dr Radcliffe's

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	History Field work -					
	Toys		Arctic Explorers – Geography Unit			School history
Year 2	History Field work – Warwick Castle					
	Castles and Queens		Pioneers – Florence Nightingale/Space			Contrasting locality: Kenya and the United Kingdom - Geography Unit
Year 3	History Field work – Chedworth Roman Villa or Woodstock museum, Village Study (SAVA)					
	Local Study/The Stone Age to Iron Age		The Romans			Rainforests/South America – Geography Unit
Year 4	History Field work -					
	(Ancient) Egypt		Anglo-Saxons			Mountains – Geography Unit
Year 5	History Field work -					
	The Maya		Volcanoes and Earthquakes – Geography Unit			Viking and Anglo-Saxon struggle for Britain – Geography Unit
Year 6	History Field work – Ashmolean? Imperial War Museum?					
	Classic Greek Civilisation		WW2			Rivers / North America – Geography Unit

Historical Interpretations	Chronological Understanding	Historical Investigations
Presenting, Organising and Communicating	Knowledge and Understanding of Events and People in the Past	Substantive Concepts and Historical Vocabulary

History Knowledge, Skills and Vocabulary Progression

Year 1

Toys

KNOWLEDGE & UNDERSTANDING

KS1 National Curriculum - Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- **significant historical events, people and places in their own locality.**

Common Misconceptions	Vocabulary	History skills and fieldwork
<p>Some children may think:</p> <ul style="list-style-type: none"> • Children of the past had the same toys we have today. • That plastic has always existed. • Assuming we can just ask people from hundreds of years ago about their toys. • That toys invented a long time ago (such as lego) look the same now as they did then. Not realising toys have been adapted over time. 	<p>Old, new, past, present, evolution/evolve, similarities and differences, materials, year, decade, century</p>	<ul style="list-style-type: none"> • Using different sources such as real objects and photographs, books and online research and videos to find out about the past. • Use words and phrases (such as old, new, past, present, oldest, modern, before and after) to show the passing of time.
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Listen to and talk about Ole Kirk Christianson. 	<ul style="list-style-type: none"> • Ask questions to find out about Ole Kirk Christianson. 	<ul style="list-style-type: none"> • Ask thoughtful questions to find out more about Ole Kirk Christianson and his life.

<ul style="list-style-type: none"> Remember one or two facts about Ole Kirk Christianson with support. Talk about an important event in Ole Kirk Christianson's life with help. Notice a difference between a toy from the past and a toy from today. Look at pictures or objects to find out about the past. Ask a simple question about toys from the past with support. 	<ul style="list-style-type: none"> Remember facts about Ole Kirk Christianson. Remember some significant events in relation to Ole Kirk Christianson. Identify similarities and differences between toys now and toys from the past. Identify ways in which we can find out about the past. Ask questions to find out about toys from the past. 	<ul style="list-style-type: none"> Remember and talk about several facts about Ole Kirk Christianson and explain why he is important. Sequence significant events in Ole Kirk Christianson's life and explain why they mattered. Explain similarities and differences between toys now and in the past, giving examples. Describe different ways we can find out about the past and explain which are most useful. Ask detailed questions to learn more about toys from the past and suggest possible answers. Ask questions to begin their own line of enquiry about the past, such as food, housing or life in the past.
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Year 1

School History

KNOWLEDGE & UNDERSTANDING

KS1 National Curriculum - Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Common Misconceptions	Vocabulary	History skills and fieldwork
Some children may think: <ul style="list-style-type: none"> Steeple Aston has always been how it is now. 	building the church Sources	<ul style="list-style-type: none"> Using different sources- photographs, articles about Samuel Radcliffe and from SAVA (read by teacher), old map from SAVA.

<ul style="list-style-type: none"> • School has always been how it is now. • The same buildings have always been there. • Buildings have always been used for the same thing. 	<p>Black and white photograph Invented Samuel Radcliffe Change Similar Different</p>	<ul style="list-style-type: none"> • Walking around village to compare what they can see with old photographs of same place. • Describe memories and changes that have happened in their own lives- OPAL play, changes to Y1 outdoor area. • Hear about story of Samuel Radcliffe and look at timeline of his life. • Draw and label changes to an old photograph of the school. • Use words and phrases (such as old, new, past, present, oldest, modern, before and after) to show the passing of time.
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • Identify the older source (photograph, map) but need help explaining why. • Point out a change they notice. • Be able to point out 1 or 2 changes. • Know that Samuel Radcliffe founded our school. 	<ul style="list-style-type: none"> • Identify black and white photographs as usually older than colour photographs, because colour photography wasn't possible until later. • Point out features that have changed when comparing photographs to what they can see. • Label 3 changes on a photograph. • Name changes that they have noticed at school or the village or their home in their lifetime. • Remember 3 facts about Samuel Radcliffe. Be able to explain that we are learning about him because he founded our school. • Explain which is the older photograph. • Compare using the phrases: in the past, in the present, before and after. 	<ul style="list-style-type: none"> • Identify older source and explain why they think it is older. (Start to look at other reasons, linking learning e.g no pavements, looking at clothes of people in photographs.) • Be curious pointing out more unusual changes they have noticed. • Label more than 3 changes. • Name changes independently, ahead of teaching. • Remember more than 3 facts about Samuel Radcliffe. • Use phrases such as: in the past, in the present, before and after when comparing photographs and sources.

Year 2

CASTLES, KINGS AND QUEENS

KNOWLEDGE & UNDERSTANDING

KS1 National Curriculum - Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- **the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];**
- significant historical events, people and places in their own locality.

Common Misconceptions	Vocabulary		History skills and fieldwork
<p>Some children may think:</p> <ul style="list-style-type: none"> • Castles look the same all over the world. • The Kings and Queens of today have as much power as the ones from the past. 	<p>building the church city commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace</p>	<p>religion ruler: king society technology trade transport travel war: battle, conflict</p>	<p>observe and use pictures, photographs and artefacts to find out about the past; explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. sequence pictures from different periods; understand that there are reasons why people in the past acted as they did; talk, write and draw about things from the past;</p>
ASSESSMENT STATEMENTS			
WORKING TOWARDS	WORKING AT EXPECTED LEVEL		WORKING AT GREATER DEPTH

<ul style="list-style-type: none"> • TBAT: Label a castle • TBAT: name some kings and queens from different periods. • TBAT: understand how society would have looked in a working castle. • TBAT: describe and hold artifacts from the past. • TBAT: label a knight • TBAT: describe what technology would have been available (Trebuchet) 	<ul style="list-style-type: none"> • TBAT: Label a castle with extra detail. • TBAT: name Kings and Queens from different periods and understand some facts about them. • TBAT: understand how society would have looked in a working castle in different periods of history. • TBAT: describe artifacts from the past describing different features. • TBAT: label a knight and explain why he needed to wear certain items. • TBAT: describe what technology would have been available to people living in a castle at different times in history. (i.e.Trebuchet) 	<ul style="list-style-type: none"> • TBAT: Label a castle with extra detail describing what each area would be used for. • TBAT: name Kings and Queens from different periods and understand some facts about them. (Know their order in history) • TBAT: write how society would have looked in a working castle in different periods of history. • TBAT: write about artifacts from the past describing different features. • TBAT: label a knight and explain why he needed to wear certain items. • TBAT: describe what technology would have been available to people living in a castle at different times in history. (i.e.Trebuchet)
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Year 2

PIONEERS (Florence Nightingale -Space travel)

KNOWLEDGE & UNDERSTANDING

KS1 National Curriculum - Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- **events beyond living memory that are significant nationally or globally** [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- **the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods** [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, **Mary Seacole and/or Florence Nightingale and Edith Cavell**];
- significant historical events, people and places in their own locality.

Common Misconceptions	Vocabulary		History skills and fieldwork
Some children may think: <ul style="list-style-type: none"> • a time line happens in blocks and not a with continuous changes • all they learn is fact. (some sources of information are more reliable than others) 	building the church city commemoration: monument, remembrance	religion ruler: king society technology trade transport	start to compare two versions of past events; start to understand that there can be different versions of the same event from the past; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction;

	<p>discrimination: racism and sexism</p> <p>exploration</p> <p>government: parliament</p> <p>nation/country</p> <p>peace</p>	<p>travel</p> <p>war: battle, conflict</p> <p>use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>	<p>explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p> <p>order dates from earliest to latest on simple timelines;</p> <p>understand that there are reasons why people in the past acted as they did;</p> <p>talk, write and draw about things from the past;</p> <p>use historical vocabulary to retell simple stories about the past.</p>
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ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • TBAT: explain who Florence Nightingale was and what she did? • TBAT: explain who Mary Seacole was and what she did? • TBAT: explain who Edith Cavell was and what she did? • TBAT: compare Neil Armstrong and Tim Peak. • TBAT: order space events. • TBAT: understand what equipment you may need to survive in space. 	<ul style="list-style-type: none"> • TBAT: independently explain who Florence Nightingale was and what she did? • TBAT: independently explain who Mary Seacole was and what she did? • TBAT: independently explain who Edith Cavell was and what she did? • TBAT: write about and compare Neil Armstrong and Tim Peak. • TBAT: independently order space events. • TBAT: understand what equipment you may need to survive in space adding detail about why. 	<ul style="list-style-type: none"> • TBAT: independently explain who Florence Nightingale was and what she did both in the Crimea and for nursing? • TBAT: independently explain who Mary Seacole was and what she did? • TBAT: independently explain who Edith Cavell was and what she did writing a dairy about her life? • TBAT: write about and compare Neil Armstrong and Tim Peak – know the difference in technology from 1069 to 2025. • TBAT: independently order space events. • TBAT: understand what equipment you may need to survive in space adding detail about why you may need certain things.

Year 3

LOCAL STUDY STEEPLE ASTON (6WKS)- IRON AGE TO STONE AGE (6WKS)

KNOWLEDGE & UNDERSTANDING

Pupils should be taught about:

- **changes in Britain from the Stone Age to the Iron Age;**
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- **a local history study;**
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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Common Misconceptions	Vocabulary		History skills and fieldwork
<p>Some children may think:</p> <ul style="list-style-type: none"> • That Steeple Aston has not really changed. • That Steeple Aston is not changing now. 	<p>civilisation culture empire enslavement entertainment farming</p>	<p>kingdom knowledge leisure migration occupation (of territory) settlement tribe</p>	<p>begin to understand some of the ways in which historian and others investigate the past.</p> <p>use a range of primary and secondary sources to find out about the past;</p> <p>gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>regularly address and sometimes devise own questions to find answers about the past;</p> <p>find out about the everyday lives of people in time studied compared with our life today;</p> <p>explain how people and events in the past have influenced life today;</p> <p>start to present ideas based on their own research about a studied period.</p> <p>understand an increasing range of appropriate historical vocabulary and use this to talk about the past and</p>

communicate information. sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<p>Local Study</p> <ul style="list-style-type: none"> • TBAT: with support clearly describe how Steeple Aston has change over time. (size, thatched roof, etc.) • TBAT: describe the everyday lives of people living in Steeple Aston 150 years ago, 100 years ago and today. • TBAT: explain how historians investigate the past. <p>Stone Age</p> <ul style="list-style-type: none"> • TBAT: understand a timeline. (Palaeolithic, Mesolithic, Neolithic) • TBAT: understand how people lived in the Stone Age and how this changed over time. • TBAT: discuss how people communicated and used art. 	<p>Local Study</p> <ul style="list-style-type: none"> • TBAT: clearly describe how Steeple Aston has change over time. (size, thatched roof, etc.) • TBAT: write a description about the everyday lives of people living in Steeple Aston 150 years ago, 100 years ago and today. • TBAT: explain with appropriate vocabulary how historians investigate the past. <p>Stone Age</p> <ul style="list-style-type: none"> • TBAT: understand a timeline and explain simply what happened in each Stone Age period. (Palaeolithic, Mesolithic, Neolithic) • TBAT: understand how people lived in the Stone Age and how this changed over time. (Farming in the Neolithic period) • TBAT: write about how people communicated and used art. 	<p>Local Study</p> <ul style="list-style-type: none"> • TBAT: clearly describe how Steeple Aston has change over time. (size, thatched roof, etc.) • TBAT: write a description about the everyday lives of people living in Steeple Aston 150 years ago, 100 years ago and today. Give examples of real people. • TBAT: explain with appropriate vocabulary how historians investigate the past. (different sources) <p>Stone Age</p> <ul style="list-style-type: none"> • TBAT: understand a timeline and explain simply what happened in each Stone Age period. (Palaeolithic, Mesolithic, Neolithic) With diagrams. • TBAT: understand how people lived in the Stone Age and how this changed over time. (Farming in the Neolithic period – write about Skara Brae) • TBAT: write about how people communicated and used art. What was used – blood etc.

Year 3

THE ROMANS

KNOWLEDGE & UNDERSTANDING

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;

- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Common Misconceptions	Vocabulary		History skills and fieldwork
Some children may think: <ul style="list-style-type: none"> • All Romans were rich and lived in Villas • that AD means after death 	building the church city nation/country religion ruler: king, emperor technology trade transport travel war: battle, conflict, invasion, army civilisation conquest	culture economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement	know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
ASSESSMENT STATEMENTS			
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH	
<ul style="list-style-type: none"> • TBAT: understand BC and AD • TBAT: understand the spread of the Roman Empire. • TBAT: explain the transport links of the roman people. (Road systems) • TBAT: give an example of a Roman emperor and discuss Julius Caesar. • TBAT: Explain how different Romans lived. (Soldiers, Children, Rich, Slaves) 	<ul style="list-style-type: none"> • TBAT: understand BC and AD • TBAT: understand the spread of the Roman Empire using pictures. • TBAT: draw the transport links of the roman people. (Road systems) • TBAT: give examples of Roman emperors and discuss Julius Caesar. 	<ul style="list-style-type: none"> • TBAT: understand BC and AD and explain what they mean. • TBAT: understand the spread of the Roman Empire using pictures and a few dates. • TBAT: draw the transport links of the roman people, naming some of the roads. (Road systems) • TBAT: give examples of Roman emperors and write about Julius Caesar. 	

- TBAT: discuss the building of Hadrian's wall.
- TBAT: explain some of the technology of the Romans. (Hypocaust systems, Viaducts)

- TBAT: Explain how different Romans lived with detail. (Soldiers, Children, Rich, Slaves)
- TBAT: discuss the building of Hadrian's wall and draw it.
- TBAT: explain some of the technology of the Romans and label diagrams accurately. (Hypocaust systems, Viaducts)

- TBAT: Explain how different Romans lived with detail. (Soldiers, Children, Rich, Slaves)
- TBAT: discuss the building of Hadrian's wall and draw it with labels.
- TBAT: explain some of the technology of the Romans, drawing and labelling diagrams accurately. (Hypocaust systems, Viaducts)

Year 4

(ANCIENT) EGYPT

KNOWLEDGE & UNDERSTANDING

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- **the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:** Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Common Misconceptions	Vocabulary		History skills and fieldwork
<p>Some children may think:</p> <ul style="list-style-type: none"> • The pyramids were built by slaves: Many people think that the pyramids were built by slaves, but actually, they were built by paid workers who were well-fed and had their own living quarters • Egyptian tombs were booby-trapped: Movies like Indiana Jones make it seem like Egyptian tombs were full of traps, but in reality, tombs were sacred places meant to honor the dead, not to trap thieves • Hieroglyphs are a secret code: Hieroglyphs are often thought of as a mysterious code, but they were actually 	<ul style="list-style-type: none"> building city nation/country religion ruler: king, emperor technology trade transport travel civilisation culture 	<ul style="list-style-type: none"> economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement 	<ul style="list-style-type: none"> investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. begin to understand some of the ways in which historians and others investigate the past. use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today;

a writing system used for everyday purposes as well as religious texts

start to present ideas based on their own research about a studied period.
start to recognise that some concepts, such as technology, will be different across different periods of history;

ASSESSMENT STATEMENTS

WORKING TOWARDS

- TBAT: know what time period is considered to be 'ancient Egypt' (c. 3000BC to c.30BC)
- To name 3 jobs that people had at this time
- Understand that farming was very important and give 3 or more reasons why
- Give 3 or more facts about Tutankhamun
- Understand that hieroglyphs were used as a form of communication
- Understand that the ancient Egyptians worshipped many Gods and Goddesses and be able to give basic details on two or more of these

WORKING AT EXPECTED LEVEL

- TBAT: know what time period is considered to be 'ancient Egypt' (c. 3000BC to c.30BC) and know what came afterwards
- To name several (5 or more) jobs that people had at this time and give opinions on them
- Understand that farming was very important and give 5 or more reasons why
- Write a fact file on Tutankhamun, adding at least 5 facts
- Understand that hieroglyphs were used as a form of communication and be able to use some to write their own name
- Understand that the ancient Egyptians worshipped many Gods and Goddesses and be able to give basic details on 4 or more of these

WORKING AT GREATER DEPTH

- TBAT: know what time period is considered to be 'ancient Egypt' (c. 3000BC to c.30BC) and know what came before and afterwards
- To name several (5 or more) jobs that people had at this time and give opinions on them adding details about at least one of these jobs
- Understand that farming was very important and give 5 or more reasons why – relating this to modern day farming
- Write a detailed fact file on Tutankhamun, adding at least 5 facts and a family tree.
- Understand that hieroglyphs were used as a form of communication and be able to use some to write their own name and other basic words.
- Understand that the ancient Egyptians worshipped many Gods and Goddesses and be able to give basic details on several of these

Year 4

Anglo-Saxons

KNOWLEDGE & UNDERSTANDING

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- **Britain's settlement by Anglo-Saxons and Scots;**
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Common Misconceptions	Vocabulary	History skills and fieldwork	History skills and fieldwork
<p>Some children may think:</p> <ul style="list-style-type: none"> • The Anglo-Saxons were always fighting: While they did have battles, the Anglo-Saxons were also farmers and craftsmen who spent a lot of time working on their land and making things. • They lived in castles: Unlike the stone castles we often imagine, Anglo-Saxons lived in wooden houses with thatched roofs. Their homes were simple and practical. • They were one big group: The Anglo-Saxons were actually made up of different tribes, including the Angles, Saxons, and Jutes. Each tribe had its own leaders and customs 	<p>Building city nation/country religion ruler: king, technology trade transport travel civilisation culture</p>	<p>economy: money, tax, barter empire enslavement entertainment farming kingdom knowledge leisure migration occupation (of territory) power settlement</p>	<p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>begin to understand some of the ways in which historians and others investigate the past.</p> <p>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p> <p>start to present ideas based on their own research about a studied period.</p> <p>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p>

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • TBAT: know what time period the Anglo-Saxons ruled in Britain (410AD-1066AD) • Understand why the Anglo-Saxons came to Britain and that they were made up of three main tribes (Angles, Saxons and Jutes) • Understand where the tribes settled in Britain • Understand who Alfred the Great was and why he got his name. • Understand that Anglo-Saxons brought their culture and stories to Britain • Understand that the Anglo-Saxons had different beliefs than the native Britons 	<ul style="list-style-type: none"> • TBAT: know what time period the Anglo-Saxons ruled in Britain (410AD-1066AD),and that this period began as the Roman left Britain • Understand why the Anglo-Saxons came to Britain and that they were made up of three main tribes (Angles, Saxons and Jutes) and give details as to why they moved to Britain • Understand where the tribes settled in Britain and what happened to the counties as a result of this • Complete a fact-file on Alfred the Great, giving details as to his rise to power and achievements. • Understand that Anglo-Saxons brought their culture and stories to Britain and explore the story of Beowulf in some detail • Understand that the Anglo-Saxons had different beliefs than the native Britons, giving details of at least one God that they believed in. 	<ul style="list-style-type: none"> • TBAT: know what time period the Anglo-Saxons ruled in Britain (410AD-1066AD),and that this period began as the Roman left Britain. Adding what happened after this period for Britain. • Understand why the Anglo-Saxons came to Britain and that they were made up of three main tribes (Angles, Saxons and Jutes) and give details as to why they moved to Britain. Explain who the Vikings were and how they differ from the Anglo-Saxons. • Understand where the tribes settled in Britain and what happened to the counties as a result of this – adding an understanding of place names such as those with the suffix –bury for example. • Complete a detailed fact-file on Alfred the Great, giving details as to his rise to power and achievements. • Understand that Anglo-Saxons brought their culture and stories to Britain and explore the story of Beowulf in great detail. • Understand that the Anglo-Saxons had different beliefs than the native Britons, giving details of two or more Gods that they believed in – compare this to what native Britons believed and how the Anglo-Saxons changed the religion

Year 5

THE MAYA

KNOWLEDGE & UNDERSTANDING

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Common Misconceptions	Vocabulary	History skills and fieldwork
	civilisation conquest culture economy : money, tax, barter empire enslavement entertainment farming kingdom	knowledge leisure migration occupation (of territory) power settlement trade tribe consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and start to question its reliability; recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; start to recognise that some concepts, such as technology, will be different across different periods of history;
ASSESSMENT STATEMENTS		
WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH

- Say where the ancient Maya people lived, naming some major features and cities in them.
- Know some of the main Maya gods and what they represented.
- Read and write some basic Maya numbers, explaining what syllabograms and logograms are.
- Know that corn and chocolate were important foods and be able to identify some reasons for this.

- Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail.
- Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.
- Research and provide some of their own ideas about the significance of corn and chocolate.
- Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.

- Demonstrate a full understanding of ancient Maya culture and history by composing their own historically valid accounts about different aspects of the Maya civilisation, through asking and answering historically valid questions.
- Explain how the number and writing system works in more detail, be able to use Maya numbers to complete sums and write words using the Mayan syllabary by choosing suitable syllabograms to create their own glyph blocks.

Year 5

VIKING AND ANGLO SAXON STRUGGLE FOR BRITAIN

KNOWLEDGE & UNDERSTANDING

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- **Britain's settlement by Anglo-Saxons and Scots;**
Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne.
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Common Misconceptions	Vocabulary		History skills and fieldwork
<p>Some children may think:</p> <ul style="list-style-type: none"> the Vikings' motivation to raid Lindisfarne was to murder the monks rather than it being a consequence of the raids. Vikings only raided places and left. dividing England was not a clever move for Alfred to make. 	<p>civilisation conquest culture economy: money, tax, barter empire enslavement entertainment farming kingdom</p>	<p>knowledge leisure migration occupation (of territory) power settlement trade tribe</p>	<p>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>accurately use dates and terms to describe historical events;</p> <p>recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</p> <p>plan and present a self-directed project or research about the studied period.</p> <p>continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> Know where the Vikings came from. Know that the Vikings were a real threat from the sea. Recall one or two reasons for Viking raids. Give a simple recount of a Viking raid Know that the Vikings then began to settle and trade in these places. 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of why people leave their homeland to invade and settle in another country. Demonstrate factual knowledge of some of the reasons for the Viking raids. Understand Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors. Recognise that some accounts of Viking raids were Anglo-Saxon interpretations Use pictures, written sources and reconstructions to find out about aspects of the Viking way of life Recall, select and organise historical information about the Vikings in Britain and use terminology appropriate to the period. Understand the importance of the Danelaw as an area of Viking settlement 	<ul style="list-style-type: none"> Use dates relating to Viking raids Have a clear understanding of why, how and when the Viking raids began Understand some of the skills and characteristics that enabled the Vikings to be such successful warriors Understand why some written sources give a negative view of the Vikings.

Year 6

CLASSICAL GREEK CIVILISATION

KNOWLEDGE & UNDERSTANDING

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- **Ancient Greece – a study of Greek life and achievements and their influence on the western world;**
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Common Misconceptions	Vocabulary		History skills and fieldwork
building the church city, city-state commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace	religion ruler: king, emperor,, monarchy society technology trade transport travel war: battle, conflict, invasion, army		find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and start to question its reliability; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. plan and present a self-directed project or research about the studied period. use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; identify and note connections, contrasts and trends over time in the everyday lives of people;
ASSESSMENT STATEMENTS			
WORKING TOWARDS	WORKING AT EXPECTED LEVEL		WORKING AT GREATER DEPTH

- With some support, children can order a number of significant events from ancient Greek times on a timeline.
- With support, children can identify some of the impacts of Alexander the Great's Empire.
- With support, research and describe some key features of the everyday lives of people living in ancient Greece.
- With support, children can name a similarity and a difference between life in ancient Athens and life in ancient Sparta.
- Children can answer some simple questions by finding evidence from primary sources and with some support, start to understand the difference between primary and secondary sources.
- With support, children can make some simple comparisons between the modern and ancient Olympic Games.
- With support, children can find some basic information about ancient Greek gods and goddesses.
- Children can use primary and secondary sources to gather clues about the myth of the Trojan War.

- Children can order a number of significant events from ancient Greek times on a timeline.
- Children can identify some of the impacts of Alexander the Great's Empire.
- Children can research and describe some key features of the everyday lives of people living in ancient Greece.
- Children can name some similarities and differences between life in ancient Athens and life in ancient Sparta.
- Children can answer some questions by finding evidence from primary sources and start to understand the difference between primary and secondary sources.
- Children can make some comparisons between the modern and ancient Olympic Games.
- Children can find out about some ancient Greek gods and goddesses.
- Children can use primary and secondary sources to gather clues about the myth of the Trojan War, beginning to evaluate the usefulness of different sources.

- Children can confidently order a number of significant events from ancient Greek times on a timeline, researching some key facts about some of these events.
- Children can independently identify a range of different impacts of Alexander the Great's Empire.
- Children can research and describe some key features of the everyday lives of people, including understanding some of the differences between the lives of men and women, in ancient Greece.
- Children can confidently name similarities and differences between life in ancient Athens and life in ancient Sparta, using the correct historical language.
- Children can answer some questions by finding evidence from primary sources and understand and be able to confidently discuss the difference between primary and secondary sources.
- Children can independently make a range of comparisons between the modern and ancient Olympic Games.
- Children can find out more detailed information about some ancient Greek gods and goddesses.
- Children can use primary and secondary sources to gather clues about the myth of the Trojan War, evaluating the usefulness of different sources.

Year 6

WW2

KNOWLEDGE & UNDERSTANDING

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;

- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;**
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Common Misconceptions	Vocabulary		History skills and fieldwork
<p>democracy propaganda building the church city, city-state commemoration: monument, remembrance discrimination: racism and sexism exploration government: parliament nation/country peace</p>	<p>religion ruler: king, monarchy society technology trade transport travel war: battle, conflict, invasion, army treaty</p>		<p>show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer. accurately use dates and terms to describe historical events; use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. plan and present a self-directed project or research about the studied period. start to recognise that some concepts, such as technology, will be different across different periods of history;</p>
ASSESSMENT STATEMENTS			
WORKING TOWARDS	WORKING AT EXPECTED LEVEL		WORKING AT GREATER DEPTH
<ul style="list-style-type: none"> • say when the war started; • tell you some of the countries and key individuals involved; • recall some details about key events; 	<ul style="list-style-type: none"> • offer reasons to explain why the war started; • explore the significance of key events; • explain how and why the changing role of women was significant to the war effort; 		<ul style="list-style-type: none"> • demonstrate a full understanding of a wide range of World War II events; • recall key dates and facts with ease; • evaluate and assess the reason, impact and significance of key wartime events;

- describe what evacuation and rationing were, explain how they worked and how different people were affected;
- describe some of the jobs women did during the war;
- describe what the Holocaust was and who suffered as a result.

- recall key facts about rationing, evacuation and the Holocaust

- explain the Holocaust in detail and make links and comparisons to issues today.