



**Stone Age – Iron Age (Autumn Term)**  
**Changes in Living Memory: Personal History (Summer 1)**

**History End of Year Expectations for Children in Year 1**

Chronology and Understanding	Continuity and Change/ Cause and Consequence	Historical Enquiry	Historical Understanding
I can understand the difference between things that happened in the past and the present.	I can notice some similarities and differences between different times – difference in the ages	I can explore events, look at pictures, visit historical sites and ask questions eg, “Which things are old and which are new?” or “What were people doing?”	I can distinguish between what is fact and fiction within the stories – begin to understand what is historically accurate
I can understand changes within my own living memory	I can say why people may have acted the way they did.	I can look at objects from the past and ask questions eg, “What were they used for?” and try to answer.	
I can describe things that happened to myself and other people in the past.			
I can recall some facts about people/events before living memory			
I can order a set of events or objects			

**Substantive Knowledge**

Power (Monarchy, Government, Empire)	Civilisation (Farming, Animals, Towns, Cities, Language, Arts)	Trade (Currency and Resources)	Beliefs (Religion and Rituals)
I know that In pre-historic Britain tribes often fought over where they could live and the resources that were available.	I know in pre-historic Britain people lived in nomadic tribes in small family groups.	I know when people began settling and farming, they started to have extra food to exchange with others and they developed tools for farming that were useful to others and traded these too.	I know that Ancient Britons believed that the sun and the moon had special power over their lives.
	I know the development of farming meant that groups could settle in one place.	I know that coins were first made in the iron age.	I know that Historians think Ancient Britons believed in an afterlife because they buried their dead.

Concepts	Content	Contextual Applications – Ice Age to the Iron Age – Changes in living Memory	Contextual links – Story topic or Locality links and additional guidance	Key Vocabulary
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>➤ Understand the difference between things that happened in the past and the present.</li> <li>➤ Describe things that happened to themselves and other people in the past.</li> <li>➤ Understand changes within their own living memory</li> <li>➤ Recall some facts about people/events before living memory</li> <li>➤ Order a set of events or objects</li> </ul>	<p><b>Enquiry 1:</b> How do we know things about the past?</p> <ul style="list-style-type: none"> <li>• We can find clues about the past from things people find in the ground.</li> <li>• Scientists who learn about things from a long time ago are called archeologists.</li> <li>• Prehistory means a time before people wrote things down.</li> </ul> <p><b>Enquiry 2:</b> Why were woolly mammoths well suited to the Ice Age?</p> <ul style="list-style-type: none"> <li>• During the Ice Age, almost all of Great Britain was covered by thick sheets of ice called glaciers.</li> <li>• No people lived in Great Britain. An animal called a Woolly Mammoth lived in Britain, it is now extinct.</li> <li>• When the ice began to melt, people crossed the English Channel by foot as the channel was shallow.</li> </ul> <p><b>Enquiry 3:</b> What was it like to live in Stone Age Britain?</p> <ul style="list-style-type: none"> <li>• Stone Age people made tools out of stone, wood or bone.</li> <li>• They had to survive on hunting wild animals, or gathering wild food and would move around to find these.</li> <li>• When people began to farm, they started to settle in one place.</li> </ul> <p><b>Enquiry 4:</b> How did the discovery of bronze change people’s lives?</p> <ul style="list-style-type: none"> <li>• Bronze is a strong metal. It was used to make tools.</li> <li>• The Bronze Age is a time long ago when people discovered how to make bronze.</li> <li>• Before the Bronze Age, people made their tools from stone.</li> <li>• Which was better, bronze or iron?</li> </ul> <p><b>Enquiry 5:</b> Who were the Celts?</p> <ul style="list-style-type: none"> <li>• The Iron Age is a time when people began to make things from a metal called iron.</li> <li>• During the Iron Age, Celts lived in Britain.</li> <li>• We know about Celts because of the things they left behind.</li> </ul> <p><a href="https://www.teachingideas.co.uk/library/books/stone-age-boy">https://www.teachingideas.co.uk/library/books/stone-age-boy</a></p> <p><b>Changes within living Memory (Summer)</b></p>	<p><b>Locality Links:</b> The <b>Potteries Museum</b> in Stoke-on-Trent has prehistoric artefacts on display in the archaeology gallery, including prehistoric pottery and early examples of tools and metal-working.</p> <p><b>Story Topic Texts:</b> <b>Books which allow opportunity to place historical events in a context:</b> Stone Age Boy by Satoshi Kitamura Ug: Boy Genius of the Stoneage by Raymond Briggs The First Drawing by Mordicai Gerstein How to Wash a Woolly Mammoth by Michelle Robinson &amp; Kate Hindley Cave Baby by Julia Donaldson &amp; Emily Gravett</p>	<p><b>Pre-history</b></p> <p><b>Ice Age</b></p> <p><b>Glacier</b></p> <p><b>Survive/ survival</b></p> <p><b>Stone Age</b></p> <p><b>Bronze Age</b></p> <p><b>Iron Age</b></p> <p><b>Period</b></p> <p><b>Hunter -Gathers</b></p> <p><b>Discover</b></p> <p><b>Woolly mammoth</b></p> <p><b>Sabretooth tiger</b></p> <p><b>Settlers</b></p> <p><b>Extinct</b></p> <p><b>English channel</b></p> <p><b>Archaeologist</b></p> <p><b>Excavate</b></p> <p><b>Artefacts</b></p>
<b>Continuity and Change; Cause and Consequence</b>	<ul style="list-style-type: none"> <li>➤ Notice some similarities and differences between different times</li> <li>➤ Say why people may have acted the way they did.</li> <li>➤</li> </ul>			
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>➤ Explore events, look at pictures, visit historical sites and ask questions eg, “Which things are old and which are new?” or “What were people doing?”</li> <li>➤ Look at objects from the past and ask questions eg, “What were they used for?” and try to answer.</li> </ul>			
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>➤ Children can distinguish between what is fact and fiction within the stories – begin to understand what is historically accurate</li> </ul>			
<b>Significance and Knowledge</b>	<ul style="list-style-type: none"> <li>➤ Scientists who learn about things from a long time ago are called archaeologists.</li> </ul>			

	<ul style="list-style-type: none"> <li>➤ Prehistory means a time before people wrote things down. know the chronology of the ages Ice, Stone, Bronze, Iron</li> <li>➤ Know the range of animals that lived through the different ages – Such as Woolly Mammoth, Saber tooth tiger</li> <li>➤ Know about and understand the importance of Stonehenge</li> <li>➤ During the Ice Age, almost all of Great Britain was covered by thick sheets of ice called glaciers. No people lived in Great Britain.</li> <li>➤ When the ice began to melt, people crossed the English Channel by foot as the channel was shallow.</li> <li>➤ Stone Age people made tools out of stone, wood or bone and these were used to survive on hunting wild animals, or gathering wild food and would move around to find these. When people began to farm, they started to settle in one place.</li> <li>➤ The Bronze Age is a time long ago when people discovered how to make bronze. Bronze is a strong metal. It was used to make tools.</li> <li>➤ The Iron Age the Celts lived in Britain is a time when people began to make things from a metal called iron.</li> <li>➤ Know the timeline and changes that have happened within their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• What has changed within your life? Explore a timeline and chronology of life so far. Use photographs from key events for the timeline and use events such as birthdays, Christmas etc</li> <li>Family Trees and explore parents, grandparents etc</li> <li>• What change has occurred? Change in technology and how that has developed</li> <li>Change in schooling and compare schooling now to a recent past and explore the changes</li> </ul>		<p><b>Staffordshire Hoard</b></p> <p><b>Stonehenge</b></p> <p><b>Spear thrower</b></p> <p><b>Tools</b></p> <p><b>Fish spear</b></p> <p><b>Axe</b></p> <p><b>Carved baton</b></p> <p><b>Adze</b></p> <p>Old New</p> <p>A long time ago</p> <p>Past</p> <p>Present</p> <p>Before</p> <p>After</p> <p>Then</p> <p>Now</p> <p>In the olden day</p> <p>Events</p> <p>Change</p> <p>Effect</p>
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	<ul style="list-style-type: none"><li>➤ Understand the link and effect of events across the subjects of study</li><li>➤ Make comparisons and identify changes within a certain aspect – schooling or technology</li></ul>			Baby Toddler Infant Child
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Year Two

Main Study: Ancient Egyptians (Spring Term)

Event Great Fire of London (Summer Term 2)

**History End of Year Expectations for Children in Year 2**

<b>Chronology and Understanding</b>	<b>Continuity and Change/ Cause and Consequence</b>	<b>Historical Enquiry</b>	<b>Historical Understanding</b>
I can understand chronologically the significant events through the time period we learnt about	I can describe the developments through this period of time	I can use different historical sources to find out about this period of history e.g. books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites, the internet)	I can compare pictures or photographs of people/events.
I can use a timeline to show how events developed during this period of history	I can take evidence to give and explain reasons why people lived as they did during this time period		I can discuss reliability of photos/accounts.
	I can understand the changes that occurred throughout this time period		I can draw simple conclusions from their enquires.
	I can compare and Contrast this time period to Britain and Modern day		
	I can understand and know about a significant event beyond memory (Great Fire of London)		

**Substantive Knowledge**

<b>Power (Monarchy, Government, Empire)</b>	<b>Civilisation (Farming, Animals, Towns, Cities, Language, Arts)</b>	<b>Trade (Currency and Resources)</b>	<b>Beliefs (Religion and Rituals)</b>
I know in Ancient Egypt pharaohs ruled and the poor were often slaves	I know in Ancient Egypt people lived in large, well organised groups, originally on the banks of the Nile where farming was possible.	I know in Ancient Egypt, merchants sailed up and down the river Nile trading goods.	I know Ancient Egyptians believed in many Gods that controlled the forces of nature.
	I know the Egyptians was one of the earliest civilisations in the world. They developed a writing system called hieroglyphics		I know that Ancient Egyptians believed in an afterlife and buried their dead. The rich and powerful were buried in tombs with their wealth.

Concepts	Content	Contextual Applications	Contextual links – Story topic or Locality links and additional guidance	Key Vocabulary
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>➤ Understand chronologically the significant events through this time period</li> <li>➤ Use a timeline to show how events developed during the time period</li> </ul>	<p><b>Enquiry 1 - What did the Ancient Egyptians believe? How do we know?</b></p> <p><b>Enquiry 2 - How different were beliefs in Ancient Egypt from today?</b></p> <p><b>Enquiry 3 - How did religion affect life in Ancient Egypt</b></p>	<p><b>Story Topic Link -</b> Max and Katies Egyptian Adventure</p> <p>Locality/Modern day link – Egyptians were amongst the earliest developments in maths, writing (hieroglyphics), perfume and cosmetics amongst others</p> <p>Use this link to work completed in the classroom today and how this is different but is built upon the work completed in during the ancient Egyptian period of history</p>	<p><b>Tomb</b></p> <p><b>Pharaoh</b></p> <p><b>Pyramid</b></p> <p><b>Goddess/ God</b></p> <p><b>Scarab beetles</b></p> <p><b>Hieroglyphics</b></p> <p><b>Anubis/Jackal/Sobek</b></p> <p><b>Mummification</b></p> <p><b>Archaeologist</b></p> <p><b>Embalming</b></p> <p><b>Sarcophagus</b></p> <p><b>Afterlife &amp; Underworld</b></p> <p><b>Canopic jar</b></p> <p><b>Egypt/ Egyptian</b></p> <p><b>Sphinx</b></p> <p><b>Nile</b></p> <p><b>Cairo, Luxor, Valley of the Kings, Gisa</b></p>
<b>Continuity and Change; Cause and Consequence</b>	<ul style="list-style-type: none"> <li>➤ Use information they have found to understand significant actions</li> <li>➤ Describe the developments through this period of time</li> <li>➤ Take evidence to give and explain reasons why people lived as they did during this time period</li> <li>➤ Understand the changes that occurred throughout this time period</li> <li>➤ Compare and Contrast this time period to Britain and Modern day</li> <li>➤ Understand and know about a significant event beyond memory</li> </ul>	<p><b>Enquiry 4 - How did Civilisation adapt to the needs of Egyptian life?</b></p> <p>Introduction to what Egyptians believed. How do we know? Polytheistic, gods, goddesses, creation. Wall paintings, gods and preparation for the afterlife</p> <p>Comparison of Christian creation story to that of Ancient Egypt.</p> <p>Myth, Ra, Osiris, Isis, Horus Beliefs and attitudes of the past Religious diversity Wall paintings, gods and preparation for the afterlife</p> <p>Recognise, name and place Egyptian gods. Bastet and sacred cats. Anubis and the Jackal, The scarab Beetle, Sobek and crocodiles, Tauret and hippos.</p> <p>Investigation into use of animals as representation</p> <p>Luxor Akhenaten, Guisa, Valley of the Kings</p> <p>Pupils to use archaeological electronic reconstructions to make virtual tours, learning about structure and use of different parts. Then design/build their own.</p> <p>Festival, Opet, celebration</p>		
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>➤ Use different historical sources to find out about this period of history e.g. books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites, the internet)</li> <li>➤ Observe or handle sources to answer questions about the significance they had during this period of history</li> </ul>	<p>Pupils compare Ancient Egyptian festivals to modern such as Easter, Diwali etc. Then prepare their own Egyptian festival and celebrate it.</p> <p>Afterlife, underworld. Book of the dead, weighing of the soul</p>		
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>➤ Compare pictures or photographs of people/events.</li> <li>➤ Discuss reliability of photos/accounts.</li> <li>➤ Draw simple conclusions from their enquires.</li> </ul>			

<p><b>Significance and Knowledge</b></p>	<ul style="list-style-type: none"> <li>➤ Identify and know about key features of Ancient Egypt – Pharaohs, Pyramids, Gods, Goddesses, Mummies, The Great Sphinx, Sarcophagus</li> <li>➤ Know why the River Nile was such an important part of Ancient Egyptian Civilisation</li> <li>➤ Identify and know key Pharaohs, Gods and Goddesses – Tutankhamun, Amenhotep, Ramses II, Anubis/Jackal/Sobek</li> <li>➤ Understand about the religions during across the ancient Egyptian times – link this to the afterlife/underworld</li> <li>➤ Know what mummification is and why it was a significant part of ancient Egyptian life</li> <li>➤ Know what hieroglyphics were and what their importance was during Ancient Egyptian times</li> <li>➤ Understand the significance of key places across ancient Egypt - Cairo, Luxor, Valley of the Kings, Gisa</li> <li>➤ Understand what Egyptian life was like – food, drink, homes, jobs</li> <li>➤ Know the key events and chronology of the Great Fire of London</li> <li>➤ Know the causes and effects of the Great Fire of London</li> <li>➤ Understand the role and significance and Samuel Pepys</li> </ul>	<p>Pupils investigate spell 125 and others from the Book of the Dead and compare to images. Pupils navigate the tomb of king Tut to see if they can find examples of the Book of the Dead.</p> <p>Embalming, ka, ba, akh, mummification, canopic jar, pyramid, tomb</p> <p>Pupils look at the process of mummification and then make their own mummies and canopic jars.</p> <p><b><u>Great Fire of London</u></b></p> <p>Where is London?</p> <ul style="list-style-type: none"> <li>• To know where London is, why it is important and where it is in relation to Thatcham</li> </ul> <p>How do we know about the Great Fire of London?</p> <ul style="list-style-type: none"> <li>• show in discussion, an understanding of what an 'eyewitness' is</li> <li>• recognise aspects of the fire that eyewitnesses saw</li> <li>• know that Pepys saw the fire and that he wrote about it in his diary</li> </ul> <p>How do we know about the Great Fire of London?</p> <ul style="list-style-type: none"> <li>• show in discussion, an understanding of what an 'eyewitness' is</li> <li>• recognise aspects of the fire that eyewitnesses saw</li> <li>• know that Pepys saw the fire and that he wrote about it in his diary</li> </ul> <p>What happened in the Great Fire of London?</p> <ul style="list-style-type: none"> <li>• talk about what happened in the story</li> <li>• sequence events correctly on a prepared time line</li> </ul> <p>Why did the fire spread so quickly?</p> <ul style="list-style-type: none"> <li>• describe the key features of houses and streets in the seventeenth century</li> <li>• give one or more reasons why the fire spread quickly, and why it stopped</li> <li>• know where people went for safety</li> </ul> <p>How are houses different now to 1666?</p> <ul style="list-style-type: none"> <li>• describe the key features of houses and streets in the seventeenth century</li> </ul> <p>How was London Rebuilt?</p> <ul style="list-style-type: none"> <li>• To know that Christopher Wren designed and rebuilt large sections of London</li> </ul> <p>What have we learnt about the Great Fire of London?</p> <ul style="list-style-type: none"> <li>• recall correctly some of the events of the fire</li> <li>• know the main sources of information about the fire</li> </ul>		<p><b>Century</b>  <b>Britain</b>  <b>London</b>  <b>Capital city</b>  <b>Past</b>  <b>Present</b>  <b>Old</b>  <b>Modern</b>  <b>Change</b>  <b>Tudor Houses</b>  <b>Then</b>  <b>Now</b>  <b>Fire equipment (hooks, squirts, leather bucket)</b>  <b>Fire proof</b>  <b>Samuel</b>  <b>Pepys/diary</b>  <b>Secret codes</b>  <b>Possession</b>  <b>Thomas</b>  <b>Farynor</b>  <b>Paintings, eye witness reports</b>  <b>recount</b></p> <p><b>Chronological Order</b></p>
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		<ul style="list-style-type: none"> <li>• draw a picture of the fire that reflects their knowledge about it</li> <li>• identify similarities and differences between the pictures</li> </ul> <p>Most children will: be able to place the Great Fire on a class time line and sequence the main events of the fire correctly; know why the fire started and what happened; understand why it ended and some of the results; know that the fire was represented in different ways; understand what information about the fire contemporary pictures and Pepys' diary can provide; communicate their understanding in a variety of ways</p> <p>Some children will not have made so much progress and will: recognise that the Great Fire happened a long time ago; sequence some of the events of the fire correctly; select some relevant information from pictures of the fire</p> <p>Some children will have progressed further and will: know that the fire took place over 300 years ago (in 1666); show understanding of the causes and effects of the fire; show understanding of the strengths and weaknesses of eyewitness accounts of the fire; understand why there are different representations of the event; begin to compare different sources of information about the fire</p>		
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Year 3

Main Study: The Roman Empire & its impact on Britain (Spring Term)

The Potteries (Summer Term 1)

**History End of Year Expectations for Children in Year 3**

<b>Chronology and Understanding</b>	<b>Continuity and Change/ Cause and Consequence</b>	<b>Historical Enquiry</b>	<b>Historical Understanding</b>
I can use a timeline to place historical events in chronological order.	I can see evidence to describe the culture and leisure activities from the past.	I can use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.	I can link evidence from different sources to describe life in the past.
I can describe dates of and order significant events from the period studied.	I can use evidence to describe the clothes, way of life and actions of people in the past.	I can ask questions and begin to find answers about the past.	
I can use common words and phrases related to the passing of time	I can use evidence to describe buildings and their uses of people from the past.		

**Substantive Knowledge**

<b>Power (Monarchy, Government, Empire)</b>	<b>Civilisation (Farming, Animals, Towns, Cities, Language, Arts)</b>	<b>Trade (Currency and Resources)</b>	<b>Beliefs (Religion and Rituals)</b>
I know the Romans controlled a very large part of the world and kept invading other countries to make their empire bigger.	I know that Britain became more civilised after the Roman invasion.	I know road systems allowed for trade routes to be established and for travelling further to trade with others.	I know the Romans also worshipped different gods (polytheism).
	I know that buildings, towns and roads were built and people began to speak in a common language (Latin) and develop a writing system.	I know the Romans imported lots of materials and products into Britain.	I know that Christianity arrived in Britain and became more and more popular but some people still kept their pagan beliefs (monotheism)

Concepts	Content	Contextual Applications	Contextual links – Story topic or Locality links and additional guidance	Key Vocabulary
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>➤ Use a timeline to place historical events in chronological order.</li> <li>➤ Describe dates of and order significant events from this time period</li> <li>➤ Use common words and phrases related to the passing of time</li> </ul>	<p><b>The Roman Empire &amp; its impact on Britain - Enquiry Questions:</b></p> <p><b>Enquiry 1.</b> When did the Romans invade and why?</p> <ul style="list-style-type: none"> <li>• the Romans attempted to invade twice before they were successful on their third attempt</li> <li>• why they wanted to control the minerals and exports from this country</li> <li>• why we know so little about this period of history – which sources can we use?</li> <li>• why the Roman Army was so successful in building up the Roman Empire.</li> <li>• how we know about life in Roman Britain and especially on Hadrian’s Wall</li> </ul> <p><b>Enquiry 2.</b> Did the native Britons welcome or resist them, and why?</p> <ul style="list-style-type: none"> <li>• why some tribes did not welcome the Romans and why some did.</li> <li>• to order the story demonstrating chronological understanding</li> <li>• to assess sources for accuracy and bias</li> <li>• to develop their historical interpretation skills</li> </ul> <p><b>Enquiry 3.</b> How did they influence the culture of the people already here?</p> <ul style="list-style-type: none"> <li>• to interpret ruins</li> <li>• to consider the evidence used for an artist’s impression of what the Fort may have looked like.</li> <li>• to present and communicate their understanding to a variety of audiences.</li> </ul> <p><b>Suggested Resources:</b> The Historical Association’s Scheme of Work ‘The Roman Empire &amp; its impact on Britain</p>	<p><b>Locality Links:</b> Chester</p> <p><b>Story Topic Texts:</b> <b>Books which allow opportunity to place historical events in a context:</b> Across the Roman Wall by Theresa Breslin Queen of Darkness by Tony Bradman Roman Diary: The Journal of Iliona, a Young Slave by Richard Platt Assassin by Tony Bradman Revolt Against the Romans by Tony Bradman</p>	<p><b>Rome</b></p> <p><b>Invasion</b></p> <p><b>Export / Import</b></p> <p><b>Hadrian’s Wall</b></p> <p><b>Julius Caesar</b></p> <p><b>Boudicca</b></p> <p><b>Romulus &amp; Remus</b></p> <p><b>Celts &amp; Tribes</b></p> <p><b>Druids</b></p> <p><b>Aqueduct</b></p> <p><b>Colosseum</b></p> <p><b>Emperor</b></p> <p><b>Empire</b></p> <p><b>Soldier</b></p> <p><b>Shield Chariot</b></p> <p><b>Gladiator</b></p>
<b>Continuity and Change; Cause and Consequence</b>	<ul style="list-style-type: none"> <li>➤ Use evidence to describe the culture and leisure activities from the past.</li> <li>➤ Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>➤ Use evidence to describe buildings and their uses of people from the past.</li> </ul>			
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>➤ Ask questions and begin to find answers about the past.</li> </ul>			
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>➤ Begin to link evidence from different sources to describe life in the past.</li> </ul>			
<b>Significance and Knowledge</b>	<ul style="list-style-type: none"> <li>➤ Know and understand significant parts of Roman culture and civilisation – Colosseum, Emperor, Empire, Soldier</li> <li>➤ Shield, Chariot, Gladiator</li> <li>➤ Know where, when and how the Romans invaded.</li> <li>➤ Understand the two attempted invasions and why they failed, understanding Caesars importance (55-54 BC)</li> <li>➤ Understand Claudius’ successful invasion and conquest – making links to the strength and organisation of the Roman Army</li> <li>➤ Know why the Romans wanted to invade Britain – minerals, commodities and trade</li> </ul>			

	<ul style="list-style-type: none"><li>➤ Understand what Hadrian's Wall is and its importance following the conquest of the Roman Army – making the links to Celtic Britain</li><li>➤ Know who Boudacia is and the importance role played in the resistance</li><li>➤ Understand the Romanisation of Britain and explore the links that we still have to that in modern day Britain – aqueducts, sewers, roads, travel</li></ul>			
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Year Four

WW1 (Autumn Term 1)

Main Study: The effects of Anglo Saxon, Viking and Scots settlement in Britain (Spring Term)

**History End of Year Expectations for Children in Year 4**

<b>Chronology and Understanding</b>	<b>Continuity and Change/ Cause and Consequence</b>	<b>Historical Enquiry</b>	<b>Historical Understanding</b>
I can order and understand the chronological order of a series of historical periods	I can use evidence to describe what was important to people from the past.	I can use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	I can look at different versions of the same event in history and identify differences.
I can understand how time periods overlap and how different chronologies occur at the same time across different places	I can use evidence to show how the lives of rich and poor people from the past differed.	I can choose relevant material to present a picture of one aspect of life in time past	I know that people in the past represent events or ideas in a way that persuades others.
I can understand how one time period transitions into the next	I can describe similarities and differences between people, events and artefacts studied.	I can ask questions and use historical sources to find answers about the past.	I can explore the idea that there are different accounts of history.
	I can describe how some of the things I have studied from the past affect/influence life today.		

**Substantive Knowledge**

<b>Power (Monarchy, Government, Empire)</b>	<b>Civilisation (Farming, Animals, Towns, Cities, Language, Arts)</b>	<b>Trade (Currency and Resources)</b>	<b>Beliefs (Religion and Rituals)</b>
I know the Romans withdrew from Britain it was invaded by Anglo-Saxons who settled in different parts of Britain and established several kingdoms in Britain	I know Britain became less civilised following the Roman withdrawal.	I know Anglo Saxons traded with foreign countries, used highways and roads. They traded in luxury items such as wine from France, pepper and spices from Asia and Middle East and silk and gems from Italy and Spain.	I know that when the Anglo-Saxons invaded Christianity waned in favour of Paganism.
I know how and why WW1 began	I know the Anglo Saxons invading Britain did not have a writing system.	I know how rationing was used in WW1	

Concepts	Content	Contextual Applications: Anglo Saxons, Viking and Scots	Contextual links – Story topic or Locality links and additional guidance	Key Vocabulary
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>➤ Secure understanding of the chronological order of a series of historical period</li> <li>➤ Begin to understand how time periods overlap and how different chronologies occur at the same time across different places</li> <li>➤ Begin to understand the transition of time – transition from one period to the next</li> </ul>	<p><b>Suggested Enquiry Questions:</b></p> <p><b>Enquiry 1:</b> What happened to Britain when the Romans left?</p> <ul style="list-style-type: none"> <li>• Specialist vocabulary and terminology related to these invaders and settlers;</li> <li>• The key features, sequence and duration of these societies.</li> <li>• The reasons for the arrival of the Saxons, Vikings and Scots; Differences in reasons for migration between Saxons and Vikings and between these societies and today</li> <li>• How we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence;</li> <li>• The characteristic features of different groups within these societies.</li> <li>• The challenges facing the early settlers and how they overcame them;</li> <li>• How the arrival of these societies might be interpreted differently.</li> <li>• The main features regarding the chronology, reasons for invading and settling and the main features of these societies.</li> </ul> <p><b>Enquiry 2:</b> How well did the Saxons and Vikings get on with each other?</p> <ul style="list-style-type: none"> <li>• The key events associated with the raids;</li> <li>• Why Vikings caused so much fear; How Vikings were able to succeed;</li> <li>• Saxon responses;</li> <li>• Whether there are any similarities with today</li> <li>• The nature of the conflict between Saxons and Vikings;</li> <li>• The contribution made by Alfred;</li> </ul>	<p><b>Locality Links:</b></p> <p><b>Story Topic Texts: Books which allow opportunity to place historical events in a context:</b></p> <p>Viking Boy by Tony Bradman  <i>Arthur and the Golden Rope</i> by Joe Todd-Stanton  <i>Odd and the Frost Giants</i> by Neil Gaiman,  <i>The Sleeping Army</i> by Francesca Simon  <i>The Saga of Erik the Viking</i> by Terry Jones  <i>How to Train Your Dragon</i> by Cressida Cowell  <i>Hilda and the Troll</i> by Luke Pearson  <i>The Dragon's Hoard: Stories from the Viking</i></p>	<p><b>Invasion/Raid/Raiders</b></p> <p><b>Settlement \ Settlers</b></p> <p><b>Danelaw</b></p> <p><b>Lindisfarne</b></p> <p><b>Thor,Loki, Freya,Odin</b></p> <p><b>Long boats</b></p> <p><b>Conquest</b></p> <p><b>Battle</b></p> <p><b>Helmet</b></p> <p><b>Shield</b></p> <p><b>Scandanavia</b></p> <p><b>Monastery</b></p> <p><b>Norse</b></p> <p><b>Saga</b></p> <p><b>Valhalla</b></p> <p><b>Myths</b></p>
<b>Continuity and Change; Cause and Consequence</b>	<ul style="list-style-type: none"> <li>➤ Use evidence to describe what was important to people from the past.</li> <li>➤ Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>➤ Describe similarities and differences between people, events and artefacts studied.</li> <li>➤ Describe how some of the things I have studied from the past affect/influence life today.</li> </ul>			
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</li> <li>➤ Choose relevant material to present a picture of one aspect of life in time past</li> <li>➤ Ask questions and use historical sources to find answers about the past.</li> </ul>			
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>➤ Look at different versions of the same event in history and identify differences.</li> <li>➤ Know that people in the past represent events or ideas in a way that persuades others.</li> <li>➤ Explore the idea that there are different accounts of history.</li> </ul>			
<b>Significance</b>	<ul style="list-style-type: none"> <li>➤ Understand and explain key features of this civilisation and time period – Invasion/Raid/Raiders, Settlement \ Settlers, Conquest, Scandanavia, Monastery, Saga, Valhalla, Myths</li> <li>➤ Explain the importance of Canterbury, Iona, Danelaw and Lindisfarne</li> </ul>			

	<ul style="list-style-type: none"> <li>➤ Know what happened to Britain when the Romans left – what were the reasons for the arrival of the Saxons, Vikings and Scots; Differences in reasons for migration between Saxons and Vikings and between these societies and today</li> <li>➤ Scots invasions from Ireland to north Britain (now Scotland)</li> <li>➤ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Explore and know about Edward the Confessor and his death in 1066</li> <li>➤ Know about the resistance by Alfred the Great and Athelstan, first king of England.</li> <li>➤ Know an explain what the challenges facing the early settlers were and how they overcame them – crops, building, security</li> <li>➤ Understand and explain the link between the Saxons and the Vikings - eg. clothes, brooches, urns, crosses, cooking pots, coins, spinning and weaving. life in a great hall; life in the village and field, houses, clothes, food, music, leisure, markets, trades, specialised areas; contrast values such as loyalty, kinship, honour and revenge and Saxon and Viking laws and justice –oaths, wergild, jury, ordeals.</li> <li>➤ Know the key events associated with the raids; Why Vikings caused so much fear; How Vikings were able to succeed; What the Saxon responses were;</li> <li>➤ Understand the nature of religious life when the Saxons and Vikings first arrived; The nature of and reactions to the reintroduction of Christianity; How and why Christianity spread</li> <li>➤ Know the key features of Saxon and Viking boats; The achievements of the Saxons and Vikings at sea.</li> <li>➤ Understand and explain the Norse Gods - Thor,Loki, Freya,Odin</li> </ul>	<ul style="list-style-type: none"> <li>• The changing relationship between Saxons and Vikings including how and why the pendulum swung too and fro; The state of Britain on the eve of the Conquest.</li> </ul> <p><b>Enquiry 3:</b> Was life better in Anglo-Saxon or Roman Britain?</p> <p>Britain?</p> <ul style="list-style-type: none"> <li>• The key features and differences about life in Saxon and Viking times;</li> <li>• Attitudes and values held by Saxons and Vikings;</li> <li>• The role of different groups and sections of the population;</li> <li>• To make informed judgements about the quality of life for different groups.</li> <li>• The nature of religious life when the Saxons and Vikings first arrived;</li> <li>• The nature of and reactions to the reintroduction of Christianity;</li> <li>• How and why Christianity spread</li> <li>• Appropriate terminology related to religious life.</li> <li>• The nature and significance of the Saxons and Vikings on their local community.</li> </ul> <p><b>Enquiry 4:</b> What did the Anglo Saxons and Vikings leave behind?</p> <ul style="list-style-type: none"> <li>• The contribution of some key individuals;</li> <li>• The reliability of some of the accounts of Saxons and Vikings.</li> <li>• The key features of Saxon and Viking boats;</li> <li>• The achievements of the Saxons and Vikings at sea.</li> <li>• The evidence for the legacy of Saxons and Vikings;</li> <li>• The specific contribution and legacy in a range of elements.</li> <li>• The overall nature and specific contributions of Saxons and Vikings to the world today.</li> </ul> <p><b>Suggested Resources:</b> The Historical Association’s Scheme of Work ‘The effects of Anglo Saxon, Viking and Scots settlement in Britain’</p> <p>CLPE: unit of work based on Viking Boy by Tony Bradman</p>	<p><i>Sagas</i> by Lari Don,</p> <p><i>Norse Myths &amp; Legends</i> by Cheryl Evans and Anne Millard,</p> <p><i>Monster Slayer</i> by Brian Patten</p> <p><i>She Wolf</i> by Dan Smith</p> <p><i>Riddle of the Runes (Viking Mystery 1)</i> by Janina Ramirez,</p> <p><i>Bracelet of Bones (The Viking Sagas. Book 1)</i> by Kevin Crossley-Holland (Quercus)</p>	
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Year Five

Shakespeare Study : Tudor Times (Spring Term)

Main Study : Ancient Greece (Summer Term 2)



**History End of Year Expectations for Children in Year 5**

Chronology and Understanding	Continuity and Change/ Cause and Consequence	Historical Enquiry	Historical Understanding
I can identify significant events, movements and dates in the life of a significant individual on a timeline and explain reasons why these are of historical significance.	I can give my own reasons why changes may have occurred, backed up by evidence.	I can choose reliable sources of information to find out about the past.	I can give reasons why there may be different accounts of history.
I can understand the transition and overlapping of events and understand how the chronologies of time periods overlap	I can describe similarities and differences between some people, events and artefacts studied.	I can use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and begin to understand primary and secondary sources.	I can evaluate evidence to choose the most reliable forms.
	I can describe how historical events studied affect/influence life today.	I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.	
		I can investigate own lines of enquiry by posing questions to answer.	

**Substantive Knowledge**

Power (Monarchy, Government, Empire)	Civilisation (Farming, Animals, Towns, Cities, Language, Arts)	Trade (Currency and Resources)	Beliefs (Religion and Rituals)
I know that Alexander the Great was one of the Kings of Ancient Greece and built the Greek empire.	I know that writing enabled the Ancient Greeks to store and pass on knowledge to younger generations.	I know that Ancient Greek market places brought together merchants from all over the world.	I know that Ancient Greeks were polytheistic and the gods ruled different parts of Greek life.
I know that over time men took power from the kings, people hated them for the bad treatment so they chose their own leaders. (Democracy)	I know The Olympic Games originated in Ancient Greece	I know the Tudors used coins to trade the range of good farmed, built or created	I know that Greeks wanted to please the gods by worshipping and offering gifts

Concepts	Content	Contextual Applications and Links: Tudor England and Locality Links	Contextual Applications and Links – Ancient Greeks and Locality Links	Key Vocabulary
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>➤ Identify significant events, movements and dates in the life of a significant individual on a timeline and explain reasons why these are of historical significance.</li> <li>➤ Understand the transition and overlapping of events and understand how the chronologies of time periods overlap</li> </ul>	<p><b>Chronology of Tudor era</b></p> <p><b>Enquiry 1:</b> What do we understand by Elizabethan times?</p> <ul style="list-style-type: none"> <li>• Make an informed response to a photograph of an historical re-enactment</li> <li>• relate the Elizabethan times to its broad chronological context</li> <li>• make connections between Elizabeth and other key individuals and events in Tudor times</li> </ul> <p><b>Enquiry 2:</b> Elizabethan times: How safe was it?</p> <ul style="list-style-type: none"> <li>• the significance of what happened to Mary Queen of Scots</li> <li>• understand what cause the Spanish Armada and its defeat</li> <li>• make connections, contrasts and trends about conflicts over time</li> </ul> <p><b>Enquiry 3:</b> Does the story of Sir Francis Drake tell us all we need to know about the Tudor World?</p> <ul style="list-style-type: none"> <li>• the significance of Francis Drake</li> <li>• key characteristics and achievements of Sir Francis Drake</li> <li>• narratives associated with British and World History at the time of the Elizabethans</li> </ul> <p><b>Enquiry 4:</b> Beyond Elizabeth's Court? What was it like to live in Elizabethan times?</p> <ul style="list-style-type: none"> <li>• women's lives in Elizabethan times</li> <li>• ordinary people in Elizabethan times</li> <li>• significance of turning points associated with the reign of Elizabeth</li> </ul>	<p><b>Enquiry 1: How can we find out about the civilisation of Ancient Greece?</b></p> <ul style="list-style-type: none"> <li>▪ make inferences from sources about the location, physical features and climate of modern Greece</li> <li>▪ infer information from artefacts about what life was like in Ancient Greece</li> <li>▪ begin to identify what other sources they might need to get a fuller picture about life in Ancient Greece</li> </ul> <p><b>Enquiry 2: Can we thank the Ancient Greeks for anything in our lives today?</b></p> <ul style="list-style-type: none"> <li>▪ use a range of sources to find out about life in Ancient Greek schools and make inferences</li> <li>▪ describe similarities and differences from the past and give reasons for some of these</li> </ul> <p>Locality Links: Links to the development of language, architecture – look at and show links to architecture and compare and contrast this to local structures and architecture around</p> <p>Potential Story Topic Links: Greek Mythology</p>	<p><b>War of the Roses</b></p> <p><b>House of Lancaster\ York</b></p> <p><b>Government</b></p> <p><b>Civil War</b></p> <p><b>Battle of Bosworth</b></p> <p><b>Spanish Armada</b></p> <p><b>Tudor</b></p> <p><b>Elizabethan</b></p> <p><b>Shakespeare</b></p> <p><b>Crime and punishment</b></p> <p><b>The Globe Theatre</b></p> <p><b>Monarchy</b></p> <p><b>Wattle &amp; daub</b></p> <p><b>Banquet</b></p> <p><b>Thomas Cromwell</b></p> <p><b>Assassination</b></p> <p><b>Reformation</b></p>
<b>Continuity and Change; Cause and Consequence</b>	<ul style="list-style-type: none"> <li>➤ Give own reasons why changes may have occurred, backed up by evidence.</li> <li>➤ Describe similarities and differences between some people, events and artefacts studied.</li> <li>➤ Describe how historical events studied affect/influence life today.</li> </ul>			
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>➤ Choose reliable sources of information to find out about the past.</li> <li>➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and begin to understand primary and secondary sources.</li> <li>➤ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>➤ Investigate own lines of enquiry by posing questions to answer.</li> </ul>			
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>➤ Give reasons why there may be different accounts of history.</li> <li>➤ Evaluate evidence to choose the most reliable forms.</li> </ul>			
<b>Significance</b>	<ul style="list-style-type: none"> <li>➤ Know the time period of the Tudor times and to know the significance of Government, Civil War, Tudor, Elizabethan Crime and punishment, Monarchy</li> <li>➤ Know about the dates and explain the War of the Roses, House of Lancaster\ York, Battle of Bosworth</li> </ul>			



	<ul style="list-style-type: none"> <li>➤ Know and understand the significance of the Church of England</li> <li>➤ Know about and understand Shakespeare’s life, his significance and what he did during this period and the link to The Globe Theatre</li> <li>➤ Know and understand the significance of Henry VIII and Elizabeth I</li> <li>➤ Know the significant time periods of Ancient Greece and how this fits into the Chronology</li> <li>➤ Know the importance of Alexander the Great and what impact he had</li> <li>➤ Know and understand the significance of Ancient Greece, Athens and Sparta and explore the differences and similarities between these</li> <li>➤ Understand the religion, army, democracy and civilisation approaches across ancient Greece</li> <li>➤ Understand what Greek Myths are and explore their significance through pottery, paintings and drawings of the Ancient Greek Times</li> <li>➤ Know and explain the emergence of the Ancient Olympics during this period</li> <li>➤ Know and understand significance of Acropolis, Parthenon, Gods-Zeus, Poseidon, Mount Olympus, Philosophers, Homer, Hippocrates, Hades, Lyre</li> <li>➤ Understand the importance and emergence of Democracy</li> <li>➤ Know and understand about Troy and the Trojan Horse</li> </ul>	<p><b>Additional Resource:</b> See The Historical Association’s Scheme of Work ‘Elizabethan Times: All banquets and fun?’</p> <p><b>Locality Links:</b>  Ford Green Hall  <a href="http://fordgreenhall.org.uk/educational.html">http://fordgreenhall.org.uk/educational.html</a>  Little Moreton Hall  <a href="https://www.nationaltrust.org.uk/little-moreton-hall">https://www.nationaltrust.org.uk/little-moreton-hall</a></p> <p><b>Story Topic Texts:</b>  <b>Books which allow opportunity to place historical events in a context:</b>  Romeo &amp; Juliet by William Shakespeare  The Tempest by William Shakespeare  Hamlet by William Shakespeare</p>		<p><b>Intolerance</b></p> <p><b>Persecuted</b></p> <p><b>Superstitions</b></p> <p><b>ANCIENT GREECE:</b></p> <p><b>Myths</b>  <b>Minotaur</b>  <b>Knossos</b>  <b>Medusa</b>  <b>Jason &amp; the Argonauts</b>  <b>Sparta</b>  <b>Olympics</b>  <b>Olympia</b>  <b>Acropolis</b>  <b>Parthenon</b>  <b>Troy &amp; Trojan horse</b>  <b>Gods-Zeus</b>  <b>Poseidon</b>  <b>Mount Olympus</b>  <b>Philosophers</b>  <b>Homer</b>  <b>Hippocrates</b>  <b>Democracy</b>  <b>Hades</b>  <b>Lyre</b></p>
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**Year Six**

**Main Study: World War II (Autumn Term)**

**Main Study: Mayans and Comparative Study to British History (Summer Term 1)**

**History End of Year Expectations for Children in Year 6**

<b>Chronology and Understanding</b>	<b>Continuity and Change/ Cause and Consequence</b>	<b>Historical Enquiry</b>	<b>Historical Understanding</b>
I can order significant events, movements and dates on a timeline.	I can give reasons to explain the cause and effect of historical events backed up by evidence.	I can use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and understand the difference between primary and secondary sources.	I can evaluate evidence to choose the most reliable forms. Know that people in the past have a point of view and that this can affect interpretation.
I can understand how some historical events occurred concurrently in different locations.	I can describe how some of the things studied from the past affect/influence life today.	I can use a range of sources to build up a picture of a past event.	I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
I can understand a full range of chronologies – both shorter events of a larger chronology and the range of chronologies that exist at the same time		I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.	I can understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
		I can investigate own lines of enquiry by posing questions to answer.	

**Substantive Knowledge**

<b>Power (Monarchy, Government, Empire)</b>	<b>Civilisation (Farming, Animals, Towns, Cities, Language, Arts)</b>	<b>Trade (Currency and Resources)</b>	<b>Beliefs (Religion and Rituals)</b>
I know that during World War II, Germany was controlled by the Nazi political party. Germany attempted to invade Britain during the war but was repelled. German invasion of Europe.	I know the significant roles of men, women and evacuation during WW2	I know that during WWII, German attacks on Britain targeted trading ships to disrupt British life. Food had to be rationed in order to ensure that everyone had enough.	I know the Mayans believed in a number of different gods and had strong links to astronomy.
I know that in the Ancient Mayan Civilisation came to an end due to the Spanish conquest of Central America	I know the Ancient Mayans lived in cities and surrounding farmlands. Children of the rich were taught maths, science and writing but children of the poor only learnt their parents' jobs.	I know the Mayans primarily traded in foods for resources but also had a large trade of expensive materials such as jade	

Concepts	Content	Contextual Applications and Links – World War 2 and Locality Links	Contextual Applications and Links – Mayans and application to the British context	Key Vocabulary
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>➤ Order significant events, movements and dates on a timeline.</li> <li>➤ Understand how some historical events occurred concurrently in different locations.</li> <li>➤ Understand a full range of chronologies – both shorter events of a larger chronology and the range of chronologies that exist at the same time</li> </ul>	<p><b>Enquiry Questions:</b></p> <p><b>Enquiry 1:</b> How significant was the Blitz?  <b>Enquiry 2:</b> World War II: whose war?  <b>Enquiry 3:</b> What was the impact of World War II on people in our locality?  <b>Enquiry 4:</b> How well does a fictional story tell us what it was like to be an evacuee?  <b>Enquiry 5:</b> Evacuee experiences in Britain: is this all we need to know about children in World War II?  <b>Enquiry 6:</b> New opportunities? How significant was the impact of World War II on women?  <b>Enquiry 7:</b> What did men do in World War II? Did all men have to fight?  <b>Enquiry 8:</b> When was the most dangerous time to live? How different was the Blitz?  <b>Conclusion:</b> The Blitz: all we need to know about World War II?</p> <p><b>Additional Resource:</b> See The Historical Association’s Scheme of Work ‘The Blitz: all we need to know about World War II?’</p> <p><b>Locality Links:</b>  Reginald Mitchell Way (Tunstall)  Imperial War Museum (Salford) <a href="https://www.iwm.org.uk/learning">https://www.iwm.org.uk/learning</a> Museum of Science and Industry (Manchester) <a href="https://www.scienceandindustrymuseum.org.uk/">https://www.scienceandindustrymuseum.org.uk/</a>  Museum of Cannock Chase <a href="http://www.museumofcannockchase.org/schools/">http://www.museumofcannockchase.org/schools/</a>  Stockport Air raid Shelter <a href="https://www.stockport.gov.uk/topic/air-raid-shelters">https://www.stockport.gov.uk/topic/air-raid-shelters</a></p>	<ul style="list-style-type: none"> <li>▪ Where and when did the Mayan live?</li> <li>▪ What was Mayan writing like?</li> <li>▪ How did the Mayan tell the time?</li> <li>▪ What numbers did the Mayan use in Maths?</li> <li>▪ Did the Mayan play football like us?</li> </ul> <p><b>How do we know about the Mayan?</b></p> <p><b>Locality Links:</b>  Developed sophisticated and detailed agriculture skills – this can be linked to how applications are completed and people live within today’s society – link to local farmers  Compare and contrast the way of living between the Mayans and Britain both in the past and present day</p> <p>Potential Story Topic Link:  Journey to the River Sea</p>	<p><b>Causes</b></p> <p><b>Axis</b></p> <p><b>Allies</b></p> <p><b>Holocaust</b></p> <p><b>Jewish</b></p> <p><b>Auschwitz</b></p> <p><b>Blitz</b></p> <p><b>Kristallnacht</b></p> <p><b>Final Solution</b></p> <p><b>D-Day</b></p> <p><b>VE-Day</b></p> <p><b>Propaganda</b></p> <p><b>Primary and Secondary Sources</b></p> <p><b>Evacuation</b></p> <p><b>Evacuee</b></p> <p><b>Rationing</b></p> <p><b>Gas mask</b></p> <p><b>Anderson shelter</b></p> <p><b>Black out</b></p> <p><b>Home guard</b></p> <p><b>Genocide</b></p> <p><b>Persecution</b></p> <p><b>Hitler</b></p>
<b>Continuity and Change; Cause and Consequence</b>	<ul style="list-style-type: none"> <li>➤ Give reasons to explain the cause and effect of historical events backed up by evidence.</li> <li>➤ Describe how some of the things studied from the past affect/influence life today.</li> </ul>			
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and understand the difference between primary and secondary sources.</li> <li>➤ Use a range of sources to build up a picture of a past event.</li> <li>➤ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>➤ Investigate own lines of enquiry by posing questions to answer.</li> </ul>			
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>➤ Evaluate evidence to choose the most reliable forms. Know that people in the past have a point of view and that this can affect interpretation.</li> <li>➤ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> <li>➤ Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> </ul>			
<b>Significance</b>	<ul style="list-style-type: none"> <li>➤ Know the dates of WW2 1939-1945</li> <li>➤ Understand and know the factors and what contributed to WW2</li> </ul>			

	<ul style="list-style-type: none"> <li>➤ Know the key figures and people of WW2 – Churchill, Hitler, Mussolini, Chamberlain, Hirohito, Roosevelt</li> <li>➤ Know and understand about significant battles of WW2 – Dunkirk, Battle of Britain, D-Day, Liberation and understand the significance of these battles</li> <li>➤ Understand and know what the Holocaust is</li> <li>➤ Know what caused the Holocaust, the development of the persecution and the key events that caused and allowed the progression towards the Holocaust</li> <li>➤ Understand and know about Hiroshima and Nagasaki and what its significance is within the world today</li> <li>➤ Know a range of the key countries involved and how the war formed into the axis and allies and how this developed through the war</li> <li>➤ Know the time period of the Mayan and how this fits into the chronology of what has been previously studied</li> <li>➤ Know where the Mayan originated and lived</li> <li>➤ Understand the significance of astronomy and the pyramids within this early civilisation</li> <li>➤ Understand the significance of the Mayan in early civilisation – how they wrote, what numbers were used, what was the civilization like such as houses</li> <li>➤ Understand and make contrasts between Mayan civilisations and British civilisations</li> <li>➤ Understand and explain significant concepts within the Mayan period – Mexico. Guatemala, Belize, Honduras, Hieroglyphics, Astronomy, Pyramid, Stelae, Codex/codices, Trade, Civilisation</li> </ul>	<p><b>Story Topic Texts:</b>  <b>Books which allow opportunity to place historical events in a context:</b>          Goodnight Mister Tom          Now or Never by Bali rai          Fireweed by Jill Paton Walsh          Adolphus Tips by Michael Morpurgo          Carrie’s War by Nina Bawden</p> <p>The Machine Gunners by Robert Westall          The Boy in the Striped Pyjamas by John Boyne          Once by Maurice Gleitzman          When we were Warriors by Emma Carroll          The Buried Crown by Ally Sherrick</p>		<p><b>Churchill</b>  <b>Chamberlain</b>  <b>Spifire</b>  <b>Hiroshima /Nagasaki</b>  <b>Concentration camp</b>  <b>MAYANS:</b>  <b>Mexico</b>  <b>Guatemala</b>  <b>Belize</b>  <b>Honduras</b>  <b>Hieroglyphics</b>  <b>Astronomy</b>  <b>Pyramid</b>  <b>Stelae</b>  <b>Codex/codices</b>  <b>Trade</b>  <b>Civilisation</b></p>
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