



History Intent



At Ash Croft Primary Academy, we aspire to help children develop as historians through a range of learning experiences that are underpinned by our key intentions for learning in this subject:





History overview



	<u>Autumn</u> Who has changed our world?	<u>Spring</u> How life is different to that of our ancestors?	<u>Summer</u> What makes Derby amazing?
EYFS	What makes me special in my world?	How have vehicles changed over time?	Would you liked to have lived in Sinfin when dinosaurs ruled the Earth?
Year 1	What makes someone important? Queen Elizabeth I, Queen Victoria and Queen Elizabeth II	How do my toys differ from my parents and my grandparents?	What is special about Pride Park?
Year 2	How did Florence Nightingale and Mary Seacole change the way people were cared for?	How did the Great Fire affect London?	Why do we remember the plague and the citizens of Eyam?
Year 3	How are skills from the Stone Age and Iron Age still used today?	What was the impact of the Romans on our lives today?	<ul style="list-style-type: none"> <i>Who has changed our world revisited</i> Who were the Mayans and what have we learnt from them?
Year 4	How did the Anglo Saxons and Vikings take over our world?	What can we learn from ancient Egyptians?	Why is Derby known as the railway town?
Year 5	What did the Greeks do for us?	Was Henry VII a good or a bad king?	Why was the river Derwent important to Derby?
Year 6	What was it like growing up in World War 2?	How has Africa changed over time?	What has Rolls Royce done for Derby?



History Intent



1. It is our intention that all children develop a **sense of chronology** across British, local and world history that enables them to talk with confidence about the past referring to historical terms, dates and periods, whilst noting connections, contrasts and trends over time.
2. It is our intention that children **are knowledgeable about a range of historically significant individuals** who have created legacies and who have been influential.
3. It is our intention that children acquire the necessary skills **to investigate and interpret events from the past using a range of sources of evidence** that address questions, some of which children devise themselves about change, cause, similarities, difference and significance.
4. It is our intention that children can **reflect on and be inspired by events** that have taken place in the past and discuss how they have **impacted** on our lives today.
5. It is our intention that children recall, select and organise historical knowledge and understanding to **communicate** events from the past which are **engaging** and **ignite their curiosity**.
6. It is our intention that children **develop a progressive historical vocabulary** that enables them to confidently express their ideas and opinions.





History Implementation



1. Units of study that are a requirement of the national curriculum have been mapped out to address change, cause, similarity, difference and significance and build chronological understanding.

Year 1 – Significant Explorers, Changes within living memory and Kings and Queens

Year 2 – Significant Explorers, The Great Fire of London and a significant historic event of the Great Plague.

Year 3 - Stone Age, Bronze Age and Iron Age, Romans and The Mayans

Year 4 - Anglo- Saxons, Vikings, Egyptians, a local History Study

Year 5 – The Tudors, The Greeks, A local History Study

Year 6 – World War 2, Benin Ancient Civilisation and the slave trade, A local History Study

2. Key knowledge, skills and understanding are identified at the start of each history unit of work that link back to our key intentions, ensuring that all the key intentions are covered at least once within each history unit of work.

3. All history lessons are designed to link to one of our history key intentions and will incorporate our Curriculum Drivers and Golden Threads.

4. Lessons are thoughtfully sequenced with opportunities to complete retrieval tasks within each unit, helping children to revise key learning, including events, dates and key vocabulary to help children commit learning to their long term memory.

5. Historical skills are mapped out progressively within each year group ensuring children make progress in their skill set year on year.



KEY OUTCOMES

Who has changed our world?

Autumn - Key Outcomes – KS1

Year 1

Year 2

What makes someone important? Queen Elizabeth I, Queen Victoria and Queen Elizabeth II

1. Pupils will understand what makes someone important and significant and relate this to the monarchy.
2. Pupils will understand the life and the role of the monarchy (job description - contribution).
3. Pupils will use words and phrases to describe the passing of time – before, after, past, present, then and now.
4. Pupils will identify, sort and order photos of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II onto a timeline.
5. Pupils will identify similarities and differences between different periods through the use of portraits, images and role play.
6. *Pupils will know the symbols found in portraits of the Queens that reflect the values of the time (fashion and homes).*
7. *Pupils will use the values of the monarch in the past to help them come up with their own values if they were to become king or queen.*

How did Florence Nightingale and Mary Seacole change the way people are care for?

1. Pupils will know how to differentiate between significant and non-significant people.
2. Pupils will ask and answer questions to extend their knowledge and understanding of Florence Nightingale and Mary Seacole.
3. Pupils know how to find out about the past using different sources (books, internet, talking to older people, looking at photos and video)
4. Pupils will explore key events in Florence Nightingale’s life through role play, videos and stories.
5. Pupils will learn about the Crimean War and the work of FN.
6. Pupils will compare nursing (uniforms and hospital hygiene) and attitudes within hospitals from the past to today and understand how FN contributed to these significant changes.
7. Pupils will order events and contributions FN and MS have made on a timeline throughout their lives.
8. Pupils will know the significance FN has to the local area - Derby and Derbyshire and the world.

KEY OUTCOMES

Who has changed our world?

Autumn - Key Outcomes – KS2

	Year 3	Year 4	Year 5	Year 6
How are skills from the Stone Age and Iron Age still used today?	<ol style="list-style-type: none"> 1. Pupils will place the Stone Age, Iron Age and Bronze Age as key dates in history. 2. To understand how Stone Age inventions have improved our life today. 3. Pupil will understand that Neolithic hunter gatherers lived at Skara Brae. 4. To understand the changes that occurred from the Stone Age to the Iron Age, hunting to farming. 5. To say how food was gathered in the Stone Age and Iron Age. 6. To compare eras between the Stone Age, the Iron Age and the Bronze Age, using different sources of information to support this. 7. To understand the importance of tools within the Stone Age. 8. Pupils will have knowledge of Stonehenge and burial sites and understand what they tell us about pre-history. 	<ol style="list-style-type: none"> 1. Pupils will place The Anglo Saxons and Vikings key dates in their history on a timeline and be able to state periods of time before and after . 2. Pupils will know the reasons why the Anglo Saxons invaded Britain. 3. Pupils will examine the Sutton Hoo burial find and discuss what it tells us about Anglo Saxon power, belief and custom. 4. Pupils will learn about the Anglo Saxon way of life. 5. Pupils will know where the Vikings came from and how they were successful at travel. 6. Pupils will know about the Viking way of life and how they settled in Britain. 7. Pupils will know the significant leaders from Anglo Saxon and Viking times, including Eric Bloodaxe, King Cnut, Iva the Boneless, Alfred the Great and Edward the Confessor. 	<ol style="list-style-type: none"> 1. Pupils will know where the ancient Greek civilisation fits on a historical timeline. 2. Pupils will know how city states influenced the way people lived. 3. Pupils will know how democracy shaped life in Athens. 4. Pupils will know about the roles of men and women in Athens. 5. Pupils will know about the social hierarchy in Athens 6. Pupils will understand the vision behind the Acropolis and its influence on Ancient Greek life. 7. Pupils will know about the influence and legacy of famous Greeks including Hippocrates ‘the Father of Medicine’, Plato and Alexander the Great. 8. Pupils will know and understand how the Olympic Games is influenced by the Greeks. 	<ol style="list-style-type: none"> 1. Pupils will know the dates of key events that happened in WWII. 2. Pupils will know the main countries and their leaders involved in WWII 3. Pupils will know how the Battle of Britain changed WWII. 4. Pupils will know what the Blitz was and where it took place. 5. Pupils will know where children were evacuated to and from. 6. Pupils will understand what it was like to be evacuated. 7. Pupils will know what children ate during WWII. 8. Pupils will understand rationing and why it was necessary. 9. Pupils will know what happened in the life of Anne Frank. 10. Pupils will understand the horrors of the holocaust.
How did the Anglo Saxons and Vikings take over our world?				
What did the Greeks do for us?				
What was it like growing up in World War 2?				

KEY OUTCOMES

How is life different to that of our ancestors?

Spring Key Outcomes – KS1

Year 1

Toys from the past

Changes within living memory

1. Pupils will understand how toys have changed over time by looking at their toys, their parents' toys and then their grandparents' toys and identify the difference.
2. Pupils will explore photographs and toy artefacts, sort into old and new and create a timeline (three objects e.g. wooden car, metal car, plastic car)
3. Pupils will explore children's books from their parents', grandparents' looking at themes, styles and trends.
4. Pupils will understand how materials from which toys are made have changed over time (over the last 100 years)
5. Pupils will design and make a traditional toy (linked to DT)
6. Pupils will identify similarities and differences of a nursery of today with a Victorian nurse/bedroom using photographs.

Role play area

To understand what a museum is and set up a museum within the class

To explore the role of museum staff.

Year 2

Significant event

1. Pupils will generate and answer questions about the Great Fire of London.
2. Pupils will understand the timeline and sequence events of the Great Fire of London.
3. Pupils will explore the possible causes and why the fire spread so quickly
4. Pupils will learn about the diary entries of Samuel Pepys and understand the significance of eye witness accounts when learning about the past.
5. Pupils will compose and write a chronological report of the Great Fire of London.
6. Pupils will recognise and name significant landmarks in London and compare this to a map of 1666 .
7. Pupils will explore and identify Tudor buildings and understand what houses looked like in 1666. (Create labelled drawings and models of Tudor houses)
8. Pupils will compare fire-fighting methods of today with the methods of the 17th century.
9. Pupils will empathise with the people experiencing the Great Fire of London (through poetry and speech)

How do toys differ from my parents and my grandparents?

How did the Great Fire affect London?

KEY OUTCOMES

How is life different to that of our ancestors?

Spring Key Outcomes – KS2

	Year 3	Year 4	Year 5	Year 6
What was the impact of the Romans on our lives today?	<ol style="list-style-type: none"> 1. Pupils will know where the Roman civilisation and important dates fit on to a historical timeline. 2. Pupils will know what life was like in Ancient Rome. 3. Pupils will learn how the Roman Empire grew and spread across Europe. 4. Pupils will know about the hierarchy of the Roman army. 5. Pupils will know about the successful Roman invasion of Britain by Claudius. 6. Pupils will know who Boudicca was and how she stood up to the Roman army. 7. Pupils will know how life changed in Britain after the Roman invasion. 8. Pupils will know how roads and towns in Britain developed under Roman rule. 9. Pupils will understand why Romans left Britain. 	<ol style="list-style-type: none"> 1. Pupils will know where the ancient Egyptian civilisation fits on to a historical timeline. 2. Pupils will know the importance of Ancient Egyptian landmarks. 3. Pupils will know what life was like in Ancient Egyptian cities. 4. Pupils will know about the role of an Egyptian Pharaoh. 5. Pupils will know about the Egyptian Gods and their importance in society. 6. Pupils will know about the Ancient Egyptian rituals after death. 7. Pupils will learn about the significance of Howard Carter’s discovery of Tutunkhamun’s tomb and know how ancient artefacts help us understand about the past. 	<ol style="list-style-type: none"> 1. Pupils will place the Tudor dynasty and key dates on a timeline and know significant periods of history before and after. 2. Pupils will know who the key figures were in the Tudor dynasty. 3. Pupils will know about Henry VIII’s six marriages. 4. Pupils will know about the lifestyle of Henry VIII and the homes he lived in. 5. Pupils will know about the crimes and punishments in Tudor Britain. 6. Pupils learn about the crimes of Anne Boleyn. 7. Pupils will use their knowledge of Henry VIII to decide what kind of character he was. 	<ol style="list-style-type: none"> 1. Pupils will know where ancient African civilisations fit on to a historical timeline. 2. Pupils will know that a variety of kingdoms developed in Africa over the last 6000 years. 3. Pupils will understand why Portugal and Spain became interested in Africa. 4. Pupils will gain knowledge of Britain’s role in the Maafa and the beginnings of Britain’s involvement in the slave trade. 5. Pupils will know about the triangular slave trade and its impact. 6. Pupils will know about life on a Caribbean plantation. 7. Pupils will learn how Britain benefited from the slave trade. 8. Pupils will learn about the events that led to the abolition of slavery. 9. Pupils will learn about the colonisation of Africa. 10. Pupils will know why Black people came to live and work in Britain in the 20th Century and understand the challenges they faced.
What can we learn from ancient Egyptians?				
Was Henry VIII a good or bad king?				
How has Africa changed over time?				

KEY OUTCOMES

What makes Derby amazing?

Summer - Key Outcomes – KS1

Year 1

Derby project

Why is the Ram significant to Derby County?

1. Pupils will learn about their local football club and understand the traditional symbol of Derby (The RAM).
2. Pupils will understand how their local area changed over time by comparing maps and photographs. (Football grounds)
3. Pupils will learn why people of Derby remember Brian Clough and Peter Taylor and know why and where there is a monument of a famous person in Derby.
4. Pupils will learn about the importance of Derby County Football Club through family generations in the community.

What is special about Pride Park?

Year 2

Why do we remember the plague and the citizens of Eyam?

1. Pupils will learn about the Plague and how this affected the Derbyshire village of Eyam.
2. Pupils will understand how the plague started and how it was dealt with, including the impact this had on people's lives.
3. Pupils will understand what the key events of the plague were.
4. Pupils will examine a range of visual and written historical sources about the plague.
5. Pupils will empathise with the people who experienced The Plague of Eyam and learn about how this is remembered in the village today.
6. What similarities and differences are there between the Great Plague and Coronavirus.

Why do we remember the plague and the citizens of Eyam?

KEY OUTCOMES

What makes Derby amazing?

Summer- Key Outcomes – KS2

	Year 3	Year 4	Year 5	Year 6
Who were the Mayans and what have we learnt from them?	<ol style="list-style-type: none"> Children will place the chronologically of the Mayans, establishing clear narratives within and across the periods they study. Children will discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. Children will explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. Children will understand how the Maya number system works. Children will identify and use a range of evidence sources to help me understand more about the Maya civilisation. Children will describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant. 	<ol style="list-style-type: none"> Children can place on a timeline significant developments in Steam train history. Children will know about the significance of , The Rocket, The Flying Scotsman, The Mallard and The Evening Star. Children will understand how rail changed in Derby and the impact on the people of Derby. Children will know positive and negative impacts of the railway development across Britain. Children will know how railways have changed and how they play a part in our lives today. Children will explore advantages and disadvantages of different train types. 	<ol style="list-style-type: none"> Children will be able to identify the significance of key inventors such as Sir Richard Arkwright Children will know key transportation inventions which assisted the Industrial Revolution such as The River Derwent. Children will be able to place key facts and dates of the Industrial Revolution on a timeline. Children will be able to identify six factors which influenced the Industrial Revolution. Children will be able to compare sources of information to compare inventions and explain their influence on the inventions we have today. Children will recognise the significance of the works of Joseph Wright. Children will understand how the Mills developed areas such as Cromford. 	<ol style="list-style-type: none"> Children will be able to identify the significance of key inventors. Children will know key transportation inventions from Rolls Royce and how this impacted Derby at the time. Children will be able to place key facts and dates of development of Rolls Royce on a timeline. Children will be able to identify six factors which influenced the changes in Derby. Children will be able to compare sources of information to compare inventions and explain their influence on the inventions we have today. Children will recognise the significance of the works of Rolls Royce.
Why is Derby known as the railway town?				
Why was the river Derwent so important to Derby?				
What has Rolls Royce done for Derby?				

History

Key Knowledge, skills and concepts

Intention 1 – Develop a sense of **chronology** across British, local and world history.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •Place known events and objects in chronological order •Sequence events and recount changes within living memory. •Use common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> •Show an awareness of the past, using common words and phrases relating to the passing of time. •Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> • Begin to learn the different periods of History taught across school. • Place the periods in History taught across school on a timeline using dates. • Children to be introduced to the names of different periods of time , BC and AD and alternative names BCE and CE. • Children can make references to specific key events and artefacts from the periods studied and place on a timeline. 	<ul style="list-style-type: none"> • Remember the different periods of history taught across school. • Children to understand the names of different periods of time with the Greek, Viking era (BC and AD) and alternative names (BCE and CE) • Place the period of History being studied across school on a timeline using dates. • Comparing monarch reigns and their impact on society of the time. 	<ul style="list-style-type: none"> • Remember and reflect on the different periods of history taught across school with a developed understanding of BC and Ad and their alternative names. • Place the period of History being studied across school on a detailed timeline using dates and some key events. • Place key events, artefacts and key figures (Victorians and Early Mayan Civilisation) in order on a timeline using dates. • Children to understand the different periods within ancient Greece (Hellenistic, Archaic, Classical) and monarchs from the Tudor period to present day. • Compare and contrast how people lived in Ancient Greece to Britain during the same time (Iron Age) • Add some notes to timelines after key events have been taught. 	<ul style="list-style-type: none"> • Remember, reflect on and compare the different periods of History taught across School and have a clear understanding of the different periods of time (BC and AD) and alternative names (BCE and CE) • Create a scaled timeline based on the periods of history studied and include additional periods not studied at Ash Croft (10cm =100yrs) • Place a wider variety of events, artefacts and key figures for WWII in order on a detailed timeline using dates and annotated key event/facts. • Make additions to timelines after key events have been taught.

History

Key Knowledge, skills and concepts

Intention 2 - It is our intention that children are knowledgeable about a range of historically significant individuals who have created legacies and who have been influential.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •Children will understand the key features of events. •Children will identify some similarities and differences between ways of life in different periods. •Children will understand the significance of historic figures such as Elizabeth I, Queen Victoria and Elizabeth II. 	<ul style="list-style-type: none"> •Children will discuss the lives of significant individuals in the past who have contributed to national and international achievements. •Children will use their knowledge of individuals to compare aspects of life in different periods e.g Florence Nightingale and Mary Seacole. 	<ul style="list-style-type: none"> • Children to know and understand the significance of the successful invasion of Britain by Claudius. • Children to know about the resistance of Queen Boudicca and understand different perspectives (how the Roman Empire affected different people and how they felt and reacted to the changes that were made). 	<ul style="list-style-type: none"> • Children will understand what the British empire meant to Anglo Saxons and Vikings. • Understand how Howard Carter's discovery of Tutankhamun's tomb was so significant in finding out about life in Ancient Egypt. • Children will understand the significance of King Ethelred and Danegeld and the impact they had on life then and now. 	<ul style="list-style-type: none"> • Understand British monarch in chronological order. • To know the important king in English history. • To understand why King Henry VIII wanted an heir • Identify key points in King Henry VIII's reign. • Children will identify key points in the reign of King Henry. • Children will compare the reign of Henry VIII to other monarchs. • Children will understand the significance of Alexander the Great and Henry VIII and the impact they had on life then and now. 	<ul style="list-style-type: none"> •To know and explain key facts about Winston Churchill. • Children understand what made Churchill a significant figure during WWII. • Compare Winston Churchill to a significant figure children have studied in previous years. • Compare and contrast other key figures with those studied in other time periods.

History

Key Knowledge, skills and concepts

Intention 3 - It is our intention that children acquire the necessary skills **to investigate and interpret events from the past using a range of sources of evidence** that address questions, some of which children devise themselves about change, cause, similarities, difference and significance.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •Children will find answers to some simple questions about the past from simple sources of information. •Children will describe some simple similarities and differences between artefacts. •Children will sort artefacts from 'then' and 'now' •Children will ask and answer relevant basic questions about the past. 	<ul style="list-style-type: none"> •Children will ask and answer questions, choosing and using parts of stories and other sources of information to gain a better understanding of the past. •Children will use different sources of information to show their understanding of key features of events from the past. •Children will show an understanding of some of the ways in which we find out about the past such as stories, photographs and artefacts. •Children will identify different ways in which the past is represented. 	<ul style="list-style-type: none"> • Children will begin to understand how our knowledge of the past is constructed from a range of primary sources. • Children will use different primary sources to find out about the people from the periods of History studied. • Children will observe and handle primary sources to build up a picture of key events during these periods studied and ask simple questions. 	<ul style="list-style-type: none"> • Children will place historical events in chronological order related to the significant events during the Anglo-Saxons and Vikings period. • Children will explain when and where the Vikings came from and why they raided Britain. • Children will compare the significance of Anglo-Saxon kings during the Viking period. • Children will explain who King Ethelred I was and say when and why Danegeld was introduced. • Children will identify and explain key aspects of Viking life. • Children will explain how the legal system worked in Anglo-Saxon and Viking Britain. 	<ul style="list-style-type: none"> • Children will understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist. • Children will understand how evidence can give us different answers about past events and understand different perspectives on events. • Children will understand the difference between primary and secondary sources and how these can give us different information. • Children will use both primary and secondary sources to generate a hypothesis in answer to an enquiry question and generate their own enquiry questions 	<ul style="list-style-type: none"> • Recognise and compare a range of primary and secondary sources of evidence to make evaluations and deduce information. • Use and analyse a range of different primary and secondary sources to generate a hypothesis in answer to an enquiry question. • Understand the term 'propaganda' and analyse posters (secondary source) in order to comment on the strategies used to convey different messages. • Analyse a range of different primary and secondary sources to generate enquiry questions.

History

Key Knowledge, skills and concepts

Intention 4 - It is our intention that children can reflect on and be inspired by events that have taken place in the past and discuss how they have impacted on our lives today.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •Children will relate their own account of an event and understand that others may give a different version. •Children will understand that life in school was different for children many years ago and will show their understanding of these changes. •Children will compare previous and present monarchs and understand how their reigns affected then and now. 	<ul style="list-style-type: none"> •Children will describe within living memory how life has changed over time. •Children will describe events beyond living memory that are significant and will understand how the Great Fire of London, The Great Plague and how space travel has impacted our lives over time. 	<ul style="list-style-type: none"> • Children will know what the Romans have done for us today including military structures such as Hadrian’s Wall, engineering – baths and aqueducts, roads, calendar, currency, language and numbers. • Children will be able to explain how Britain changed due to the Roman invasion. 	<ul style="list-style-type: none"> • Children will compare similarities and differences between ancient and modern democracy. • Children will demonstrate a deep understanding of the lives of Ancient Egyptians (eg The Nile and farming) and make connections. Contrasts and trends over time. • Children will explain how life in Britain has changed since the Anglo Saxon rule including how place names have changed and their meanings. • Children will compare and contrast Anglo Saxon settlements and village life to modern day. • Children will compare and contrast the different types of trains and the development of trains today. • Children will experience a train journey on The Great Central Railway and compare to modern train journeys and the importance of rail in 	<ul style="list-style-type: none"> • Children will understand the legacy of the Athenian democratic system. • Children will compare Ancient Greeks, Early Mayan civilisation and modern day architecture. • Children will have a deep understanding of how Islamic thought has influenced Europe including, universities, architecture, astronomy, medicine and maths. • Children will understand how the Olympics has developed over time and how it has stayed the same. • Children will have a deep understanding of The Industrial Revolution and the impact this had on Derby over time. 	<ul style="list-style-type: none"> • Children will evaluate and assess the reason, impact and significance of wartime events. • Children will understand what would have happened to Britain if the invasion at Dunkirk had failed. • Children will understand that if Germany had succeeded in the Battle of Britain then Britain would have been invaded and how life might have been today. • Children will understand the holocaust in detail and make links and comparisons to the Holocaust today. Children will visit the National Memorial Arboretum.

History

Key Knowledge, skills and concepts

Intention 5 - It is our intention that children recall, select and organise historical knowledge and understanding to **communicate** events from the past which are **engaging** and **ignite their curiosity**.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •Children will talk, draw or write about aspects of the past. •Children will speak about how they have found out about the past. 	<ul style="list-style-type: none"> •Children will use a wide vocabulary of everyday historical terms. •Children will speak about how they have found out about the past. •Children will record what they have learned by drawing and writing. 	<p>Children to show describe and explain</p> <ul style="list-style-type: none"> • How people acted, lived and behaved during the Stone Age,. • How Neolithic hunter gatherers lived at Skara Brae. 	<ul style="list-style-type: none"> • Remember the different periods of history taught across school. • Children to understand the names of different periods of time with the Greek and Viking eras (BC and AD) and alternative names (BCE and CE) • Place the period of History being studied across school on a timeline using dates. • Compare and contrast how people lived in Ancient Greece to Britain during the same time (Iron Age) • Was it better to live in Ancient Egypt or Baghdad? 	<ul style="list-style-type: none"> • Children to describe, explain and debate in a variety of ways • How did significant events in Mayan times affect change? • Children to understand the names of different periods of time with the Greek and Viking eras (BC and AD) and alternative names (BCE and CE) • Children to understand the different periods within ancient Greece (Hellenistic, Archaic and Classical) and Tudor to present day. • Compare and contrast how people lived in Ancient Greece to Britain during the same time (Iron Age). 	<ul style="list-style-type: none"> • Children to describe, explain and debate, in depth, in a variety of ways • Children to take part in a mock Houses of Parliament debate which focuses on whether the prime minister (Neville Chamberlin) should take a course of appeasement or not.

History

Key Knowledge, skills and concepts

Intention 6 - It is our intention that children develop a progressive historical vocabulary that enables them to confidently express their ideas and opinions.

Year 1		Year 2		Year 3	
Explorer, Discovery, Navigator, Trade, Ships, San Salvador, Native, Indigenous, Slave Voyage	Past, Present, Queen Victoria, Castle, Palace, Turret, Moat, Portcullis, Shield, William the Conqueror, Henry VIII, Arrow loops, Battlements, Drawbridge, Knight, Battle, Soldier, Medieval, Weapon, Punishment	London, Pudding Lane, Thomas Farriner, Samuel Peepys, Smoke, River Thames, St. Paul's Cathedral, Diary, Firebreak, Leather water bucket, Axe, Tower of London, Fire hook, Water squirt, Significant, Impact, Neil Armstrong, Moon, Orbit, Journey, Explore, Activists, firemen, monuments,	Moon, Rocket, NASSA, Tim Peak, Moon landing, Shuttle launch, Neil Armstrong	AC and BC, Era, Chronology, Legacy, Empire, Change, Similarity, Difference, Artefact, Calendar, Emperor, Hunter-gatherer, King, Queen, Primary evidence, Settler Network, civilisation, timeline.	Technology, Locomotive, Historical, Industry, Machinery, Revolution, Conquer, Roman, Celt, Evidence, Ancient, Rebellion, Invasion, Prehistoric, Skara Brae, Archaeology Stonehenge
Year 4		Year 5		Year 6	
Century, Decade, Civilisation, Cause and consequence, Contrast, Conquers, Monastery, Significance, Archaeologist, Northumbria, Artefact, Settlement, Mercia Scandinavia, Medieval, Wessex, Kingdom	, Tutunkhamun, Pharoah, Mills, Factories, Slums, Pyramid, Reliable, Excavate, Sacrifice, Torture, Traitor, Treason, Tomb, Agriculture, Hieroglyphics, Mummification Cleopatra, Route ate,	Parliament, Continuity, Trend Monarchy, Interpretation, Secondary evidence, Revolt, Warrior, Olympics, Democracy, Raid, Slaves, Greece, legacy, civilisation, empire, democracy, government, slaves, citizen, temple, theatre, Parthenon, stadium, gymnasium, enemies, hoplite, armour, weapons, tactics, Persian, BC, AD	Monarch, court, Protestant, Catholic, courtier state, alliance, power, stout, jousting, annulment, divorce, reformation, beheading, monasteries, Henry VIII, Elizabeth 1, The wives of Henry, Shakespeare, Tudor, torture, vagrancy, treason, vagrant, brank, Scold's bridle, stocks, ducking stool, rack, drunkard's cloak, pillory, branding, execution	Morale, Trench, Recruit, Alliance, Blitz, Vote, Suffrage, Propaganda, Biased, Impact Reformers, Revolution, Millennium, Legislation, Survivor, Catastrophe, Passenger	Hypothermia, Wreckage, Holocaust, Axis, allies

Last week... A long time ago... During the reign of... Throughout theperiod... Towards the end of the.... I can infer that... The source omits to mention... Pre.... In 1944.... To weigh up both sides... This source suggests that... This source doesn't show that...