

History	Term		Term		Term	
EYFS	3-4 years		Reception		Early Learning Goal (ELG)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<u>Understanding the world</u> <ul style="list-style-type: none"> <li>Show interest in different occupations</li> </ul>		<u>Understanding the world</u> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> </ul>		<u>Understanding the world</u> <u>Past and present</u> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	
Skill Progression	<u>Understanding the world</u> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>		<u>Understanding the world</u> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>		<u>Understanding the world</u> <u>Past and present</u> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	<b>Lives of significant individuals &amp; Events beyond living memory:</b>  <b>Enquiry: Who is the greatest history maker?</b>		<b>Events beyond living memory:</b>  <b>Enquiry: How do we know so much about what happened in the Great Fire of London?</b>  <i>What pupils will know:</i>		<b>Changes within Living Memory &amp; Lives of significant individuals:</b>  <b>Enquiry: How do our toys and games compare with those of children in the 1960s?</b>	

	<p><i>What the pupils will know:</i> Who Guido (Guy) Fawkes was and what he attempted to do in 1605 Why Guy Fawkes and his conspirators planned to blow up Parliament How this failed attempt is commemorated each year Why Guy Fawkes can be considered a significant person in history What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved in their life times How the accomplishments of these people compare with each other Which they consider having made the most significant contribution as a 'history maker' What perspective means when it comes</p>		<p>The probable cause of the Great Fire of London in 1666 What living conditions in London were like for most people in 1666 How these conditions enabled the fire to spread so quickly Some of the main events that occurred during the fire The main effects of the fire on the city The distinction between primary and secondary sources of evidence of the fire Why some sources of evidence of the fire are more reliable and trustworthy than others. Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire. The main actions that were taken to control the fire. Why the fire took so long to extinguish. What might have been done to control the fire earlier.</p> <p><b><i>Pupils making a good level of progress will:</i></b></p>		<p><i>What the pupils will know:</i> Some of the ways in which historians divide up time Why dividing up time into periods helps in the study of History How to construct a simple timeline of significant events in British history Some of the important events which occurred during the decade of the 1960s How to construct a timeline of the main events of the 1960s Why some of these events were of great significance Which were the most popular games and toys of the 1960s How these toys and games compare with popular toys and games today Some of the reasons for the similarities and differences they observe How the invention of Tim Berners-Lee in 1989 led to a great</p>	
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	<p>to judging people and events in history</p> <p><b>Pupils making a good level of progress will:</b></p> <p><b>Identify and describe</b> who Guido (Guy) Fawkes was and what he attempted to do in 1605</p> <p><b>Suggest reasons</b> why Guy Fawkes and his conspirators planned to blow up Parliament</p> <p><b>Describe</b> how this failed attempt is commemorated each year</p> <p><b>Suggest reasons</b> why Guy Fawkes can be considered a significant person in history</p> <p><b>Describe</b> what Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I are remembered in history for as 'history makers'</p> <p><b>Compare and contrast</b> the</p>		<p><b>Identify and describe</b> the probable cause of the Great Fire of London in 1666</p> <p><b>Describe</b> what living conditions in London were like for most people in 1666</p> <p><b>Suggest reasons</b> why these conditions enabled the fire to spread so quickly</p> <p><b>Describe and sequence</b> some of the main events that occurred during the fire</p> <p><b>Describe</b> the main effects of the fire on the city</p> <p><b>Describe</b> the distinction between primary and secondary sources of evidence of the fire</p> <p><b>Suggest reasons</b> why some sources of evidence of the fire are more reliable and trustworthy than others</p> <p><b>Describe</b> who Samuel Pepys was and why his diary is an important source of primary evidence of the fire</p> <p><b>Describe</b> the main actions that were taken to control the fire</p> <p><b>Suggest reasons</b> why the fire took so long to extinguish</p>		<p>change in toys and games</p> <p>What the term 'continuity and change' means in history</p> <p>Some of the significant memories and experiences of adults alive today who lived through the 1960s</p>	
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	<p>accomplishments of these people <b>Select</b> in their view the most historically significant and <b>suggest reasons</b> for their choice</p>		<p><b>Suggest reasons</b> as to what might have been done to control the fire earlier</p>			
<p>Skill Progression</p>	<p><b>Constructing the Past</b> - Know where people and events fit within a chronological framework. <i>Can briefly describe features of particular themes, events and people from family, local, national and global history.</i> <i>Know and recount episodes from stories about the past.</i> <i>Identify difference between ways of life at different times.</i></p> <p><b>Planning and Carrying out Historical Enquiry</b> Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events.</p>		<p><b>Constructing the Past</b> - Pupils study historical periods some of which they will study later. <i>Know and recount episodes from stories about the past.</i> <i>Identify difference between ways of life at different times.</i></p> <p><b>Sequencing the Past</b> – Develop awareness of the past, using common words and phrases relating to the passing of time. <i>Can understand time securely and use a wide range of term terms.</i></p> <p><b>Cause and Effect</b> – Choose and use parts of stories and other sources to show that they know and understand key features of events. <i>Can identify a few relevant causes and</i></p>		<p><b>Constructing the Past</b> - Know where people and events fit within a chronological framework. <i>Can briefly describe features of particular themes, events and people from family, local, national and global history.</i> <i>Identify difference between ways of life at different times.</i></p> <p><b>Sequencing the Past</b> Know where people and events fit within a chronological framework. <i>Sequence artefacts for different periods of time and match artefacts to the people of different ages.</i></p>	

	Use a wide vocabulary of everyday events. <i>Can plan questions and produce answers to a few historical enquiries using historical terminology.</i>		<i>effects for some of the main events covered.</i> <b>Significance and Interpretation –</b> Understand some of the ways in which they find out about the past and identify different ways in which it is represented. <i>Compare different versions of events from the past.</i> <b>Planning and Carrying out Historical Enquiry</b> Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. <i>Can plan questions and produce answers to a few historical enquiries using historical terminology.</i>			
<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge	<b>Events beyond Living Memory:</b> <i>Enquiry: Why were the animals in WWI so important?</i>		<b>Events beyond living memory &amp; Significant Individual &amp; Significant local events</b>		<b>Changes in living memory &amp; Events beyond living memory &amp; Lives of Significant People:</b>	

	<p><i>What the pupils will know:</i></p> <p>When the First World War happened and where the Western Front was in Europe The countries that made up the Allies The countries that made up the Central Powers Some of the ways that life changed for people living in Britain during the war The main methods of communication in Britain at the time of the First World War and how they compare with today Why messenger pigeons were so important to the Allies during the First World War How horses were used during the First World War and why they were so significant to the war effort The ways in which many other animals were used as part of the war effort</p>		<p><b>Enquiry: Why is the history of my locality significant?</b></p> <p><i>What the pupils will know:</i></p> <p>An historically significant place:</p> <p>Who Britain was fighting during the Napoleonic War 1803-1815 What happened at the Battle of Trafalgar in 1805 The achievements of Lord Horatio Nelson Why Dartmoor Prison was built during the Napoleonic wars The living conditions of the men who were imprisoned there</p> <p><b>An historically significant event:</b></p> <p>What was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927 Why this artefact is so important Who Neanderthals were What the life of Neanderthals living around Kents Cavern</p>		<p><b>Enquiry: What does it take to be a great explorer?</b></p> <p><i>What the pupils will know:</i></p> <p>What an explorer does both in the past and in modern times The achievements of Ranulph Fiennes and why he is recognised as the world's greatest living explorer The accomplishments of Amy Johnson Why Amy Johnson's achievements were particularly remarkable given the expectations of women in society at that time What Christopher Columbus succeeded in doing during his expeditions? Why Christopher Columbus was able to accomplish what he did Who Neil Armstrong was and what he achieved in 1969 What the 'space race' was during the 1960s</p>	
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	<p>How animals are used in a variety of roles today in the military and in rescue and support services</p> <p><b>Pupils making a good level of progress will:</b></p>		<p>might have been like 40,000 years ago</p> <p><b>An historically significant person</b> Why Francis Drake was very important to Queen Elizabeth I How Francis Drake managed to circumnavigate the world 1577-1580 Why King Phillip of Spain sent the Spanish Armada to invade England in 1588 The actions that Francis Drake took that contributed to defeating the Spanish Armada</p> <p><b>A pupil making a good progress will:</b></p> <p><b>An historically significant place:</b> <b>Describe</b> why Britain went to war with Napoleon 1 in 1803 <b>Describe</b> what happened at the Battle of Trafalgar in 1805 <b>Explain</b> why Lord Horatio Nelson became a national hero after the battle</p>		<p>The particular challenges that will be faced by explorers to Mars The personal qualities that most explorers must have in order to succeed</p> <p><b>A pupil making a good progress will:</b></p> <p><b>Describe</b> what an explorer does both in the past and in modern times <b>Describe</b> the achievements of Ranulph Fiennes and <b>suggest reasons</b> for why he is recognised as the world's greatest living explorer <b>Describe</b> the accomplishments of Amy Johnson <b>Suggest reasons</b> why Amy Johnson's achievements were particularly remarkable given the expectations of women by society at that time <b>Describe</b> some of the achievements of Christopher Columbus during his expeditions</p>	
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			<p><b>Describe</b> what happened at the Battle of Waterloo in 1815</p> <p><b>Explain</b> why the Duke of Wellington became a national hero after the battle</p> <p><b>Explain</b> why Dartmoor Prison was built during the Napoleonic wars</p> <p><b>Describe</b> the living conditions of the men who were imprisoned there</p> <p><b>An historically significant event:</b></p> <p><b>Describe</b> what was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927</p> <p><b>Explain</b> why this artefact is so important</p> <p><b>Describe</b> who Neanderthals were</p> <p><b>Describe</b> and <b>suggest reasons</b> for the kind of life Neanderthals would have lived around Kents Cavern 40,000 years ago</p> <p><b>An historically significant person</b></p> <p><b>Describe</b> why Francis Drake was very important to Queen Elizabeth I</p> <p><b>Describe</b> how Francis Drake managed to</p>		<p><b>Suggest some reasons</b> why Christopher Columbus was able to accomplish so much</p> <p><b>Describe</b> who Neil Armstrong was and what he achieved in 1969</p> <p><b>Recognise and describe</b> some of the particular challenges that will be faced by explorers to Mars in the future</p> <p><b>Compare and contrast</b> explorers from different times in the past and <b>identify</b> some of the personal qualities they have in common</p>	
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			<p>circumnavigate the world 1577-1580</p> <p><b>Explain</b> why King Phillip of Spain sent the Spanish Armada to invade England in 1588</p> <p><b>Describe</b> the actions that Francis Drake took that contributed to defeating the Spanish Armada</p>			
Skill Progression	<p><b>Significance and Interpretation</b> – Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p><i>Can identify a range of significant aspects of a <b>theme</b>, society, period or person and offer some <b>comments</b> on why they have selected these aspects.</i></p> <p><b>Constructing the Past</b> – Know where people and events fit within a chronological framework.</p>		<p><b>Significance and Interpretation</b> - Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p><i>Compare different pictures/ photographs of people and events in the past.</i></p> <p><i>Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</i></p> <p><b>Constructing the Past</b> – Know where people and events fit within a chronological framework.</p>		<p><b>Change and Development</b> - Identify similarities and differences between ways of life in different periods.</p> <p>Study changes within living memory.</p> <p><i>Can identify <b>independently</b> a range of similarities, differences and changes within a specific <b>time period</b>.</i></p> <p><b>Using Sources as Evidence</b> - Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>	

	<p><i>Can briefly describe features of particular themes, events and people from family, local, national and global history</i></p> <p><b>Planning and Carrying out Historical Enquiry</b> Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Can plan questions and produce answers to a few historical enquiries using historical terminology.</p>		<p><i>Can briefly describe features of particular themes, events and people from family, local, national and global history</i></p> <p><b>Planning and Carrying out Historical Enquiry -</b> Ask and answer questions. Use a wide vocabulary of everyday events. <i>Can plan questions and produce answers to a few historical enquiries using historical terminology.</i></p> <p><b>Cause and Effect -</b> Study the lives of significant individuals who contributed to national and international achievements. Can identify a few relevant <b>causes and effects</b> for some of the main <b>events</b> covered.</p>		<p><i>Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. Observe and handles sources of evidence to answer questions about the past on the basis of simple observations.</i></p> <p><b>Sequencing the Past -</b> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. <i>Can sequence <b>independently</b> on an <b>annotated timeline</b> a number of objects or events related to particular themes, events, periods, societies and people. Can understand time securely and use a wider range of time terms.</i></p>	
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					<p><b>Cause and Effect -</b> Study the lives of significant individuals who contributed to national and international achievements. Can identify a few relevant <b>causes and effects</b> for some of the main <b>events</b> covered.</p>	
<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge	<p><b>Local History Study:</b></p> <p><i>Enquiry: Why are castles so important to the Normans?</i></p> <p><i>Pupils will know:</i></p> <p>Who William Duke of Normandy and the Normans were.</p> <p>Why William invaded England in 1066.</p> <p>Why the Bayeux Tapestry is such an important historical artefact and source for the invasion.</p>		<p><b>Changes in Britain from the Stone age to the Iron age:</b></p> <p><i>Enquiry: How did life change for Ancient Britons during the Stone Age?</i></p> <p><i>Pupils will know:</i></p> <p>How time is divided into 'history', 'prehistory' and 'deep time'.</p> <p>Why the Stone Age is part of 'prehistory'.</p> <p>The three periods and dates of the Stone Age in Britain.</p> <p>How archaeologists use artefacts to understand life in Stone Age Britain.</p>		<p><b>Changes in Britain: Stone Age to Iron Age</b></p> <p><i>Enquiry: How do artefacts help us to understand the lives of people in Iron Age Britain?</i></p> <p><i>Pupils will know:</i></p> <p>That the Iron Age followed the Bronze Age.</p> <p>How iron was smelted and made into tools and weapons.</p> <p>How iron was a much more useful metal than bronze.</p> <p>What an Iron Age tribe was.</p>	

	<p>The features of Motte and Bailey castles.</p> <p>How Norman castles changed after William gained control of England.</p> <p>The purpose of Norman stone castles.</p> <p>Why Hereward the Wake presented a threat to Norman rule in England. How society was organised in medieval times – knights, nobles, commoners and serfs.</p> <p>Why a relatively small number of Normans were able to subdue and rule England for three hundred years.</p> <p>Why Norman castles today are such a popular tourist and visitor attraction.</p>		<p>Why most Ancient Britons were hunter gatherers. The difference between Stone Age winter and summer camps. Why in the New Stone Age Ancient Britons began to build permanent settlements. How and why life for Ancient Britons changed from the Old to New Stone Age.</p> <p><b>Pupils make a good level of progress will:</b></p> <p><b>Describe and explain</b> how time is divided up into 'history', 'prehistory' and 'deep time'. <b>Explain</b> why the Stone Age is part of 'prehistory' rather than considered 'history'. <b>Identify and describe</b> in chronological order the three periods and dates of the Stone Age in Britain. <b>Describe and explain</b> how archaeologists use artefacts to understand life in Stone Age Britain. <b>Explain</b> why most Ancient Britons in the Old</p>		<p>Why Iron Age Britain was often a violent time. The purpose and features of Iron Age hill forts. Why so many hill forts were built in Britain during the Iron Age. The features of a typical Iron Age roundhouse. The significance of artefacts discovered in roundhouses and hill forts. What a votive offering is. Why Iron Age tribes may have made so many votive offerings.</p> <p><b>Pupils make a good level of progress will:</b></p> <p><b>Know</b> that the Iron Age followed the Bronze Age. <b>Describe and explain</b> how iron was smelted and made into tools and weapons. <b>Explain</b> why iron was a much more useful metal than bronze. <b>Describe</b> what an Iron Age tribe was.</p>	
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	<p><b>Pupils that have made good progress will:</b></p> <p><b>Explain</b> who William Duke of Normandy and the Normans were.</p> <p><b>Understand</b> why William invaded England in 1066.</p> <p><b>Explain</b> why the Bayeux Tapestry is such an important historical artefact and source about the Norman invasion of England.</p> <p><b>Identify, locate and describe</b> the features of Motte and Bailey castles.</p> <p><b>Explain</b> how Norman castles changed after William gained control of England.</p> <p><b>Explain and reach a judgement</b> about the different purposes of Norman stone castles.</p> <p><b>Explain</b> why Hereward the Wake presented a threat to Norman rule in England.</p> <p><b>Describe and explain</b> how society was organised in</p>		<p>Stone Age were hunter gatherers.</p> <p><b>Compare and contrast</b> the difference between Stone Age winter and summer camps.</p> <p><b>Explain</b> why in the New Stone Age Ancient Britons began to build permanent settlements.</p> <p><b>Understand</b> how and why life for Ancient Britons changed from the Old to New Stone Age</p>		<p><b>Understand</b> why Iron Age Britain was often a violent time.</p> <p><b>Identify, describe and explain</b> the purpose and features of Iron Age hill forts.</p> <p><b>Explain</b> why so many hill forts were built in Britain during the Iron Age.</p> <p><b>Identify, describe and explain</b> the features of a typical Iron Age roundhouse.</p> <p><b>Understand</b> the significance of artefacts discovered in roundhouses and hill forts.</p> <p><b>Explain</b> what a votive offering is.</p> <p><b>Understand</b> why Iron Age tribes may have made so many votive offerings.</p>	
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	<p>medieval times – knights, nobles, commoners and serfs.</p> <p><b>Understand</b> why a relatively small number of Normans were able to subdue and rule England for three hundred years.</p> <p><b>Explain</b> why Norman castles today are such a popular tourist and visitor attraction.</p>					
<p>Skill Progression</p>	<p><b>Cause and Effect -</b> Address and devise historically valid questions about cause.</p> <p><i>Can comment on the importance of causes and effects for some of the key events and developments.</i></p> <p><b>Constructing the Past:</b> Develop chronologically secure knowledge and understanding of British, local and world history.</p>		<p><b>Constructing the Past</b> Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p> <ul style="list-style-type: none"> <li>▪ <i>Can identify details from <b>local, national and global history</b> to demonstrate some overall awareness of <b>themes, societies, events and people.</b></i></li> </ul>		<p><b>Change and Development</b> Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> <li>▪ <i>Can make valid statements about the main similarities, differences and changes occurring.</i></li> </ul>	

	<p><i>Establish clear narratives within and across the periods they study. Understand overview and depth.</i></p> <p><i>Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</i></p> <p><i>Identify reasons for a result of people's actions.</i></p> <p><i>Understand why people may have wanted to do something.</i></p> <p><i>Use evidence to reconstruct life in the time studied.</i></p>		<ul style="list-style-type: none"> <li>▪ <i>Identify reasons for a result of people's actions.</i></li> <li>▪ <i>Understand why people may have wanted to do something.</i></li> <li>▪ <i>Use evidence to reconstruct life in the time studied.</i></li> </ul>		<p><b>Significance and Interpretation -</b> Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> <li>▪ <i>Can explain why some aspects of historical accounts, themes or periods are significant.</i></li> <li>▪ <i>Can comment on a range of possible reasons for differences in a number of accounts.</i></li> <li>▪ <i>Evaluate the usefulness of different sources of evidence.</i></li> </ul>	
<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>

<p>Knowledge</p>	<p><b>The Roman impact on Britain:</b></p> <p><b>Enquiry: How did the arrival of the Romans change Britain?</b></p> <p><i>Pupils will know:</i></p> <p>What an empire is. Modern day countries that were once part of the Roman Empire. Why Claudius invaded Britain in AD 43. Who Boudica was and why she was such a threat to the Roman settlement of Britain. The lifestyle of many high-status Romans living in Britain. Why the Romans constructed Hadrian's Wall in AD122. How and why the Romans designed and built many towns in Britain. What a gladiator was and why gladiatorial games were organised in Britain.</p>		<p><b>The achievements of early civilisations</b></p> <p><b>Enquiry: What happened to the boy behind the golden mask?</b></p> <p><i>Pupils will know:</i></p> <p>The chronology of the Ancient Egyptian civilisation from 6000 BC to 332 BC What a Pharaoh was and the role they played in Ancient Egyptian society The religious beliefs of Ancient Egyptians The importance of a number of gods in the lives of Ancient Egyptians, particularly Ma'at The importance of the Book of the Dead The significance of the Valley of Kings to Pharaohs When Tutankhamun became Pharaoh and when he died The role that Horemheb and Ay played in Tutankhamun's life as Pharaoh Who Howard Carter was and his work as an archaeologist</p>		<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>Enquiry: Who were the Anglo-Saxons and how do we know what was important to them?</b></p> <p><i>Pupils will know:</i></p> <p>What happened in Rome in AD 410 that convinced the Romans to leave Britain. Who the Anglo Saxons were and where they came from. Why the Anglo Saxons settled in England after the Romans began to leave. Why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans. Why the Anglo Saxons were referred to as 'pagan'. Why England began to convert to Christianity after the arrival of Constantine in AD 597. How ordinary people were affected by</p>	
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	<p>Why so much evidence remains today in Britain of the Roman occupation. Why most Romans eventually left Britain and returned to Rome.</p> <p><b>Pupils making good progress will:</b> <b>Explain</b> what an empire is. <b>Identify and locate</b> those modern day countries that were once part of the Roman Empire. <b>Understand</b> why Claudius invaded Britain in AD 43. <b>Describe</b> who Boudica was and <b>explain</b> why she was such a threat to the Roman settlement of Britain. <b>Identify and describe</b> the lifestyle of many high status Romans living in Britain. <b>Explain</b> why the Romans constructed Hadrian's Wall in AD122. <b>Describe</b> how and why the Romans</p>		<p>The significance of the discovery of the tomb of Tutankhamun in 1922 The range of artefacts that the tomb contained What these artefacts suggest about the life and beliefs of Pharaohs Why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient Egypt Why the cause of Tutankhamun's death remains a mystery What the possible causes of his death may have been based on the evidence available</p> <p><i>Pupils making good progress will:</i></p> <p>Draw a timeline and <b>describe</b> the main events of the Ancient Egyptian civilisation from 6000 BC to 332 BC <b>Explain</b> what a Pharaoh was and the role they played in Ancient Egyptian society <b>Explain</b> the religious beliefs of Ancient Egyptians <b>Understand</b> the importance of a number</p>		<p>England's conversion to Christianity. Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.</p> <p><i>Pupils making good progress will:</i></p> <p><b>Explain</b> what happened in Rome in AD 410 that convinced the Romans to leave Britain. <b>Understand</b> who the Anglo Saxons were and where they came from. <b>Describe and explain</b> why the Anglo Saxons settled in England after the Romans began to leave. <b>Explain</b> why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans. <b>Understand</b> why the Anglo Saxons were referred to as 'pagan'. <b>Describe and explain</b> why England began to convert to Christianity after the arrival of Constantine in AD 597.</p>	
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	<p>designed and built many towns in Britain. <b>Explain</b> what a gladiator was and why gladiatorial games were organised in Britain. <b>Understand</b> why so much evidence remains today in Britain of the Roman occupation. <b>Explain</b> why most Romans eventually left Britain and returned to Rome.</p>		<p>of gods in the lives of Ancient Egyptians and <b>reach a judgement</b> regarding why Ma'at may have been the most important <b>Describe and explain</b> the importance of the Book of the Dead <b>Understand</b> the significance of the Valley of Kings to Pharaohs <b>Identify</b> along their timeline when Tutankhamun became Pharaoh and when he died <b>Evaluate</b> the role that Horemheb and Ay played in Tutankhamun's life as Pharaoh <b>Explain</b> who Howard Carter was and his work as an archaeologist <b>Evaluate</b> the significance of the discovery of the tomb of Tutankhamun in 1922 <b>Identify, observe and describe</b> the range of artefacts that the tomb contained <b>Reach an informed judgement</b> regarding what these artefacts suggest about the life and beliefs of Pharaohs</p>		<p><b>Explain and reach a judgement</b> regarding how ordinary people were affected by England's conversion to Christianity. <b>Explain</b> why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.</p>	
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			<p><b>Understand</b> why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient Egypt</p> <p><b>Explain</b> why the cause of Tutankhamun's death remains a mystery</p> <p><b>Evaluate</b> the possible causes of his death may have been based on the evidence available and <b>reach a judgement</b> about which they feel most likely, <b>justifying</b> their views</p>			
Skill Progression	<p><b>Sequencing the Past</b> - Develop chronologically secure knowledge and understanding of the Roman empire in Britain.</p> <p><i>Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.</i></p> <p><i>Place events from the period studies on a timeline.</i></p> <p><i>Use terms related to the period and begin to date events.</i></p>		<p><b>Using Sources as Evidence</b> - Understand how our knowledge of the past is constructed from a range of sources.</p> <p><i>Can recognise possible uses of a range of sources for answering <b>historical enquiries</b>.</i></p> <p><i>Begin to use the library and internet to research a specific enquiry.</i></p> <p><i>Use sources of evidence to build up a picture of a past event.</i></p> <p><b>Cause and Effect</b> - Address and devise historically valid questions about cause.</p>		<p><b>Planning and carrying out Historical Enquiry</b> - Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p> <p>Can devise <b>independently</b> a range of historically valid questions for a series of different types of enquiry and answer them with <b>substantiated</b> responses.</p> <p><b>Cause and Effect</b> - Address and devise</p>	

	<p><b>Significance and Interpretation -</b> Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources. <i>Can explain why some aspects of historical accounts, themes or periods are significant.</i> <i>Can comment on a range of possible reasons for differences in a number of accounts.</i> <i>Evaluate the usefulness of different sources of evidence.</i></p> <p><b>Using Sources as Evidence -</b> <i>Understand how our knowledge of the past is constructed from a range of sources.</i> <i>Can recognise possible uses of a range of sources for</i></p>		<p><i>Can comment on the importance of causes and effects for some of the key events and developments.</i></p> <p><b>Sequencing the Past -</b> Develop chronologically secure knowledge and understanding of the Roman empire in Britain. <i>Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.</i> <i>Place events from the period studies on a timeline.</i> <i>Use terms related to the period and begin to date events.</i></p>		<p>historically valid questions about cause. <i>Can comment on the importance of causes and effects for some of the key events and developments.</i></p>	
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	<p><i>answering historical enquiries.</i> <i>Begin to use the library and internet to research a specific enquiry.</i> <i>Use sources of evidence to build up a picture of a past event.</i></p> <p><b>Cause and Effect -</b> <i>Address and devise historically valid questions about cause.</i> <i>Can comment on the importance of causes and effects for some of the key events and developments.</i></p>					
<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge	<p><b>British Settlements:</b> <b>Anglo Saxons / Vikings / Scots</b></p> <p><b>Enquiry question:</b> <b>What did the Vikings want and how did Alfred stop them from getting it?</b></p>		<p><b>A local history study:</b> <b>Study over Time on Locality</b></p> <p><b>Enquiry: Why is the history of York also the 'History of England'?</b></p> <p><b>(Even though it focuses on York the history of</b></p>		<p><b>Non-European Study:</b> <b>Mayan Civilization</b></p> <p><b>Enquiry: Why did ancient Maya change their way of life?</b></p> <p><i>Pupils will learn:</i></p>	

	<p><i>Pupils will learn:</i></p> <p>Who the so called 'Vikings' actually were and where their original homelands can be found today. The significance of the Viking attack on Lindisfarne in 793. How England in Anglo Saxon times was made up of several separate kingdoms. The motives of the Norsemen who invaded Britain in the eighth and ninth centuries. The area of modern day Britain once occupied and settled by Norsemen. How Norse settlements compared with traditional Anglo Saxon homes. The difference between a myth and legend. How Anglo Saxons resisted invasion and occupation by Norsemen.</p>		<p><b>Launceston will be included)</b></p> <p><i>Pupils will learn:</i></p> <p>The location of the modern day city of York. That York has been affected by historical events for many thousands of years. Why York was an important city of the Roman Empire. What the purpose of Roman 'head pots' in York might have been. Why the Oshere Anglo Saxon helmet found in York is such an important artefact. Why Northumbria was a powerful Anglo Saxon kingdom. Why and how the Normans built the Cathedral of St Peter. Why the Battle of Marston Moor was one of the most important ever fought in Britain. What the Industrial Revolution was. Some of the changes that occurred in York as a result of the Industrial Revolution.</p>		<p>The location of the countries and cities of the modern day region of Central America The way of life of modern Maya people of Central America The natural features of the environment and climate of Central America Who the ancient Maya were and some of their achievements The features and purpose of the structures of the ruined Maya city of Chichen Itza The purpose of a range of ancient Maya artefacts from the city The social and religious importance of the ball game pok-a-tok How the ancient Maya farmed using mountain terraces The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100 How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</p>	
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	<p>Why King Alfred of Wessex has the title 'Great'.</p> <p>Why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</p> <p><b>Pupils making good progress will:</b></p> <p><b>Explain</b> who the so called 'Vikings' actually were and where their original homelands can be found today.</p> <p><b>Understand</b> the significance of the Viking attack on Lindisfarne in 793.</p> <p><b>Identify, locate and describe</b> how England in Anglo Saxon times was made up of several separate kingdoms.</p> <p><b>Explain</b> the motives of the Norsemen who invaded Britain in the eighth and ninth centuries.</p> <p><b>Identify, locate and describe</b> the area of modern day Britain once occupied and</p>		<p><b>Pupils making good progress will:</b></p> <p><b>Identify, locate and describe</b> the location of the modern day city of York.</p> <p><b>Understand</b> that York has been affected by historical events for many thousands of years.</p> <p><b>Explain</b> why York was an important city of the Roman Empire.</p> <p><b>Reach and informed judgement</b> based on evidence as to what the purpose of Roman 'head pots' in York might have been.</p> <p><b>Reach an informed judgement</b> based on evidence as to why the Oshere Anglo Saxon helmet found in York is such an important artefact.</p> <p><b>Explain</b> why Northumbria was a powerful Anglo Saxon kingdom.</p> <p><b>Understand</b> why and how the Normans built the Cathedral of St Peter and <b>evaluate</b> the impact of its construction on the people of York, <b>justifying</b> their views.</p>		<p><b>Pupils making good progress will:</b></p> <p><b>Identify and locate</b> the countries and cities of the modern day region of Central America</p> <p><b>Describe and explain</b> the way of life of modern Maya people of Central America</p> <p><b>Describe and explain</b> the natural features of the environment and climate of Central America</p> <p><b>Explain</b> who the ancient Maya were and <b>evaluate</b> some of their achievements</p> <p><b>Reach an informed judgement</b> based on evidence of the features and purpose of the structures of the ruined Maya city of Chichen Itza</p> <p><b>Hypothesise</b> about the purpose of a range of ancient Maya artefacts from the city and <b>justify</b> their views</p> <p><b>Explain</b> the likely social and religious importance of the ball game pok-a-tok</p>	
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	<p>settled by Norsemen. <b>Explain</b> how Norse settlements compared with traditional Anglo Saxon homes. <b>Explain</b> the difference between a myth and legend. <b>Describe and explain</b> how Anglo Saxons resisted invasion and occupation by Norsemen. <b>Reach a judgement</b> as to why King Alfred of Wessex has the title 'Great'. <b>Explain</b> why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</p>		<p><b>Explain</b> why the Battle of Marston Moor was one of the most important ever fought in Britain. <b>Explain</b> what the Industrial Revolution was and some important ways it changed society in Britain in the 18<sup>th</sup> and 19<sup>th</sup> centuries. <b>Understand</b> some of the changes that occurred in York as a result of the Industrial Revolution.</p>		<p><b>Explain</b> how the ancient Maya farmed using mountain terraces <b>Evaluate</b> the range of likely causes of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100 <b>Reach an informed judgement</b> regarding the most significant factors and <b>justify their views</b></p>	
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<p>Skill Progression</p>	<p><b>Sequencing the past</b> - Develop chronologically secure knowledge and understanding of British, local and world history. <i>Can sequence with independence the key events, objects, themes, societies and people covered using date, period labels and terms.</i></p> <p><b>Cause and effect</b> - Address and devise historically valid questions about cause. <i>Can explain the role and significance of different <b>causes and effects</b> of a range of <b>events</b> and developments.</i></p>		<p><b>Change and Development</b> - Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. <i>Can compare similarities, differences and changes within and across History, e.g. in terms of importance, progress or the type and nature of the change.</i></p> <p><b>Using Sources as Evidence</b> - Understand how our knowledge of the past is constructed from a range of sources. <i>Identify primary and secondary sources of information. Can <b>comment</b> with confidence on the value of a range of different types of sources for enquiries, including extended enquiries.</i></p>		<p><b>Using Sources as Evidence</b> - Understand how our knowledge of the past is constructed from a range of sources. <i>Can <b>comment</b> with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. Select relevant sections of information using research with increasing confidence to answer a line of enquiry.</i></p>	
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	<b>Rebellion and Invasion</b>	<b>Natural elements</b>	<b>Civilisation</b>	<b>Environmental</b>	<b>Discoveries</b>	<b>Culture</b>
Knowledge	<p><b>Study of aspect/ themes of British History: WW2 (1939 – 1945)</b></p> <p><b>Enquiry question: Why was winning the Battle of Britain so important?</b></p> <p><b>The pupils will know:</b>            Why Adolf Hitler came to power in Nazi Germany            Why Britain entered into war with Nazi Germany in 1939            Which countries were allies of Britain in the war            Why Nazi Germany invaded and occupied most of Western Europe by 1940            Why Britain faced the threat of invasion by Nazi Germany in 1940            Why Nazi Germany needed to defeat the Royal Air Force before considering</p>		<p><b>Study of an aspect in British History: changing power of the Monarchs</b></p> <p><b>Enquiry: Who were Elizabeth’s sea dogs and why was Phillip so angry?</b></p> <p><i>Pupils will know:</i></p> <p>Why Elizabeth I became Queen of England in 1558 and who her mother and father were            Why she had not become Queen after the death of her father Henry VIII            Why her half-sister Queen Mary had left England with a huge debt for Elizabeth I to inherit when she died            Why these debts made Elizabeth very vulnerable as Queen of England            Who Phillip II of Spain was            Why Spain had built a huge empire around the world during the 1500s            What the so called ‘New World’ was and why it was so important to Phillip II</p>		<p><b>Ancient Greece</b></p> <p><b>Enquiry: The story of the Trojan Horse- fact, myth or legend?</b></p> <p><i>Pupils will know:</i></p> <p>What the term ‘civilisation’ means            Why Greece 2500 years ago became one of the most important places in the ancient world            The area of the modern world that was once part of the empire of Ancient Greece            The major achievements of the Ancient Greece civilisation            What a city state is and why there were so many in Ancient Greece            Why the city of Sparta and Troy began a war that lasted ten years            Why Greek armies laid siege to Troy</p>	

	<p>beginning an invasion The main events of the Battle of Britain How and why Britain defeated Nazi Germany in the Battle of Britain The significance of this victory in terms of the final outcome of the Second World War</p> <p><b>Pupils that have made good progress will:</b></p> <p><b>Explain</b> who Adolf Hitler was and why he came to power in Nazi Germany <b>Explain</b> why Britain entered into war with Nazi Germany in 1939 <b>Identify and explain</b> which countries were allies of Britain in the Second World War <b>Explain</b> how and why Nazi Germany invaded and occupied most of Western Europe by 1940 <b>Understand</b> why Britain faced the</p>		<p>How Elizabeth I went about quickly increasing the wealth of England as soon as she became Queen What a privateer and letter of marque was How Elizabeth I encouraged seafarers to become privateers Why the actions of English privateers angered Phillip II What the Spanish Armada was and what Phillip II hoped it would succeed in doing How and why the Spanish Armada was defeated in 1588</p> <p><b>Pupils making a good level of progress will:</b> <b>Explain</b> why Elizabeth I became Queen of England in 1558 and who her mother and father were <b>Understand</b> why she had not become Queen after the death of her father Henry VIII <b>Explain</b> why her half-sister Queen Mary had left England with a huge debt for Elizabeth I to inherit when she died</p>		<p>What the so called 'trojan horse' was believed to have been The story of the trojan horse The difference between a myth and legend Whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend</p> <p><b>Pupils that have made good progress will:</b></p> <p><b>Understand</b> what the term 'civilisation' means <b>Explain</b> why Greece 2500 years ago became one of the most important places in the ancient world <b>Identify, locate and observe</b> the area of the modern world that was once part of the empire of Ancient Greece <b>Understand</b> the major achievements of the Ancient Greece civilisation <b>Explain</b> what a city state is and <b>reach an informed judgement</b></p>	
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	<p>threat of invasion by Nazi Germany in 1940</p> <p><b>Reach an informed judgement</b> about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion</p> <p><b>Describe and explain</b> the main events of the Battle of Britain</p> <p><b>Evaluate</b> a range of evidence and <b>reach a judgement</b> about how and why Britain defeated Nazi Germany in the Battle of Britain and <b>justify their views</b></p> <p><b>Understand</b> the significance of this victory in terms of the final outcome of the Second World War</p>		<p><b>Empathise</b> why these debts made Elizabeth very vulnerable as Queen of England</p> <p><b>Describe</b> who Phillip II of Spain was</p> <p><b>Evaluate and reach an informed judgement</b> as to why Spain had built a huge empire around the world during the 1500s</p> <p><b>Explain</b> what the so called 'New World' was and why it was so important to Phillip II</p> <p><b>Understand</b> how Elizabeth I went about quickly increasing the wealth of England as soon as she became Queen</p> <p><b>Explain</b> what a privateer and letter of marque was</p> <p><b>Reach an informed judgement</b> about how Elizabeth I encouraged seafarers to become privateers</p> <p><b>Understand</b> why the actions of English privateers angered Phillip II</p> <p><b>Explain</b> what the Spanish Armada was and what Phillip II hoped it would succeed in doing</p> <p><b>Evaluate</b> a range of sources and <b>reach an</b></p>		<p>as to why there were so many in Ancient Greece</p> <p><b>Explain</b> why the city of Sparta and Troy began a war that lasted ten years</p> <p><b>Understand</b> why Greek armies decided to lay siege to Troy</p> <p><b>Explain</b> what the so called 'trojan horse' was believed to have been</p> <p><b>Describe</b> the story of the trojan horse</p> <p><b>Explain</b> the difference between a myth and legend</p> <p><b>Evaluate</b> a range of evidence and <b>reach an informed judgement</b> as to whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend, <b>justifying</b> their views</p>	
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			<p><b>informed judgement</b> regarding how and why the Spanish Armada was defeated in 1588 and <b>justify</b> their views</p>			
<p>Skill Progression</p>	<p><b>Constructing the Past</b> - Establish clear narratives within and across the periods they study. <i>Can provide overviews of the most significant features of different themes, individuals, societies and events covered. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Know key dates characters and events of time studied.</i></p>		<p><b>Significance and Interpretation</b> - Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources. <i>Can explain reasons why particular aspects of a historical <b>event</b>, development, society or person were of particular significance. Can explain how and why it is possible to have different interpretations of the same <b>event</b> or person. Link sources and work out how conclusions were arrived. Aware that different evidence may lead to different conclusions.</i></p> <p><b>Cause and effect</b> - Address and devise historically valid questions about cause.</p>		<p><b>Planning and carrying out Historical Enquiry</b> - Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. <i>Can reach a valid and <b>substantiated</b> conclusion to an <b>independently planned</b> and investigated enquiry with suggestions for development or improvement.</i></p> <p><b>Change and Development</b> - Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. <i>Can compare similarities, differences and changes within</i></p>	



Windmill Hill Academy  
History Knowledge and Skills Organiser



	<p><b>Using Sources as Evidence -</b> Understand how our knowledge of the past is constructed from a range of sources. <i>Can <b>comment</b> with confidence on the value of a range of different types of sources for enquiries, including extended enquiries.</i> <i>Select relevant sections of information using research with increasing confidence to answer a line of enquiry.</i></p>		<p><i>Can explain the role and significance of different <b>causes and effects</b> of a range of <b>events</b> and developments.</i></p>		<p><i>and across History, e.g. in terms of importance, progress or the type and nature of the change.</i></p>	
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