

Whole School Curriculum Aims

Contents of this scheme of work:

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2. Explanation and overview of key historical concepts within our curriculum.
3. Progression of knowledge and skills for KS1 and KS2
4. Subject end points



Use real life learning experiences



Encourage a love of learning



Enriching memorable moments

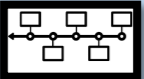


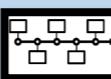
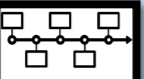




<p><b>Intent</b></p> <p>The school’s scheme of work matches the aims for history within the National Curriculum. Through our scheme we aim to ensure all children:</p> <ul style="list-style-type: none"> <li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>• Gain and deploy a historical grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, parliament’, and peasantry’</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short and long term timescales</li> </ul>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• The history curriculum is sequenced into half term units (as shown below)</li> <li>• Each unit of work has the curriculum sequenced by the school’s history lead to ensure progression in knowledge and skills</li> <li>• Children are given a Knowledge Organiser (per unit) that shares this sequence with the children and allows them to make their own notes and drawings to support their understanding</li> <li>• Teachers use our Whole Class Feedback policy to verbally feedback as they progress through the units of work</li> <li>• Teachers will use wider reading skills to supplement children’s history learning with non-fiction texts</li> <li>• The school will ensure that the history curriculum has a focus on inclusion and diversity and provides opportunities for children to connect their learning to their own experiences</li> </ul>
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Children will be able to explain what they have learnt in each unit of work, leading to a broad and secure understanding of the history curriculum as they progress through the school</li> <li>• Children will be able to answer (verbally or written) questions linked to the assessment points in this scheme of work, which allows teachers to make an accurate assessment of their attainment each year</li> <li>• Children will be able to reason, debate and understand that history is understood from different perspectives and use historical (primary and secondary source) evidence carefully to make their own judgements.</li> </ul>

Overview of Subject Content with key concepts

Continuity and Change	Chronological Understanding	Exploration	People of the Past	Civilisations and Society	Invasion and Settlement	Laws and Democracy	Monarchy	Religious Beliefs
Children are to develop an understanding on What changed and what continued during a time in history. The past was different to today. Some things changed quickly, others more slowly.	Children develop an understanding of a period of time and the sequence of when things happened. This key concept underpins the concept of continuity and change.	Children develop an understanding of the process of exploring an unfamiliar area and making discoveries. Then considering the impact these explorations had on societies.	Children to understand that people in the past were real people, had feelings and motivations. We want children to develop empathy for people, understanding the conditions, problems and conflicts they faced.	Children to understand civilisations and the complex way of life that came about as people began to develop networks and settle. This also looks at the way a group of people lived within a 'society'.	Children to understand that invaders are an army or country that uses force to enter and take control. Settlers are a group of people who arrive, usually from another country, in order to live there and use the land.	Children to understand democracy is a system of government in which laws, policies and leadership are directly or indirectly decided by the 'people'. The word comes from the Greek word that means 'rule by the people'.	Children to understand that monarchy means a person who reigns over a kingdom or empire. Through the curriculum we explore the concept of 'rulers' and their impact on civilisations and society.	Children to understand the different religious beliefs people held in the past and how this will have informed their decisions and way of life.






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		The Gunpowder Plot- Guy Fawkes 		Toys from the past 	Holidays in the past 	
Year 2	Great Fire of London 		Air travel/ Exploration 		Nurturing Nurses 	
Year 3	Stone Age to Iron Age 		The Romans 			
Year 4		Anglo-Saxons 	The Vikings 			King Canute- local link 
Year 5		Mayans 		Ancient Egyptians 		Crime and Punishment 
Year 6		Victorians 		Ancient Greeks 		











Progression of knowledge and skills for History

Rec	Children will begin to make sense of their own life-story and their family's history, talk about members of their immediate family and community, comment on images of familiar situations in the past, compare and contrast characters from stories, including figures from the past.							
Key Stage 1 National Curriculum	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• Significant historical events, people and places in their own locality</li> </ul>							
	<b>Children know:</b>			<b>Secure Chronological Understanding</b>	<b>Range &amp; depth of historical knowledge</b>	<b>Interpretations of history</b>	<b>Historical enquiry</b>	<b>Organisation and communication</b>
Year 1	<b>Gunpowder Plot</b>  <ul style="list-style-type: none"> <li>• How we know about the Gunpowder Plot</li> <li>• Who Guy Fawkes and Thomas Percy were.</li> <li>• Why they were involved in a plot against the king.</li> <li>• What the main events of the Gunpowder plot were.</li> <li>• How we remember the Gunpowder Plot today.</li> </ul>	<b>Toys</b>  <ul style="list-style-type: none"> <li>• What toys children play with today.</li> <li>• What toys were popular when children's parents or grandparents were young.</li> <li>• What is the same and what is different about the toys.</li> <li>• Why toys have changed.</li> <li>• How has childhood changed since our parents or grandparents were young.</li> </ul>	<b>Holidays in the past</b>   <ul style="list-style-type: none"> <li>• Why people go to the seaside for their holidays.</li> <li>• Why people in the past enjoyed seaside holidays.</li> <li>• That Queen Victoria was on the throne over a hundred years ago and what people wore in that time.</li> <li>• What entertainment people enjoyed to do at the seaside in Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others' lives</li> <li>• They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through: Discussion....</li> <li>• Drawing pictures...</li> <li>• Drama/role play..</li> <li>• Making models.....</li> <li>• Writing..</li> <li>• Using ICT...</li> </ul>
Year 2	<b>Great Fire of London</b>   <ul style="list-style-type: none"> <li>• What London is like today.</li> <li>• What London was like in 1666 before the fire started.</li> <li>• What evidence there is about the fire and who Samuel Pepys is.</li> <li>• The key events of the fire.</li> <li>• How London has changed because of the fire.</li> </ul>	<b>Explorers</b>   <ul style="list-style-type: none"> <li>• Who Amelia Earhart was and why she was special.</li> <li>• Where Amelia explored in 1939.</li> <li>• What happened to Amelia.</li> <li>• That the Wright brothers made their first flight in 1903.</li> <li>• That Neil Armstrong explored space in 1969.</li> <li>• Why people want to explore new places and make discoveries.</li> </ul>	<b>Nurturing nurses</b>  <ul style="list-style-type: none"> <li>• Why we remember people from the past.</li> <li>• Why we remember Florence Nightingale.</li> <li>• Why we remember Mary Seacole.</li> <li>• Why we remember Edith Cavell.</li> <li>• How Florence Nightingale, Mary Seacole and Edith Cavell influenced nursing today.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time - check with reference book</li> <li>• Sequence photographs etc. from different periods of their life</li> <li>• Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> <li>• Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>• Compare 2 versions of a past event</li> <li>• Compare pictures or photographs of people or events in the past</li> <li>• Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

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

	Children know:			Secure Chronological Understanding	Range & depth of historical knowledge	Interpretations of history	Historical enquiry	Organisation and communication
Year 3	<p>Stone Age to Iron Age</p>  <ul style="list-style-type: none"> <li>• What BC means on a timeline.</li> <li>• About the three periods of the Stone Age.</li> <li>• How farming changed during the Stone Age.</li> <li>• How inventions impacted the lives of people in the Stone Age.</li> <li>• What types of homes people lived in during the Stone Age.</li> <li>• What primary and secondary source information is.</li> </ul>	<p>The Romans</p>  <ul style="list-style-type: none"> <li>• When the Romans invaded Britain</li> <li>• Why the Romans invaded Britain.</li> <li>• What changes occurred in Britain during the Roman occupation.</li> <li>• What legacy the Romans left in Britain.</li> </ul>		<ul style="list-style-type: none"> <li>• Place the time studied on a time line</li> <li>• Use dates and terms related to the study unit and passing of time</li> <li>• Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied</li> <li>• Compare with our life today</li> <li>• -Identify reasons for and results of people's actions</li> <li>• Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details – artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding.</li> </ul>
Year 4	<p>Anglo-Saxons</p>  <ul style="list-style-type: none"> <li>• Who the Anglo-Saxons were.</li> <li>• When they invaded and settled in Britain.</li> <li>• Why they invaded and settled in Britain.</li> <li>• How the Anglo-Saxons lived.</li> <li>• Who Alfred the Great was and why he was 'great'.</li> <li>• What the legacy of the Anglo-Saxons was in Britain.</li> </ul>	<p>The Vikings</p>  <ul style="list-style-type: none"> <li>• Where the Vikings came from and where they settled.</li> <li>• How the Anglo-Saxon and Vikings struggled for power.</li> <li>• Why the Vikings came and settled in Britain.</li> <li>• If Vikings were raiders or traders.</li> <li>• What religious beliefs the Vikings held.</li> </ul>	<p>Local link - King Canute</p>  <ul style="list-style-type: none"> <li>• Who King Canute was and why he is linked to Knutsford.</li> <li>• The myth of King Canute holding back the tide.</li> <li>• What is a primary and secondary source.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask a variety of questions</li> <li>• Use the library and internet for research</li> </ul>	

Year 5	<p>Mayans  </p> <ul style="list-style-type: none"> <li>Who the Mayans were.</li> <li>The terms BC/AD</li> <li>What evidence we have to understand Mayan life.</li> <li>What the religious beliefs of the Mayans were.</li> <li>What the Mayan people discovered and invented.</li> <li>What life was like in an ancient Mayan city.</li> </ul>	<p>Ancient Egyptians  </p> <ul style="list-style-type: none"> <li>What life was like in Ancient Egypt.</li> <li>About the two Egyptian kingdoms.</li> <li>How life revolved around the Nile and how this affected daily life.</li> <li>About the Gods that the Ancient Egyptians believed in and how this affected their lives.</li> <li>What burial rituals the Ancient Egyptians followed.</li> </ul>	<p>Crime and Punishment  </p> <ul style="list-style-type: none"> <li>How our laws and justice has changed over the last 200 years.</li> <li>Who Highwayman Higgins is and why he is a local legend.</li> <li>The key events that led to Highwayman Higgins being caught and punished.</li> <li>Why laws and justice have changed over the last 200 years.</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>
Year 6	<p>Victorians  </p> <ul style="list-style-type: none"> <li>When the Victorian era was in British history.</li> <li>Why Queen Victoria is a significant monarch in British history.</li> <li>The main changes in British society during the Victorian era.</li> <li>How life was for poor and rich people during the Victorian era.</li> <li>How the transport revolution contributed to the development of society.</li> <li>How Britain changed the world during the Victorian era.</li> </ul>	<p>Ancient Greeks  </p> <ul style="list-style-type: none"> <li>When the Ancient Greece was an empire and how this connects on a timeline to Ancient Rome, Ancient Egypt and the Mayan civilisation</li> <li>About the Spartans and the Athenians.</li> <li>How primary source evidence helps us to understand life in Ancient Greece.</li> <li>What democracy is and how it began in Ancient Greece.</li> <li>What the legacy of democracy is in the world today.</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Know key dates, characters and events of time studied</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>		



**Year 1 End Points**

	<b>The Gunpowder Plot- Guy Fawkes</b>	<b>Toys from the past</b>	<b>Holidays in the past</b>
Knowledge	<p>Know the main events of the Gunpowder Plot in chronological order.                      Know who King James I, Guy Fawkes and Thomas Percy were.                      Know why they plotted against the king.                      Know the name the Houses of Parliament                      Remember the key date of November 5<sup>th</sup>.                      Know that it was very important to go to church and what would happen if you didn't go.                      GD- Explain why Guy Fawkes plan did not go as he planned.</p>	<p>Know what toys looked like in the past.                      Know what toys were popular in the past.                      Know what is the same and what is different about toys in the past and today.                      Know why toys have changed over time.                      Know what childhood was like in the past.                      GD- Explain why some toys have changed, but some have stayed the same.</p>	<p>Know why people went to the seaside for their holidays in the past.                      Know who Queen Victoria was and what people wore in Victorian times.                      Know that Queen Victoria lived a hundred years ago.                      Know what recreational activities people enjoyed at the seaside a hundred years ago.                      GD- Explain what people were like and what they enjoyed doing on holiday in the past.</p>
Skills	<p>Know and recount episodes from stories about the past.                      Understand some stories are facts from the past and some are fiction.                      Communicate their understanding of the past through discussion, drawing and role play.</p>	<p>Match objects to people of different ages.                      Sequence 3 or 4 artefacts/ pictures from distinctly different periods of time.                      Communicate their knowledge through making models and writing.</p>	<p>Sequence events in their life.                      Recognise the difference between past and present in their own and others' lives. Be able to order a set of photographs from the past.                      Compare adults talking about the past- know how reliable their memories are.                      Find answers to simple questions about the past using sources of information.</p>

**Year 2 End Points**

	<b>Great Fire of London</b>	<b>Air travel/ Exploration- Amelia Earhart and Neil Armstrong</b>	<b>Nurturing Nurses</b>
Knowledge	<p>Know what London was like before the Great Fire.                      Know that the Great Fire started in 1666 and King Charles II was the King of England.                      Know that the fire started on Pudding Lane.                      Know what the weather conditions were like before the fire started.                      Know what the living conditions were like before the fire started.                      Know the order of the key events of the fire.                      Know how London has changed because of the fire.                      GD- Explain if the fire was a good or a bad thing for London.</p>	<p>Know who Amelia Earhart and the Wright brothers were.                      Know that the first aeroplane flight was in 1903.                      Know that Amelia Earhart is remembered because she set many world records and no-one knows what happened to her because her plane went missing.                      Know that Neil Armstrong went into space in 1969 and landed on the moon.                      Know why people explore new places and what we learnt from their discoveries.                      GD- Explain what different things we learnt from people exploring the world and/or space.</p>	<p>Know why we remember people from the past and can name some significant individuals from the past.                      Know Florence Nightingale made hospitals cleaner for patients in the Crimean War (1853-1856) and set up a school for nurses in 1860.                      Know Mary Seacole looked after wounded soldiers on the battlefield in the Crimean War and she set up a hospital to look after soldiers.                      Know Edith Cavell was a nurse in the First World War (1914-1918) and she helped over 200 soldiers escape the German army.                      Know how nursing in the past and today are the same and different.                      GD- Explain what different things each of the nurses may have thought about being a nurse.</p>
Skills	<p>Recognise why people did things, why events happened and what happened as a result.                      Identify differences between ways of life at different times.                      Use a source- observe or handle sources to answer questions about the past on the basis of simple observations. Examine 'primary source' evidence.                      Communicate their knowledge through discussion, drama drawing, pictures.</p>	<p>Sequence photographs from different periods in time.                      Compare two versions of a past event.                      Compare pictures or photographs of people or events in the past.                      Communicate their knowledge through discussion, drawings, writing, using ICT.</p>	<p>Sequence artefacts closer together in time- check with reference books.                      Sequence photographs from different periods of their lives.                      Discuss reliability of photos/accounts/stories.                      Communicate their knowledge through drama, discussion, drawings, writing, using ICT.</p>

**Year 3 End Points**

	<b>Stone Age to Iron Age</b>	<b>The Romans</b>	
Knowledge	<p>Know what a primary and secondary source of information is.</p> <p>Know that BC means the years before the birth of Jesus on a timeline.</p> <p>Know that there were three periods of time in the Stone Age (Palaeolithic, Mesolithic and Neolithic).</p> <p>Know how farming changed through these three periods of time.</p> <p>Know how development in tools changed people's lives in the Stone Age.</p> <p>Know what types of homes people lived in during the Stone Age and Iron Age.</p> <p>GD- Explain what historical terms can be used to describe the past and whether things have changed quickly or slowly and why.</p>	<p>Know that the Romans invaded Britain in AD 43.</p> <p>Know what AD (Anno Domini- the year of our Lord) means on a timeline.</p> <p>Know that there were no roads in Britain before the Romans.</p> <p>Know that the Romans built straight roads, sewage systems and stone buildings with central heating.</p> <p>Know that the Romans taught some Britons to read and write and use Roman numerals.</p> <p>Know that many Roman developments are still evident today.</p> <p>GD- Explain why the Romans were thought of being clever. Give clear examples.</p>	
Skills	<p>Place the time studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Find out about the everyday lives of people in the time studied.</p> <p>Understand why people may have wanted to do something.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details- artefacts, pictures.</p> <p>Communicate their knowledge and understanding.</p>	<p>Place the time studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several artefacts or events.</p> <p>Compare with our life today.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Begin to use the library and internet for research.</p> <p>Recall, select and organise historical information.</p>	

**Year 4 End Points**

	<b>Anglo-Saxons</b>	<b>The Vikings</b>	<b>King Canute- local link</b>
Knowledge	<p>Know who the Anglo-Saxons were.</p> <p>Know that the Romans left Britain in AD401 and the Anglo-Saxons began to settle in AD450.</p> <p>Know why the Anglo-Saxons invaded Britain and why they chose to settle.</p> <p>Know that the Anglo-Saxons had different kings who ruled their own kingdoms.</p> <p>Know how the Anglo-Saxons lived.</p> <p>Know why Alfred was 'great'.</p> <p>Know what evidence we have of Anglo-Saxon life.</p> <p>Know that Sutton Hoo was an important discovery that gave us evidence of Anglo-Saxon life.</p> <p>Know what legacy the Anglo-Saxons left in Britain.</p> <p>GD- Explain how reliable the evidence about the Anglo-Saxons is, How do we know?</p>	<p>Know where the Vikings came from (Germany, Denmark and the Netherlands).</p> <p>Know that the Vikings attacked York in AD793.</p> <p>Know that by AD878 Alfred the Great was the only king left and after years of fighting Alfred the Great and the Vikings made a peace agreement.</p> <p>Know that they created an imaginary dividing line through England with the Anglo-Saxons to the West and the Viking lands (Danelaw) to the East.</p> <p>Know that land in Scandinavia's soil was not very fertile so food shortages were common. Know this led to Viking leaders taking (raiding) what they needed from other people. Know the Vikings also traded tools, weapons and jewellery.</p> <p>Know that the Vikings were pagans who believed in many gods who were in charge of different parts of life.</p> <p>GD- Explain why some people in the past are 'stereotyped' and how people of today can also be 'stereotyped'.</p>	<p>Know who King Canute was and why he is significant to Knutsford?</p> <p>Know what is a primary source and what is a secondary source of evidence.</p> <p>Know the myth of King Canute holding back the tide. Use this myth to explore interpretations of history.</p> <p>GD- Explain if we can always trust information about the past. Explain which evidence is important and why.</p>
Skills	<p>Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms, e.g. BC/AD</p> <p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge.</p> <p>Communicate their knowledge and understanding.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Use evidence to build up a picture of the past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>	<p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Look at the evidence available.</p> <p>Recall, select and organise historical information.</p>

**Year 5 End Points**

	<b>Non-European Society- Mayans</b>	<b>Early Civilizations- Egyptians</b>	<b>Crime and Punishment- Highwayman Higgins</b>
Knowledge	<p>Know who the Mayans were and when they lived (2000BC and 900AD) in Ancient South America.</p> <p>Know what primary source evidence we have to tell us about their life.</p> <p>Know that religion was very important to the Mayans and they worshipped their kings like they were god. Know they also worshipped their ancestors and other gods and goddesses.</p> <p>Know that the Mayans were considered an advanced civilisation due to their many achievements, such as writing, calendars and a complex number system.</p> <p>Know about daily life in an ancient Mayan city. Know that there was a clear hierarchical ruling system.</p> <p>GD-Explain why it is important to learn about the achievements of other cultures.</p>	<p>Know that people settled in the Nile valley from 3500BC.</p> <p>Know that Egyptian society was very hierarchical and some groups of people were deemed more important than others.</p> <p>Know that Ancient Egypt was split into Upper and Lower Egypt.</p> <p>Know that the Nile was important because it provided water for the crops and this means people settled near the banks. Know they were one of the first societies to use irrigation systems.</p> <p>Know that religion was very important to the Ancient Egyptians and that they believed in many different gods and goddesses called deities.</p> <p>Know that mummification was the process of preserving a body and that this was very important to Egyptians as they believed this would prepare the body for the journey into the afterlife.</p> <p>GD- How do we know about the Ancient Egyptians and can we rely on the evidence?</p>	<p>Know who Highwayman Higgins was, how he broke the law and what the consequences were.</p> <p>Know different versions of the legend of Highwayman Higgins.</p> <p>Know why people might break the law and what the punishments are today.</p> <p>Children can compare crime and punishment today with the past.</p> <p>Know why laws and justice has changed over the years since Highwayman Higgins was caught.</p> <p>GD- Explain how crime and punishment different to today and how is it the same? Explain the causes of crime and how this should effect the punishment.</p>
Skills	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Compare life in early and late times studied.</p> <p>Offer some reasons for different versions of events.</p> <p>Select relevant sections of information.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Make comparisons between different times in the past.</p> <p>Study different aspects of different people, e.g. different ranks of people in Ancient Egypt.</p> <p>Identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>Compare accounts of events from different sources- fact or fiction.</p> <p>Compare an aspect of life with the aspect in another period.</p>

**Year 6 End Points**

	<b>Victorians</b>	<b>Ancient Greeks</b>
Knowledge	<p>Know that the Victorian era was while Queen Victoria was on the throne (1837-1901).</p> <p>Know why Queen Victoria was a significant monarch in British history, e.g. the length of her reign, the developments in society.</p> <p>Know how the world map changed during the Victorian times, e.g. the British Empire.</p> <p>Know about the Industrial Revolution and the development of the railways during the Victorian era.</p> <p>Know what life was like for the poor, e.g. the workhouse, jobs, food, schooling.</p> <p>Know what life was like for the rich, e.g. homes, schooling, entertainment.</p> <p>Know how the development of the railways changed Britain, e.g. communication, transportation of goods, leisure time.</p> <p>GD- Explain if they agree with everything that happened in Victorian times, what didn't/ did they agree with and why.</p>	<p>Know that early Greek culture starts to thrive around 776BC.</p> <p>Know that Greece was divided into city states and each had their own laws and way of life, but that all spoke the same language. Know two of the well-known city states were Athens and Sparta.</p> <p>Know that in Sparta life was different to Athens and that they believed the most important thing was being able to defend Sparta in a battle.</p> <p>Know that there is much primary source evidence of life in Ancient Greece, such a pottery and buildings that you can visit today.</p> <p>Know that Athens had a democratic government and that this means the people who lived there made decisions by voting.</p> <p>Know that there are many democratic countries in the world today, such as Britain and most of Europe.</p> <p>Children can explain how and why the Ancient Greek empire ended.</p> <p>GD- Explain why it is important whose version of the past we listen to. Explain why using evidence sources and being critical about them is important.</p>
Skills	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a timeline.</p> <p>Know key dates, characters and events of time studied.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations- fact, fiction or opinion?</p> <p>Confidently use the library and internet for research.</p> <p>Use a range of sources to find out about an aspect of time past.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Place current study on time line in relation to other studies.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Recognise primary and secondary sources.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

What would a child who is working at 'Greater Depth' in history be able to do?	How to help children achieve 'Greater Depth' in history
<p>Apply skills or knowledge without recall to the teacher</p> <p>Apply the skill or knowledge with a high level of confidence and show good resilience when the task is demanding</p> <p>Apply the skill or knowledge into other areas of the curriculum</p> <p>Consistently use their skills, knowledge and understanding</p> <p>Organise ideas and make logical connections.</p> <p>Return to the topic after a break and still be confident applying the skills and knowledge.</p> <p>Clearly explain their understanding to someone else.</p>	<p>Allow children the opportunity to show their depth of understanding, if they want to write more in their book or tell you more, give them opportunity.</p> <p>Look for times when they are making links and connections between different areas of learning.</p> <p>Make the challenge open to all so no one misses out.</p>



