

## History at St Alban's CE Aided Primary (v07/23)


### Intention

History at St Alban's aims to support children on their journey to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want children to develop a knowledge of chronology within which they can organise their understanding of the past. We aim for it to inspire pupils' curiosity, fascination and passion to motivate them to want to find out more about the past. Through our History curriculum we endeavour to teach children to understand the complexities of people's lives, the process of change, the diversity of societies and relationships between different groups. We intend to create opportunities for children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. At the end of their St Alban's journey we want children to know what it means to be a historian through inspiring, memorable and creative experiences. We want to help children to understand their identity personally, locally, nationally and globally.

### Pupil approach:

#### Working as an historian pupils will...

Working as a historian, pupils will have opportunities to:

investigate	read	discover	digs deeper
analyse		respect	
be curious		be objective	
research	teach	examine	record

### Learning journey structure/steps

#### 6 step enquiry

1. Motivate ('hook') and set scope of enquiry
2. Collect information
3. Process information
4. Draw own conclusions
5. Develop understanding
6. Produce product (after teacher modelling)

### Teaching approach: non-negotiables for teachers

- An enquiry led approach
- Assessment should involve a variety of task designs (e.g. timeline or debate)
- The use of timelines in every unit so children can visualise and understand chronology
- Link previously taught events so children can gain a wider understanding of how these events fit within time
- Use a range of primary and secondary sources including photos, videos, Art, Artefacts and clothing to bring learning to life
- Ensure you are teaching children historical skills and not just facts through questioning and debate
- Use story-telling, drama and role play to support a deeper understanding
- School trips – linked to Local Study units

### Key resources/documents for planning

- Historical Association
- HIAS Units
- Local and National
- KAPOW
- Museum Websites
- History 2023 Folder in Staff Share

## Implementation

### History skills progression – Year 1

What does working at <u>ARE</u> look like?						
Chronology	Characteristic features	Continuity and change	Cause and consequence	Historical significance	Historical interpretation	Historical enquiry
I know simple timelines and can sequence process, events, and objects within my own experience.	I know that buildings, clothing, transport or technology were different in the past.	I know old objects to people or situations from the past.	I know and give simple explanations why a person from the past acted as they did and talk about consequences of those actions.	I know special times or events for family or friends.	I know different accounts or real historical situations.	I know the similarities and differences between two or more historical sources using simple historical terms.
I know the vocabulary associated with the past e.g. old and new, then and now.	I know that there are significant features on buildings that are not seen today.	I know how some aspects of life today differ from the past using simple historical vocabulary – listed above.				I know and can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.

What does <u>GREATER DEPTH</u> achievement look like?	Key vocab to secure for ARE	How has learning <u>last year</u> equipped pupils to become historians?	Key assessment tasks
<ul style="list-style-type: none"> <li>Apply their skills and knowledge consistently, confidently and fluently.</li> <li>Organise their ideas to make connections with other areas of learning.</li> <li>Use their ideas to help them work with new areas of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Change</li> <li>Discovery</li> <li>Fact</li> <li>Newer/Older</li> <li>Past/Present</li> <li>Question</li> <li>A long time ago/long ago</li> <li>Last Week/Last Year</li> <li>Sequence/Timeline</li> <li>When my parents/carers were younger</li> <li><b>And topic specific vocabulary</b></li> <li>Event</li> <li>Invention</li> <li>Locality/Local</li> <li>Historian</li> <li>Source</li> </ul>	<b>Statutory framework for the EYFS (from Sep 2021)</b> ELG: Past and Present <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <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> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline (e.g. changes to toys over time)</li> <li>Create a museum</li> <li>Order and sequence images using historical language</li> <li>Retrieval practice and revision through-out the lesson</li> </ul>

## History skills progression – Year 2

What does working at <b>ARE</b> look like?						
Chronology	Characteristic features	Continuity and change	Cause and consequence	Historical significance	Historical interpretation	Historical enquiry
<p>I know that Historians use dates to describe events.</p> <p>I know intervals of time e.g. before, after, at the same time etc.</p>	<p>I know and can describe in simple terms characteristic features of a person or period studied.</p> <p>I know period specific language in explanations.</p>	<p>I know the similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and another <i>then</i>.</p>	<p>I know in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.</p>	<p>I know and can talk about who was important e.g. in a simple or historical account.</p>	<p>I know about the differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).</p>	<p>I know and can gather information from simple sources to ask and answer questions about the past.</p> <p>I know the events and actions not just the story.</p>

What does <b>GREATER DEPTH</b> achievement look like?	Key vocab to secure for ARE	How has learning <b>last year</b> equipped pupils to become historians?	Key assessment tasks
<ul style="list-style-type: none"> <li>• Apply their skills and knowledge consistently, confidently and fluently.</li> <li>• Organise their ideas to make connections with other areas of learning.</li> <li>• Use their ideas to help them work with new areas of learning.</li> <li>• Clearly explain what they have been doing and why they know they are correct to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Archaeology</li> <li>• Artefacts</li> <li>• Evidence</li> <li>• Museum</li> <li>• Observe</li> <li>• Opinion</li> <li>• Explorer</li> <li>• Historical</li> <li>• Impact</li> <li>• Significant/Significance</li> <li>• Centuries</li> <li>• Civilisation</li> <li>• Decades</li> <li>• Democracy</li> <li>• King and Queen</li> <li>• Nation</li> <li>• Nation's history</li> <li>• Global</li> <li>• Parliament</li> <li>• <b>And topic specific vocabulary</b></li> </ul>	<ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a better London - with improvements to make sure such a fire never happens again.</li> <li>• Pupils create plaques to commemorate the fire and its consequences</li> <li>• Create a Pop-up Museum</li> </ul>

## History skills progression – Year 3

What does working at <u>ARE</u> look like?						
Chronology	Characteristic features	Continuity and change	Cause and consequence	Historical significance	Historical interpretation	Historical enquiry
I know phrases such as 'over three hundred years ago' and AD/BC or BCE/CE	I know the main features associated with the period/civilization studied, mostly using period specific language.	I know some of the changes in history that happened over a period of time and I know some of the things which stayed the same.	I know the causes and/or consequences of an important historical event offering more than one example of its results.	I know that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).	I know the differences between versions of the same event and can give a simple explanation of why we might have more than one version.	<p>I know and understand how sources reveal important information about the past, in simple terms.</p> <p>I know that the absence of certain types of sources can make it more difficult to draw conclusions.</p>

What does <u>GREATER DEPTH</u> achievement look like?	Key vocab to secure for ARE	How has learning <u>last year</u> equipped pupils to become historians?	Key assessment tasks
<ul style="list-style-type: none"> <li>Apply their skills and knowledge consistently, confidently and fluently.</li> <li>Organise their ideas to make connections with other areas of learning.</li> <li>Use their ideas to help them work with new areas of learning.</li> <li>Clearly explain what they have been doing and why they know they are correct to others.</li> </ul>	<ul style="list-style-type: none"> <li>Accurate</li> <li>Agree/Differ</li> <li>Cause</li> <li>Consequence</li> <li>Enquiry</li> <li>Evidence</li> <li>Primary Source</li> <li>Reliability</li> <li>Secondary Source</li> <li>Society</li> <li>Cultural</li> </ul> <ul style="list-style-type: none"> <li>Diversity</li> <li>ACE/AD</li> <li>BCE/BC</li> <li>Centuries</li> <li>Chronology</li> <li>Civilisation</li> <li>Democracy</li> <li>Development</li> <li>Historical account</li> <li>Interpretation</li> </ul> <p>• <b>And topic specific vocabulary</b></p>	<ul style="list-style-type: none"> <li>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</li> <li>use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>Living Museum, leaflet, poster or could be a class worship link.</li> <li>tourist posters/brochures</li> </ul>

## History skills progression – Year 4

What does working at <u>ARE</u> look like?						
Chronology	Characteristic features	Continuity and change	Cause and consequence	Historical significance	Historical interpretation	Historical enquiry
<p>I know that historical periods overlap each other and vary in length.</p> <p>I know and can use precise chronological vocabulary.</p>	<p>I know that not everyone in the past lived in the same way.</p> <p>I know the period specific language linked to the Historical topic.</p>	<p>I know that in History some things remained the same and others changed at particular points.</p> <p>I know that changes in different places might be connected in some way through History.</p>	<p>I know that there are different types of causes for Historical events and some things happen for different reasons – These reasons are not always from human action.</p>	<p>I know that Historical significance reveals something about history or contemporary life.</p>	<p>I know how different interpretations arise.</p> <p>I know that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.</p>	<p>I know and can use the origins and purposes of sources using knowledge of periods and civilizations.</p> <p>I know the perceptive questions that could be asked.</p> <p>I know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.</p>

What does <u>GREATER DEPTH</u> achievement look like?	Key vocab to secure for ARE	How has learning <u>last year</u> equipped pupils to become historians?	Key assessment tasks
<ul style="list-style-type: none"> <li>• Apply their skills and knowledge consistently, confidently and fluently.</li> <li>• Organise their ideas to make connections with other areas of learning.</li> <li>• Use their ideas to help them work with new areas of learning.</li> <li>• Clearly explain what they have been doing and why they know they are correct to others.</li> <li>• Teach others what they have learned to enable them to learn too.</li> </ul>	<div style="display: flex; flex-wrap: wrap;"> <div style="flex: 50%;"> <ul style="list-style-type: none"> <li>• Accurate</li> <li>• Agree/Differ</li> <li>• Cause</li> <li>• Consequence</li> <li>• Enquiry</li> <li>• Evidence</li> <li>• Primary Source</li> <li>• Reliability</li> <li>• Secondary Source</li> <li>• Society</li> </ul> </div> <div style="flex: 50%;"> <ul style="list-style-type: none"> <li>• Cultural</li> <li>• Diversity</li> <li>• ACE/AD</li> <li>• BCE/BC</li> <li>• Centuries</li> <li>• Chronology</li> <li>• Civilisation</li> <li>• Democracy</li> <li>• Development</li> <li>• Historical account</li> <li>• Interpretation</li> </ul> </div> </div> <p>• <b>And topic specific vocabulary</b></p>	<ul style="list-style-type: none"> <li>• begin to understand how our knowledge of the past is constructed from a range of sources</li> <li>• begin to develop a chronologically secure knowledge and understanding of British, local and world history related to the content studied in Year 3</li> </ul>	<ul style="list-style-type: none"> <li>• create a digital storyboard</li> <li>• Museum, webpage, class book etc.</li> <li>• create a Tourist Brochure/Presentation</li> </ul>

## History skills progression – Year 5

What does working at <u>ARE</u> look like?						
Chronology	Characteristic features	Continuity and change	Cause and consequence	Historical significance	Historical interpretation	Historical enquiry
I know that the past civilisations overlap with others in different parts of the world, and that their respective durations vary.	<p>I know that some past civilizations in different parts of the world have some important similarities.</p> <p>I know the links between significant characteristics of a period/civilization studied and others studied, and others studied previously.</p>	<p>I know why change happened during particular events/periods.</p> <p>I know that there are usually a combination of reasons for any change.</p> <p>I know that changes do not impact everyone in the same way or at the same time.</p>	<p>I know the consequences in terms of immediate and longer term effects and/or that people were affected differently.</p> <p>I know that one cause might be linked to another making and event much more likely to happen.</p>	I know the significance of events, people or developments within a particular historical narrative.	<p>I know that different accounts of the past emerge for various reasons – different people might give a different emphasis.</p> <p>I know that some interpretations are more reliable than others (Primary and Secondary)</p>	<p>I know why a source might be unreliable.</p> <p>I know and understand the reasoned arguments about aspects of events, periods and civilizations studied.</p>

What does <u>GREATER DEPTH</u> achievement look like?	Key vocab to secure for ARE	How has learning <u>last year</u> equipped pupils to become historians?	Key assessment tasks
<ul style="list-style-type: none"> <li>Be able to construct and explain historical arguments about why things happened and what its impact or consequences were, at a level appropriate to their year group.</li> <li>Understand and talk about history from different viewpoints, understand different sources and why these might be different, at a level appropriate to their year group.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse</li> <li>Change and continuity</li> <li>Hypotheses</li> <li>Interpretation</li> <li>Justification</li> <li>Perspective</li> <li>Social standing</li> <li>Suitability</li> <li><b>And topic specific vocabulary</b></li> <li>Causation</li> <li>Continuity</li> <li>Contrast</li> <li>Cultural</li> <li>Political</li> <li>Religious</li> <li>Social</li> <li>Technological</li> <li>Propaganda</li> </ul>	<ul style="list-style-type: none"> <li>understand how our knowledge of the past is constructed from a range of sources</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>begin to develop a chronologically secure knowledge and understanding of British, local and world history related to the content studied in Year 4</li> </ul>	<ul style="list-style-type: none"> <li>Create a pop-up museum</li> <li>Class debate</li> </ul>

## History skills progression – Year 6

What does working at <u>ARE</u> look like?						
Chronology	Characteristic features	Continuity and change	Cause and consequence	Historical significance	Historical interpretation	Historical enquiry
I know the order and can place civilizations/periods studied, in chronological order and know that some overlap in duration and intervals between them.	<p>I know the significant links between civilizations/periods studied.</p> <p>I know and can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied.</p>	<p>I know that changes in different places and periods can be connected.</p> <p>I know that some things have an impact on History and are continuous through time. I know that some changes are significant to making History as we know it.</p>	I know the causes <b>and</b> consequences of quite complex events. I know that certain Historical events might still link in simple ways.	<p>I know the historical significance of events and know the consequences of this.</p> <p>I know that historical significance varies over time and by the interpretations of those describing that significance (provenance).</p>	<p>I know that all history is to some extent a construct (interpretation) and know a range of reasons for this.</p> <p>I know that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance).</p>	<p>I know the reasons behind the arguments about events, periods or civilizations studied.</p> <p>I know some sources are more reliable than others in relation to the period or civilization and/or the provenance of a source, considering <b>why</b> different sources may give conflicting information and offering reasons for this.</p>

What does <u>GREATER DEPTH</u> achievement look like?	Key vocab to secure for ARE	How has learning <u>last year</u> equipped pupils to become historians?	Key assessment tasks
<ul style="list-style-type: none"> <li>Be able to construct and explain historical arguments about why things happened and what its impact or consequences were, at a level appropriate to their year group.</li> <li>Understand and talk about history from different viewpoints, understand different sources and why these might be different, at a level appropriate to their year group.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse</li> <li>Change and continuity</li> <li>Hypotheses</li> <li>Interpretation</li> <li>Justification</li> <li>Perspective</li> <li>Social standing</li> <li>Suitability</li> <li><b>And topic specific vocabulary</b></li> </ul> <ul style="list-style-type: none"> <li>•Causation</li> <li>•Continuity</li> <li>•Contrast</li> <li>•Cultural</li> <li>•Political</li> <li>•Religious</li> <li>•Social</li> <li>•Technological</li> <li>Propaganda</li> </ul>	<ul style="list-style-type: none"> <li>begin to note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>begin to develop a chronologically secure knowledge and understanding of British, local and world history</li> </ul>	<ul style="list-style-type: none"> <li>podcast or website</li> <li>Design a set of stamps</li> </ul>

## Curriculum Map

	Autumn 2		Spring 2		Summer 2	
	Topic Name	NC Content	Topic Name	NC Content	Topic Name	NC Content
Year 1	How am I making History? <b>Discrete/KAPOW</b>	Significant historical events, people and places in their own locality.	Toys <b>HIAS Unit</b> <b>Discrete</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<u>Mini unit (2 days)</u> Did my Grandparents have an iPad? <b>Discrete (applying/revisiting skills/concepts from this year)</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Year 2	Great Fire of London <b>HIAS Unit</b> <b>Discrete</b>	- events beyond living memory that are significant nationally or globally	Queens: lives and times <b>HIAS Unit</b> <b>Discrete</b>	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]	Our School How were schools different in the past? <b>Discrete/Local Study/KAPOW</b>	- events beyond living memory that are significant nationally or globally
Year 3	The changing role of HMS Victory ( <u>local study Portsmouth Historic Dockyard</u> ) <b>Discrete</b>	A local history study – a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	Stone Age to Iron Age Britain <b>HIAS Unit/KAPOW</b> <b>Discrete</b>	Changes in Britain from the Stone Age to the Iron Age <b>HIAS Unit/KAPOW</b>	The Roman Empire and its impact on Britain <b>HIAS Unit/KAPOW</b> <b>Discrete</b>	The Roman Empire and its impact on Britain
Year 4	How have children's lives changed? Linked to Tudors <u>Local study linked to school trip</u> <b>KAPOW</b> <b>Discrete</b>	A study into how children's lives have changed over time – ranging from the Tudors and leading onto Anglo-Saxons	Anglo-Saxons: the ruin of Britain? How hard was it to settle in Britain? <b>HIAS Unit/KAPOW</b> <b>Discrete</b>	Britain's settlement by Anglo-Saxons and Scots	Vikings: raiders or traders? <b>HIAS Unit/KAPOW</b> <b>Discrete</b>	Vikings and Saxons – the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



Year 5	<p>KS2 thematic study: Changing power of the monarchy</p> <p><b>HIAS Unit</b></p> <p><b>Discrete</b></p>	<p>Monarchy - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g. the changing power of monarchs using case studies such as John, Anne and Victoria)</p>	<p>An overview of the earliest civilizations</p> <p><b>HIAS Unit</b></p> <p><b>Discrete</b></p>	<p><i>Achievements of earliest civilizations – overview of where and when first civilizations appeared and depth study of one:</i> <i>Ancient Egypt</i></p>	<p><u>Mini unit (2 days)</u> A focus on Ancient Egypt: What were the Egyptians really remembered for? What will we be remembered for? (applying/revisiting skills/concepts from this year)</p> <p><b>Discrete</b></p>	<p><i>Achievements of earliest civilizations – overview of where and when first civilizations appeared and depth study of one:</i> <i>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p>
Year 6	<p>What was the impact of WW2? Local History Study – linked to important Historical events – Remembrance day</p> <p><b>Discrete/KAPOW</b></p>	<p>Explore important historical events that had an impact (changed something in your locality)</p>	<p>A beacon of light in the dark ages: the early Islamic civilization</p> <p><b>HIAS Unit</b></p> <p><b>Discrete</b></p>	<p><i>A non-European society that provides contrasts with British history – one study...early Islamic civilization, including a study of Baghdad c. AD 900.</i></p>	<p>Greek Legacy Enquiry</p> <p><b>HIAS Unit</b></p> <p><b>Discrete</b></p>	<p><i>A study of Greek life and achievements and their influence on the western world</i></p>

## Key Knowledge

### Year 1

How am I making History?	How have toys changed?	Did my Grandparents have an IPAD?
<ul style="list-style-type: none"> <li>• I know the year I was born</li> <li>• I know when my first birthday was</li> <li>• I know what childhood means</li> <li>• I know what living memory is</li> <li>• I know the past has been</li> <li>• I know the present is happening now</li> <li>• I know my life timeline up to present day</li> </ul>	<ul style="list-style-type: none"> <li>• I know that toys have changed over even a relatively short period, mainly in terms of materials used to make them/ technology for powering/driving them.</li> <li>• I know that my parents'/ grandparents' generations played active games or participated in more other outdoor activities than today.</li> <li>• I know that in the past most children probably had far fewer toys than children today.</li> <li>• I know how some aspects of life today differ from the past using simple historical vocabulary. Such as: old, older, past and after.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what chronology means</li> <li>• I know how technology has changed over the past 60 years</li> <li>• I know the difference between old and new</li> <li>• I know how technology has changed the way we write</li> <li>• I know technology has changed how we entertain ourselves</li> <li>• I know my grandparents did not have an IPAD growing up</li> </ul>

## Year 2

Why did the Great Fire of London cause so much damage?	Which Queen reigned at the best time?	How were schools different in the past?
<ul style="list-style-type: none"> <li>• I know when and where the fire was</li> <li>• I know the names of the individuals linked to the event</li> <li>• I know the causes of the widespread damage.</li> <li>• I know and can name some consequences of the fire</li> <li>• I know the date was 1666</li> <li>• I know characters such as Thomas Farynor the baker, King Charles II, Mr Bludworth the Mayor, Samuel Pepys</li> <li>• I know events leading up to the fire did not help such as: the weather, tinder-dry city after a long hot summer, poor firefighting, people saving goods or running away rather than fighting the fire.</li> <li>• I know about plans to remodel the city and new St Paul's Cathedral</li> </ul>	<p>I know that Victoria and Elizabeth I's reigns were at different times in the past and that they and our Queen are related, although generations apart.</p> <p>I know that communication (in terms of transport/spreading information and ideas) and how people lived changed hugely between the three Queen's reigns.</p> <p>I know that people from Europe were beginning to explore the World in Elizabeth I's time and gains a notion that by Victoria's reign Britain controlled lots of other countries (Empire).</p>	<ul style="list-style-type: none"> <li>• I know the past is about events that have already happened</li> <li>• I know the present is about events that are happening now</li> <li>• I know what is the same and what is different about schools from 100 years ago to present day</li> <li>• I know what beyond living memory is</li> </ul>

## Year 3

<b>The changing role of HMS Victory? (local study Portsmouth Historic Dockyard)</b>	<b>How did life change from Neolithic to Iron Age?</b>	<b>What was the Roman Empire's significant impact?</b>
<ul style="list-style-type: none"> <li>• I know that HMS Victory is a survivor of the battle of Trafalgar</li> <li>• I know HMS Victory was Admiral Lord Nelson's flagship</li> <li>• I know why sails are important and how they have changed over time</li> <li>• I know HMS Victory's place in the military history</li> <li>• I know that HMS Victory is the oldest commissioned warship in the world and is the flagship of the First Sea Lord.</li> <li>• I know the battle of Trafalgar was a major turning points in the Napoleonic wars</li> <li>• I know that Nelson is remembered as a great Naval leader</li> </ul>	<ul style="list-style-type: none"> <li>• I know the first people only had natural materials to make shelters or clothes from e.g. wood, stone, bone, animal skins etc.</li> <li>• I know that the change to farming marked the beginning of the Neolithic.</li> <li>• I know how metals improved farming and ways in which iron could be seen as better than bronze.</li> <li>• I know that over a long period people were building Stonehenge, Avebury etc., but then stopped adding to them.</li> <li>• I know some forms of burial, e.g. long barrow, cremation urns</li> </ul>	<ul style="list-style-type: none"> <li>• I know how Roman control expanded across Europe.</li> <li>• I know why the Romans decided to invade Britain, first, unsuccessfully in 55/54 BCE and then successfully in 43 CE.</li> <li>• I know the aspects of 'Romanisation' and its impact here.</li> <li>• I know what changed and what aspects of life stayed the same under the Romans and for a period after they left (change and continuity).</li> <li>• I know what happened in Britain as the Empire started to collapse and the Roman legions left.</li> <li>• I know what happened to the Empire after the Romans left Britain.</li> <li>• I know the aspects of the long term impact of the Roman Empire and their significance.</li> </ul>

## Year 4

<b>How have children's lives changed? (Local study)</b>	<b>Anglo-Saxons: the ruin of Britain? How hard was it to settle in Britain?</b>	<b>Vikings: raiders or traders?</b>
<ul style="list-style-type: none"> <li>• I know how children's lives have changed compared to the Tudors and Victorian times</li> <li>• I know children were malnourished and suffered from diseases that do not exist today</li> <li>• I know what medical advancements have occurred to allow children to live healthy lives today</li> <li>• I know that children were apprentices at the age of seven</li> <li>• I know Lord Shaftesbury encouraged school establishments</li> <li>• I know how children's entertainment has changed</li> </ul>	<ul style="list-style-type: none"> <li>• I know where the Anglo-Saxons came from and where they arrived/settled.</li> <li>• I know the push/pull reasons for Anglo-Saxons coming here.</li> <li>• I know the initial kingdoms and the people that settled in each</li> <li>• I know the important leaders e.g. Offa, Redwald, Alfred</li> <li>• I know that when the Romans left Britain it was Christian and that the Saxons were pagans</li> <li>• I know that Christianity died out in Saxon areas.</li> <li>• I know where different Christian missions came from.</li> <li>• I know the aspects of the Saxon legacy e.g. England = Angle-land.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that sources have contrasting views of the Vikings.</li> <li>• I know when the Vikings raided and why</li> <li>• I know that our earliest written evidence comprises one-sided views of those who suffered at the hands of the Vikings during early raids</li> <li>• I know that new discoveries can make us change our ideas about the past</li> <li>• I know that the word 'Viking' means raider or looter, but that this applies mainly to the early years in Britain.</li> </ul>

## Year 5

How has the monarchy changed?	What were the Egyptians remembered for?	Where and when did the first civilisations appear?
<ul style="list-style-type: none"> <li>• I know who the four monarchs were and when they reigned</li> <li>• I know and can summarise the events in each monarch's reign</li> <li>• I know how events affected the relative power of the monarch or parliament.</li> <li>• I know how Britain's system of government evolved over many centuries</li> <li>• I know when King John reigned and how long for</li> <li>• I know when Queen Anne reigned and how long for</li> <li>• I know when King James 1 reigned and his link to the Gunpowder Plot</li> <li>• I know what the Magna Carta is and what significance it plays in today</li> </ul>	<ul style="list-style-type: none"> <li>• I know who the Ancient Egyptians were</li> <li>• I know the meaning of the word Ancient and Egyptian</li> <li>• I know where the Egyptians lived and how long for</li> <li>• I know Ancient Egyptians built enormous pyramids</li> <li>• I know they Worshipped lots of gods and goddesses (they had over 2000 different ones!)</li> <li>• I know how they used the fertile land near the River Nile for successful farming</li> <li>• I know Ancient Egyptians used picture-based writing system called hieroglyphics</li> <li>• I know they were ruled by powerful kings and queens called pharaohs (like Tutankhamun and Cleopatra)</li> <li>• I know they went to great efforts to preserve bodies for the afterlife</li> </ul>	<ul style="list-style-type: none"> <li>• I know the Approximate dates /duration of each civilization being: Ancient Egypt, Indus Valley, Shang Dynasty an Ancient Sumer</li> <li>• I know the location of each civilisation and importance of climate and major rivers</li> <li>• I know the main shared characteristics of each civilisation through research (geographical location, written language, mathematics, measuring time, laws, governance, cities, metals, wheels, pottery etc)</li> <li>• I know the differences between attributes/ achievements and firsts/earliest or greatest (size, longest, tallest etc)</li> </ul>

## Year 6

What was the impact of WW2? (Local Study)	Was the early Islamic civilization 'A beacon of light in the dark ages?'	How have Greek ideas and knowledge survived until today?
<ul style="list-style-type: none"> <li>• I know how WW2 impacted my local area and the people</li> <li>• I know the dates of the Battle of Britain</li> <li>• I know the Battle of Britain has four phases and was initially fought over the south coast of England</li> <li>• I know when the blitz started and what impact it had on my local area</li> <li>• I know that the evacuation took place in stages</li> <li>• I know the impact that the war had on women</li> <li>• I know the timeline of events for WW2</li> </ul>	<ul style="list-style-type: none"> <li>• I know when and where early Islamic civilization developed</li> <li>• I know where and what the House of Wisdom was</li> <li>• I know the areas of science and learning where the Islamic civilization was more advanced than here during that period and name some important Islamic scholars</li> <li>• I know the quest for finding, recording and spreading knowledge from other peoples, places and times, was driven by faith and a culture of openness to ideas new and old wherever they came from</li> <li>• I know the areas where Islam developed and spread</li> <li>• I know that Baghdad c900, was the area for the opening of the House of Wisdom</li> </ul>	<ul style="list-style-type: none"> <li>• I know the way of life, beliefs and achievements of the Ancient Greeks</li> <li>• I know the scope and range of Greek ideas, achievements and ways of life that are still current or influential today and have also been influential in past eras</li> <li>• I know how Greek lagacy has influened our lives today in the following: language, politics, architecture, sports, (olympics) theatre and performances as well as knowledge</li> <li>• I know the importance of democracy and the use of ostracism in Athens</li> </ul>