

Frittenden
CofE
Primary School



Scheme of work:
History

Second order Concepts:

Chronological Understanding. **Cause and consequence.** **Significance and Interpretation.** **Continuity and Change.**

Threads: Community and Culture; conflict and disaster; exploration and invention; hierarchy and power.

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Embedding our Intent – History

History curriculum aims to provide our children with a clear understanding of the past of both Britain and the wider world and for them to be inquisitive of the past and how it has shaped the world we live in today. History helps them to understand processes of change, how complex and diverse people's lives and societies are and the relationships between the different groups.

Starting from EYFS, they build their understanding of chronology and how people's lives have changed over time. In KS1 children focus on significant events and people and find similarities and differences between them while in KS2 the children develop a clear, chronological narrative of the history of Britain what has shaped the nation been influenced by the wider world. In addition, they will discover other world civilisations, empires, societies and their achievements. We want them to be able to ask questions, evaluate and think critically about evidence and sources and develop judgements and perspective. The curriculum is designed so that children can explore historical concepts and make links between different time periods and make use of historical vocabulary and terms that progresses through the time periods studied.

In order to provide engaging and motivation lessons, our history teaching uses a range of strategies to inspire our children which include active learning, investigations, use of stories and games. Topics are launched with a big question that is explored through the topic and culminate with an event or piece of learning to answer the question. Deeper thinking is encouraged by using challenge questions within lessons. Displays will celebrate the children's learning while also display vocabulary and key information to help embed knowledge. Where appropriate, links are drawn with Geography to make a broader topic that encompasses both subjects. The topic will also create the theme for English and creative subjects to allow children to be fully immersed in the subject and utilise their knowledge and skills across the curriculum. Cross curricular events are planned at start and end of topics to engage and celebrate the learning. Bringing History alive to the children is enhanced by inviting visitors, holding drama workshops and visits to museums and sites of historical interest. For example, Year 5 and 6 children have experienced trips to the War Museum, British Museum and the V & A. Year 3 and 4 have enjoyed a 'saturnalia' day whilst learning about the Romans. The Historical Society have visited our school on several occasions to help us learn about Frittenden through the ages. Did you know that Roman urns were found in Leggs Wood, or that American GI hid out there during WWII?

Our **Christian values** underpin all aspects of our teaching and learning. The high aspirations and expectations the teaching team have for the children ensure that no child is given a learning limit or ceiling and that every child is given the opportunity to flourish. The school values are integrated into every History lesson as follows:

Compassion and history go hand in hand; we recognise and have compassion for those throughout history who have been affected by conflict, natural disaster and other events beyond their control. We teach children to show compassion and be empathetic.

Respect: we show respect for the history of our country and the world because it has shaped the world that we live in. We respect opinions and the truth within history.

Joy: We find joy in the triumphs throughout history, championing success, determination and perseverance. Children are encouraged to find joy in the everyday; experience joy for their success and the success of others; and to share their joy.

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		Autumn	Spring	Summer
Dahl	A	(Teachwire) Significant people and events beyond living memory: Flo or Nellie? Remembrance Day	(Hamilton) Significant people and events beyond living memory Ice Explorers: Ernest Shackleton & Tenzing Norgay	(HA) Significant people: Sarah Forbes Bonetta Monarchy
	B	(Hamilton) Great Fire Great Fire of London Bonfire night	(Hamilton) Events Beyond living memory: Transport, including space flight.	(Twinkl) Toys and Trips What do we do in our free time?
Wells	A	(HA) Stone Age to Iron Age What was it like to live in Britain long ago?	(Hamilton) Crime and Punishment	(HA) Frittenden: History
	B	(HA) Roman Empire & its impact on Britain. How did Romans change Britain?	(HA) Ancient Egyptian Civilization Why were the Egyptians a successful civilisation?	(HA) Trade and Culture in the Georgian Period How did trade shape and develop Georgian society?
Shakespeare	A	(HA) Comparing Ancient Civilisations Where do the ancients fit in?	(HA) The Maya What role did Mayans play?	(HA) Ancient Greeks Ancient Greece How have we been influenced by the Ancient Greeks?
	B	(HA) Anglo Saxon, Viking & Scot Settlement Invaders and Settlers Why did people invade and settle in Britain?	Industrious Inventions Would it have been possible without children?	(HA) The Blitz WWII 20 th Century Britain (WW2) How significant was the blitz?

	Dahl A	Dahl B	Wells A	Wells B	Shakes A	Shakes B
Community and culture: e.g. Trade. Settlement						
Conflict and disaster: Conquest. Liberation.						
Exploration and invention						
Hierarchy and Power						

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MY LEARNING PATHWAY: History		
EYFS		
Three to Four Year olds	Understanding the World Begin to make sense of their own life-story and family's history	
Children in Reception	Understanding the World Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communication and Language Connect one idea or action to another using a range of connectives. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
Early Learning Goals	Understanding the World Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Communication and Language Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	
Compassion. Respect. Joy.		EYFS

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Dahl Year A
MY LEARNING PATHWAY: History

	<p style="text-align: center;">'I CAN' <i>The skills I have learnt...</i></p>	<p style="text-align: center;">'I KNOW' <i>The knowledge I have...</i> <i>Children should communicate their knowledge through drawing, writing, drama/roleplay, making models and using ICT</i></p>
<p>Autumn</p> <p>Significant people: Nellie or Flo?</p>	<p>I can Sequence a number of events related to Florence Nightingale and Nellie Spindler in chronological order.</p> <p>I can sequence events in chronological order and discuss the similarities and differences between ways of life in different time periods.</p> <p>I can recall parts of stories and memories about the past with increased accuracy.</p> <p>I can identify some similarities, differences and changes occurring within a particular theme (nursing) going back beyond living memory, and forwards to today.</p> <p>I can identify some similarities and differences between the past and the present, focusing on changes beyond living memory</p> <p>I can learn about the lives of significant individuals in the past who have contributed to national and international achievements, i.e. Florence's reforms</p> <p>I can identify at least one relevant cause for, and consequence of the Florence and Nellie's actions.</p> <p>I can identify relevant causes for, and consequences of the nurses' actions and the conditions of the periods.</p> <p>I can find answers to simple questions about the past from simple sources of information, such as photographs or text.</p> <p>I can show an understanding of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>I can ask and answer basic questions about the past</p> <p>I can ask and answer questions about the past.</p> <p>I can consider the reasons why Florence Nightingale and Nellie Spindler might be significant.</p> <p>I can consider the reasons why Florence Nightingale and Nellie Spindler from the past might be significant and what impact they had on the world.</p>	<p>NC – Pupils should be taught about 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</p> <p>I know what makes a person significant</p> <p>I know who Florence Nightingale and Nellie Spindler are and what they did.</p> <p>I know stories about the past and I am starting to recount them</p> <p>I know some basic facts about the conflicts of WWI and the Crimea.</p> <p>I know of some ways that nursing has changed over time</p> <p>I know that without women's contributions in wars, it would be hard for countries to fight and win.</p> <p>Concept Key Vocabulary: nurse, war, significant person, change, remember, timeline</p> <p>Topic Key Vocabulary: Florence Nightingale, Nellie Spindler, Crimea, WWI, Turkey, Victorian, hospital, soldier</p> <p>Remembrance Day: I know that the poppy is a symbol of Remembrance and why it is used.</p> <p>I know what Remembrance Day is; why, what and how we remember.</p>
<p>Spring: Ice Explorers</p> <p>What is it like to explore the coldest places on earth?</p>	<p>I can Sequence a number of events related to ice exploration, in chronological order.</p> <p>I can sequence events in chronological order and discuss the similarities and differences between expeditions.</p> <p>I can recall parts of stories and memories about the past.</p> <p>I can recall parts of stories and memories about the past with increasing accuracy.</p> <p>I can identify independently a range of similarities, differences between explorers from different places and periods.</p>	<p>NC – Pupils should be taught about 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</p> <p>I know why Shackleton and Norgay are significant explorers</p> <p>I know where some of the continents and</p>

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	<p>I can learn about the lives of significant individuals (explorers) in the past who have contributed to national and international achievements and how they differ from today.</p> <p>I can identify at least one relevant cause for, and consequence of these expeditions covered.</p> <p>I can identify relevant causes for, and consequences of these expeditions'.</p> <p>I can consider the reasons why ice exploration might be significant.</p> <p>I can consider the reasons why ice exploration might be significant and to whom it is/ was significant.</p> <p>I can consider the reasons why a person from the past might be significant.</p> <p>I can consider the reasons why a person from the past might be significant and what impact they had on the world.</p> <p>I can use stories to distinguish between fact and fiction and understand that different people give different accounts of the same story.</p> <p>I can identify different ways the past can be represented (fossils, paintings, diaries).</p> <p>I can compare different ways that the past can be represented</p>	<p>oceans are.</p> <p>I know where the Antarctic and Mt. Everest are.</p> <p>I know some facts about Mt. Everest and the Antarctic.</p> <p>I know that Antarctica is a landmass and not an iceberg.</p> <p>I know who explored the Antarctic and why.</p> <p>I know why climbing to the top of mt. Everest was a spiritual and emotional significance for the local people.</p> <p>I know why ice exploration is dangerous and challenging.</p> <p>Concept Key Vocabulary: significant, explorer, (significant person, remember), artefact, photograph, compare</p> <p>Topic Key Vocabulary: Captain Scott, Ernest Shackleton, ship, expedition, ocean, Everest, Nepali, Nepalese, Tenzing Norgay</p>
<p>Summer:</p> <p>Sarah Bonetta Forbes</p>	<p>I can group and sequence some events, objects, and Themes, societies, and achievements from topics covered, by providing a few dates and/or period labels and terms.</p> <p>I can use words and phrases: century, decade, after, before, during, trade and empire.</p> <p>I can use timelines within a specific period of history to set out the order that things may have happened, noting changes over time.</p> <p>I can place events studied onto an overarching timeline.</p> <p>I can create individual timelines for each era, demonstrating key events in each era and explaining why they were important</p> <p>I can gain historical perspective by putting chronological understanding into local, national and wider world contexts.</p> <p>I can identify some similarities, differences and changes occurring within a particular theme going back beyond living memory, and forwards to today.</p> <p>I can identify at least one relevant cause for, and consequence of the events covered, for example trade, empire and slavery.</p> <p>I can identify relevant causes for, and consequences of the events covered, for example why Sarah was brought to England and was this acceptable?</p>	<p>NC – Pupils should be taught about 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</p> <p>I know what is meant by significant.</p> <p>I know some facts about Sarah Bonetta Forbes.</p> <p>I know where Sarah was from and some places that were significant in her life.</p> <p>I am beginning to understand the concept of trade and Empire.</p> <p>I know that there was a difference between rich and poor in the past and now</p> <p>Concept Key Vocabulary: significant, (significant person, remember), artefact, photograph, painting, compare, sequence, timeline.</p> <p>Topic Key Vocabulary: African Princess, slave, missionary teacher, empire, trade, slavery, Europe, Africa, Rich & Poor, Victorian era, role model.</p>

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	<p>I can find answers to simple questions about the past from simple sources of information.</p> <p>I can show an understanding of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>I can ask and answer basic questions/ questions about the past</p> <p>I can consider the reasons why an event might be significant, and to whom they are significant.</p> <p>I can consider the reasons why a person from the past might be significant, and what impact they had on the world.</p> <p>I can use stories to distinguish between fact and fiction and understand that different people give different accounts of the same story.</p> <p>I can compare different accounts of important events of the past</p> <p>I can identify/ compare different ways the past can be represented (fossils, paintings, diaries).</p>	
Great er Depth	<p>I can make comparisons between different experiences/events in the past and my own life</p> <p>I can use historical vocabulary to describe events and changes in verbal and written responses</p>	
Compassion. Respect. Joy		

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Dahl Year B
MY LEARNING PATHWAY: History

<p style="text-align: center;">'I CAN' <i>The skills I have learnt...</i></p>		<p style="text-align: center;">'I KNOW' <i>The knowledge I have...</i> <i>Children should communicate their knowledge through drawing, writing, drama/roleplay, making models and using ICT</i></p>
<p>Autumn</p> <p>Why was it a 'Great' Fire of London?</p>	<p>I can recall parts of stories and memories about the past, with increasing accuracy.</p> <p>I can place a number of events in chronological order</p> <p>I can identify at least one relevant cause/ relevant causes for, and consequence of the events covered.</p> <p>I can find answers to simple questions about the past from simple sources of information.</p> <p>I can show an understanding of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>I can ask and answer basic questions / questions about the past</p> <p>I can identify some similarities and differences between the past and the present, focusing on changes beyond living memory</p> <p>I can identify independently a range of similarities, differences and changes within living memory.</p> <p>I can use stories to distinguish between fact and fiction and understand that different people give different accounts of the same story.</p> <p>I can compare different accounts of important events of the past</p> <p>I can identify/ compare different ways the past can be represented (fossils, paintings, diaries).</p>	<p>NC- Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>I know and can recount the story of the fire of London</p> <p>I know the causes and impact of the Great fire of London, for example, I know when and where it started and why it spread so fast.</p> <p>I know how they tried to extinguish the fire and can compare their methods and equipment to what we use now</p> <p>I know what the effect of the fire was on the population of London (migration)</p> <p>I know who Samuel Pepys is and that he wrote a diary about the fire.</p> <p>Concept Key Vocabulary: cause, impact, sequence, primary and secondary sources, fact, fiction (time line, change, remember)</p> <p>Topic Key Vocabulary: fire, London, Samuel Pepys, eyewitness, River Thames, Fire hooks, Fire breaks, extinguish, flammable, embers, St. Paul's Cathedral</p>
<p>Spring:</p> <p>Transport</p>	<p>I can use words and phrases relating to the passing of time: old, new, days, months, years, then, now, past, present, later, change, recently</p> <p>I can sequence a number of objects or events related to particular themes in chronological order, and discuss the similarities and differences between ways of life in different time periods.</p> <p>I can identify some similarities, differences and changes occurring within a particular theme (transport) going back beyond living memory, and forwards to today.</p> <p>I can identify some similarities and differences between the past and the present, focusing on changes beyond living memory</p> <p>I can learn about the lives of significant individuals</p>	<p>NC- Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>NC – Pupils should be taught about 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</p> <p>I know that there are different modes of transport and some modes are better for some journeys than others.</p> <p>I know that people travel for a variety of reasons: pleasure, work, exploration, migration.</p> <p>I know that not all forms of transport were invented at the same time: I can sequence them on</p>

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	<p>in the past who have contributed tonational and international achievements and how they differ from today (rail, car, flight)</p> <p>I can understand how life has changed over time even within our own locality, for example children only came from the village to the school, now many come from surrounded villages; no bus service; shops shutting in the village.</p> <p>I can identify at least one relevant cause/ relevant causes for, and consequence of the events covered.</p> <p>I can find answers to simple questions about the past from simple sources of information.</p> <p>I can show an understanding of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>I can ask and answer basic questions / questions about the past</p> <p>I can consider the reasons why an event might be significant, and to whom they are significant.</p> <p>I can consider the reasons why a person from the past might be significant, and what impact they had on the world.</p> <p>I can use stories to distinguish between fact and fiction and understand that different people give different accounts of the same story.</p> <p>I can compare different accounts of important events of the past i.e. were the Wright brothers first? There are other eye witness accounts.</p> <p>I can identify/ compare different ways the past can be represented (paintings, photographs, books, television, diaries).</p>	<p>a timeline.</p> <p>I know that living somewhere rural can be difficult if you have no access to certain forms of transport (Frittenden)</p> <p>I know that boats and rafts came first and that travel by horse occurred about 5500 years ago.</p> <p>I know some information about changes in rail, car and air flight.</p> <p>I know that Thomas Cook launched one day rail excursions which kick started mass holiday travel (Victorians / society changes and leisure)</p> <p>I know that steam trains have been replaced by electric trains are they are do not pollute.</p> <p>I know how cars evolved over time from steam to petrol and diesel and now battery powered.</p> <p>Concept Key Vocabulary: <i>change, similar, different, memory, pictures,</i></p> <p>Topic Key Vocabulary: <i>travel, transport, journey, plane, aeronautical, Wright Brothers, toys, materials, rail, pollutant, lunar, space exploration.</i></p>
<p>Summer</p> <p>Toys and Trips</p> <p>How has this changed in living memory?</p>	<p>I can use words and phrases relating to the passing of time: old, new, days, months, years, then, now, past, present, later, change, recently</p> <p>I can sequence a number of objects or events related to particular themes in chronological order, and discuss the similarities and differences between ways of life in different time periods.</p> <p>I can identify some similarities, differences and changes occurring within a particular theme going back beyond living memory, and forwards to today.</p> <p>I can identify some similarities and differences between the past and the present, focusing on changes beyond living memory</p> <p>I can find answers to simple questions about the</p>	<p>NC- Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Focus on changes in toys, childhoods)</p> <p>I know how toys have changed over time I know why changes have happened</p> <p>I know that in the past (Victorian era) there was a much more significant difference between rich and poor children and what they had. (Societal changes / leaders / trade)</p> <p>I know how toys have changed and evolved over time, for example early dolls could be rag dolls or porcelain, later they were made from plastic.</p> <p>I know that early toys were often self propelled, then clockwork and now battery powered.</p>

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	<p>past from simple sources of information. I can show an understanding of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>I can ask and answer basic questions / questions about the past</p>	<p>Concept Key Vocabulary: <i>change, similar, different, memory, pictures,</i></p> <p>Topic Key Vocabulary: <i>decade, century, modern, new, old, clock work, battery operated, mechanical, electrical, diablo, spinning top, kaleidoscope, zoetrope...</i></p>
Great er Depth	<p>I can identify primary and secondary sources of information and explain why</p> <p>I can use historical vocabulary to describe events and changes in verbal and written responses more independently I can make links between causes and consequences of events eg changes made to buildings after the fire</p> <p>I can compare significant individuals with other explorers eg Shackleton and Fiennes both exploring polar regions</p>	
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Wells A
MY LEARNING PATHWAY: History

'I CAN' The skills I have learnt...	'I KNOW' <i>The knowledge I have...</i> <i>Children should communicate their knowledge in a range of ways (drama, discussion, using ICT, writing, drawing)</i>
<p>Autumn</p> <p>Stone age to Iron Age: What was it like to live in Britain long ago?</p> <p>I can group and sequence some events, objects, themes, societies and achievements from topics covered, by providing a few dates and/or period labels and terms.</p> <p>I can use words and phrases: century, decade, after, before, during. BC / AD, civilisation, duration and scale – when understanding how periods are linked.</p> <p>I can place events studied onto an overarching timeline: placing stone, bronze and iron age on a time line.</p> <p>I can reasonably explain / describe some similarities, differences and changes occurring within eras, for example very little change happened in houses, house building or settlement size, until well into the Iron Age.</p> <p>I can identify areas that have stayed the same across various eras.</p> <p>I can provide a detailed description of the relevant causes / describe some relevant causes for and effects of some of the key events and developments covered.</p> <p>I can comment on the importance of causes and effects for some of the key events and developments within topics.</p> <p>I can explain why some particular aspects of historical accounts, themes or periods are significant both nationally and internationally.</p> <p>I can identify and give reasons for different ways in which the past is represented, distinguishing between different sources.</p> <p>I can identify primary and secondary sources I can explain why sources are limited for this period in history.</p>	<p>NC - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p>I understand that the past can be divided into periods.</p> <p>I know the about the housing, society, food, entertainment and beliefs of the Stone, Bronze and Iron age.</p> <p>I know that Stone Age people led a nomadic lifestyle and that few people lived here at the time.</p> <p>I know that immigration brought new animals and crops to Britain.</p> <p>I know that most evidence for the stone age comes from archeologists and they don't always agree with each other.</p> <p>I know the continuity and changes through the time period, and that in many areas it was a limited change, i.e. housing.</p> <p>I know what caused the shift from hunter gatherer to farmer and the impact of it.</p> <p>I know what caused the change of each age and the effects of it.</p> <p>I know how bronze was made and how bronze tools and iron tools changed life.</p> <p>I know that Iron Age Britain was often a violent place, with people living in clans that were part of tribes led by warrior kings; many people live in hill forts to keep safe from attacks</p> <p>I know the impact of the advancements from this time was significant to the development of Britain</p> <p>I know why Julius Caesar might have thought Britain an attractive country.</p> <p>I know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire</p>

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		<p>Concept Key Vocabulary: <i>chronology, duration, scale, artefact, continuity, change, BC/AD, (timeline, change, primary & secondary source, old, new, past, present, sequence)</i></p> <p>Topic Key Vocabulary: <i>prehistoric, Neolithic, Mesolithic, Palaeolithic, Iron Age, Bronze Age, warrior, hunter gatherer, cave drawing</i></p>
<p>Spring:</p> <p>Crime and Punishment:</p> <p>Has the way we catch and punish criminals improved? Do you think it is likely to get better or worse?</p>	<p>Crime and punishment - KS2 History - BBC Bitesize</p> <p>I can group and sequence themes, societies and achievements from crime and punishment, by providing a few dates and/or period labels and terms.</p> <p>I can use words and phrases: century, decade, period, era, duration</p> <p>I can use timelines to set out the order that things may have happened, noting changes over time.</p> <p>I can place themes studied onto an overarching timeline.</p> <p>I can reasonably explain / describe some similarities, differences and changes occurring within eras, relating to crime and punishment, establishment of rule of law and the police force.</p> <p>I can compare and contrast with life today.</p> <p>I can make valid statements about the main similarities, differences and changes occurring between different eras, relating to crime and punishment, establishment of rule of law and the police force.</p> <p>I can identify areas that have stayed the same across various eras.</p> <p>I can use the school library and the internet to identify changes across a period.</p> <p>I can provide a detailed description of the relevant causes / describe some relevant causes for and effects of some of the key events and developments covered, for example, the influence of the church</p> <p>I can identify and give reasons for different ways in which the past is represented, distinguishing between different sources.</p> <p>I can distinguish between secondary and primary sources and that fact and opinion can influence source evidence.</p>	<p>NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, such as Crime and Punishment from Anglo Saxons to the present.</p> <p>I know Roman laws, written around 450 BC, were called the 'Twelve Table.' The worst crime, treason, was punishable by being thrown to the lions.</p> <p>I know the Anglo Saxons people accused of crime had a trial; no prisons, punishment as a deterrent: stoning, whipping and hanging.</p> <p>I know the Tudors were brutal with their punishments: scold's bridle was worn for gossiping; the rack used to stretch out the victim's body for treason; and the dunking stool to find out if someone was a witch.</p> <p>I know that in the Georgian Period Highway robbery was more common and this was linked to increased trade and wealthy people travelling.</p> <p>I know that in the Victorian era, between 1842 and 1877, 90 prisons were built or added to in Britain.</p> <p>I know about industrialisation and how it impacted on trade and economy leading to increased crime.</p> <p>I know that in AD 997 King Aethelred set up a legal code at Wantage in Oxfordshire saying that trials had to be conducted by 12 jurors (first court systems)</p> <p>I know that the police force was formed in the 18C and how the force has changed over time.</p>

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<p>Summer</p> <p>Local Study: How has my local area changed?</p>	<p>I can place Anglo-Saxon invasion and settlement in a wider chronological context and make links to Roman withdrawal from Britain – Linking Frittenden and surrounding villages to the A.S.</p> <p>I can use timelines to set out the order that things may have happened, noting changes over time: specifically I can put events in Frittenden's history on a timeline.</p> <p>I can reasonably explain / describe some similarities, differences and changes occurring across periods of time. I can compare and contrast with life today with life beyond living memory.</p> <p>I can identify details from local history to demonstrate some overall awareness of themes, societies, events and people of the time.</p> <p>I can think of reasons for events such as why the locals told the out of towners about fictitious treacle mines, or why Rev. Inglis chose to go to war.</p> <p>I can conduct a historical enquiry into Frittenden and/ or surrounding villages using a range of primary sources including census data.</p> <p>I can identify and give reasons for different ways in which the past is represented, distinguishing between different sources.</p>	<p>NC - Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>I know about the Anglo-Saxon invasion, settlements and kingdoms with a focus on Kent (place names and village life)</p> <p>I know that the area around Cranbrook was originally heavily forested and it was part of the Anglo-Saxon Great Wood of Andredsweald</p> <p>I know about some key events in Frittenden history such as: the Frittenden treacle mines; Rev Edward Moore's impact on the village (establishing school); Rupert Inglis role in WWI and the Idenden Trust – links to Charity Cottage (poor house)</p> <p>Village History - Frittenden Historical Society</p> <p>Pupils should be taught about an aspect of local history</p> <p>I know how and why Cranbrook over time and the impact it has had on the local area.</p> <p>Concept Key vocabulary: (<i>invade, settle, primary sources</i>)</p> <p>Topic Key Vocabulary: saddler, census, broadcloth, Romans, population, Saxon</p>
<p>Greater Depth</p>	<p>I can explain the differences between primary and secondary sources I can suggest reasons why 2 accounts to the same event may differ</p> <p>I can use historical vocabulary to describe events and changes in verbal and written responses I can make comparisons between previously learnt significant individuals</p>	
<p>Compassion. Respect. Joy.</p>		

Second order Concepts:

Chronological Understanding. Cause and consequence. Significance and Interpretation. Continuity and Change.

Threads: Community and Culture; conflict and disaster; exploration and invention; hierarchy and power.

WELLS YEAR B
A MY LEARNING PATHWAY: HISTORY

'I CAN' <i>The skills I have learnt...</i>	'I KNOW' <i>The knowledge I have...</i> <i>Children should begin to recall, select and organise historical information and communicate their knowledge and understanding.</i>
<p>TERM 1 – Roman Britain:</p> <p>How did Romans change Britain?</p> <p>I can sequence some events, objects, themes, societies and achievements from Roman Britain by providing a few dates and/or period labels and terms.</p> <p>I can use words and phrases: century, decade, after, before, during. BC / AD, civilisation, empire, society, trade, empire</p> <p>I can use timelines within a specific period of history to set out the order that things may have happened, noting changes over time, for example Roman invasion / settlement.</p> <p>I can place events studied onto an overarching timeline to understand where the Roman's fit in.</p> <p>I can gain historical perspective by putting chronological understanding into local, national and wider world contexts.</p> <p>I can reasonably explain / describe some similarities, differences and changes occurring within Roman Britain. I can compare and contrast with life today.</p> <p>I can make valid statements about the main similarities, differences and changes occurring between different eras.</p> <p>I can identify areas that have stayed the same across various eras.</p> <p>I can use the school library and the internet to identify changes across a period.</p> <p>I can provide an overview of where and when the first civilizations appeared, and an in-depth study of an Ancient Civilization and the influence they had on the modern world.</p> <p>I can provide a detailed description of the relevant causes / describe some relevant causes for and effects of some of the key events and developments covered, for example the impact of the Romans on society, everyday life, beliefs and infrastructure.</p> <p>I can explain how specific aspects/ several aspects of national history are significant in this locality, for example the evidence of Romans in our local area.</p> <p>I can explain why some particular aspects of historical accounts, themes or periods are significant both nationally and internationally.</p> <p>I can identify and give reasons for different ways in which</p>	<p>NC- Pupils should be taught about the Roman empire and its impact on Britain</p> <p>I know the reasons (control of minerals and exports / trade) for the invasion of Britain by the Romans and the spread of the Empire (2 unsuccessful attempts)</p> <p>I know why the Roman Army was successful in building up the Roman Empire.</p> <p>I know why Boudicca is a significant individual from this point in history.</p> <p>I know that tribal Britain did not welcome the Romans (Iceni tribe – Boudicca / conflict)</p> <p>I know why Boudicca is a significant individual from this point in history.</p> <p>I know how Celts lived prior to Roman settlement including houses, society, food and beliefs</p> <p>I know about the continuities and changes in daily life including houses, society, food, entertainment and beliefs after Roman establishment – influence / legacy</p> <p>Crime and Punishment in Ancient Rome - BBC Bitesize</p> <p>Concept Key vocabulary: invade, settle, rebellion, migration, conquest, legacy, viewpoint (timeline, chronology, cause, effect, BC/AD, artefact, sources) Topic Key Vocabulary: empire, emperor, centurion, soldier,</p>

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	<p>the past is represented, distinguishing between different sources, for example, Cassius Dio's description of Boudicca – how reliable is it when written 100 years later and by a Roman.</p> <p>I can look at different representations of a period.</p> <p>I can begin to question validity of sources and how sources can be useful in different way</p>	
<p>Ancient Egyptians :</p> <p>How did the civilisation wax and wane?</p>	<p>I can place ancient civilisations onto a timeline with a focus on Ancient Egypt</p> <p>I can use terms such as ancient and modern.</p> <p>I can make links with previously studied time periods (Stone to Iron Age) that were at the same time.</p> <p>I can sequence events of the Egyptian Civilisation.</p> <p>I can make valid statements about the main similarities, differences and changes occurring between different eras.</p> <p>I can identify areas that have stayed the same across the duration of the period.</p> <p>I can provide a detailed description of the relevant causes / describe some relevant causes for, and effects of, some of the key events and developments covered during the period of Ancient Egypt. For example, trade, religion and everyday life, conflict (the battle of Kadesh)</p> <p><i>I can comment on the importance of causes and effects for some of the key events and developments within this time period.</i></p> <p>I can use a range of primary sources from Egyptian times to help to understand what life and culture was like in Egyptian times and recognise how different sources provide information about life in the past</p>	<p>NC- Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.</p> <p>I know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning 'year of our lord')</p> <p>I know that ancient Egypt was one of the world's oldest civilisations and that was located along the River Nile</p> <p>I know that ancient Egypt is considered to be a predominantly Bronze Age Civilisation</p> <p>I know that the word civilisation comes from the Latin word "civitas" meaning city</p> <p>I know the importance of the Nile to the civilisation for trade, farming and resources</p> <p>I know about Egyptian daily life and about themes such as trade via water.</p> <p>I know the importance of how their society was structured and that ancient Egypt had a strict social hierarchy</p> <p>I know that the government is a system or group of people with some power over an organised community or country</p> <p>I know the significance of translating hieroglyphics to allow us to know more about them</p> <p>I know who built The Great Pyramid and why.</p> <p>I know about Howard Carter and how this has allowed us to find out more about Egyptian life and culture</p> <p>Concept Key Vocabulary: civilisation, ancient, hierarchy, society (cause, effect, BC/AD, artefact, primary and secondary source)</p>

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		Topic Key vocabulary: pharaoh, mummification, preservation, canopic jar, shadulf, River Nile, farming, pyramid, pharaoh, slave, tomb, hieroglyphics,
Trade and Culture in Georgian society	I can sequence some events, themes, societies and achievements from topics covered, such as trade and empire, by providing a few dates and/or period labels and terms.	NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
How did trade shape and develop Georgian society?	I can use words and phrases pertinent to the eras studied I can use timelines within a specific period of history to set out the order that things may have happened, noting changes over time. I can place events studied onto an overarching timeline. I can create individual timelines for each era, demonstrating key events in each era and explaining why they were important I can reasonably explain / describe some similarities, differences and changes occurring within eras. I can make valid statements about the main similarities, differences and changes occurring between different eras. I can identify areas that have stayed the same across the duration of the Georgian era. I can provide a detailed description of the relevant causes / describe some relevant causes for and effects of some of the key events and developments covered. I can comment on the importance of causes and effects for some of the key events and developments within topics, such as conditions for the poor and trade I can explain why some particular aspects of historical accounts, themes or periods are significant both nationally and internationally, for example the East India Company and its later links with Empire. I can identify and give reasons for different ways in which the past is represented, distinguishing between different sources. I can look at different representations of a period.	I know about some aspects of Georgian life in London. I know about trade routes during the Georgina period and what was being traded. I know what "Spitalfields Silk" is and who was Anne Marie Garthwaite is. I know why trade was important in London and how it was portrayed in the media. I know who the East India Company and there role in world trade. I know about the Empire and what it means. I know that rich and poor people in London had very different lives. I know what life in the work house was like. I know who Hogarth is and why he is remembered as an artist but a contributor to the establishment of the foundling hospital. I know who Thomas Coran is: a philanthropist who founded the Foundling Hospital, which looked after abandoned children on the streets of London. I know how Handel supported Thomas Coran through performance of a concert at the foundling hospital, which raised funds. Concept Key Vocabulary: <i>chronology, duration, scale, artefact, continuity, change, (timeline, change, primary & secondary source, old, new, past, present, sequence) cause and effect, trade, empire, rich and poor</i> Topic Key vocabulary: philanthropist, trade, empire, foundling, George Handel, Thomas Coran, Hogarth, establishment, trade roots.

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Great er Depth	<p>I know the differences between primary and secondary sources and give reasons why a source may be unreliable I can use appropriate historical vocabulary when describing and explain events in history</p> <p>I can offer reasons for causes and consequences eg why romans invaded, explain patterns and changes of land use in the local area</p> <p>I can make links and apply knowledge linked to previously learnt eras where appropriate eg link between Indus and Egyptian civilisation relying on a rivers, the changes in daily life after the Roman invasion</p>
Compassion. Respect. Joy.	

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Threads: Community and Culture; conflict and disaster; exploration and invention; hierarchy and power.

SHAKESPEARE YEAR A
MY LEARNING PATHWAY: HISTORY

<p>'I CAN'</p> <p><i>The skills I have learnt...</i></p>		<p>'I KNOW'</p> <p><i>The knowledge I have...</i></p> <p><i>Children should begin to recall, select and organise historical information and communicate their knowledge and understanding.</i></p>
<p>Autumn; Introduction to early civilisations</p>	<p>I can describe events using words and phrases such as: BCE, CE, ancient, period, duration, event, influence, compare, contrast.</p> <p>I can begin establishing clear, chronological narratives within eras studied, for example knowing that ancient civilisation sometimes overlaps but were not all at the same time.</p> <p>I can summarise the main events of, or the most significant features within different themes, explaining the order of events/ giving an order of events.</p> <p>I can find out about beliefs, behaviour and characteristics of an ancient civilisation, recognising that not everyone shares the same views and feelings.</p> <p>I can make comparisons between an ancient civilisation's social structures to today's social structures Compare beliefs and behaviours in ancient civilisations studied in Upper KS2.</p> <p>I can place several valid causes and effects in order of importance, relating to events and developments covered within eras, for example what the effect of invention and discovery were and legacies for future civilisations.</p> <p>I can combine both overview and depth studies to aid understanding of the long arc of development.</p> <p>I can describe the significant events in many of the eras covered, and how these have impacted the modern world.</p> <p>I can explain reasons why particular aspects of a historical event, development or society were of greatest significance.</p>	<p>NC - Pupils should be taught about a non-European society that provides contrasts with British history (Early Islamic Civilisation)</p> <p>I know that the ancient civilisations of Indus, Sumer, Egypt and Shang Dynasty where and when they started.</p> <p>I know that each of these civilisations started at a different time and I can relate these periods to different historical periods in Britain and European history.</p> <p>I know that each of these civilisation was established around 30 degrees north of the equator and on a main river.</p> <p>I know why establishing a settlement along a river was a good idea: irrigation for farm land, washing, hygiene, i.e. sewage, transport, trade and religion.</p> <p>I know that to function as city ancient civilisations need to establish agreed systems for defence, rule and law (crime and punishment), roads, public buildings.</p> <p>I know some of the greatest inventions/ discoveries of these civilisation: Sumer – chariots with wheels Indus – wells, baths, drains and pits for sewage. Shang Dynasty – paper, jade and silk Egypt – irrigation systems, pyramids and mummies</p> <p>Concept Key Vocabulary: <i>chronology, duration, scale, artefact, continuity, change, concurrent, period, (civilisation, duration, society, primary and secondary sources, viewpoint, cause, effect, impact, consequence, legacy)</i> Topic Key Vocabulary: civilisation, dynasty, location, river valley, irrigation, achievement.</p>
<p>Spring</p> <p>The Maya. Why should we study them?</p>	<p>I can describe events using words and phrases related to the period.</p> <p>I can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered, using dates, period labels and terms</p> <p>I can begin establishing clear, chronological narratives within eras studied</p>	<p>NC - Pupils should be taught about a non-European society that provides contrasts with British history (Early Islamic Civilisation)</p> <p>I know where the Maya lived and the type of environment they lived in.</p> <p>I know what a rainforest is, and that they are established in layers.</p>

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	<p>I can summarise the main events of, or the most significant features within different themes, explaining the order of events/ giving an order of events, for example writing and numerical systems.</p> <p>I can provide detailed explanations/ overviews, of the most significant features of different themes (time), societies and events covered.</p> <p>I can provide an overview of the similarities and differences between a non-European society and British History. I can look at the similarities and differences in the writing and mathematical systems of the Maya and British.</p> <p>I can find out about beliefs, behaviour and characteristics of an ancient civilisation (Maya), recognising that not everyone shares the same views and feelings</p> <p>I can make comparisons between an ancient civilisation's social structures to today's social structures</p> <p>I can place several valid causes and effects in order of importance, relating to events and developments covered within the Maya era</p> <p>I can combine both overview and depth studies to aid understanding of the long arc of development.</p> <p>Write explanations of key historical events in terms of cause and effect, using evidence to support and illustrate the explanation with a focus on finding deep reasons.</p> <p>I can describe the significant events in many of the eras covered, and how these have impacted the modern world, for example time and calendar & recording mechanisms.</p> <p>I can explain reasons why particular aspects of a historical event, development or society were of greatest significance.</p> <p>I can confidently recognise/ begin to identify primary and secondary sources and use a range of these / select relevant sections of information.</p> <p>I can confidently, use the library and internet to research with increasing confidence, linking sources to establish how conclusions were drawn and use these sources to create a fluent account of an event.</p> <p>I can use multiple sources to build an account of a past event</p>	<p>I know why it might be difficult to sustain a civilisation in a rainforest.</p> <p>I know that the Maya had writing systems and that cities had their own emblems called glyphs.</p> <p>I know what stelae's are and why they are significant to a ruler's life: i.e. showing their journey and milestones.</p> <p>I know that hieroglyphics tell us a lot about Maya culture and society, for example, the intricacies of the Mayan calendar, dynasties, politics and aspects of the natural and supernatural world.</p> <p>I know about the Mayan calendar round.</p> <p>I know about Mayan trade and the value of commodities such as cacao.</p> <p>I know about the Maya and their culture, including what they are like today.</p> <p>I know about the myth of creation Popul Vuh and compare this to Greek myths and the story of creation.</p> <p>I know why it took so long to discover Mayan cities.</p> <p>Concept Key Vocabulary: <i>chronology, duration, scale, artefact, continuity, change, concurrent, period, (civilisation, duration, society, primary and secondary sources, viewpoint, cause, effect, impact, consequence, legacy)</i></p> <p>Topic Key Vocabulary: civilisation, dynasty, location, river valley, irrigation, achievement, sustainability, rainforest, bajos, cenotes, chultuns, Maya, glyph</p>
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<p>Summer</p> <p>Ancient Greece:</p> <p>How have we been influenced by the Ancient Greeks?</p>	<p>I can draw a timeline detailing key historical events within Ancient Greece, or showing significant events using appropriate period labels dates and terms.</p> <p>I can sequence with independence the key events, objects, themes, societies and people in using dates, period labels and terms</p> <p>I can begin establishing clear, chronological narratives within eras studied</p> <p>I can summarise the main events of, or the most significant features within different themes, explaining the order of events/ giving an order of events.</p> <p>I can provide detailed explanations/ overviews, of the most significant features of different themes (democracy, warfare, religion) ,individuals, societies and events covered.</p> <p>I can compare similarities, differences and changes within and across large periods of time/ some topics, in terms of importance, progress or the type and nature of the change.</p> <p>I can provide an overview of the similarities and differences between a non-European society and British History.</p> <p>I can find out about beliefs, behaviour and characteristics of an ancient civilisation, recognising that not everyone shares the same views and feelings</p> <p>I can make comparisons between aspects of life Greek and Roman times.</p> <p>I can place several valid causes and effects in order of importance, relating to events and developments covered within Ancient Greece.</p> <p>I can combine both overview and depth studies to aid understanding of the long arc of development, i.e. empire, trade, warfare, democracy.</p> <p>Write explanations of key historical events in terms of cause and effect, using evidence to support and illustrate the explanation with a focus on finding deep reasons.</p> <p>I can describe the significant events in many of the eras covered, and how these have impacted the modern world, i.e. democracy</p> <p>I can explain reasons why particular aspects of a historical event, development or society were of greatest significance</p> <p>I can confidently compare accounts from different sources and consider ways of checking if they are fact or opinion pieces, being aware that different</p>	<p>NC- Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p>I know about the location, physical features and climate of Greece.</p> <p>I know where key Greek cities are, for example Athens and Sparta and how they differ with regard to: how they were ruled, men and women, women and children, warfare, slavery, culture and religion.</p> <p>I know the achievements and inventions of the Greeks through democracy, law, justice, society, entertainment and beliefs, medicine, language and architecture.</p> <p>I know how Greeks fought and extended their empire</p> <p>I know that Greek artefacts tell us a lot about Greek civilisation, but these should not be used in isolation.</p> <p>I know the effects and influence of Greek achievements on the Western World – democracy, philosophy, medicine, language, architecture etc</p> <p>I know that Greek Mythology tells us a lot about beliefs in Ancient Greece.</p> <p>I know about Alexander the Great and his association with the Ancient Greeks: he was the son of a Macedonian King, who was educated by Aristotle. He spread their culture throughout the world. He created the largest Empire stretching from Greece to India. (335BC)</p> <p>I know the similarities and difference between schooling in AG and here,</p> <p>I know that democracy is based on that established in Ancient Greece but that it is different to what it is now in the UK.</p> <p>I know how Greek architecture has influenced architecture in Britain and Europe, for example doric, ionic and Corinthian.</p> <p>Concept Key vocabulary: <i>bias, democracy, (empire, society, primary and secondary sources, viewpoint, legacy)</i></p> <p>Topic Key Vocabulary: <i>city states, Hippocrates, Aristotle, Temples, Olympics,</i></p>
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	<p>evidence can lead to different conclusions. For example, using pots a single source of evidence.</p> <p>I can confidently recognise/ begin to identify primary and secondary sources and use a range of these / select relevant sections of information.</p> <p>I can confidently, use the library and internet to research with increasing confidence, linking sources to establish how conclusions were drawn and use these sources to create a fluent account of an event.</p>	<i>Sparta, (soldier, army)</i>
Great er Depth	<p>I can have a more critical approach to selecting sources and giving reasons why I can make links between causes and consequences of events</p> <p>I can make links to previously taught concurrent events</p> <p>I can use historical vocabulary to describe events and changes in verbal and written responses</p>	
Compassion. Respect. Joy		

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SHAKESPEARE YEAR B
MY LEARNING PATHWAY: HISTORY

'I CAN' <i>The skills I have learnt...</i>		'I KNOW' <i>The knowledge I have...</i> <i>Children should select and use information to present ideas and historical knowledge, making use of dates and terms</i>
Autumn. Vikings and Anglo-Saxons: Why did people invade and settle in Britain?	<p>Episode 28: Angles, Saxons, Jutes and Frisians The History of English Podcast</p> <p>I can describe events using words and phrases such as: BCE, CE, period, event, influence, compare, contrast, continuity, sequence, duration, period, chronology</p> <p>I can place the Anglo-Saxons and Vikings in history and compare them with previously studied periods (Stone-Iron Age, Romans)</p> <p>I can sequence with independence the key events during the Anglo Saxon and Viking periods using dates, labels and terms</p> <p>I can begin establishing clear, chronological narratives within eras studied</p> <p>I can summarise the main events of, or the most significant features within different themes, explaining the order of events/ giving an order of events.</p> <p>I can provide detailed explanations/ overviews, of the most significant features of different themes, individuals, societies and events covered, for example invasion or settlement, the role of King Alfred, how our language has developed as a result of these settlers.</p> <p>I can compare similarities, differences and changes within and across large periods of time/ some topics, in terms of importance, progress or the type and nature of the change.</p> <p>I can study the complexity of different aspects surrounding a significant turning point in British History, for example the question of invasion or settlement within this topic.</p> <p>I can place several valid causes and effects in order of importance, relating to events and developments covered within eras.</p> <p>I can combine both overview and depth studies to aid understanding of the long arc of development.</p> <p>I can write explanations of key historical events in terms of cause and effect, using evidence to support and illustrate the explanation with a focus</p>	<p>NC- Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots (build on from Wells Year A) Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>I know that the Angles, Saxons, Jutes and Frisians were Germanic and Scandinavian tribes who invaded Britain.</p> <p>I know some reasons why these tribes came to Britain: flooding in their homelands made growing food difficult; they had been invited by the Romans to help fight off the Picts; to make new homes</p> <p>I know where these tribes settled in Britain and why they settled in these places, for example angle and Saxons settled in Kent, Sussex, East Anglia and Essex.</p> <p>I know that there is much debate as to whether these were invasions or settlement.</p> <p>I know that accounts have been written by Gildas and Bede, who were not alive then and were bias through religious perspectives. Can We Trust Bede and Gildas? - YouTube</p> <p>I know that archeological and genetic evidence has helped to paint a different picture.</p> <p>I know who the Vikings were and where they were from (Scandinavian lands such as Norway). The Vikings in Britain: a brief history / Historical Association</p> <p>I know that King Alfred successfully fought the Vikings and that the lands were annexed; Danelaw was established as Viking territory.</p> <p>I know that Viking Leader Guthrum converted to Christianity after the Battle of Edington in 878AD</p> <p>I know what life was like in Anglo-Saxon and Viking Britain through a comparison of achievements, housing, food, society, punishment and beliefs.</p> <p>I know the causes and effects of their invasion such as: changes to houses, religion, language etc</p>

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	<p>on finding deep reasons, for example, what happened to Britons when the Anglo-Saxons arrived; what was the legacy of the Anglo-Saxons and Vikings; how did they influence culture and language?</p> <p>I can describe the significant events in many of the eras covered, and how these have impacted the modern world.</p> <p>I can confidently compare accounts from different sources and consider ways of checking if they are fact or opinion pieces, being aware that different evidence can lead to different conclusions, for example knowing that Bede and Gildas were neither alive during this period.</p> <p>I can confidently recognise/ begin to identify primary and secondary sources and use a range of these / select relevant sections of information.</p> <p>I can confidently, use the library and internet to research with increasing confidence, linking sources to establish how conclusions were drawn and use these sources to create a fluent account of an event.</p>	<p>I know about significant individuals (King Ethelred, Alfred the Great) and the causes and effects of their actions</p> <p>Concept Key vocabulary: Christianity, democracy, (timeline, chronology, society, invader, settler, cause, effect, BC/AD, artefact, sources)</p> <p>Topic Key vocabulary: warrior, King Alfred, King Elthred, Gildas, Bede, Anglo-Saxon Chronicles, Hengest and Horsa, myth, Angles, Saxons, Frisians, Jutes, Vikings, long ships, Sutton Hoo, Beowulf, St. Augustines (Canterbury)</p>
<p>Spring.</p> <p>Industrious Inventors:</p> <p>Did the Victorians revolutionise the world?</p>	<p>To be able to:</p> <p>I can describe events using words and phrases such as: BCE, CE, Victorian era, period, event, influence, compare, contrast.</p> <p>I can draw a timeline detailing key historical events within different historical periods, or showing significant events within the lives of influential people, using appropriate period labels dates and terms, relating to the Victorian Era and significant events, inventions and people.</p> <p>I can begin establishing clear, chronological narratives within eras studied</p> <p>I can summarise the main events of, or the most significant features within different themes explaining the order of events/ giving an order of events.</p> <p>I can provide detailed explanations/ overviews, of the most significant features of different themes, individuals, societies and events covered, for example how the industrial revolution impacted rural and urban society; what the effect of the railways were; and how children were put to work during this period; what conditions were like, i.e., towns, cities, the work house and prisons.</p> <p>I can compare similarities, differences and changes within and across large periods of time/ some topics, in terms of importance, progress or the type and nature of the change, for example</p>	<p>NC- Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>I know the significant inventions and technologies created during the Victorian period and the impact they had.</p> <p>I know how the development of the steam engine helped industrialise the era.</p> <p>I know the impact that the railways brought throughout the Victorian period; movement of goods; day excursions; building the network through lands...</p> <p>I can explain the changes in children's lives during the Victorian Age (schooling, workhouse, Factory Act)</p> <p>I know the role of Lord Shaftesbury in helping to highlight the plight of the poor: Ragged Schools establishment and poor reforms, including working conditions/ hours for children.</p> <p>I can make links between Thomas Coran and Dr. Barnardo in their quest to help abandoned children.</p> <p>Concept Key vocabulary: invention (primary and secondary sources, change, cause, effect, consequences,)</p>

Second order Concepts:

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	<p>making comparisons between the Georgians and the Victorians. Did life get any better, was trade still having an impact on society?</p> <p>I can study the reasons for rapid changes in technology over certain periods of time.</p> <p>I can study the complexity of different aspects surrounding a significant turning point in British History.</p> <p>I can place several valid causes and effects in order of importance, relating to events and developments covered within eras.</p> <p>Write explanations of key historical events in terms of cause and effect, using evidence to support and illustrate the explanation with a focus on finding deep reasons.</p> <p>I can describe the significant events in many of the eras covered, and how these have impacted the modern world.</p> <p>I can confidently recognise/ begin to identify primary and secondary sources and use a range of these / select relevant sections of information.</p> <p>I can confidently, use the library and internet to research with increasing confidence, linking sources to establish how conclusions were drawn and use these sources to create a fluent account of an event.</p> <p>I can use multiple sources to build an account of a past event</p>	<p>Topic Key Vocabulary: work house, industrial revolution, Factory Act, invention</p>
<p>Summer.</p> <p>Britain in 20th Century</p> <p>How did the world change in the 20th Century?</p> <p>WWII</p>	<p>I can draw a timeline detailing key historical events within different historical periods, i.e. the timeline of WWII</p> <p>I can begin establishing clear, chronological narratives within era studied</p> <p>I can summarise the main events of, or the most significant features within different themes, explaining the order of events/ giving an order of events.</p> <p>I can provide detailed explanations/ overviews, of the most significant features of different themes, individuals and events covered</p> <p>I can study the reasons for rapid changes in technology over certain periods of time.</p> <p>I can study the complexity of different aspects surrounding a significant turning point in British History.</p>	<p>NC-Pupils should be taught about an aspect of local history. Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>I know the causes and effects of significant events of the 20th Century (WWII, The Blitz)</p> <p>I know that people from the Empire were also involved and fought with the Allies.</p> <p>I know how the war affected our locality and I know some facts about people from our village who fought in the war.</p> <p>I know why children were evacuated and some of their stories and experiences.</p> <p>I know that women were also involved in the war effort, taking on roles such as land girls, services, factory work and voluntary work. I also know that Queen Elizabeth II was a mechanic</p>

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	<p>Write explanations of key historical events in terms of cause and effect, using evidence to support and illustrate the explanation with a focus on finding deep reasons.</p> <p>I can describe the significant events in many of the eras covered, and how these have impacted the modern world.</p> <p>I can explain reasons why particular aspects of a historical event, i.e. WWII was of greatest significance.</p> <p>I can confidently compare accounts from different sources and consider ways of checking if they are fact or opinion pieces, being aware that different evidence can lead to different conclusions.</p> <p>I can confidently recognise/ begin to identify primary and secondary sources and use a range of these / select relevant sections of information.</p> <p>I can confidently, use the library and internet to research with increasing confidence, linking sources to establish how conclusions were drawn and use these sources to create a fluent account of an event.</p> <p>I can use multiple sources to build an account of a past event</p>	<p>and driver in WWII.</p> <p>I know that not all men went to fight, some remained here to fulfill other roles such as: air raid wardens, home guard and Bevin boys (conscripted in work in the mines)</p> <p>I know about the fights in our skies and the Battle of Britain.</p> <p>I know the role that Dover Castle played in the war.</p> <p>I know key dates, times, people and places of significance.</p> <p>Concept Key vocabulary: benefits, invasion, conflict, empire, migration, (timeline, chronology, primary and secondary sources, viewpoint, cause, effect, impact, consequence, legacy)</p> <p>Topic Key vocabulary: allies & axis powers, evacuee, war, Churchill, Hellfire Corner, Blitz, allies</p>
Greater Depth	<p>I can use historical vocabulary to describe events and changes in verbal and written responses I can make links between causes and consequences of events</p> <p>I can make links to previously taught concurrent events and offer reasons for similarities and differences</p>	
Compassion. Respect. Joy		

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