

<u>Units of learning</u> Scheme of Learning History Association and Key Stage History.	EYFS	Cycle A	Cycle B	Year	Year 4	Year 5	Year 6
	<p>Florence Nightingale Mary Seacole Guy Fawkes Christopher Columbus Neil Armstrong Mary Anning Amy Johnson</p> <p>How have I changed since I was a baby?</p>	<p>Great Fire of London</p> <p>Oh I Do Like to be Beside the Seaside</p>	<p>Moon Landing Neli Armstrong</p> <p>Amelia Earhart</p>	<p>Stone Age to Iron Age</p> <p>Roman Britain and the Roman Empire</p>	<p>Anglo-Saxons (Viking Struggle)</p> <p>Ancient Egypt</p>	<p>Victorian Blackpool</p> <p>Ancient Greece</p>	<p>The Mayans</p> <p>A thousand years of Crime and Punishment</p>

<p>Substantive Knowledge</p> <p>Constructing the past</p> <p>NC</p> <p>KS1 Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.</p> <p>KS2 Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>The children are able to identify at least three period-specific features of a Victorian seaside holiday.</p>	<p>I can recall how the fire started and how it spread they can describe the direction in which the fire spread and grasp how long the fire raged</p> <p>They are able to remember some of the key figures from the Great Fire.</p> <p>I am aware of how complex the Space project was.</p> <p>I can show prior learning and stimulate new specialist vocabulary through discussion to develop the ability to recall key events and sequence them appropriately, developing suitable connectives</p>	<p>Pupils understand that people are sceptical as to whether it ever happened and know some reasons why (flag, footprint etc)</p> <p>I can raise valid questions to ask teacher-in-role as Neil Armstrong.</p> <p>I understand that Britain was once covered in ice.</p> <p>I know that the earliest settlers were hunter-gatherers and lived in caves.</p> <p>I can grasp that hunter-gatherers were living alongside early farmers about 5,000 years ago.</p> <p>I understand that the Celts would have been apprehensive about taking on the Roman army.</p> <p>I can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.</p> <p>I grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</p>	<p>I know that the Staffordshire hoard is the largest collection of gold and silver yet found.</p> <p>I understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.</p> <p>I know that by the end of the 7C Anglo-Saxons were ruling most of Britain.</p> <p>Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking. The kingdom of Mercia (present day Staffordshire) was most important.</p> <p>I understand that Britain was on the cusp of Christianity at the time.</p> <p>I can locate Ancient Egypt in time and place and can mention at least 3 or 4 iconic features of Ancient Egyptian civilization</p> <p>I can explain that most men were farmers Women spent much time baking bread, collecting water etc Most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain.</p>	<p>I know that Baghdad was a major city of learning and printing. Over 100 booksellers and was 10 x the size of London at the time.</p> <p>By middle of 8th century Islam spread from Arabia to as far as Spain in the west and India in the east, larger area than that of the Roman Empire, covering almost a third of the world's population.</p> <p>I appreciate that the spread of Islam took centuries and Muslims, though rulers, made up a small proportion in the lands they occupied. They should be aware that this did not happen by force.</p> <p>I know that ships went to China, selling glass and date honey, returning with ceramics.</p> <p>I appreciate the unprecedented wealth and luxury of the Caliph's court associated with exotic Arabian Nights' descriptions of lavish displays of music and food.</p> <p>I know how Baghdad was destroyed in 1258 AD</p> <p>I understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands.</p> <p>I can learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals.</p> <p>I grasp that the plays reflected Athenian interest in politics as well as the central importance of the gods in daily</p>	<p>Crime and punishment: I can grasp that justice in the Middle Ages depended almost entirely on the community. Their only hope of protection from theft and violence was for everyone in the village or town to work together.</p> <p>I know the Mayans were one of the most sophisticated societies of their age with a strong belief system.</p> <p>I know that we have the Maya to thank for the wonder of chocolate!</p> <p>I understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) and can distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming.</p> <p>I grasp that Mayan cities had a dramatic stepped pyramid topped by a temple.</p>
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Disciplinary Knowledge Constructing the past	With support can recall some events associated with the past	<p>Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Great Fire of London).</p> <p>Can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Great Fire of London).</p>	<p>Can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Titanic)</p> <p>Can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Titanic)</p>	<p>I can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by the Romans/ Stone Age).</p>	<p>Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements).</p>	<p>Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Ancient Islamic life).</p>	<p>Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society). Can they compare and contrast to other periods they have studied across Keystage 2</p> <p>More able</p> <p>Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Maya civilisation).</p>
Stem Sentences							
Substantive Knowledge Sequencing the past National Curriculum <u>KS1</u> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. <u>KS2</u> Develop chronologically secure knowledge and understanding of British, local and world history.		<p>Children can place the events of the Great Fire on a timeline with support.</p> <p>The children understand the concept that the Great Fire was along time ago... before their parents and Grandparents.</p> <p>The children can remember the date 1966</p>	<p>I can place the First Moon Landing approximately on a timeline of the last 100 years.</p> <p>I am able to sequence images of the journey there and back: launch; separation of the command modules from Saturn V; <i>Eagle</i> Landing: raising the flag; collecting rocks: <i>Eagle</i> blasts off: command module floating in sea after splash down.</p> <p>I am aware of NASA's work over many years.</p>	<p>I can locate the move of farming on a simple timeline.</p> <p>I understand that it was built about 5,000 years ago, in stages.</p> <p>I can explain how it was built.</p> <p>I can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).</p> <p>I can place the Roman Empire on a timeline and compare it to other time periods I have studied.</p>	<p>I can locate key periods on a timeline, showing how they overlap (eg Anglo-Saxons after the Romans and Ancient Egyptians).</p> <p>I know that it was not until 8thC that word English was used to describe people of South Britain.</p> <p>I know that it took about 70 years for English kings to give up pagan ways and become Christian.</p> <p>Ancient Egypt was during the Stone Age and some of the Iron Age) Can the children place these events on a timeline?</p>	<p>I can locate early Islamic Empire in time and place and can explain the origins and development of Islam in 7th century.</p> <p>I can compare life in Ancient Islam to that of life in Anglo-Saxon Britain, the same time period and a unit of learning the children have accessed in Year 4.</p> <p>I can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age.</p> <p>I can show on a timeline the duration of the</p>	<p>I know that the Mayan's greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years, and was at its height AD300-900. They built some of the largest cities in the world at the time.</p> <p>I can place all topics across Keystage 2</p>

					<p>I know that there were at least 3 other major civilizations elsewhere in the world during the Ancient Egyptian civilisation and can locate them approximately on a map:</p> <ul style="list-style-type: none"> • Indus valley • Sumer (Mesopotamia Modern Iraq) • Shang dynasty China. <p>I can sequence the stages of mummification</p>	<p>'Golden Age' of Athens and its link to the Battle of Marathon.</p> <p>I can place the Victorians on a timeline. I can sequence the important local developments that resulted in the progression of Blackpool..</p>	
<p>Disciplinary Knowledge</p> <p>Sequencing the past</p>	<p>With support begins to put events on a timeline Is beginning to use time terms but not consistently.</p>	<p>Can depict on a timeline the sequence of a few objects and/or pieces of information.</p> <p>Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p>	<p>Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.</p> <p>Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').</p> <p>Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised</p>	<p>Can use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</p>	<p>Can sequence a number of the most significant events, objects, themes, societies, periods and people within topics covered using some dates, period labels and terms</p>	<p>Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).</p> <p>Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important local developments, people and events on an annotated timeline).</p>	<p>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 (e.g. the main Mayan developments, people and events).</p> <p>More able Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Mayan life in different places and over time using a range of dates and period labels).</p>
Stem Sentences							
<p>Substantive Knowledge</p> <p>Change and development</p> <p>National Curriculum</p> <p>KS1 Identify similarities and differences between ways of life in different periods.</p> <p>Study changes within living memory.</p> <p>KS2 Address and devise</p>		<p>I can compare sources to find out how life at Blackpool Beach would have been now, the 1960s and the Victorian era.</p>		<p>I can talk about relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic.</p> <p>I am able to see which the most significant changes during the Roman Era would have been e.g emergence of towns and villas in countryside.</p>	<p>I can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important) I know the effect of these developments.</p> <p>I know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) and know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish</p>	<p>I grasp that workers came from every city in the empire to build the city and that the network of canals supplied water to farms and allowed food and other goods to be brought into the city by boat.</p> <p>I can give valid reason as to why changes and developments were made in Blackpool during the Victorian era and can explain which I think was the most prolific.</p>	<p>I understand changes in nature of new crimes e.g. more vagrancy, witchcraft, religious practices</p> <p>I can grasp that there was a greater emphasis on humiliation and can cite 3 examples of this.</p> <p>I understand there were continuities e.g. pillory, stocks, ducking stool, whipping, fines</p>

<p>historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p>					<p>monks and Iona.</p> <p>I understand the significance of Christianity being introduced by the Anglo-Saxons in Britain.</p>		<p>Children can explain why so much change happened in Crime and Punishment in the 19th Century.</p> <p>I can grasp that the greatest change in punishments at this time was transportation</p> <p>They understand that this was great period of growth in prisons: 90 new ones in the first 40 years Victoria's reign</p> <p>They can also explain why this period saw the start and growth of the Police force</p>
<p>Disciplinary Knowledge</p> <p>Change and development</p>	<p>Is beginning to identify similarities and differences with support.</p>	<p>Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between the Victorian seaside, 1960s and today).</p>	<p>Can identify independently a range of similarities, differences and changes within a specific time period</p>	<p>I can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age and Iron Age).</p> <p>Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).</p>	<p>Can make valid statements about the main similarities, differences and changes occurring within topics</p>	<p>Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide what impacted Blackpool's population the most over the Victorian era.)</p>	<p>Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of crime and punishment).</p> <p>More able</p> <p>Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in crime and punishment were exceptional developments or commonplace everywhere at the time).</p>
<p>Stem Sentences</p>							
<p>Substantive Knowledge</p> <p>Cause and effect</p> <p>National Curriculum KS1</p>		<p>I can give three valid reasons for the fire, to do with the nature of the buildings, the streets, the weather and poor fire fighting.</p> <p>More able pupils explore short-term factors such as wind direction and long dry, hot summer and can identify</p>	<p>I can compare and contrast a range of representations as to why the Titanic sank.</p> <p>I can recall simple details from the story and offer obvious reasons for why the Titanic sank.</p>	<p>I understand at least 2 main reason why the Roman Empire expanded</p> <p>eg: raw materials such as corn, iron, also</p> <p>Claudius' personal motivation.</p> <p>I am able to see why the Roman army was so powerful including</p>	<p>I understand where Anglo Saxons, Jutes came from. I can give a few simple reasons and more able can classify these into push and pull factors</p> <p>referring to pressure on homelands but also wealth of Britain.</p> <p>Are there any links to the Roman's invasion?</p>	<p>Ancient Islam I can give several reasons why it spread so quickly e.g. weakness of surrounding empires, exhausted by war; divisions among rivals; zeal of their faith; better fighting tactics and weapons and can classify under different types of reasons e.g.</p>	<p>I understand that the 18th Century was the era of the Bloody Code when there was a massive increase in the number of capital offences</p> <p>I grasp that these were often for quite trivial offences, usually involving property.</p> <p>I understand what is meant by the term Bloody Code and that</p>

<p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p> <p>KS2</p> <p>Address and devise historically valid questions about cause.</p>		<p>reasons from a newspaper facsimile.</p>	<p>The more able can confidently give a clear explanation of main reason but also mention others, using words like 'might also'</p> <p>I can explain the lessons learnt from the sinking of the Titanic.</p>	<p>organisation, conditions, pay etc</p> <p>I can grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago.</p> <p>I can explain the impact of farming esp. taming wild animals, growing wheat etc.</p>		<p>military.</p> <p>A.I I grasp the importance of Trade to enriching life there. They can explain about the range of jobs herbalist, jeweller, butcher, baker, musician, merchants buying cloth and where these trades might have come from.</p> <p>I can show good understanding of the importance of Islamic contribution to science, literature , medicine, art , architecture and mathematics.</p> <p>I grasp that the buildings they see around them today have been influenced by classical Greek design and that the Greeks heavily influenced the Tudors (theatre) and the C18th and C19th.</p> <p>Victorians: I can explain how the expansion of the railway system had a dramatic effect on Blackpool and how it resulted in a huge reconstruction and a rise in population.</p> <p>I grasp that the Greek theatres theatres were incredible feats of engineering.</p> <p>I grasp that many of the words we use today derive directly from the Greek.</p> <p>I can grasp how the battle affected both Athens and Persia.</p> <p>I can understand that dominance of Athens was short-lived.</p> <p>I understand the importance of the victory over Persia in opening up opportunities to focus on domestic issues.</p> <p>I know that this was a time of massive growth in</p>	<p>punishments were as harsh as possible and as public as possible to deter people from committing crime.</p> <p>I can explain the paradox that the number of crimes went up but the number of executions went down.</p>
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<p>Disciplinary Knowledge</p> <p>Cause and effect</p>		<p>Is beginning to discuss causes and effects.</p> <p>Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Great Fire of London).</p> <p>Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the sinking of the Great Fire of London.)</p>	<p>Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the sinking of the Titanic).</p> <p>Can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes, motives and effects of the sinking of the Titanic.</p>	<p>I can describe some relevant causes for, and effects on, 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>Can comment on the importance of causes and effects for some of the key events and developments within topics.</p>	<p>Can comment on the importance of causes and effects for some of the key events and developments within topics.</p> <p>Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to the impact of the railways on Britain).</p>	<p>Can explain the role and significance of different causes and effects of a range of events and developments</p> <p>More able Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects</p>

<p>Substantive Knowledge Significance and interpretation National Curriculum</p> <p>KS1 Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p>KS2 Address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>I can they make inferences and deductions using sources about how and why the fire spread.</p> <p>I can compare three contrasting accounts about the Great Fire and discuss the similarities and differences.</p> <p>I am able to give my own explanation with confidence.</p> <p>Children will be able to compare pictures of seaside holidays in the past and be able to identify what they have in common.</p>	<p>I can make links between the astronauts and other pioneers of flight. (The Wright brothers, Amy Johnson (Reception) Amelia Earhart- July 2023 introduced.)</p> <p>I am able to consider characteristics of an astronaut, drawing on earlier experience of pioneers within this flight topic</p> <p>I can give at least 3 reasons that motivated him and reject spurious ones. Some of the more able can place the Moon Landing in the context of the Space Race with Russia.</p> <p>I can make simple deductions about contrasting life styles of 1st and 3rd class in particular on board the Titanic.</p>	<p>I can advance at least 2 reasons to suggest Stone Age man was interested in art and ceremonials.</p> <p>I understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines</p> <p>I understand personal motivation of Boudica and can link to actions taken by Romans.</p> <p>I can grasp how sophisticated Roman lifestyle was for the rich. Are there any similarities to the class system on the Titanic?</p>	<p>I can learn to ask high-quality historical questions. I grasp that we are still finding out about the Saxons 1300 hundred years later.</p> <p>I understand the importance of Bede 'Father' of English history</p> <p>I grasp importance of the Nile and significance of annual floods</p> <p>I grasp the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas</p> <p>I understand the importance of maat, creation myths and the role of gods and goddesses</p>	<p>I grasp that caliphs would keep building new palaces, so they were wealthy.</p> <p>I understand the importance of the railways resulting in the expansion of Blackpool.</p> <p>I can use maps to explain how the landscape of Blackpool changed over time as a result of the trainlines.</p> <p>I can explain how the different classes were treated in Blackpool and what facilities were available to them.</p> <p>I can grasp the diversity of life style depending on position within society and know the influence of the large slave population.</p> <p>I understand that the Olympics were not just athletic events.</p> <p>I grasp that religion and preparation for war were also critically important.</p>	<p>I know that the Mayan's greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years, and was at its height AD300-900. They built some of the largest cities in the world at the time.</p> <p>I can appreciate the range of Mayan achievements realising that without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people.</p> <p>I can work out/ know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses.</p> <p>I understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. They also had their own system of writing.</p>
<p>Disciplinary Knowledge Significance and interpretation</p>	<p>Is beginning to understand why an event or person is significant.</p>	<p>Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer).</p>	<p>Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of Neil Armstrong)</p>	<p>I can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. with support describe features of Roman Britain).</p>	<p>Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Anglo Saxon achievements were significant).</p> <p>Can comment on a range of possible reasons for differences in a number of accounts</p>	<p>Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Ancient Islamic achievements were so important.)</p> <p>The pupil can comment on a range of possible reasons for differences in a number of accounts</p> <p>Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to</p>

								have different interpretations about the a period in Mayan history.)
								More able Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Mayans history was the most important, giving reasons for their choice).
								Can understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Mayan society).

Substantive Knowledge Communicate Historically National Curriculum KS1 Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. Understand some of the ways in which they find out about the past and identify different ways in which it is represented. KS2 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.		I can ask questions about the Great Fire of London before beginning the unit of work I can grasp that we use a range of sources, including eyewitness accounts, diaries, paintings etc. I can explain why I think the Great Fire spread so quickly. I can consolidate my understanding of the causes of the Great Fire by attempting to re-design London to make sure a fire of that size never takes hold again I understand the importance of using brick, wider streets, leaving space etc I am encouraged to be creative in their design of London. I can devise questions to ask my grandparents/ parents about Blackpool's seaside in the past. I can interpret the information to create a simple questionnaire and interpret the results with support.	I am able to consider the type of evidence available to historians studying the Moon landing of 1969. I can match statements to specific pieces of evidence I can analyse an image and find 5-8 significant features (from simple spacesuit, US flag, footprints, space module, astronaut through to carrying out scientific experiments and naming <i>Eagle</i> , Aldrin and Armstrong. I am able to find evidence from range of images and text to prove that statements historians make are correct I can extract from a range of text the key information that tells them what took place on the moon's surface. Chn grasp that when dealing with the past, when the evidence is fragmentary, people are bound to draw	I can ask questions about Skara Brae and write a non-chronological report about life there. I can grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years. I can give my own reasons as to why the Romans were such a strong Empire. I am able to find evidence from range of images and text to prove that statements historians make are correct I can extract from a range of text the key information that tells them what took place on the moon's surface. Chn grasp that when dealing with the past, when the evidence is fragmentary, people are bound to draw	I can explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge. I understand Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society. I can explain why the pyramids were built.	I can locate Ancient Greece, Crete, Athens and Sparta on a map. I can use a census to find out about life in Victorian Blackpool. I can use sources to find out about school life at Baines during the Victorian era. I can use a variety of primary and secondary sources to explain why Blackpool's population rose so dramatically over the Victorian era. I can learn to generalise from the particular about salient features of Ancient Athenian society esp. role of slaves.	I can infer meaning from medieval paintings. I can interpret data from a pie chart showing the frequency of crimes and a line graph showing link between food prices and crime. I can explain why so many were found not guilty of serious crimes. I can explain how the system of justice worked. I can explain how and why Crime and punishment changed from 800AD to now over a long period of time. I can use information about crime rate from a line graph to raise enquiry questions for themselves. I can explain why there was such growth in crime during this period.
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		<p>The children are able to write an authentic postcard describing a day on the beach, free of anachronism</p> <p>Create a poster all about seaside holidays of the past.</p>	different conclusions as to why the Titanic sank.				
<p>Disciplinary Knowledge</p> <p>Communicate Historically</p>	<p>When prompted with picture cues or adult support can ask questions about the History topic they are studying.</p> <p>With support can extract some information from sources.</p> <p>Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about seashores 100 years ago..</p>	<p>When prompted with picture cues or adult support can ask questions about the History topic they are studying.</p> <p>With support can extract some information from sources.</p> <p>Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features</p>	<p>Can plan questions and produce answers to a few historical enquiries using historical terminology</p> <p>Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features</p>	<p>I can ask valid questions for enquiries and answer using a number of sources. Eg ask questions about life at Skara Brae.</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p>	<p>I can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p> <p>I can recognise possible uses of a range of sources for answering historical enquiries.</p>	<p>Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the lives of women in Ancient Greece).</p> <p>Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the Marton area during the Victorian era).</p>	<p>Pupils are able to interpret data from a line graph and then raise questions to investigate independently.</p> <p>They are able to speculate as to the possible reasons for the rise and fall in the crime rate, using prior knowledge and awareness of contemporary issues.</p> <p>Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Mayans and , select appropriate evidence and use this to produce a valid conclusion.</p> <p>Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries</p> <p>More able:</p> <p>Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses (e.g. independently plan an investigation and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions).</p> <p>Can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience,</p>

							accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry such as why the source was produced and the reliability of the author).
Substantive vocabulary		<p>Great Fire London Monarch King Charles II Plague Pudding Lane Samuel Pepys Thomas Farriner September 1666 River Buildings Bakery</p> <p>Seaside Victorian Edwardian 100 years ago old new past then now 1960s Bathing machine Punch and Judy</p>	<p>Moonlanding 1969 Neil Armstrong Buzz Aldrin Wright brothers Apollo 11 Astronaut</p> <p>Titanic April 15 1912 Sequence timeline Maiden voyage First class Second class Third class account North Atlantic Ocean iceberg</p>	<p>Romans Emperor Claudius Caesar Rome, Italy invasion Empire Celts Legionary Boudica revolt Roman baths Basilica aqueducts</p> <p>Stone Age- Iron Age Hunter Gatherer Neolithic Bronze Age Iron Age Artefact Skara Brae Hill Fort</p>	<p>Ancient Egyptians archaeologist Nile Valley Pyramids hieroglyphics Papyrus rolls Sir Howard Carter Tutankhamun Hierarchy mummification</p> <p>Anglo-Saxons Viking invade settlement conquered hypotheses Pagan King Alfred Dark Age</p>	<p>Ancient Greece Athens Sparta legacy BC/AD Ideas beliefs attitudes Crete Trojan War Olympics Golden Age Parthenon agora Battle of Marathon</p> <p>Ancient Islamic Civilisation pharmaceutical astronomy caliph prophet Baghdad Golden Age Mosque</p> <p>Victorian Blackpool Queen Victoria Monarch Industrial revolution era expansion population industry class system</p>	<p>Crime and Punishment Post 1066 medieval Middle Ages Guy Fawkes vagrancy justice Bloody code Capital punishment</p> <p>Mayans Mayans source Nomads Hierarchical society sacrifices Hieroglyphic customs Pacal Ritual ceremony</p>
Disciplinary vocabulary	Past Present Similar Different Traditions Then before now next soon	a long time ago recently when my parents/carers were children, years source	timeline decades century source evidence significance artefact	Chronology Era BC/AD Ancient Modern Centuries Evidence Source Significance Interpret Analyse Evaluate Content	civilisation Chronology Era BC/AD Ancient Modern Centuries Evidence Source Significance Interpret Analyse Evaluate Reliable	Civilisation Chronology Era BC/AD Ancient Decade/Centuries/ Millennium Evidence Source Interpretation Significance Interpret Analyse Evaluate Reliable	Civilisation Chronology Era BC/AD Ancient Decade/Centuries/ Millennium Evidence Source Interpretation Significance Interpret Analyse Evaluate

				Empire archaeology archaeologist artefact object	Content continuity change Empire hypothesis	Cause Consequence Empire census	Reliable Cause Consequence Ancient/Medieval / modern Provenance Judgement
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