



# Grange Moor Primary School

# History

## Curriculum Map Document

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# 1. Statement of Intent

As outlined by the National Curriculum, a high quality History Curriculum should:

*'help pupils gain coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence sift arguments, and develop perspective and judgement, History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identify and the challenges of their time.'*

Our vision is that Grange Moor pupils leave with an increased understanding of historical facts, as well as an understanding of its influence on our day to day lives which will enable them to become confident and well educated citizens within our society. We believe that our History curriculum should provide all children with the ability to delve deeper and make connections to the past and the world in which they live now. We aim to inspire children to actively explore different periods of time as well as cultures, in order to paint a bigger picture of how life today came about. We will teach children the skills required to be a good historian; how to research and gather information, as well as how to question information gathered for authenticity, perspective and reliability.

**Curriculum:** At Grange Moor Primary School our History teaching aims to deliver a curriculum which enables the children to become confident, creative, independent and individual learners, providing them with an understanding of the past through learning about human achievements and experiences. The children will develop their sense of chronology throughout the study of the topics in Key Stage 1 and 2.

**Developing Skills:** Children will develop and broaden their critical thinking skills. They will investigate sources such as pictures, stories, accounts and artefacts to ask and answer questions about the past and how these have an impact on the world today.

**Visitors and Visits:** We seek to broaden children's real-life experiences both inside and outside the classroom through educational visits, visitors, exploration and discovery. We believe that within history lessons, our children acquire a range of knowledge and skills which they can apply to other subjects and in a variety of different situations, in order to develop a love of history.

**Diversity and Stereotypes:** We believe very strongly at Grange Moor in exposing children to stories from the past to create lessons that provide a strong focus on stereotypes, unconscious bias, British values, hate crime and various forms of discrimination. We use interactive sessions to explore prejudice, creating authentic change and challenging attitudes and behaviours in all of our children and families.

In all our subjects taught, at Grange Moor Primary School we strive to ensure that all pupils know more and can do more each year but always remembering more of what they have learned. Ultimately we want our children, whatever their age, to always be ready and best prepared for the next stage in their education. As outlined over the next page, our Humanities subjects follow a whole school theme which is planned progressively for each year group to ensure good coverage and progress as a child moves through school. Throughout their History studies we want our children to build a meaningful understanding of History chronology, gradually studying further back in time as they move through school but always with a retrieval of prior knowledge and skills to build on and make links to.

## 2. Whole School Long Term Plan

### Long Term Plan: History Cycle One

| CLASS                          | AUTUMN 1                        | AUTUMN 2                                    | SPRING ONE                 | SPRING TWO                                  | SUMMER ONE   | SUMMER TWO                        |
|--------------------------------|---------------------------------|---|----------------------------|---|--|-----------------------------------|
| <b>R</b>                       |                                 |   |                            |   |  |                                   |
| <b>C1</b><br>Year 1 and Year 2 | Geography                       | Remember, Remember the fifth of November    | Geography                  | Beyond the horizons – significant explorers | Geography  | How we used to live (Local Study) |
| <b>C2</b><br>Year 3 and Year 4 | I want my mummy – Ancient Egypt | Geography                                   | Tudors – Off with her head | Geography                                   | Raid, Stayed and Invade – Vikings and Anglo Saxons | Geography                         |
| <b>C3</b><br>Year 5 and Year 6 | Geography                       | Crime and Punishment – Romans to Victorians | Geography                  | Invention and Industry – Victorians         | Geography  | Ancient Maya                      |

### Long Term Plan: History Cycle Two

| CLASS                          | AUTUMN 1       | AUTUMN 2                                     | SPRING ONE   | SPRING TWO   | SUMMER ONE                            | SUMMER TWO                             |
|--------------------------------|----------------|--|--|--|---------------------------------------|--|
| <b>R</b>                       |                |  |  |  |                                       |  |
| <b>C1</b><br>Year 1 and Year 2 | Geography      | Panic on Pudding Lane – Great Fire of London | Geography  | Nurturing Nurses – Mary Seacole and Florence Nightingale | Geography                             | British History – Travel and Transport |
| <b>C2</b><br>Year 3 and Year 4 | Roaming Romans | Geography                                    | Pain, Puss and Blood – medicine and disease – early civilisation | Geography  | Who Let the Gods out – Ancient Greece | Geography                              |
| <b>C3</b><br>Year 5 and Year 6 | Geography      | Shang Dynasty                                | Geography  | Sandbags and Sirens                                      | Geography                             | Journeys – Migration to the UK         |

## Long Term Plan: History Cycle Three (Year 2024-2025 Only)

| CLASS                          | AUTUMN 1                           | AUTUMN 2   | SPRING ONE   | SPRING TWO                             | SUMMER ONE   | SUMMER TWO      |
|--------------------------------|------------------------------------|--|--|--|--|-----------------|
| <b>C2</b><br>Year 3 and Year 4 | How have children's lives changed? | Geography  | Would you prefer to live in the Stone Age, Iron Age or Bronze Age? | Geography                              | How hard was it to invade and settle in Britain? Anglo Saxon and Scots | Geography       |
| <b>C3</b><br>Year 5 and Year 6 | Geography                          | What does the census tell us about our local area? | Geography  | What was the impact of WW2 on Britain? | Geography  | The Sikh Empire |

# 3. Progression of Knowledge and Skills

|           |   |
|-----------|---|
| Reception | <ul style="list-style-type: none"><li>• Talk about members of their immediate family and community • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past • Draw information from a simple map • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them</li></ul> <p>Past and Present</p> <ul style="list-style-type: none"><li>- Talk about the lives of the people around them and their roles in society - 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</li></ul> <p>People, Culture and Communities</p> <ul style="list-style-type: none"><li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate –maps</li></ul> |
|-----------|---|

## Progression of skills in History – Year One

|   |  |
|---|--|
| <p><b>Y1 Areas of study</b></p> <p>Due to mixed-aged classes, please see long term planning.</p>  | <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"><li>• Understand the difference between things that happened in the past and the present</li><li>• Describe things that happened to themselves and other people in the past.</li><li>• Order a set of events or objects</li><li>• Use a timeline to place important events</li><li>• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</li></ul> |
| <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"><li>• Recall some facts about people/events before living memory</li><li>• Say why people may have acted the way they did.</li></ul>  | <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"><li>• Look at books, videos, photographs, pictures and artefacts to find out about the past.</li></ul>   |
| <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"><li>• Identify different ways in which the past is represented</li><li>• Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</li><li>• Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</li></ul> | <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"><li>• Sort events or objects into groups (i.e. then and now.)</li><li>• Use timelines to order events or objects.</li><li>• Tell stories about the past.</li><li>• Talk, write and draw about things from the past.</li></ul>   |

## Progression of skills in History – Year Two

### Y2 Areas of study

Due to mixed-aged classes, please see long term planning.

### Chronological Understanding

- Understand and use the words past and present when telling others about an event.
- Recount changes in my own life over time.
- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.
- Use a timeline to place important events.

### Knowledge and understanding of events, people and changes in the past

- Use information to describe the past.
- Describe the differences between then and now.
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- Recount the main events from a significant event in history.

### Historical interpretation

- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past

### Historical enquiry

- Identify different ways in which the past is represented.
- Ask questions about the past.
- Use a wide range of information to answer questions.

### Organisation and communication

- Describe objects, people or events in history.
- Use timelines to order events or objects or place significant people.
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

## Progression of skills in History – Year Three

|  |  |
|--|--|
| <b>Y3 Areas of study</b><br><br>Due to mixed-aged classes, please see long term planning.  | <b>Chronological Understanding</b> <ul style="list-style-type: none"><li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>• Use a timeline to place historical events in chronological order.</li><li>• Describe dates of and order significant events from the period studied</li></ul> |
| <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"><li>• Use evidence to describe the culture and leisure activities from the past.</li><li>• Use evidence to describe the clothes, way of life and actions of people in the past.</li><li>• Use evidence to describe buildings and their uses of people from the past</li></ul> | <b>Historical interpretation</b> <ul style="list-style-type: none"><li>• Explore the idea that there are different accounts of history.</li></ul>  |
| <b>Historical enquiry</b> <ul style="list-style-type: none"><li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li><li>• Ask questions and find answers about the past.</li></ul>                           | <b>Organisation and communication</b> <ul style="list-style-type: none"><li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li></ul>  |



## Progression of skills in History – Year Four

|   |   |
|---|---|
| <b>Y4 Areas of study</b><br><br>Due to mixed-aged classes, please see long term planning.   | <b>Chronological Understanding</b> <ul style="list-style-type: none"><li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>• Order significant events and dates on a timeline.</li><li>• Describe the main changes in a period in history.</li></ul> |
| <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"><li>• Use evidence to describe what was important to people from the past.</li><li>• Use evidence to show how the lives of rich and poor people from the past differed.</li><li>• Describe similarities and differences between people, events and artefacts studied.</li><li>• Describe how some of the things I have studied from the past affect/influence life today</li></ul> | <b>Historical interpretation</b> <ul style="list-style-type: none"><li>• Look at different versions of the same event in history and identify differences. } Know that people in the past represent events or ideas in a way that persuades others.</li></ul>                                       |
| <b>Historical enquiry</b> <ul style="list-style-type: none"><li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</li><li>• Ask questions and find answers about the past.</li></ul>   | <b>Organisation and communication</b> <ul style="list-style-type: none"><li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li></ul>  |

## Progression of skills in History – Year Five

|   |  |
|---|--|
| <b>Y5 Areas of study</b><br><br>Due to mixed-aged classes, please see long term planning.   | <b>Chronological Understanding</b> <ul style="list-style-type: none"><li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>• Order significant events, movements and dates on a timeline.</li><li>• Describe the main changes in a period in history.</li></ul>   |
| <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"><li>• Choose reliable sources of information to find out about the past.</li><li>• Give own reasons why changes may have occurred, backed up by evidence.</li><li>• Describe similarities and differences between some people, events and artefacts studied</li><li>• Describe how historical events studied affect/influence life today.</li><li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li></ul> | <b>Historical interpretation</b> <ul style="list-style-type: none"><li>• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li><li>• Give reasons why there may be different accounts of history.</li><li>• Evaluate evidence to choose the most reliable forms.</li></ul> |
| <b>Historical enquiry</b> <ul style="list-style-type: none"><li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li><li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li><li>• Investigate own lines of enquiry by posing questions to answer.</li></ul>   | <b>Organisation and communication</b> <ul style="list-style-type: none"><li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li><li>• Plan and present a self-directed project or research about the studied period.</li></ul>                         |

## Progression of skills in History – Year Six

|   |   |
|---|---|
| <b>Y6 Areas of study</b><br><br>Due to mixed-aged classes, please see long term planning.   | <b>Chronological Understanding</b> <ul style="list-style-type: none"><li>• Order significant events, movements and dates on a timeline.</li><li>• Identify and compare changes within and across different periods.</li><li>• Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li></ul>            |
| <b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"><li>• Choose reliable sources of information to find out about the past.</li><li>• Give reasons why changes may have occurred, backed up by evidence.</li><li>• Describe similarities and differences between some people, events and artefacts studied.</li><li>• Describe how some of the things studied from the past affect/influence life today.</li><li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li></ul> | <b>Historical interpretation</b> <ul style="list-style-type: none"><li>• Evaluate evidence to choose the most reliable forms.</li><li>• Know that people both in the past have a point of view and that this can affect interpretation.</li><li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li></ul> |
| <b>Historical enquiry</b> <ul style="list-style-type: none"><li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li><li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li><li>• Investigate own lines of enquiry by posing questions to answer</li></ul>  | <b>Organisation and communication</b> <ul style="list-style-type: none"><li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li><li>• Plan and present a self-directed project or research about the studied period.</li></ul>  |

| CLASS | TOPIC ONE   | TOPIC TWO   | TOPIC THREE   |
|-------|---|---|---|
| C1    | <p data-bbox="383 140 869 209"><b>Remember, Remember the 5<sup>th</sup> November</b></p> <p data-bbox="333 248 651 276"><b>Substantive knowledge</b></p> <ul data-bbox="383 284 913 858" style="list-style-type: none"> <li>• The date of the Gunpowder Plot and where this event fits on a chronological timeline.</li> <li>• Who was involved in the Gunpowder Plot.</li> <li>• Why there was a plot to kill King James I in the Houses of Parliament and why the plotters were so opposed to him.</li> <li>• What happened in the days leading up to the event.</li> <li>• How the plot was discovered and how Guy Fawkes was arrested.</li> <li>• What happened after the plot was discovered.</li> <li>• What punishments were delivered to those involved in the plot.</li> <li>• Why we still celebrate Bonfire Night each year.</li> </ul> <p data-bbox="333 898 651 925"><b>Substantive vocabulary</b></p> <p data-bbox="333 933 907 1018">Plot plotters gunpowder Catholics Protestants monarch Houses of Parliament cellar barrels arrest trial torture executed</p> | <p data-bbox="965 140 1496 209"><b>Beyond the Horizons: Significant Explorers</b></p> <p data-bbox="938 248 1256 276"><b>Substantive knowledge</b></p> <ul data-bbox="987 284 1518 1449" style="list-style-type: none"> <li>• Understand that explorers from the past have contributed to life today.</li> <li>• Who Ibn Battutah was and where he came from; locate these places on maps.</li> <li>• The rationale for his travels and explorations.</li> <li>• His expeditions took him to Central Asia, South East Asia, South Asia, China and the Iberian Peninsula; locate these places on maps.</li> <li>• Who Matthew Henson was and where he came from.</li> <li>• The number of visits he made to the artic including his expedition to reach the North Pole.</li> <li>• What life might have been like on an artic expedition at that time.</li> <li>• Who Felicity Aston was and what led her to make an expedition across Antarctica on skis.</li> <li>• Understand the significance of her expedition and why she is in the Guinness Book of Records</li> <li>• Why the human race was/is so interested in reaching the moon through space travel.</li> <li>• Who Neil Armstrong was, what his early life was like and what led him to become an astronaut.</li> <li>• Who were the other astronauts on Apollo XI.</li> <li>• How long it took Apollo XI to reach the moon's orbit.</li> <li>• What happened when they reached the moon and what they discovered.</li> </ul> | <p data-bbox="1581 140 2096 209"><b>How We Used to Live: A Grange Moor Local Study</b></p> <p data-bbox="1547 248 1865 276"><b>Substantive knowledge</b></p> <ul data-bbox="1597 284 2128 1225" style="list-style-type: none"> <li>• Understand that Grange Moor has been a settlement for a significant number of years.</li> <li>• Understand why people settled in Grange Moor.</li> <li>• Understand that maps of the village have changed over time due to the changes that have happened within.</li> <li>• Understand that the buildings in Grange Moor represent different periods in time and have different uses.</li> <li>• Can order buildings according to features.</li> <li>• Know why and when the school was built.</li> <li>• Understand that school was very different for pupils in the past.</li> <li>• Understand that the village grew up around its coal mines.</li> <li>• Understand what a day in the life of a miner might have been like in Victorian times and in the modern mining era up to the mines closing.</li> <li>• Retell a significant event from village history after listening to a story or meeting an older resident.</li> <li>• Understand what is happening in Grange Moor now and what the future might hold.</li> </ul> <p data-bbox="1547 1294 1865 1321"><b>Substantive vocabulary</b></p> <p data-bbox="1547 1329 2123 1385">Settle settlement village change build building school coal mine retell resident future</p> |

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|    |   | <ul style="list-style-type: none"> <li>The significance of this historical event now: "One small step for me, one giant step for mankind"</li> </ul> <p><b>Substantive vocabulary</b><br/> Explore explorers travel expedition navigate discover discovery location Central Asia South East Asia South Asia China Iberian Peninsula astronaut launch Apollo XI moon lunar orbit landing</p>  |   |
| C2 | <p><b>I Want My Mummy! Ancient Egypt</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>What life was like for different groups of people in Ancient Egypt.</li> <li>Understand the various roles that gods and goddesses had in Ancient Egyptian society and how each had a distinct purpose, with some of these being more important to the Ancient Egyptians than others.</li> <li>Know that the River Nile provided food and resources, land for agriculture, a means of travel, and was critical in the transportation of materials for building and other projects.</li> <li>Understand what hieroglyphics were and that they were important because they are one of the oldest forms of writing known.</li> <li>Know that hieroglyphics help us to understand ancient Egyptian culture, life, and history.</li> <li>Understand what the role of the Pharaoh was in Ancient Egypt</li> <li>Know about the short life of Tutankhamen, how he came to become Pharaoh and why we know so much about him due to the discovery of his tomb.</li> </ul> | <p><b>Off With Her Head! The Tudors</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Who the Tudor monarchs were during the period 1485 to 1603.</li> <li>How each monarch ascended to the throne and the events leading up to their ascension.</li> <li>What we mean by succession, heir and reign.</li> <li>The early life of Henry VIII (when Prince Henry) and key events in his early life up to ascension.</li> <li>Court life during the reign of Henry VIII.</li> <li>The reasons why Henry VIII married multiple times and how each marriage began and ended.</li> <li>Why and how Henry VIII dissolved (dissolution) monasteries in England between 1536 and 1541 and how he benefitted from this.</li> <li>What the distribution of the population was like during the Tudor era and the economic reasons behind this distribution.</li> <li>What life (housing, living conditions, diet, dress) was like for poorer people and families during the Tudor era and whether ordinary people were given opportunities to become successful.</li> </ul> | <p><b>Raid, Stayed and Invade: The Anglo-Saxons and The Vikings</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>How England was governed / ruled prior to the Viking invasions.</li> <li>The reasons why the Vikings invaded, why it was an attractive proposition and the lands and countries where they travelled from (push-pull reasons)</li> <li>The influence that the Anglo-Saxon kings had in England and how they reacted to and resisted the Viking invaders.</li> <li>How England was split and governed under the Danelaw.</li> <li>Who King Ethelred II was and how he raised funds to resist the Vikings through the Danegeld.</li> <li>How life differed between Viking and Anglo-Saxon communities.</li> <li>The similarities and differences between the Anglo-Saxon and Viking legal and justice systems and how this shaped these systems in modern Britain.</li> <li>Who the last Anglo-Saxon kings were and the influence they had (Edward the Confessor, Godwin of Essex and Harold II)</li> <li>The events leading up to The Battle of Hastings and what happened during and</li> </ul> |

|                  |   |  |   |
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|                  | <ul style="list-style-type: none"> <li>• Understand the importance of Howard Carter’s archaeological work in The Valley of the Kings.</li> <li>• Understand what the processes of embalming and mummification are and the Ancient Egyptian belief in the afterlife.</li> <li>• How and why the Pyramids were built and why they are considered a ‘Wonder of the Ancient World’</li> <li>• Know that the Pyramids are the only Ancient Wonders that can still be seen today.</li> <li>• Understand the role that Ancient Egypt had in shaping the modern world we know today.</li> </ul> <p><b>Substantive vocabulary</b><br/> Ancient culture River Nile resources agriculture hieroglyphics God Goddess pharaoh Tutankhamun Valley of the Kings archaeology archaeologist Ancient Wonder pyramid tomb embalm mummification annex antechamber burial chamber treasury</p> | <ul style="list-style-type: none"> <li>• What life was like for richer people and families during the Tudor era and how they acquired and kept their wealth.</li> <li>• Why William Shakespeare became so important in history and literature and his major pieces of work.</li> <li>• What was the Spanish Armada and what were the events and reasons leading up to the attempted invasion of England.</li> </ul> <p><b>Substantive vocabulary</b><br/> Tudor era heir monarch ascension succession reign court divorce monastery wealth poverty William Shakespeare invade Armada</p> | <ul style="list-style-type: none"> <li>• after the battle; why the battle was a pivotal moment in British history.</li> <li>• The importance of the Bayeux Tapestry in helping us to understand what happened at the Battle of Hastings.</li> </ul> <p><b>Substantive vocabulary</b><br/> Govern rule invade raid resist kingdom longship Danelaw Danegeld justice legal influence tapestry</p>   |
| <p><b>C3</b></p> | <p><b>Crime and Punishment: Romans to Victorians</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• Have a good understanding of how crime, punishment and justice have changed over time from the Romans to the Victorians.</li> <li>• Understand that our present justice system has it’s routes in different periods of history.</li> <li>• Understand the principles of the Roman Twelve Tables and how they came to formation.</li> <li>• Understand what is meant by ‘innocent until proven guilty’ and compare how</li> </ul>  | <p><b>Invention and Industry: The Victorians</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• The key / significant events that happened during Queen Victoria’s reign.</li> <li>• The key / significant events that happened in Queen Victoria’s personal life.</li> <li>• Know about the most important inventions during the Victorian era (camera, telephone, x-ray, London Underground, bulb, petrol car, wireless radio, bicycle, morse code, Christmas cards, rubber tyres, flushing toilet, typewriter)</li> </ul>                           | <p><b>The Ancient Maya</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• Know when the Maya civilisation began and where it fits chronologically in the ancient world history timeline and with other historical periods they have previously studied.</li> <li>• Know where in the world the Mayans lived, comparing maps of the Mayan civilisations with modern maps of North, Central and South America.</li> <li>• Know about the great cities of Ancient Maya (Tikal, Uaxactun, Copan, Bonampak, Dos Pilas, Calakmul, Rio Bec)</li> </ul> |

this might have looked in Roman times compared to present day.

- Understand the crimes that were commonly committed in Anglo-Saxon times (eg arson, ecclesiastical (religious) crimes and slander)
- Understand how England was divided into Shires, Hundreds and Tithings and the justice system within.
- Understand the terms wergild, Shire Reeves (Sherrifs), Hue and Cry.
- Know the common punishments that were used: capital, fines, mutilation and humiliation.
- Understand the difference between, Manor, Hundred and Shire courts.
- Understand the terms vagrancy and treason and why the Tudors were preoccupied with these crimes.
- Know about other crimes that occurred in Tudor times (witchcraft, drunkenness, stealing, selling rotten food, begging, fighting, murder)
- Know about the different punishments that were handed.
- What humiliation, torture and execution looked like in Tudor times
- The life and times of Dick Turpin and why he was considered a hero in the C18th
- What were considered crimes in the Victorian era.
- How the justice system operated.
- Life in prisons and hard labour – treadwheel, shot drill, picking oakum, the crank
- Understand the common crimes in modern Britain and how the justice system has evolved.
- Be able to compare crimes (eg murder) over time and their consequences.

**Substantive vocabulary**

- Understand what is meant by the Industrial Revolution and why populations became to be based in urban areas rather than rurally.
- Understand what conditions were like for adult and child workers in a large Victorian factory.
- Understand that profit for mill / factory owners was put before safety and that factory acts in 1833, 1844 and 1847 sought to improve conditions for workers.
- Understand what is meant by slum housing and what conditions were like for those who lived in them.
- Be able to compare the lives of the wealthy factory / mill owners with the workers and explore the relationships between them.
- Know why the poor / ill / mentally ill in Victorian times could find themselves sent to a workhouse.
- Understand what conditions were like in a Victorian workhouse.
- Know what the key differences were in industry at the start and end of Victoria's reign and whether conditions for workers improved over time.

**Substantive vocabulary**

Reign monarch sovereign Industrial Revolution industry urban profit wealthy safety conditions workhouse

and why those in the rainforests were abandoned.

- Understand the planning behind Mayan cities.
- Be able to identify key features in Mayan architecture and the different buildings that could be found in cities.
- Understand the religious beliefs of the Mayan people, who they worshipped and what the gods represented, how they worshipped and where they worshipped.
- Know about the Mayan calendar and the Mayan number system and how they both worked.
- Have an understanding of the Mayan writing system, how words are constructed and what codices are.
- Know about the foods that the Mayans ate and how they cultivated their crops; know why certain foods were so significant (corn, chocolate).
- Understand how the Mayans prepared their food.
- Know that the Spanish Conquest led to the decline of the Mayan civilisation.
- Understand how the Mayan people would have defended themselves and contrast this with the tactics and weaponry of the Spanish.
- Understand how we have found out about the Mayan Civilisation through the explorations of Frederick Catherwood and John Lloyd Stephens

**Substantive vocabulary**

Americas Ancient Maya Mayan civilisation Chichen Itza worship cultivate codices glyphs uinal cacao maize conquest

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|  | Crime punishment justice consequence<br>innocent guilty arson ecclesiastical slander<br>humiliation treason Highwayman hard labour |  |  |
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| CLASS | TOPIC ONE  | TOPIC TWO  | TOPIC THREE  |
|-------|--|--|--|
| C1    | <p data-bbox="371 140 815 209"><b>Panic on Pudding Lane! The Great Fire of London</b></p> <p data-bbox="322 215 636 244"><b>Substantive knowledge</b></p> <ul data-bbox="371 250 860 1018" style="list-style-type: none"> <li>• Know that the Great Fire started over 500 years ago.</li> <li>• Know what London may have looked like at the time of the Great Fire.</li> <li>• Be able to identify how the fire started and where; know who Thomas Farriner was.</li> <li>• Know about the conditions (weather: wind, materials used in housing, proximity of buildings) that enabled the fire to spread so quickly.</li> <li>• How residents tried to stop the fire using firebreaks.</li> <li>• Understand how the fire was eventually brought under control.</li> <li>• Know who Samuel Pepys was and why his diaries were so important in understanding about the Great Fire of London.</li> <li>• Have an awareness of how a major fire would be brought under control in present times and how this contrasts with firefighting during the Great Fire of London.</li> </ul> <p data-bbox="322 1058 636 1086"><b>Substantive vocabulary</b></p> <p data-bbox="322 1093 815 1214">London city Pudding Lane Bakers Fire firebreak fireproof buildings St Paul's Cathedral Samuel Pepys King Charles II</p> | <p data-bbox="1021 140 1296 169"><b>Nurturing Nurses</b></p> <p data-bbox="889 209 1202 237"><b>Substantive knowledge</b></p> <ul data-bbox="938 244 1426 1466" style="list-style-type: none"> <li>• Know that nursing has been a profession for a relatively short amount of time (around 170 years)</li> <li>• Understand what 'nurse' and 'nursing' means and what the role entails in modern Britain.</li> <li>• Know that the Crimean War was a significant event in world history and in the development of nursing.</li> <li>• From pictures and other secondary sources, understand what conditions for soldiers would have been like and what sort of injuries they could get from the weapons of the time.</li> <li>• Understand what conditions might have been like in a military hospital during the Crimean War.</li> <li>• Know who Mary Seacole was, where she was born and why she moved to Britain.</li> <li>• Understand why she wasn't allowed to join other nurses treating soldiers and what she did as a result.</li> <li>• Understand how Mary Seacole looked after wounded soldiers on the battlefield and what the 'British Hotel' she set up was like.</li> <li>• Know that Florence Nightingale was instrumental in making conditions cleaner for patients and why she was known as 'The Lady With the Lamp'</li> <li>• Know that Florence Nightingale set up the Nightingale Training School for nurses in 1860.</li> <li>• Know who Edith Cavell was, where she was born, how she became a nurse and what she did during the First World War.</li> </ul> | <p data-bbox="1498 140 2087 169"><b>British History: Travel and Transport</b></p> <p data-bbox="1458 175 1771 204"><b>Substantive knowledge</b></p> <ul data-bbox="1507 210 2130 1466" style="list-style-type: none"> <li>• Understand the terms travel and transport and be able to identify and name modes of travel and transport that are used in the present.</li> <li>• Be able to talk about how they have travelled to different places both locally, nationally and internationally.</li> <li>• know that travel and transport has developed and changed considerably over time.</li> <li>• Know that changes in travel and transport have had a significant impact of many aspects of people's lives.</li> <li>• Know that cars, aeroplanes, buses and trains are relatively modern inventions.</li> <li>• Order some pictures of boats and ships in chronological order, giving reasons for choices.</li> <li>• Know that the Vikings travelled across the sea to invade Britain, using longboats as the form of travel.</li> <li>• Understand how the design of the longboat assisted Viking journeys and how they would help in battle.</li> <li>• Know how many years ago the car was invented and how this sits on a timeline.</li> <li>• Know that Cugnots' steam driven carriage was invented in 1770 and make comparisons between this and a modern day car.</li> <li>• Make comparisons between the Benz Motorwagon (1885) and a modern day car.</li> <li>• Make comparisons between the Baker Electric Car and a modern day car.</li> <li>• Study and make comparisons looking at the Ford Model T, Austin 7, Volkswagen Beetle, Mini, a modern family car and a Tesla electric car.</li> <li>• Make comparisons between George Stephenson's Rocket and a modern train (eg Javelin trains on HS1)</li> <li>• Know about the impact of the railways when they were first introduced and how they changed people's lives.</li> </ul> |

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|    |   | <ul style="list-style-type: none"> <li>Understand why she was sentenced to death.</li> </ul> <p><b>Substantive vocabulary</b><br/> Nursing profession nurture patient<br/> Crimean War event conditions military<br/> hospital medical treat treatment medicine<br/> battlefield British Hotel</p>   | <ul style="list-style-type: none"> <li>Order a set of pictures / photographs of trains chronologically.</li> <li>Understand how steam trains worked using a range of different sources eg clips from The Railway Children</li> <li>Understand the changes that have happened in the interior of train carriages over the years.</li> <li>Know the story of Icarus and how mankind has always had a fascination with flying.</li> <li>Know about man's early attempts to fly <a href="#">Man's Early Flight Attempts - YouTube</a></li> <li>Know about the Montgolfier brothers and their invention of the hot air balloon in 1783.</li> <li>Know who the Wright Brothers were and the story of their first flight.</li> <li>Order photographs and pictures of aeroplanes chronologically.</li> <li>Compare past planes with modern planes today.</li> <li>Know about the importance of Concorde and trans-Atlantic travel.</li> </ul> <p><b>Substantive vocabulary</b><br/> Travel transport modes Vikings longboat car vehicle<br/> steam petrol carriage trains railways flight aeroplane</p> |
| C2 | <p style="text-align: center;"><b>Roamin' Romans!</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Know the legend / myth of Romulus and Remus of how Rome was formed in 750BC.</li> <li>Understand that the Roman Empire expanded over time and that it was split into an eastern and western empire.</li> <li>Understand which modern day areas of Europe, Africa and Asia were under Roman control.</li> <li>Know what daily life was like in Britain before the Romans invaded (The Celts)</li> </ul> | <p><b>Pain, Pus and Blood: The History of Medicine and Disease</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Know about the medical practices of some prehistoric civilisations</li> <li>Know how prehistoric man may have treated ailments such as headaches and broken bones.</li> <li>Understand how these compared and contrasted with the later and more advanced Ancient Egyptian civilisations.</li> <li>Understand the work of the Ancient Greek physicians Hippocrates and Galen and how they influenced medicine and the theory of diseases.</li> </ul> | <p><b>Who Let the Gods Out! Ancient Greece</b></p> <p><b>Substantive vocabulary</b></p> <ul style="list-style-type: none"> <li>Know the geographical location of the Ancient Greek civilisation by looking at maps; knowing which modern-day countries were incorporated into the empire.</li> <li>Know that ancient Greece was organised into different city states and the differences in life experiences for children and adults living in Athens compared to Sparta.</li> <li>Know that there was often conflict between these states but that they would join together to defend against a common enemy</li> <li>Understand how the empire changed under the rule of King Philip II and Alexander the Great.</li> </ul>   |

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|    | <ul style="list-style-type: none"> <li>• Know when the Romans invaded Britain and why (1<sup>st</sup> raid 55BC, 2<sup>nd</sup> 54BC, invasion – AD43)</li> <li>• Understand why the Roman Army was so effective and how it was organised.</li> <li>• Recognise the characteristics of Roman buildings and how towns were planned; know what a mosaic was.</li> <li>• Understand why road building was so important to the Romans.</li> <li>• Know what life was like for ordinary citizens living in a Roman town.</li> <li>• Who Boudica was and why the Iceni tribe would not accept Roman rule.</li> <li>• Understand why some British tribes accepted Roman rule.</li> <li>• Know about the importance of Hadrian's Wall to the Romans.</li> <li>• How the Roman era ended in Britain.</li> </ul> <p><b>Substantive vocabulary</b><br/>Legend myth BC AD empire emperor army legion chariot mosaic citizen aqueduct amphitheatre temple villa Boudica Iceni</p> | <ul style="list-style-type: none"> <li>• Understand that the Romans placed great importance on fitness, health and cleanliness and make comparisons with other civilisations studied.</li> <li>• Know that in Medieval Britain religion and prayer were considered important to keeping healthy.</li> <li>• Understand the term epidemic and how the Black Plague was able to spread across the country.</li> <li>• Know that people had different methods and ways of attempting to cure the disease.</li> <li>• Understand what is meant by the term 'folk cures' during Tudor times.</li> <li>• Understand the developments and medical advances that happened during the Victorian age including the development of vaccines, anaesthetic and antiseptics.</li> <li>• Recap knowledge learned during the KS1 topic on Nurturing Nurses</li> </ul> <p><b>Substantive vocabulary</b><br/>Medical medicine practices treatment Ancient civilisation Hippocrates Galen influence medieval epidemic plague folk cure vaccine anaesthetic antiseptic</p> | <ul style="list-style-type: none"> <li>• Know about the Trojan War and that although it is a myth there is some historical truth behind it.</li> <li>• Understand that the Ancient Greeks believed in many gods and goddesses and that they represented certain aspects of humanity and life.</li> <li>• Know who the 12 most important gods were and where they lived (Mount Olympus)</li> <li>• Know when the Olympic Games were first held and the events that took place, comparing this to modern day Olympic Games.</li> <li>• Understand the inequality in the Games with women having fewer freedoms in Ancient Greek society.</li> <li>• Have an understanding of the birth of democracy in Ancient Greek society and how the legacy of democracy exists in many parts of the world.</li> <li>• Know about how food was grown and produced in Ancient Greek times</li> </ul> <p><b>Substantive vocabulary</b><br/>Legend myth BC AD empire civilisation Athens Sparta City-state conflict Gods Goddesses Olympia Olympic Games humanity inequality freedom democracy</p> |
| C3 | <p><b>The Shang Dynasty</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• Where and when the Shang lived.</li> <li>• The importance of the Yellow River and Anyang (Henan Province) in early Chinese civilisation.</li> </ul>   | <p><b>Sandbags and Sirens: World War Two</b></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• Where WWII fits on the 20<sup>th</sup> Century and wider historical timeline.</li> <li>• Know how and why WWII began and what the key events were in the war.</li> </ul>   | <p><b>Journeys: Migration to the UK</b></p> <p><b>resources:</b><br/><a href="https://www.history.org.uk/primary/resource/9985/scheme-of-work-journeys-the-story-of-migration">https://www.history.org.uk/primary/resource/9985/scheme-of-work-journeys-the-story-of-migration</a></p> <p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• Have an understanding of what migration is, why migrants came to Britain, what their</li> </ul>   |

- The important events that during the Shang Dynasty era.
- How the dynasty expanded its territory and moved its capital city on several occasions.
- How Shang society was organised into the upper class and the lower class and the differences between them
- How the Shang week and year differs with our modern calendar.
- Who the Shang worshipped and why they offered human sacrifices.
- Know about Fu Hao (Lady Hao), her importance, status, wealth and lifestyle and what was found in her tomb.
- The significance of oracle bones and what this tells us about ancestor worship.
- Understand why the Shang Dynasty declined and the emergence of the Chou Dynasty.

**Substantive vocabulary**

Dynasty civilisation Yellow River Anyang (Henan province) Emperor territory society classes hierarchy artefacts oracle bones jade sacrifice slaves slavery

- What the Battle of Britain was and when it begun.
- How the Battle of Britain panned out and how it ended including how it boosted morale in the country.
- Understand what The Blitz was and the impact it had on the lives of people in London; the impact of London being bombed for 57 consecutive nights and during daytime.
- Understand what happened during an air raid, how people protected themselves and what it was like living under threat of an air raid.
- Know why and where children were evacuated and what life was like for an evacuee (Goodnight Mr. Tom film / book?)
- Understand what rationing was and why people were encouraged to 'Dig for Victory' and 'Make Do and Mend'.
- Understand the role that women played in Britain during WWII and the roles and jobs they took on.
- Know how WWII eventually ended and what the impact was on Britain after it ended.

**Substantive vocabulary**

Conflict morale Blitz impact air-raid threat bombardment protection evacuate evacuation evacuee

experiences were like and the impact of migration.

- Understand the factors behind migration such as persecution, famine and war.
- Know what pushed and pulled has migrants to come to the Britain since 1950 (job opportunities, EU expansion, mother country)
- Look in more depth at migrants from one particular country or geographical area who have well established communities in the UK.
- Revisit and recap the reason behind the Roman, Saxon and Viking invasions and settlement in Britain (LKS2 units) – what can pupils remember about why these particular groups settled in Britain?
- Know who the 'Ivory Bangle Lady' was and what this tells us about cosmopolitan York in the 4<sup>th</sup> Century.
- Know about the archaeological evidence and profiling that identified where she migrated to York from.
- Know about the lives of Jewish settlers in England in the Middle Ages over a 200 year period.
- Understand that Jewish settlers were initially welcomed and had important jobs and trades in communities.
- Know that the experience of Jewish settlers changed and got steadily worse, looking at the massacre of the Jews of York in 1190 as a prime example.
- Know about the 'Black Tudors' and the diverse African community that lived in England in Tudor times.
- Understand the above through looking at the stories of John Blanke, Diego and Jacques Francis.
- Know about the French Huguenots and German Palatines and why their experiences in Britain differed so greatly.
- Case study: Brick Lane, London.

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|  |  |  | <ul style="list-style-type: none"><li>• Understand the changes to the area that have been shaped by immigration over the last 500 years.</li><li>• Case study: look at the stories of two migrants to Britain from Olaudah Equiano, Walter Tull, Claudia Jones, Dr. Barnado, Jayaben Desai.</li><li>• Case study: Look at a particular cuisine that is well established in Britain as a result of migration (involve Spiced Mango restaurant, Middlestown)</li><li>• Understand how migration has influenced the music we listen to – pick two from: calypso, ska, reggae, Two-Tone, Dance music, Irish Folk, British Asian.</li><li>• Understand the terms racism and discrimination and how this looks in present day Britain.</li><li>• Know about the Battle of Cable Street (1936) and how communities came together to fight against the British Union of Fascists.</li></ul> <p><b>Substantive vocabulary</b><br/>Migrant migration immigrant persecution famine opportunity settlement cosmopolitan Jewish Huguenots Palatines influence racism discrimination</p> |
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| CLASS       | TOPIC ONE  | TOPIC TWO  | TOPIC THREE   |
|-------------|--|--|---|
| C2 (Y3, Y4) | <p data-bbox="353 140 887 172"><b>How have children's lives changed?</b></p> <p data-bbox="327 204 618 228"><b>Substantive Knowledge</b></p> <p data-bbox="327 233 913 866">To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.<br/>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.<br/>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).<br/>To know that advancements in science and technology can be the cause of change.<br/>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.<br/>To know that we can make inferences and deductions using images from the past.<br/>To know that assumptions made by historians can change in the light of new evidence.<br/>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.<br/>To know that education existed in some cultures, times and groups.</p> <p data-bbox="327 898 618 922"><b>Disciplinary Knowledge</b></p> <p data-bbox="327 927 913 1473">Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.<br/>Using dates to work out the interval between periods of time and the duration of historical events or periods.<br/>Sequencing eight to ten artefacts, historical pictures or events.<br/>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.<br/>Placing the time studied on a timeline.<br/>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.<br/>Noticing connections over a period of time.<br/>Making a simple individual timeline.<br/>Identifying reasons for change and reasons for continuities.<br/>Identifying what the situation was like before the change occurred.</p> | <p data-bbox="958 140 1500 204"><b>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b></p> <p data-bbox="931 236 1223 260"><b>Substantive Knowledge</b></p> <p data-bbox="931 264 1518 1473">To know that history is divided into periods of history e.g. ancient times, middle ages and modern.<br/>To know that BC means before Christ and is used to show years before the year 0.<br/>To know that AD means Anno Domini and can be used to show years from the year 1AD.<br/>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.<br/>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.<br/>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.<br/>To know that change can be brought about by advancements in transport and travel.<br/>To know that change can be brought about by advancements in materials.<br/>To know that change can be brought about by advancements in trade.<br/>To know that significant archaeological findings are those which change how we see the past.<br/>To know that archaeological evidence can be used to find out about the past.<br/>To know that we can make inferences and deductions using images from the past.<br/>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.<br/>To know that assumptions made by historians can change in the light of new evidence.<br/>To understand the development of groups, kingdom and monarchy in Britain.<br/>To understand that there are varied reasons for coming to Britain.<br/>To know that settlement created tensions and problems.<br/>To understand the impact of settlers on the existing population.<br/>To understand the earliest settlements in Britain.<br/>To know that settlements changed over time.</p> | <p data-bbox="1545 140 2123 204"><b>How hard was it to invade and settle in Britain? Anglo Saxons and Scots</b></p> <p data-bbox="1541 236 1832 260"><b>Substantive Knowledge</b></p> <p data-bbox="1541 264 2128 1457">To know that significant archaeological findings are those which change how we see the past.<br/>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.<br/>To know that we can make inferences and deductions using images from the past.<br/>To understand the development of groups, kingdom and monarchy in Britain.<br/>To know who became the first ruler of the whole of England.<br/>To understand that societal hierarchies and structures existed including aristocracy and peasantry.<br/>To know that there were different reasons for invading Britain.<br/>To understand that there are varied reasons for coming to Britain.<br/>To know that there are different reasons for migration.<br/>To know that settlement created tensions and problems.<br/>To understand the impact of settlers on the existing population.<br/>To understand the earliest settlements in Britain.<br/>To know that settlements changed over time.<br/>To understand how invaders and settlers influence the culture of the existing population.<br/>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.<br/>To know that communities traded with each other and over the English Channel in the Prehistoric Period.<br/>To understand that there are different beliefs in different cultures, times and groups.<br/>To know about paganism and and the introduction of Christianity in Britain.<br/>To know how Christianity spread.<br/>To compare the beliefs in different cultures, times and groups.<br/>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> |



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|  | <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Identifying sources which are influenced by the personal beliefs of the author.</p> <p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p> | <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were the rich members of society.</p> <p><b>Disciplinary Knowledge</b></p> <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p> | <p><b>Disciplinary Knowledge</b></p> <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p> <p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> |
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Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.  
 Making links and connections across a period of time, cultures or groups.  
 Asking the question "How do we know?"  
 Recognising similarities and differences between past events and today.  
 Communicating knowledge and understanding through discussion, debates, drama, art and writing.  
 Constructing answers using evidence to substantiate findings.  
 Creating a structured response or narrative to answer a historical enquiry.  
 Describing past events orally or in writing, recognising similarities and differences with today.

**Key vocabulary**

- apprentice
- childhood
- continuity
- class
- deduction
- law
- master
- modern
- poorer
- poverty
- servant
- significance
- wealthier
- working conditions

Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.  
 Using a range of sources to find out about a period.  
 Using evidence to build up a picture of a past event.  
 Observing the small details when using artefacts and pictures.  
 Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.  
 Evaluating the usefulness of different sources.  
 Understanding how historical enquiry questions are structured.  
 Asking questions about the main features of everyday life in periods studied, e.g. how did people live.  
 Creating questions for different types of historical enquiry.  
 Using a range of sources to construct knowledge of the past.  
 Extracting the appropriate information from a historical source.  
 Identifying primary and secondary sources.  
 Interpreting evidence in different ways.  
 Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.  
 Making links and connections across a period of time, cultures or groups.  
 Asking the question "How do we know?"  
 Reaching conclusions that are substantiated by historical evidence.  
 Constructing answers using evidence to substantiate findings.  
 Identifying weaknesses in historical accounts and arguments.  
 Creating a structured response or narrative to answer a historical enquiry.  
 Describing past events orally or in writing, recognising similarities and differences with today.

**Key vocabulary**

- AD
- archaeological evidence
- artefact
- BC
- Bronze Age
- chief

Asking questions about the main features of everyday life in periods studied, e.g. how did people live.  
 Asking questions about the bias of historical evidence.  
 Using a range of sources to construct knowledge of the past.  
 Extracting the appropriate information from a historical source.  
 Identifying primary and secondary sources.  
 Identifying the bias of a source.  
 Comparing and contrasting different historical sources.  
 Understanding that there are different ways to interpret evidence.  
 Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.  
 Making links and connections across a period of time, cultures or groups.  
 Asking the question "How do we know?"

**Key vocabulary**

- Angles
- Britons
- convert
- empire
- inference
- invasion
- Kingdom
- missionary
- paganism
- Pope
- Romans
- Saxons
- settlement
- settlers
- Vikings



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|--------------------------|---|---|---|
|                          |   | <ul style="list-style-type: none"> <li>• deduction</li> <li>• evidence</li> <li>• flint</li> <li>• hill fort</li> <li>• Iron Age</li> <li>• Mesolithic</li> <li>• Neolithic</li> <li>• Palaeolithic</li> <li>• period</li> <li>• prehistory</li> <li>• primary source</li> <li>• reconstruction</li> <li>• secondary source</li> <li>• settlement</li> <li>• source</li> <li>• Stone Age</li> <li>• Stonehenge</li> <li>• trade</li> <li>• tribe</li> </ul>   |   |
| <p><b>C3 (Y5,Y6)</b></p> | <p><b>What does the census tell us about our local area?</b></p> <p><b>Substantive Knowledge</b><br/>         To know that change can be traced using the census.<br/>         To know that members of society standing up for their rights can be the cause of change.<br/>         To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.<br/>         To understand the types of information that can be extracted from the census.<br/>         To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.<br/>         To understand how to compare different census extracts by analysing the entries in individual columns.<br/>         To know that the most reliable sources are primary sources which were created for official purposes.<br/>         To understand the changes and reasons for the organisation of society in Britain.<br/>         To be able to compare development and role of education in societies.<br/>         To understand the changing role of women and men in Britain.</p> | <p><b>What was the impact of WW2 on Britain?</b></p> <p><b>Substantive Knowledge</b><br/>         To understand that historical periods have characteristics that distinguish them.<br/>         To understand how to work out durations of periods and events.<br/>         To understand how to represent a scale on a timeline.<br/>         To understand how to create their own timeline selecting significant events.<br/>         To know that change can be brought about by conflict.<br/>         To know that members of society standing up for their rights can be the cause of change.<br/>         To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.<br/>         To understand that there are different interpretations of historical figures and events.<br/>         To understand the process of democracy and parliament in Britain.<br/>         To understand that there are changes in the nature of society.</p> | <p><b>The Sikh Empire</b></p> <p><b>Substantive Knowledge</b><br/>         That change can be brought about by conflict.<br/>         How historians select criteria for significance and that this changes.<br/>         That there are different interpretations of historical figures and events.<br/>         How the monarchy exercised absolute power.<br/>         The different beliefs that different cultures, times and groups hold.<br/>         How to identify the impact of beliefs on society.<br/>         The development of global trade.<br/>         How to identify the achievements of civilisations.<br/>         How to compare the achievements of different civilisations and groups.</p> <p><b>Disciplinary Knowledge</b><br/>         Putting dates in the correct century.<br/>         Developing a chronologically secure understanding of British, local and world history across the periods studied.<br/>         Comparing and making connections between different contexts in the past.</p> |

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|  | <p><b>Disciplinary Knowledge</b><br/> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.<br/> Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.<br/> Relating current study on timeline to other periods of history studied.<br/> Comparing and making connections between different contexts in the past.<br/> Describing change throughout time.<br/> Identifying the reasons for changes and continuity.<br/> Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.<br/> Recognising primary and secondary sources.<br/> Using a range of sources to find out about a particular aspect of the past.<br/> Evaluating the usefulness of historical sources.<br/> Identifying how conclusions have been arrived at by linking sources.<br/> Addressing and devising historically valid questions.<br/> Planning a historical enquiry.<br/> Suggesting the evidence needed to carry out the enquiry.<br/> Identifying methods to use to carry out the research.<br/> Developing an awareness of the variety of historical evidence in different periods of time.<br/> Recognising 'gaps' in evidence.<br/> Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.<br/> Interpreting evidence in different ways using evidence to substantiate statements.<br/> Making increasingly complex interpretations using more than one source of evidence.<br/> Making connections, drawing contrasts and analysing within a period and across time.<br/> Beginning to interpret simple statistical sources.<br/> Reaching conclusions which are increasingly complex and substantiated by a range of sources.<br/> Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.<br/> Showing written and oral evidence of continuity and change as well as indicting simple causation.</p> | <p>To know that there are different reasons for the decline of different empires.<br/> To understand there are increasingly complex reasons for migrants coming to Britain.<br/> To understand that migrants come from different parts of the world.<br/> To know about the diverse experiences of the different groups coming to Britain over time.<br/> To understand the changes and reasons for the organisation of society in Britain.<br/> To understand how society is organised in different cultures, times and groups.<br/> To understand the changing role of women and men in Britain.<br/> To understand that there are differences between early and later civilisations.<br/> To know that trade routes from Britain expanded across the world .<br/> To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).<br/> To understand that the methods of trading developed from in person to boats, trains and planes.<br/> To understand that people in the past were as inventive and sophisticated in thinking as people today.<br/> To know that new and sophisticated technologies were advanced which allowed cities to develop.<br/> To understand the impact of war on local communities.<br/> To know some of the impacts of war on daily lives.</p> <p><b>Disciplinary Knowledge</b><br/> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.<br/> Developing a chronologically secure understanding of British, local and world history across the periods studied.<br/> Placing the time, period of history and context on a timeline.<br/> Comparing and making connections between different contexts in the past.<br/> Making links between events and changes within and across different time periods / societies.<br/> Identifying the reasons for changes and continuity.<br/> Describing the links between main events, similarities and changes within and across different periods/studied.</p> | <p>Explain the significance of events, people and developments.<br/> Using a range of sources to find out about a particular aspect of the past.<br/> Describing how secondary sources are influenced by the beliefs, cultures and time of the author.<br/> Comparing accounts of events from different sources.<br/> Understanding that different evidence creates different conclusions.<br/> Evaluating the interpretations made by historians.<br/> Planning a historical enquiry.<br/> Asking historical questions of increasing difficulty e.g. who governed, how and with what results?<br/> Creating a hypothesis to base an enquiry on.<br/> Asking questions about the interpretations, viewpoints and perspectives held by others.<br/> Identifying how sources with different perspectives can be used in a historical enquiry.<br/> Interpreting evidence in different ways using evidence to substantiate statements.<br/> Reaching conclusions which are increasingly complex and substantiated by a range of sources.<br/> Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.<br/> Constructing explanations for past events using cause and effect.<br/> Using evidence to support and illustrate claims.<br/> Constructing explanations for past events using cause and effect.<br/> Using evidence to support and illustrate claims.</p> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• absolute power</li> <li>• achievements</li> <li>• beliefs</li> <li>• bias</li> <li>• civilisation</li> <li>• community</li> <li>• compare</li> <li>• contrast</li> <li>• cultural diversity</li> <li>• cultural exchange</li> <li>• discrimination</li> <li>• equality</li> </ul> |
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Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.  
Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.  
Using evidence to support and illustrate claims.

**Key vocabulary**

- decade
- historical enquiry
- occupation
- politics
- reliable
- suffrage

Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.  
Giving reasons for historical events, the results of historical events, situations and changes.  
Starting to analyse and explain the reasons for, and results of historical events, situations and change.  
Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.  
Making links with different time periods studied. Describing change throughout time.  
Identifying significant people and events across different time periods.  
Comparing significant people and events across different time periods.  
Explain the significance of events, people and developments.  
Recognising primary and secondary sources.  
Using a range of sources to find out about a particular aspect of the past.  
Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.  
Comparing accounts of events from different sources. Suggesting explanations for different versions of events.  
Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources.  
Developing strategies for checking the accuracy of evidence.  
Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions.  
Suggesting the evidence needed to carry out the enquiry.  
Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results?  
Creating a hypothesis to base an enquiry on.  
Asking questions about the interpretations, viewpoints and perspectives held by others.  
Using different sources to make and substantiate historical claims.  
Developing an awareness of the variety of historical evidence in different periods of time.

- fairness
- global trade
- historical significance
- historical source
- impact
- inclusive
- interpretation
- justice
- Maharaja Ranjit Singh
- maritime routes
- monarchy
- perspective
- political stability
- power dynamics
- Punjab
- remarkable
- respect
- significant
- Sikh Confederacy (Misl Confederacy)
- Sikh Empire
- society
- trade routes
- unification

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|  |  | <p>Distinguishing between fact and opinion.<br/>Recognising 'gaps' in evidence.<br/>Identifying how sources with different perspectives can be used in a historical enquiry.<br/>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.<br/>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.<br/>Interpreting evidence in different ways using evidence to substantiate statements.<br/>Making increasingly complex interpretations using more than one source of evidence.<br/>Challenging existing interpretations of the past using interpretations of evidence.<br/>Making connections, drawing contrasts and analysing within a period and across time.<br/>Reaching conclusions which are increasingly complex and substantiated by a range of sources.<br/>Evaluating conclusions and identifying ways to improve conclusions.<br/>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.<br/>Showing written and oral evidence of continuity and change as well as indicting simple causation.<br/>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.<br/>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.<br/>Constructing explanations for past events using cause and effect.<br/>Using evidence to support and illustrate claims.<br/>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.<br/>Constructing explanations for past events using cause and effect.<br/>Using evidence to support and illustrate claims.</p> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"><li>• accuracy</li><li>• air raid</li><li>• Battle of Britain</li><li>• bias</li></ul> |  |
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|  |  | <ul style="list-style-type: none"><li>• The Blitz</li><li>• evacuation</li><li>• evacuee</li><li>• impact</li><li>• propaganda</li><li>• purpose</li><li>• <i>reliability</i></li></ul> |  |
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|                           | Y1   | Y2   | Y3   | Y4   | Y5   | Y6  |
|---------------------------|--|--|--|--|--|---|
| <b>HISTORICAL ENQUIRY</b> | <p>Use information to describe similarities and differences between the past and now.</p> <p>Identify different ways to represent the past e.g. photos, stories, videos and adults talking about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable.</p>                | <p>Use various tools to research such as books and the internet to find information about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation.</p> <p>Understand the difference between primary and secondary sources.</p> | <p>Identify how artefacts can be used to tell us about periods of History.</p> <p>Distinguish between different sources representing the same period of time.</p> <p>Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.</p> | <p>Identify how artefacts can be used to tell us about periods of History.</p> <p>Use a range of different sources to piece together understanding about key events or periods of time in history.</p>                                 | <p>Use a range of different sources to piece together understanding about key events or periods of time in history.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied</p>  | <p>Compare accounts of events from different perspectives and question authenticity based on the origin of the source.</p> <p>Understand the term propaganda and how it can influence people's opinions of a real-life event.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied</p> |
| <b>HISTORICAL SOURCES</b> | <p>Look at artefacts from the past and use them to try and ask and answer questions about the past.</p> <p>Know what a number of older objects were used for and organise these artefacts by age.</p> <p>Know how to ask and answer questions about old and new objects Know how to spot old and new things in a picture</p> | <p>Use artefacts to ask questions about the past (who, what, why, where, when).</p> <p>Know what artefacts in the past may have been used for.</p> <p>Use a wide range of information to answer questions about the past.</p>  | <p>Use a range of sources to find out about a period in history.</p> <p>Suggest sources of evidence, from a selection provided, to help answer questions to present findings.</p> <p>Select and record information relevant to the study.</p>  | <p>Use a range of sources to find out about a period in history.</p> <p>Suggest sources of evidence to help answer questions.</p> <p>Give reasons why there may be different accounts of history.</p>                                  | <p>Confidently use the library and the internet for research.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Select reliable sources of information to answer questions.</p> <p>Understand that some evidence is opinion or misinformation and this affects interpretations of history</p> | <p>Bring knowledge gathering from several sources together in a fluent account.</p> <p>Select the most appropriate sources of evidence.</p> <p>Understand that some evidence is propaganda and this affects interpretation of history.</p>  |
| <b>CHRONOLOGY</b>         | <p>Understand the difference between things that happened in the past and the present</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p>   | <p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they</p>  | <p>Sequence periods of British History previously studied on a timeline and know where historical eras being studied over the course of the year fit within this timeline.</p> <p>Sequence events of a specific period of history,</p>   | <p>Sequence periods of British History previously studied on a timeline and know where historical eras being studied over the course of the year fit within this timeline.</p> <p>Sequence events of a specific period of history,</p> | <p>Sequence periods of British History previously studied on a timeline and know where historical eras being studied over the course of the year fit within this timeline.</p> <p>Sequence events of a specific period of history,</p>   | <p>Sequence periods of British History previously studied on a timeline and know where historical eras being studied over the course of the year fit within this timeline.</p> <p>Sequence events of a specific period of history,</p>  |

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|                   | <p>Use a timeline to place important events</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</p>   | <p>happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p>  | <p>explaining the order of events and what happened.</p> <p>Work out mathematically how long ago an era or event was.</p> <p>Describe events using the words <i>ancient</i> and <i>century</i>.</p> <p>Understand <i>BC, AD</i> and <i>decade</i></p>   | <p>explaining the order of events and what happened.</p> <p>Plot recent history on a timeline using centuries.</p>   | <p>explaining the order of events and what happened.</p> <p>Draw a timeline with different periods of time outlined showing key information.</p> <p>Use dates and historical language in their work.</p> | <p>explaining the order of events and what happened.</p> <p>Use mathematical skills to work out time scales and differences eg how long before the Victorians was the Tudor era?</p>                                       |
| <b>VOCABULARY</b> | <p>now</p> <p>next</p> <p>old</p> <p>new</p> <p>ago</p> <p>past (EYFS vocabulary)</p> <p>When I was little</p> <p>A long time ago</p> <p>Before I was born</p> <p>then/now</p> <p>event</p> <p>explain</p> <p>source</p> <p>predict</p> <p>evidence</p> <p>famous</p> <p>celebrate</p> <p>sequence</p> <p>recent</p> <p>remember</p> | <p>When I was younger</p> <p>past/Present</p> <p>chronological order</p> <p>earlier</p> <p>later</p> <p>local area</p> <p>When my grandparents were young</p> <p>research</p> <p>timeline</p> <p>historical event</p> <p>artefact</p> <p>similarities</p> <p>differences</p> | <p>BC/AD</p> <p>decade</p> <p>ancient</p> <p>century</p> <p>period</p> <p>Brits</p> <p>settlers</p> <p>settlement</p> <p>invaders/invasion</p> <p>conquer(ed)</p> <p>combat</p> <p>archaeologists</p> <p>excavate</p> <p>evidence</p> <p>information</p> <p>finding skills</p> <p>Historian</p> <p>historical</p> | <p>recent history</p> <p>time difference</p> <p>shape our lives</p> <p>religious differences</p> <p>wealthy / poor</p> <p>items</p> <p>accurate picture of the past</p> <p>version</p> <p>historical argument</p> <p>point of view</p> | <p>comparison</p> <p>role of Britain</p> <p>Christian values</p> <p>crime</p> <p>punishment</p> <p>hypothesis</p> <p>influence</p>   | <p>societies</p> <p>summarise</p> <p>major influence</p> <p>world history</p> <p>civilizations</p> <p>changes/ continuity</p> <p>persuade</p> <p>viewpoint</p> <p>propaganda</p> <p>significant</p> <p>interpretations</p> |

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|  | same/different |  |  |  |  |  |
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