

Subject Planning Grid History

Year	Skills as a historian	Substantive Knowledge	Key Vocabulary
1A Fire, fire!	Chronological understanding <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages I can place events on a timeline within a set period, using equal intervals, which are given, 	<ul style="list-style-type: none"> Understand the concept of past and present. Understand the events of the <i>Great Fire of London</i>. Starting with their own timeline of own life (intervals of one year). Moving onto events within the <i>GFoL</i>; sequence events in order 	Long ago Before Now Then Past Present Artefacts Sources Diaries Senses My life Elizabethan Great Fire of London Main events 2 nd September 1666. Rich Poor
	Range and depth of historical knowledge <ul style="list-style-type: none"> Compare London of 1666 to today Compare modern and Elizabethan houses. Look at different types of houses we have in our lives and separately the house there were in Elizabethan times (rich and poor) Make comparisons to your house and a rich Elizabethans' house and poor Elizabethan's house. 	<ul style="list-style-type: none"> Know about the people who lived and worked in London in 1666 and some events of their everyday life <ul style="list-style-type: none"> Jobs Clothes Fun What are they made from? How were they built? How many rooms for the size of the family? 	
	Interpretations of history <ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - how reliable are their memories? I can use key vocabulary to describe events of the past. 	<ul style="list-style-type: none"> Retell events of the <i>GFoL</i> Understand the events of the <i>Great Fire of London</i>. Use this knowledge to retell the main events. Before: Thomas Farriner's Pudding Lane Bakery Days it started 1 am 2 September 1666 Spread Lasted nearly 5 days 	
	Historical enquiry <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g., artefacts I can answer questions about the past from a primary source of evidence. 	<ul style="list-style-type: none"> Know who Samuel Pepys was and how he is important to the events of <i>The Great Fire of London</i>. He was there and we know this as he wrote about it in his diary (artefact) What caused the fire? <ul style="list-style-type: none"> caused by a spark from his oven falling onto a 	

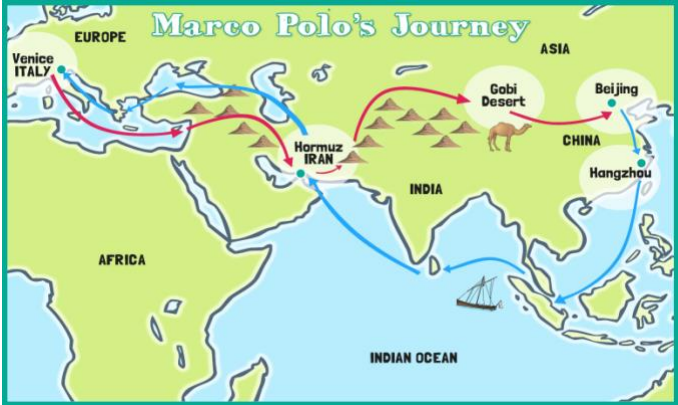
	Look reasons for who GFoL may have started. Which is the most reasonable	<p>pile of fuel nearby</p> <ul style="list-style-type: none"> • Thomas left the oven on for long and burnt the bread • the weather 	
1B The Victorians	Chronological understanding <ul style="list-style-type: none"> • I can place events within a historical context. • Sequence events in their life 	<ul style="list-style-type: none"> • Put in order (not intervals) with: Me, My adult, grannies/grandad/ Queen Elizabeth, Queen Victoria, Queen Elizabeth, Samuel Pepys, Great Fire of London, and Jesus. • Born, crawled, first tooth, walked, nursery, started reception, started year 1 etc. 	Long ago Before Now Then Past Present
	Range and depth of historical knowledge <ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • I can compare my life to my grandparents. Answer the question: what is the same and what is different? 	<ul style="list-style-type: none"> • Know how rich and poor children's lives would be different and be able to describe some of these. • Houses • Toys 	Victorians Toys Houses
	Interpretations of history <ul style="list-style-type: none"> • Compare adults talking about the past - how reliable are their memories? • I can compare my life to my grandparents. Answer the question: what is the same and what is different? 	<ul style="list-style-type: none"> • Grandparents: Space hoppers, roller skates, skipping ropes, bikes board games etc • Children today: electronic toys <p>Trip: Sudbury Hall, Museum of Childhood.</p>	Rich Poor
	Historical enquiry <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g., artefacts • I can answer questions, such as: what is the same and what is different? What can you see? What might this be used for? 	<ul style="list-style-type: none"> • I can compare historical artefacts (toys) <ul style="list-style-type: none"> Artefacts- Victorian toys What is it? What is made from? How do you play with it • Look at different types of toys we have in our lives and the toys of rich/poor Victorians • Make comparisons between your Christmas list and the Christmas list of a Victorian child 	
1C Fighting Fit	Chronological understanding <ul style="list-style-type: none"> • I can place events on a timeline within a set period, using equal intervals, which are given. • I can order events from Florence 	<ul style="list-style-type: none"> • Born in Italy :12 May 1820 • Date she started nursing • Crimean war dates • Date she met sanitary commission 	Long ago Before Now Then

	Nightingale's Day.	<ul style="list-style-type: none"> died in London: 13 August 1910 Woke up Cleaned the wards Washed hand Looked after patients and changed bandages throughout the day Washed hands Lit lamp Check on patients before bed Go to bed 	Past Present Nursing Medicine Bandages Wounded Sanitation Ward Lamp patient
	Range and depth of historical knowledge <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Know the importance of a historical figure - Florence Nightingale. 	<ul style="list-style-type: none"> Nickname: Lady with the lamp Detail of life: worked as a nurse in the Crimean war, nursed wounded soldier, wanted clean hospitals and medical equipment 	
	Interpretations of history <ul style="list-style-type: none"> Understand how her role; saved hundreds of lives. 	<ul style="list-style-type: none"> Understand the role she had in developing nursing practices. made people realise the importance of being a nurse Nightingale Nurse 	
	Historical enquiry <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g., artefacts Understand some events from the everyday life of Florence Nightingale. 	<ul style="list-style-type: none"> Know how she impacted on modern day nursing. Nightingale spent every waking minute caring for the soldiers. In the evenings she moved through the dark hallways carrying a lamp while making her rounds, looking after (ministering) to patient after patient. 	

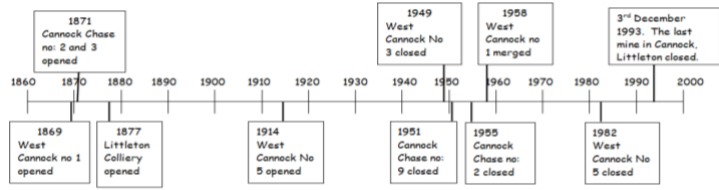

2A Once Upon a Time	Chronological understanding <ul style="list-style-type: none"> I can place events in order on a simple timeline. Chronology of different castles and changes over time 	Understand the main events leading up to the Battle of Hastings. <ul style="list-style-type: none"> 5 January 1066: King Edward the Confessor dies 6 January 1066: Harold Godwinson is crowned King of England January 1066: As news of Harold's coronation spreads, both William and Harald Hadrada of Norway plan to invade England to contest the throne 	10 years 100 years In my lifetime Ordering Artefacts Weapons Normans Attack and defence
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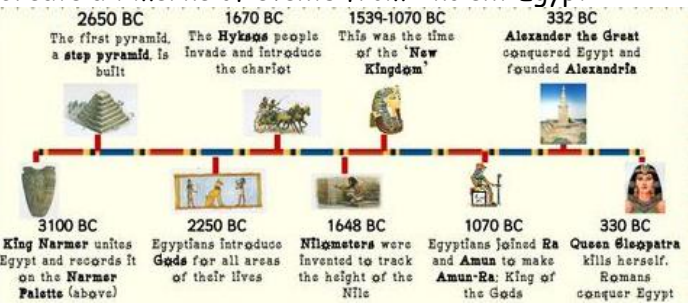
		<ul style="list-style-type: none"> - 25 September 1066: At the Battle of Stamford Bridge Harald Hadrada and King Harold's brother Tostig are killed - 27 September 1066: William of Normandy and his forces land at Pevensey on the Sussex coast. - 14 October 1066: The Battle of Hastings takes place. King Harold of England is killed, and William of Normandy is victorious - 25 December 1066: William of Normandy (the Conqueror) is crowned King of England 	<p>Observe Reason Same and different</p> <p>Primary sources Artefacts</p> <p>Castle language:</p> <ul style="list-style-type: none"> • Keep • Moat • Battlement • Great hall • Tower • Portcullis • Bailey • motte and bailey
	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times • Give opinions about preferences, giving simple explanations 	<ul style="list-style-type: none"> • Understand the purpose of the castle. Tamworth -defensive Warwick -administrative (virtual) Tutbury • Explore causes of Battle of Hastings (link back to chronology) 	<ul style="list-style-type: none"> • noble/lord • cook • priest • soldier • gong farmer • knight
	<p>Interpretations of history</p> <ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories • Recognise differences between: - parts of castle and the roles within a castle • Explain some of the events from the daily life of people who lived within the castle walls. 	<ul style="list-style-type: none"> • Understand the different roles within the castle and compare this to our lives today. There are 7 jobs: noble/lord cook priest soldier gong farmer knight cook • Understand what daily life was like in a castle. 	<ul style="list-style-type: none"> • noble/lord • cook • priest • soldier • gong farmer • knight
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use a source - observe or handle sources to answer questions about the past based on simple observations. • I can ask and answer questions about artefacts and events from the past. What 	<ul style="list-style-type: none"> • Know different parts of a castle and what they are used for. Keep Draw bridge Moat Battlement 	<ul style="list-style-type: none"> • noble/lord • cook • priest • soldier • gong farmer • knight

	<p>is the same and what is different? I can justify my answers, giving clear reasons for my thinking.</p> <ul style="list-style-type: none"> Match and label artefacts to the people who use them. 	<p>Great hall Tower Portcullis Bailey motte and bailey</p> <p>Using:</p> <p>noble/lord cook priest soldier gong farmer knight cook</p> <p>Match the artefact to the person</p>	
<p>2B Amazing Adventure</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> Sequence photographs etc. from different periods of their life Describe memories of key events in lives I can position events the Marco Polo's life on a timeline. 	<ul style="list-style-type: none"> Sep 15 1254: Marco Polo is Born 1271: Marco Polo and his father begin Journey to Asia 1274: Marco Polo reaches Cathay and meets Kublai Khan 1275: Marco Polo appointed an envoy for Kublai Khan 1280: Marco Polo appointed governor 1295: Marco Polo returns to Venice 1298: Marco Polo serves as a gentleman-commander and is imprisoned in Genoa 1299: Marco Polo is released as a prisoner of war in Genoa 1300: Marco Polo marries Donata Badoer Jan 8 1324: Marco Polo Dies 	<p>Ordering Artefacts Timeline Venice Venetian traveler</p> <p>Primary sources</p> <p>Kublai Khan Asia</p>
	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Explore events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> What was Polo famous for and why do we remember him? Why do we remember him as an explorer? We remember him today - 700 years later - because he did one thing that none of the other merchants of the day did - he wrote about his travels. The fact that we even remember Marco Polo today is because he was a writer. Writing can be transformative. 	<p>The Travels of Marco Polo. Genoa</p>

	<ul style="list-style-type: none"> • Marco Polo as a significant figure and how his work influenced other great explorers even though he wasn't the first European to explore Asia. 	<ul style="list-style-type: none"> • Where did he travel to?  <p>The map, titled 'Marco Polo's Journey', shows the routes of Marco Polo's travels. It starts in Venice, Italy, in Europe. A red line goes east through the Middle East to Hormuz in Iran, then through the Gobi Desert to Beijing in China. A blue line goes south from Hormuz to India, then across the Indian Ocean to Hangzhou in China. The map also shows Africa to the west and Asia to the east.</p>	
	<p>Interpretations of history</p> <ul style="list-style-type: none"> • Choose and use parts of stories and other sources to show that they know and understand key features of events. • I can understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Choose and use parts of stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> • Read extracts from Marco Polo's book: The Travels of Marco Polo. • Draw conclusions and sketch what you imagine. 	
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use a source - observe or handle sources to answer questions about the past based on simple observations. • I can ask and answer questions about artefacts and events from the past. What is the same and what is different? I can justify my answers, giving clear reasons for my thinking. 	<ul style="list-style-type: none"> • Look at the images of artefacts brought back by Polo- what does it tell you about his adventures? • Marco Polo's book influenced much of later Europe. • Including Christopher Columbus 	
<p>2C All at Sea</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Sequence events closer together in time - check with reference book • Sequence photographs etc. from different 	<ul style="list-style-type: none"> • I can place historical figures on a timeline, within a set period, using a given scale (50 years) Florence Nightingale Grace Darling 	<p>Ordering Artefacts Primary source Newspapers</p>

	periods of history	Queen Victoria Marco Polo • Create a rescue timeline of 7 September 1838.	Postcard Pictures Letters
	Range and depth of historical knowledge • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times • Know the importance of Grace Darling as a historical figure. • Understand why Grace is an important historical figure.	• Lifeboats through history. • Lighthouse comparison • Recount the events of the night of Grace Darling rescuing the sailors. • Roles of women through time- Grace's role was originally keeping house but her father encourage her to swim and help on the boats (parents, grandparents, Queen Victoria's lifetime etc)	Rescue Wreck Storm Steady Survivor Lighthouse Row bravery Observe
	Interpretations of history • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories	• Compare the life of Florence Nightingale and Mary Seacole and how the role of women has changed.	reason
	Historical enquiry • I can ask and answer questions about artefacts and events from the past. What is the same and what is different? • I can justify my answers, giving clear reasons for my thinking. • I can use different sources of evidence to make statements about the past.	• Know there are different sources of information which can be used to find out about the past. Artefacts Primary sources Newspapers Postcard Pictures Letters	
3A Moorhill Mining	Chronological understanding • Place the time studied on a timeline • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts • Place events from previous areas of study, on a timeline to present day.	-Industrial revolution - Grace Darling - 1066 - Norman conquest - Mary Seacole - Florence Nightingale -Marco Polo	Periods of History Similarities and differences British Empire Safety Diet

		<p>- this can be added to throughout the unit to include:</p> <ul style="list-style-type: none"> - 1833 Factory Act, - 1842 Mines act, Lord Shaftesbury - Huskar Pit Disaster 4th July 1838 	<p>Health Primary sources Secondary sources Artefacts</p>
	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Compare my daily life to that of a child going down the mines • Explain some of the living and working conditions of children who worked down the mines. • Explain what led to the change in working conditions for children in mining. • Explain what change occurred with children's working conditions. 	<ul style="list-style-type: none"> • Know how mining affected Cannock and why it was important to our community. <ul style="list-style-type: none"> -Jobs -Families -Infrastructure -Education -Jobs -Life expectancy -Pay • Role of children in mines and in factories 	<p>Industrial revolution Shaft Mining Seam Coal face Coal Pit pony Bell bit</p>
	<p>Interpretations of history</p> <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • I can name some significant events in our local history, place events about the rise and downfall of the mines and the impact it had on the town. • Know what evidence is left around our locality which shows mining was a major industry here 	 <ul style="list-style-type: none"> • Littleton Mine memorials • Mining museum in Hednesford • Tracks • Bell pit 	

		<ul style="list-style-type: none"> • Know how energy and fuel use has changed and the reasons behind it. (From coal to renewable, environmentally friendly energy sources) - use of coal 	
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details - artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research • Explain what information from the sources of information lead me to a conclusion about the past. 	<ul style="list-style-type: none"> • What is a primary source? Different types: e.g. • Letters (written at the time) • Artefacts • Pictures (from the time) • What can we learn about history from these sources? • Draw conclusions from artefacts • I know this because... 	
<p>3B Tomb Raiders</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Place the time studied on a timeline • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts • I can place events from previous areas of study, on a timeline, from Ancient Egyptians to present day. • Place some of the main events of the Ancient Egyptians on a timeline 	<p>-Industrial revolution - Grace Darling - 1066 - Norman conquest - Mary Seacole - Florence Nightingale - (later add the date King Tut's tomb was found.)</p> <p>Create a timeline of events from Ancient Egypt</p> 	<p>Mummification Irrigation Flooding Religion Worship Pharaoh Hieroglyphics Decade Century</p> <p>Egypt Sarcophagus Pyramid Tomb Sphinx Canobic jars River Nile Artefact</p>
	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied 	<ul style="list-style-type: none"> • Know why the river Nile is important and how it was used. Transportation 	

- Compare with our life today
- Explain the purpose of the pyramids

- Explore how Egyptians used written communication (hieroglyphics)

Agriculture
Infrastructure

- Know about different Gods
Ra
Horus
Bastet
Horus
Anubis
- Know about **mummification** and why the Egyptians did this.
-To keep the body intact so it could be transported to a spiritual afterlife.
 - Step 1: Prepare the Body. ...
 - Step 2: Dry the Body. ...
 - Step 3: Restore the Body. ...
 - Step 4: Wrap the Body. ...
 - Step 5: Say Goodbye.
- Understand the steps to constructing a pyramid and reasons why they were built.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-pyramids/z2qgydm>

- built for religious purposes
- How are hieroglyphics different to our writing system?

	A	vulture		M	owl
	B	leg		N	water
	D	hand		P	stool
	F	viper		Q	hill
	G	stand		R	mouth
	H	rope		S	cloth
	I	reed		T	loaf
	J	serpent		W	chick
	K	basket		Y	reeds
	L	lion		Z	bolt

Primary source
Secondary

Tutankhamen
Howard Carter

Interpretations of history

- Use key questions to research using books

- Tutankhamen wasn't an especially important king, but **his tomb was the only royal burial found intact**

	<p>and online sources of information.</p> <ul style="list-style-type: none"> • Find out who Tutankhamen was and why the discovery of his tomb was an important historical event. • I can recount some of the events surrounding the discovery of Tutankhamen's tomb. 	<p>in modern times. The tomb was important because it let archaeologists record what an Egyptian king's tomb looked like and learn more about ancient Egypt.</p> <ul style="list-style-type: none"> • Howard Carter • November 4, 1922 <p>1891 Howard Carter goes to Egypt as a junior artist with the Egypt Exploration Fund and is eventually hired by Egypt's Antiquities Service</p> <p>1907 Howard Carter was introduced to Lord Carnarvon by Gaston Maspero the head of the Antiquities Service</p> <p>1914 Carter and Carnarvon receive a license to dig in the Valley of the Kings from the Egyptian Antiquities Service</p> <p>1917 Howard Carter approached Lord Carnarvon to finance his search for the tomb of Tutankhamen</p> <p>1917 - 1922 Howard Carter digs in the Valley of the Kings but is unable to find the tomb</p> <p>1922 Carter was given just one more season of funding by Lord Carnarvon to find the tomb</p> <p>4 November 1922: Carter finds the steps leading to Tutankhamen's tomb and asks Lord Carnarvon to come to Egypt</p> <p>26 November 1922: Carter makes the famous "tiny breach in the top left-hand corner" of the tomb doorway accompanied by Lord Carnarvon and his daughter Lady Evelyn Herbert</p> <p>27 November 1922: Carter and Carnarvon and Lady Evelyn Herbert explore the Antechamber and Annexe. They find a sealed door to another chamber</p> <p>16 February 1923: Howard Carter opens the sealed doorway leading to the burial chamber and the sarcophagus of the Pharaoh Tutankhamen</p> <p>17 February 1923: The Burial Chamber is officially opened</p> <p>5 April 1923: Lord Carnarvon dies in Cairo from an infected mosquito bite</p>	
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		<p>25 January 1925: Carter resumes work in the tomb</p> <p>1932 Conservation work on the King Tut treasures are completed and sent to the Cairo Museum</p> <p>2 March 1939: Death of Howard Carter in London</p>	
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • I can ask and answer questions from different historical sources (primary and secondary) about the past. I can explain what information from the sources of information lead me to a conclusion about the past. 	<ul style="list-style-type: none"> • What is a primary source? Different types: e.g. <ul style="list-style-type: none"> ○ Letters (written at the time) ○ Artefacts ○ Pictures (from the time) ○ Pottery • What can we learn about history from these sources? • Using the evidence, I have drawn these historical conclusions: I know this because... • Use reference books and internet with greater independence and draw simple conclusions about the past. 	
<p>3C</p> <p>Rotten</p> <p>Romans</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> • I can use specific dates to describe some of the events of this period of History. • I can place events from previous areas of study, on a timeline, from Ancient Egyptians to present day. 	<ul style="list-style-type: none"> • First tried to invade Britain (55BC) and when they were successful (43AD) • Final defeat of Boudicca • Hadrian wall built. <ul style="list-style-type: none"> - Industrial revolution - Grace Darling - 1066 - Norman conquest - Mary Seacole - Florence Nightingale - Marco Polo - ancient Egyptians - Celts in Britain - Roman invasion attempts #1, #2 and final successful invasions. 	<p>BCE</p> <p>CE</p> <p>Artefact</p> <p>Primary source</p> <p>Secondary source</p> <p>Legend</p> <p>Empire</p> <p>Emperor</p> <p>Aqueducts</p> <p>Celts</p> <p>Gladiator</p> <p>Slave</p> <p>Amphitheatre</p> <p>Rome</p>
	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied; including the role of children and families on comparison to today. 	<ul style="list-style-type: none"> • know the reasons the Romans invaded Britain and why they left. <ul style="list-style-type: none"> - The Romans were cross with Britain for helping the Gauls (now called the French) fight against the Roman general Julius 	<p>Barbarian</p> <p>Roman</p> <p>Numeral</p> <p>Polybius</p>

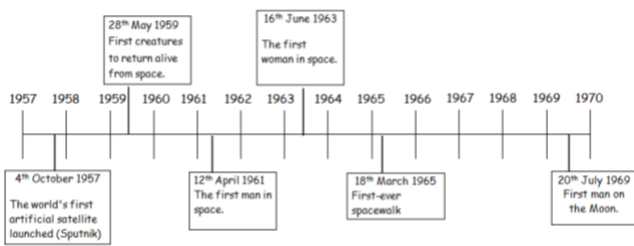
<ul style="list-style-type: none"> • Investigate the impact of the Roman Empire on Europe including the different waves of invasion • Identify reasons for and results of the Romans actions • Explore what made the Roman army so effective: • I can compare modern day daily life to that of a Roman. 	<p>Caesar. They came to Britain looking for riches - land, slaves, and most of all, iron, lead, zinc, copper, silver, and gold.</p> <ul style="list-style-type: none"> - the Romans left England because their homes in Italy were being attacked by fierce tribes and every soldier was needed back in Rome. <ul style="list-style-type: none"> • I know about how the Romans changed Britain. <ul style="list-style-type: none"> Infrastructure Language Religion Entertainment • I know about the different tribes in Britain and how this was changed. List of Celtic Tribes: <ul style="list-style-type: none"> Trinovantes, Brigantes, Deceangli, Novantae, Damnonii, Venicones, Epidii, Silures, Parisi, Cantiaci, Catuvellauni, Dubunni, Selgovae, Votadini, Taexali, Cornovii, Caledones, Carvetii, Belgae, Corieltauvi, Iceni, Atrebates, Durotriges, Regni, Dumnonii, Demetae, Ordovices • Comparison of Celtic/ Roman soldier: armour and weaponry. <ul style="list-style-type: none"> ○ Catapult • role of children/ the family in comparison to today. 	
<p>Interpretations of history</p> <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources - compare different versions of the same story • Look at representations of the period - museum, historical sites cartoon etc. • Did everyone want the Romans? -link to 	<ul style="list-style-type: none"> • Recount some of the main events of this period of History:- <ul style="list-style-type: none"> ○ Boudicca ○ Why the Roman came to Britain and why they left. ○ Celts in Britain ○ What they did for us • Explain the legacy left behind by the Romans and where we can see the evidence of it. 	

	<p>year 4 Ancient Greeks</p>	<p>Bath, Wroxeter, Wall, Watling Street Polybius Cypher -invented by the ancient Greeks Cleoxenus and Democleitus to send secret messages to the Romans</p> <table border="1" data-bbox="940 224 1295 509"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>1</td> <td>a</td> <td>b</td> <td>c</td> <td>d</td> <td>e</td> </tr> <tr> <td>2</td> <td>f</td> <td>g</td> <td>h</td> <td>i</td> <td>j</td> </tr> <tr> <td>3</td> <td>k</td> <td>l</td> <td>m</td> <td>n</td> <td>o</td> </tr> <tr> <td>4</td> <td>p</td> <td>q</td> <td>r</td> <td>s</td> <td>t</td> </tr> <tr> <td>5</td> <td>u</td> <td>v</td> <td>w</td> <td>x or y</td> <td>z</td> </tr> </table>		1	2	3	4	5	1	a	b	c	d	e	2	f	g	h	i	j	3	k	l	m	n	o	4	p	q	r	s	t	5	u	v	w	x or y	z	
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	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details - artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research 	<ul style="list-style-type: none"> • What is a primary source? Different types: e.g. <ul style="list-style-type: none"> ○ Artefacts ○ Pictures (from the time) ○ Pottery • What can we learn about history from these sources? 																																					
<p>4A Groovy Greeks</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Place events from period studied on timeline • Use terms related to the period and begin to date events • Understand more complex terms e.g., BCE/CE 	<ul style="list-style-type: none"> • Know when the Ancient Greeks were in terms of History. Timeline: <ul style="list-style-type: none"> - Industrial revolution - Grace Darling - 1066 - Norman conquest - Mary Seacole - Florence Nightingale - Marco Polo - ancient Egyptians - Celts in Britain - Roman in Britain - Ancient Greeks <p>Overlap of civilisations shown clearly</p>	<p>Fact Opinion Reliable Olympics Marathon Religion Ancient Olympics Gods: Hera, Zeus, Hades, Poseidon Politics Empire</p>																																				


	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events • Explain how some aspects of Greek life influence today • Compare different city states and explain some of the reasons why they are different. Use this information to state an opinion about where you would prefer to live and justify why. Athens VS Sparta • Compare how daily life is different between men, women, boys, and girls in Ancient Greece. • Compare my life to that of an Athenia/Spartan child • Explore ways in which the life of an Ancient Greek child is the same or different to ours. • Family, jobs, education etc • Compare different fighting and training techniques (between city states) 	<ul style="list-style-type: none"> • Olympics, democracy/ Sparta, dictatorship. • Know about the daily lives of the Ancient Greeks. • Know how the city states were different. • Compare the live of Athenian and Spartan families and draw conclusions about my own. • Battle of Marathon: In 492 BC, King Darius of Persia ordered the Greeks to obey him. Miltiades persuaded most of the people of Athens to fight against the Persian army. The Athenians sent a runner called Pheidippides to Sparta to ask for help. Miltiades divided his army into three groups The group in the middle ran towards the Persian army first and then pretended to fall back. The Persian army ran after them. The other two groups, the left wing, and the right wing, came in from both sides attacking the Persian army. The Persians were defeated. <p>Hoplite:</p> <ul style="list-style-type: none"> • phalanx formation • Bronze breast plate • Long spear, Doru in right hand • Greaves for skin protection • Xiphos- short sword (secondary weapon) • Hosplan- Greek shield • Spartan vs Athenian • Helmet with plume 	<p>Hoplite</p> <p>Persia Miltiades Pheidippides</p> <p>phalanx</p>
	<p>Interpretations of history</p> <ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use textbooks and historical knowledge • Compare a Hoplite to a Roman soldier. What 	<ul style="list-style-type: none"> • Explore ways in which the life of an Ancient Greek child is the same or different to ours. Family, jobs, education etc • Know some of the myths and legends from this period. Pandora's box 	


	<p>does this tell you about the fall of Ancient Greece to the Romans?</p>	<p>Trojan Horse Heracles Relationships between the gods</p> <ul style="list-style-type: none"> • Explore what these myths/legends teach us about the Ancient Greeks. • Look at historical sources and draw conclusion about the power of the Roman army compared to the Greek army. 	
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research 	<ul style="list-style-type: none"> • Linking back to range and depth/ interpretations: • Talk about the reliability and validity of primary and secondary sources • Explain how different sources of information help me draw conclusions about a period of History. • Answer questions about sources: what does this tell you about life...? 	
<p>4B Marvellous Maya</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Place events from period studied on timeline • Use terms related to the period and begin to date events • Understand more complex terms e.g., BCE/CE • Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. 	<ul style="list-style-type: none"> • Timeline activity: Industrial Revolution, Ancient Egypt, Romans (in Britain and start of empire) Ancient Greeks, COVID-19. • Timeline activity: events within Maya culture. • Compare timelines between Britain and Mesoamerica • Compare buildings, writing, pictures, and objects of Maya to that of the Anglo-Saxons Britain. 	<p>Religion Sacrifice Hierarchy</p> <p>Cacao beans Calendar Astronomy hierglypics monument temple priest</p>
	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events • Undertake an in-depth study of a non-European society that provides contrasts 	<ul style="list-style-type: none"> • Study the buildings of this civilisation and consolidate your knowledge as you make a range of buildings that you put together to make a class Maya city. Different uses of Maya pyramids. • Research the type of important ceremonies that took place on the top of the temple and understand that temples were often built as staging posts for ceremonial events. • Explore how the Maya transported goods and what did they trade? 	<p>Chichen Itza</p> <p>Gods</p>

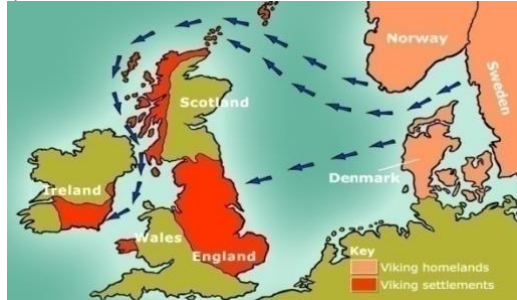
	<p>with British history - The Maya civilization. Contrast two civilisations from different places in the world</p>	<ul style="list-style-type: none"> • Learn about the organisation of Maya cities, study different kinds of buildings, and investigate some aspects of daily life. (Focus on Chichen Itza) • Explore a range of aspects within the Maya culture. To include: <ul style="list-style-type: none"> -trade (including chocolate) -religion including Gods and Hero Twins -childhood -Food (and where it was grown) -Explain how chocolate is grown and processed. - maths and calendar systems 	
	<p>Interpretations of history</p> <ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use textbooks and historical knowledge • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> • Devise historically valid questions about change, cause, similarity and difference, and significance. <ul style="list-style-type: none"> -why are we studying the Mayas? -why are they significant to us? 	
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research • Understand how our knowledge of the past is constructed from a range of sources. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 	<ul style="list-style-type: none"> • What is a primary source? Different types: e.g. <ul style="list-style-type: none"> Letters (written at the time) Artefacts Pictures (from the time) Pottery • Use images of artefacts • Ask questions and draw conclusions • Analyse what historical evidence tells us about the Maya 	
<p>4B On safari</p>	<p>No history this term.</p>		

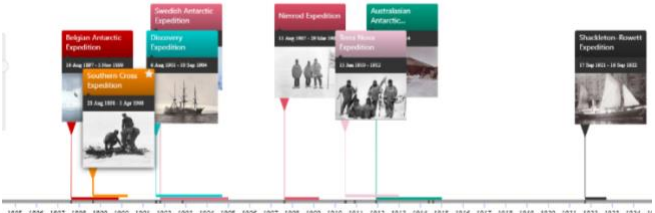
<p>5A Earth and space</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Place known events on a blank timeline 	<ul style="list-style-type: none"> Timeline activity: Industrial Revolution, Ancient Egypt, Romans (in Britain and start of empire) Ancient Greeks, Maya, COVID-19. Timeline activity: events within Maya culture. 	<p>Fact Opinion</p> <p>USSR USA Sputnik Orbiting</p> <p>Democracy Communism Soviet Satellite Exploration</p>
	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Use dates to describe the main events of the Space Race. 	<ul style="list-style-type: none"> What is the space race? Who was involved? Causes and outcomes. Was it a race to space or a race to the moon? (Explore who deserved to win the space race) <p>1942 The V2 rocket launched by USA it went 83 miles into space.</p> <p>4 October 1957: The USSR successfully launches Sputnik 1, the first Earth-orbiting satellite in history.</p> <p>3 November 1957: The USSR successfully launches Sputnik 2, carrying a dog named Laika into space.</p> <p>31 January 1958: The US enters the Space Race by launching Explorer 1, the first US satellite to reach orbit. It carried experimental equipment that led to the discovery of the Van Allen radiation belt.</p> <p>1 October 1958: The National Aeronautics and Space Administration (NASA) is created in the US.</p> <p>2 January 1959: The USSR launches Luna 1, known as the first "cosmic rocket" as it accidentally escaped the orbit of the Moon due to the object having too much speed. Luna 1 becomes the first human-made object to leave the orbit of the Earth and orbit the sun instead.</p> <p>2 August 1959: The US launches Explorer 6, the world's first weather satellite and obtains the first</p>	<p>NASA Apollo</p>

		<p>pictures of Earth from space.</p> <p>12 September 1959: The USSR launches Luna 2 and accomplishes its mission of creating the first spacecraft to reach the surface of the Moon.</p> <p>19 August 1960: Aboard the Soviet Union's Sputnik 5, the first animals (two dogs, Belka and Strelka) and a range of plants are returned alive from space.</p> <p>31 January 1961: Ham, a US chimpanzee, becomes the first hominid (or great ape) in space and the first to successfully survive the landing.</p> <p>12 April 1961: The Soviet Union achieve a clear triumph in the Space Race. Aboard the Vostok 1, Yuri Gagarin makes a single orbit around the Earth and becomes the first man to reach space. He remained in space for one hour and forty-eight minutes before landing in Saratov Oblast, west Russia.</p> <p>16 June 1963: Valentina Tereshkova becomes the first civilian and first woman in space. She spends almost three days in space, orbiting the Earth 48 times aboard her spacecraft, Vostok 6.</p> <p>18 March 1965: Alexei Leonov leaves his spacecraft, the Voskhod 2, in a specialized spacesuit and conducts a twelve-minute spacewalk, the first of its kind.</p> <p>21 December 1968: US spacecraft Apollo 8 becomes the first human-crewed spacecraft to reach the Moon, orbit it, and successfully return to Earth.</p> <p>20 July 1969: Neil Armstrong and later Edwin "Buzz" Aldrin become the first men to walk on the Moon while their crewmate Michael Collins continues to orbit the Moon aboard the Apollo 11. This secured a victory for America in the Space Race with a televised landing witnessed around the world by 723 million people.</p>	
	<p>Interpretations of history</p> <ul style="list-style-type: none"> • Compare accounts of events from different sources - fact or fiction 	<p>Who won the race? Compare contrasting accounts. Why are opinions so different? Fact vs opinion</p>	

	<ul style="list-style-type: none"> • Offer some reasons for different versions of events • Compare events in the Space race between Russia and America and give a justified opinion. 		
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing. • I can devise historically valid questions about change, cause, similarity and difference and the significance of the main events of the Space Race. • Consider the reliability and validity of primary and secondary sources. 	<p>Newspaper:</p>  <p>Use a range of primary and secondary sources and explore the validity</p>	

<p>5B Anglo Saxons and Vikings</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Study different aspects of different people - 	<ul style="list-style-type: none"> • Timeline activity: Industrial Revolution, Ancient Egypt, Romans (in Britain and start of empire) Ancient Greeks, Maya, Space Race, COVID-19. • Order events over the Anglo Saxon and Viking period of British History (build timeline of term). 	<p>Conquest Invader Settler Jorvik Longboat Raids Runes Scandinavia Settlements Settlers Artefacts Primary sources</p>
		<ul style="list-style-type: none"> • They were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful 	

	<p>differences between men and women</p> <ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period • Compare modern day daily life to that of a Viking and an Anglo-Saxon. Identify what the same and what's different. Reasoning for similarities • Know where the Vikings came from. • Compare the infrastructure/political landscapes of the Anglo-Saxons and the Vikings • Know how the Viking period started and ended; talk about changes in Britain after the fall of the Romans in Britain. • Know why the Vikings came to Britain. 	<p>metalwork and wooden carvings. Everyone lived together in a large home called a longhouse. (Link back to Maya life from Y4)</p>  <p>Link back to Y2 and the Battle of Hastings- Once Upon a Time.</p> <p>The last Roman soldiers left Britain in 410. New people came in ships across the North Sea - the Anglo-Saxons. The Anglo-Saxon age in Britain was from around AD410 to 1066.</p>	<p>Secondary sources</p>
	<p>Interpretations of history Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events</p> <ul style="list-style-type: none"> • Battle between the Anglo Saxons and Vikings for control of Britain. <p>Compare Viking/ Anglo-Saxon gods</p>	<ul style="list-style-type: none"> • The Battle of Tettenhall (sometimes called the Battle of Wednesfield or Wōdnesfeld) took place, according to the Anglo-Saxon Chronicle, near Tettenhall on 5 August 910. The allied forces of Mercia and Wessex met an army of Northumbrian Vikings in Mercia. • Odin, Thor, and Frey VS Tiw, Woden, Thor and Frig. Who rules? How do they compare to: Egyptian, Greek, Roman and Maya gods? 	
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing. 	<p>This primary source/artefact tell me _____. I know this because ____</p> <p>What is the evidence telling us about the Vikings?</p> <p>Artefacts Pictures</p>	

<p>5C Journeys</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Place events on a timeline, choosing my own increments. 	<ul style="list-style-type: none"> Timeline activity: Industrial Revolution, Ancient Egypt, Romans (in Britain and start of empire) Ancient Greeks, Maya, Anglo-Saxons, Viking, Space Race, COVID-19. Timeline: Race to Poles- add to throughout topic (include finding of Endurance) 	<p>Crevasse Glacier Frostbite Husky Scurvy Uncharted Artefact Primary source Secondary Weddell Sea</p>
	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Explain the main events in the race to the Pole. 	<ul style="list-style-type: none"> Know about the events for the race to the pole. https://www.coolantarctica.com/Antarctica%20fact%20file/History/race-to-the-pole-amundsen-scott.php 2022 Endurance found in Weddell Sea at a depth of 3,008m. Know the factors that led to Scott's failure. The seals on the stores of fuel broke, and fuel leaked out, so they didn't have enough fuel, which contributed to them freezing to death. But Scott also made some terrible, terrible mistakes. 	<p>Factors Cause Account Compare</p>
	<p>Interpretations of history</p> <ul style="list-style-type: none"> Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events Explain the reasons why Scott failed in his attempt to race to the pole. Compare modern day explorers to Scott and Amundsen. 	<ul style="list-style-type: none"> Compare the expeditions and use this to draw conclusions about the reasons one succeeded. https://www.coolantarctica.com/Antarctica%20fact%20file/History/race-to-the-pole-amundsen-scott.php Explore the impact of technology on modern British explorers either: Henry Worsley or Felicity Aston. 	
	<p>Historical enquiry</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event 	<ul style="list-style-type: none"> Use secondary sources to compare modern to 1900s equipment https://icetrek.com/equipment-guide From looking at the historical evidence 	

	<ul style="list-style-type: none"> • Select relevant sections of information • Use the library and internet for research with increasing. • Compare equipment over time. • Justify why I have drawn a historical conclusion. 		
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6A World War II	<p>Chronological understanding</p> <ul style="list-style-type: none"> • Place current study on timeline in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a timeline 	<p>Choose events from History to place on a timeline. (Back to all units covered in KS2)</p> <p>Place on a timeline:</p> <p>Start of WW2 End of WW2 Return of soldiers Blitz Propaganda Battle of Britain Evacuations Evacuee returns</p>	<p>Air raids Propaganda Evacuees Bias Fact Opinion Battle of Britain Blitz Treaty of Versailles Evacuees Axis Powers rationing Nazi Holocaust air raid shelter Artefacts Primary sources Secondary sources</p>
	<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> • Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied • Explain the events that led up to World War II- Treaty of Versailles (1920) • Compare modern day daily life to that of a child during World War 2. • Identify changes within the time-period. 	<p>End of WW1;</p> <ul style="list-style-type: none"> • Causes of war • Sanctions in place within the treaty and impacted a fuelled the racial hatred within the Nazi Party • Blitz: German air raids, from a German word 'blitzkrieg' which means 'lightning war'. • Propaganda <div data-bbox="955 1039 1585 1323" data-label="Image"> <p>The image contains three historical posters. The first is a black and white poster titled 'LEAVE THIS TO US SONNY - YOU OUGHT TO BE OUT OF LONDON' with the Ministry of Health Evacuation Scheme logo. The second is the iconic 'We Can Do It!' poster featuring Rosie the Riveter. The third is a color poster titled 'WOMEN OF BRITAIN COME INTO THE FACTORIES' showing a woman in a factory setting.</p> </div> <ul style="list-style-type: none"> • Explore how the war impacted life, especially the role of women; use my knowledge to express an 	

	<ul style="list-style-type: none"> • Demonstrate factual knowledge and understanding of aspects of the history of Britain and the wider world. • Identify and describe the different ways in which the past has been interpreted. 	<p>opinion and use 2 sides to an argument to do this.</p> <ul style="list-style-type: none"> • Evacuees (first came on 1 September 1939 - the day Germany invaded Poland and two days before the British declaration of war.) • Battle of Britain (air battle) began 1940 lasted for several months 	
	<p>Interpretations of history</p> <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at; say what conclusions can be drawn when there are no primary sources. • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research 	<ul style="list-style-type: none"> • Explore what changes were made in Britain, to prepare and to get through the war. • Explore how some events, people and changes have been interpreted in different ways and suggest possible reasons for this. • Distinguish between fact, opinion, and bias. 	
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> • Use a range of primary sources <ul style="list-style-type: none"> Letters (written at the time) Artefacts Pictures (from the time) Interviews Television/radio recording • Explore the bias behind the information • How are the sources of evidence different from other areas of history studied? (Technological developments and living memory) <p>Secondary sources: Compare a scholarly article against primary sources: what is the difference?</p>	

6B Origin of the species	Chronological understanding <ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline Use chronological vocabulary. Put the events of prehistory into the correct order and understand the scale of prehistoric time. 	<ul style="list-style-type: none"> Create timeline covering prehistoric periods from Stone Age [The Palaeolithic period (early Stone Age) The Mesolithic period (middle Stone Age) The Neolithic period (late Stone Age)], Bronze Age, Iron Age: leading into the Romans in Britain. Create a timeline from Stone Age [The Palaeolithic period (early Stone Age) The Mesolithic period (middle Stone Age) The Neolithic period (late Stone Age)] to today: include all areas of history taught since y2. (Marco Polo/ Rudyard Kipling, Battle of Hastings, Grace Darling, Ancient Egyptians, Romans, Industrial revolution, last mine in Cannock closing (1993), Ancient Greeks, Maya/Aztec, Space Race, Anglo-Saxons, Vikings, Race to Poles, WW2, Battle of Britain) Ensure overlap between periods of history. Research dates to go on the timeline from books and the internet 	
	Range and depth of historical knowledge <ul style="list-style-type: none"> Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Explore the course of events that might have led Stone-Age people to move from hunting and gathering to farming. 	<ul style="list-style-type: none"> Begin in the Old Stone Age by looking at hunter-gatherers who lived by hunting animals and collecting fruit and nuts, and then move on to explore the first farmers, who imported new animals and crops and cleared fields from the forest (link to evolution of species) 	
	Interpretations of history <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion 	<ul style="list-style-type: none"> Explore key differences between the technology and materials of farmers and hunter-gatherers. Speculate about which was the harder way of life, hunting and gathering or farming. Undertake historical research. 	

	<ul style="list-style-type: none"> • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research 	<ul style="list-style-type: none"> • Use research to back up an opinion on the comparison between two periods. • Skara Brae: gives historians an insight into what life was like in Britain during that time. (Note: Skara Brae is older than Stonehenge and the Great Pyramids of Giza.) 	
	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account • Generate questions and hypotheses about what people hunted and gathered and do some research to find out. • Generate questions about what they want to know about Skara Brae. 	<ul style="list-style-type: none"> • Take a virtual tour of Skara Brae: https://www.historicenvironment.scot/about-us/news/new-digital-model-of-skara-brae-welcomes-virtual-visitors/ • Explore artefacts found at the site and draw conclusions about what they teach us about the period of time. 	