

ELG: Past and Present

Children at the expected level of development will:

- 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

Year 1

Topic/themes	Infinity and Beyond	Mary Seacole & Florence Nightingale	Brunel
Key texts	Wings A cats Guide to the night sky – Stuart Atkinson & Brendan Kearney Little People Big Dreams - Neil Armstrong Maria Sanchez Vegara Mae Jameson Maria Sanchez Vegara Tim Peake Maria Sanchez Vegara The Book of Blast Off – Timothy Knapman & Nik Henderson	The Extraordinary life of Mary Seacole –Nadia Redgrave Little People Big Dreams - Florence Nightingale Maria Sanchez Vegara	
Steps to Success	Who was Neil Armstrong? • What were his achievements on July 20th 1969. • Who flew to the moon with Neil Armstrong? Why was this so important • Details of the flight and how people watched at home • Why is this an important event that we remember? Who was Mae Jemison? • What did she dream of as a child? • What was her life like? What did she do as an adult? • University • Peace Corps • What did she do in 1992?	Who is Florence Nightingale and why is she remembered? • When was the Crimean War? • Events in her life. • Her role in Scutari • Why was this remarkable? Who is Mary Seacole and what did she do? • Events in her life. • Her role in Scutari • Why was this remarkable? Why isn't she as well-known as FN? (comparison) • Comparison • Role of black women in society How have hospitals changed? • Comparison of hospital now and then. Nightingale Hospitals	Who is Brunel and why is he remembered? • Who was Brunel? • Events in his life • What did he do? • What motivated him? • Why was this remarkable? • How did this man change the world ? • National Achievements – Thames Tunnel, SS Great Britain • How did this man change the world ? Why is there a statue of Brunel in the town centre? • Railway • Box Hill How did the Railway change Swindon? • Railway Works • Railway Village

	Why was this so significant? • First Afro- American woman • First woman of colour How does Mae continue to influence the world? What similarities and differences are there between Mae Jemison and Neil Armstrong?	• How did these women change the world of nursing and hospitals?	• Blueprint for NHS (Trip to Steam/Outreach)
Knowledge	Know that we can learn about the past through the experiences of other people. • Know that Neil Armstrong was an American Astronaut. • Know that Neil Armstrong was the first man to step foot on the moon on July 20th 1969. • Know that Neil Armstrong flew to the moon on Apollo 11 alongside Buzz Aldrin and Michael Collins. Mae Jameson Know when Mae Jameson was born. Know at least 1 significant event in her life. Know why she was a significant person in history. Why were these people and their achievements significant?	Know when Florence Nightingale lived and events in her life. Know when the Crimean War was? Know about her role in Scutari Know why this was this remarkable? Know when Mary Seacole lived and events in her life. Know when the Crimean War was? Know about her role in Scutari Know why this was this remarkable Discuss why she isn't as well-known as FN? (comparison) Know how the Role of black women in society was different Know how hospitals have changed? Comparison of hospital now and then. Know how these women changed the world of nursing and hospitals? Why were these people and their achievements significant?	Know who Brunel was and why is he remembered Know about events in his life Know about his National Achievements – Thames Tunnel, SS Great Britain Know why there is a statue of Brunel in the town centre Know how the Railway changed Swindon. Why were these people and their achievements significant?
Skills	Chronology • Sequence events in the Space race and the launch, orbit and landing in chronological order. <i>(KPI C1 - Pupils can sequence <u>an event or two related objects</u> in order of time using key vocabulary to support</i>	Chronology • Sequence events, objects from different periods in chronological order. <i>(KPI C1 - Pupils can sequence <u>an event or two related objects</u> in order of time using key vocabulary to support them.)</i>	Chronology • Sequence events, objects from different periods in chronological order. <i>(KPI C1 - Pupils can sequence <u>an event or two related objects</u> in order of time using key vocabulary to support them.)</i>

	<i>them.)</i> - Show on a timeline when the moon landing and other significant space missions happened. Range and depth of Historical Knowledge - Find out about key people and events. - Identify similarities and differences between ways of life in different periods. <i>(KPI HK2 2- Pupils can begin to describe similarities and differences between events and artefacts.)</i> - Events beyond living memory that are significant nationally or globally commemorated through festivals or anniversaries - The lives of significant individuals in the past who have contributed to national and international achievements. Interpretations of history - Understand some of the ways in which we find out about the past and identify different ways in which it is represented. - Describe similarities and differences of artefacts. Historical Enquiry - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. <i>(KPI HEQ 1 Pupils should explore events and artefacts from the past and ask and answer simple questions e.g. which things are old/new? What were people doing? What is this object used for?)</i>	- Know where the people and events they study fit within a chronological framework. Range and depth of Historical Knowledge - Find out about key people and events. - Identify similarities and differences between their experiences of nursing in the present day and compare it to Florence Nightingale. <i>(KPI HK1 - Pupils should tell the difference between past and present in their own lives and other people's lives; and begin to suggest why something might be different.)</i> - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Interpretations of history - Understand some of the ways in which we find out about the past and identify different ways in which it is represented. - Describe similarities and differences of their experience and then compare with a Grandparents- this will be linked to perhaps shopping for clothes or uniform such as nurses would have needed. <i>(KPI HI 1- Pupils will look at the similarities and differences of two different recounts within their own lives, comparing themselves to an older family member.)</i> Historical Enquiry - Look at books and pictures to find out about events in the past and to discuss	- Know where the people and events they study fit within a chronological framework. Range and depth of Historical Knowledge - Find out about key people and events. - Identify similarities and differences between ways of life in different periods. <i>(KPI HK 2- Pupils can begin to describe similarities and differences between events and artefacts.)</i> - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Interpretations of history - Understand some of the ways in which we find out about the past and identify different ways in which it is represented. - Describe similarities and differences of artefacts. Historical Enquiry - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. <i>(KPI HEQ 1- Pupils should explore events and artefacts from the past and ask and answer simple questions e.g. which things are old/new? What were people doing? What is this</i>
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	Organisation and communication - Use a wide vocabulary of everyday historical terms. - Use of time lines and annotated photographs. <i>(KPI OC1-Pupils should communicate ideas about history in their lives using one approach such as role-play, ICT, speaking and listening, drawing and storytelling.)</i>	how this would have made them feel if they had been there..(KPI HES 1- Pupils can look at books, videos, photographs, pictures and artefacts to find out about the past.) Organisation and communication - Use a wide vocabulary of everyday historical terms. - Use of time lines and annotated photographs. <i>(KPI OC1-Pupils should communicate ideas about history in their lives using one approach such as role-play, ICT, speaking and listening, drawing and storytelling.)</i>	<i>object used for?)</i> Organisation and communication - Use a wide vocabulary of everyday historical terms. - Use of time lines and annotated photographs. <i>(KPI OC1-Pupils should communicate ideas about history in their lives using one approach such as role-play, ICT, speaking and listening, drawing and storytelling.)</i>
Vocabulary	year decade century ancient modern long ago timeline date order similar different because important living memory remembers simple mechanical inventions photograph camera detective opinion artefact What...? When...? Where...?	year decade century ancient modern long ago timeline date order similar different because important living memory remembers simple mechanical inventions photograph camera detective opinion artefact What...? When...? Where...?	year decade century ancient modern long ago timeline date order similar different because important living memory remembers simple mechanical inventions photograph camera detective opinion artefact What...? When...? Where...?
Key assessments	Assessment - Factfile + Socrative Quiz	Debate and Vote + Socrative Quiz	Diary/Letter + Socrative Quiz

	Famous Queens	Mary Anning	London's Burning
Key Texts	The Queen's Wardrobe – Julia Golding & Kate Hindley Queen Victoria's Bathing machine – Gloria Whelan & Nancy Carpenter Queen Elizabeth – Platinum Jubilee book	The Fossil Hunter –Kate Winter Stone Girl Bone Girl- Laurence Anholt & Sheila Moxley	The great fire of London anniversary edition Ladybird History - The Great Fire of London The Great fire of London Unclassified – Nick Hunter
Steps to Success	Who was Queen Elizabeth 1? • What was her life like? • How long did Queen Elizabeth I reign for? What did she do? • What famous inventions were created during her reign? (printing press, clock, gunpowder) • How did she rule her country? How is she remembered? • What was her legacy? (Golden age, Unity, Exploration) • Paintings https://www.npg.org.uk/schools-hub/queen-elizabeth-is-power • Who was Queen Elizabeth II? • How long did Queen Elizabeth II reign for? • How old was she when she became queen? • How many children did she have? •What did she do? • What famous inventions were created during her reign? (televisions, the internet and computers) • How did she rule her country?	Who was Mary Anning? • When did she live? • What was her life like? What did she do? • What did she discover? • Why was this important? Why was this a huge achievement? • What was life like for women? • What sort of person must Mary have been to succeed in a man's world? • What obstacles did she face? How do we know about Mary's actions? • Paintings, letters, blue plaque, museum • What do these tell us? • Do they give an accurate picture? How and why should we remember Mary Anning? • Should there be a better museum dedicated to her?	When did the Great Fire of London happen? • What was life like then? What actually happened? • Why did it start? • Why did it spread? • How was it stopped? How do we know? • How do we know so much when it was so long ago? (Samuel Pepys, National Archives) • Is evidence always reliable? (paintings, primary and secondary evidence) What was the damage? • 13,000 houses, 90 churches, St Pauls Cathedral • What survived? Tower of London, Cloth Fair, St Helen's What changed as a result of the fire? • King Charles' proclamation • Post Fire – regulations • Insurance • Fire service - Artefacts, chronological order What is the Monument and why is it important? How did the Great Fire of London change the way we live now?

Knowledge	Know that Queen Elizabeth 1 reigned from 1550-1603 Know that Queen Elizabeth 11 reigned from 1952-2022 Know that Queen Elizabeth 1 never though she would be Queen. Know that Queen Elizabeth 1 and 11 were 25 when they became Queen Know that during Queen Elizabeth 1 reign was know as the Golden Age exploration, theatre and security. Know that during Queen Elizabeth 11 reign televisions, the internet and computers were invented.	Know when Mary Anning lived. Know the main events of Mary Anning's life. Know what Mary Anning discovered. Know why was this important. Know that life for women was very different from now. Know that Mary must have been determined and resilient. Know that Mary faced many obstacles such as being a woman, being poor and not receiving the credit she deserved. Know how important her discoveries were and how they shaped how scientists think about fossils and prehistoric life.	Know that The Great Fire of London started in a bakery on Pudding Lane on 2nd September 1666. Know that the fire burned for 4 days and was finally put out on Thursday 6th September 1666. Know that the fire destroyed St Paul's Cathedral. Know that Samuel Pepys wrote a diary about the fire and that has helped us to know what we know today. Know that they used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks. Know that in 1666 the buildings in London were made of wood and straw and were close together so the fire spread very quickly. Know that after the fire King Charles ordered that buildings should be rebuilt in brick or stone and the streets made wider.
Skills	Chronology - Show the reign of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II on a timeline in chronological order. <i>(KPI C1- Pupils can put three people, events or objects from a key historic event in order using a given scale e.g. plotting the events surrounding the fire of London.)</i> - Compare the lengths of their reigns - Sequence artefacts, maps, images from their reigns. <i>(KPI C2-Pupils should be able to sequence artefacts closer together in time; sequence photos from different periods of their life and describe memories of key events in life.)</i> Range and depth of Historical Knowledge - Describe the key events in their reigns, key inventions and changes - Show how an aspect of life changed e.g houses or transport. Interpretations of history	Chronology - Show the life of Mary Anning and Queen Victoria on a timeline in chronological order. <i>(KPI C1- Pupils can put three people, events or objects from a key historic event in order using a given scale e.g. plotting the events surrounding the fire of London.)</i> - Recap knowledge about what life was like at this time Range and depth of Historical Knowledge - Find out about Mary Anning's life and significant events within this period - Describe how her life was different to our lives now <i>(KPI HK2- Pupils can then confidently suggest why something might be different.)</i> - Describe some of the obstacles she faces - Explain why her discoveries were significant	Chronology - Show the GFOL on a timeline and link this to ERI's reign. <i>(KPI C1- Pupils can put three people, events or objects from a key historic event in order using a given scale e.g. plotting the events surrounding the fire of London)</i> - Sequence artefacts from different periods in chronological order. <i>(KPI C2- Pupils should be able to sequence artefacts closer together in time; sequence photos from different periods of their life and describe memories of key events in life.)</i> - Describe what London was like in the 1600s Range and depth of Historical Knowledge - Find and sequence the key events of the fire - Explain how London was different then and how the houses and buildings allowed the fire to spread so quickly

	- Use paintings of the monarchs to look at meanings and accuracy of artwork Historical Enquiry - Ask and answer questions about the reigns of the monarchs. (<i>KPI HEQ1- Pupils should use a source to ask simple why, what, where, when and how questions to help them find the answers to support their learning.) (KPI HEQ 2- Pupils should answer questions about the past e.g. what was it like for a...? What happened in the past? How long ago did it happen?)</i>) - Choose and using sources to show that they know and understand key features of events. (<i>KPI HES1- Look carefully at pictures and artefacts to find information out about the past. Look at and discuss a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, and the internet to find out about the past.)</i>) Organisation and communication - Use a wide vocabulary of everyday historical terms. - Use time lines and other sources to describe the significance of the queens and events of their reigns communication these findings to their peers. (<i>KPI OC1 Pupils communicate ideas about people, objects or events from the past using two different approaches such as speaking, writing, drawing, role-play, storytelling and using ICT).</i>)	Interpretations of history - Use paintings, letters, blue plaque, artefacts from Lyme Regis museum to explain how we know about her life - Question if these artefacts are all reliable (<i>KPI HI2 Pupils will describe similarities and differences of artefacts)</i>) Historical Enquiry - Ask and answer questions about Mary Anning's life. (<i>KPI HEQ 2- Pupils should answer questions about the past e.g. what was it like for a...? What happened in the past? How long ago did it happen?)</i>) - Choose and use sources to show that they know and understand the significance of her discoveries and life. (<i>KPI HES1- Look carefully at pictures and artefacts to find information out about the past. Look at and discuss a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, and the internet to find out about the past.)</i>) Organisation and communication - Use a wide vocabulary of everyday historical terms. - Use time lines and other sources to photographs to describe the significance of Mary Anning and her discoveries	- Identify the changes that were put in place to ensure that such a fore did not reoccur. - Show how the fire service and firefighting methods have changed using sources and evidence. (<i>KPI HK1- Pupils can look at two similar sources of information to identify and describe similarities and differences between significant events then and now.) (KPI HK2- Pupils can then confidently suggest why something might be different.)</i>) Interpretations of history - Show how the diaries of Samuel Pepys and, the National Archives have given us evidence about the fire. (<i>KPI HI1 - Pupils will look at the similarities and differences of two different recounts of the same historical event.)</i>) - Use paintings to show how evidence is always reliable - Describe similarities and differences of fire fighter's clothing (<i>KPI HI2 Pupils will describe similarities and differences of artefacts)</i>) Historical Enquiry - Ask and answer questions about the GFOL (<i>KPI HEQ1- Pupils should use a source to ask simple why, what, where, when and how questions to help them find the answers to support their learning.) (KPI HEQ2- Pupils should answer questions about the past e.g. what was it like for a...? What happened in the past? How long ago did it happen?)</i>) - Choosing and using evidence and
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					artefacts to show that they know and understand key features of events. (KPI HES1- Look carefully at pictures and artefacts to find information out about the past. Look at and discuss a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, and the internet to find out about the past). Organisation and communication • Use a wide vocabulary of everyday historical terms. • Use role play and story telling to show the events of the GFoL and the experiences of the people who lived through it. Explain how this is now unlikely to happen in modern cities. (KPI OC1 Pupils communicate ideas about people, objects or events from the past using two different approaches such as speaking, writing, drawing, role-play, storytelling and using ICT)	
Vocabulary	Chronological order era/period monarch monarchy armada	Chronological order era/period The Victorians impact significant brave pioneer memorial museum investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?	Chronological order era/period The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys diary danger Christopher Wren St Paul's Cathedral impact significant brave pioneer Atlantic Ocean memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact			
Key Assessments	Video 'A Day in the Life' + Socrative Quiz	'Non Chron on M A' + Socrative Quiz	Diary Entry' + Socrative Quiz			
By the end of KS1 pupils	changes within living memory. Where appropriate, these	Range and depth of Historical Knowledge Find out about key	Chronology	Interpretations of history	Historical Enquiry They should ask and answer questions,	Organisation and communication

should be taught about	should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.	people and events. Identify similarities and differences between ways of life in different periods. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. identify similarities and differences between ways of life in different periods Events beyond living memory that are significant nationally or globally commemorated through festivals or anniversaries].	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Sequence events, objects from different periods in chronological order.	They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Describe similarities and differences of artefacts.	choosing and using parts of stories and other sources to show that they know and understand key features of events	Use a wide vocabulary of everyday historical terms. Use of time lines and annotated photographs.
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	Walk like an Egyptian	Stone Age, Iron Age & Bronze Age
Key Texts	James Davies' Meet the Ancient Egyptians Ancient Egypt: Tales of Gods and Pharaohs – Marcia Williams Myths, Mummies and Magic in Ancient Egypt – Stephan Davies & Nuria Tamarit	Mammoths Marcia Williams The History Detective Investigates: Stone Age to Iron Age – Clare Hibbert Live like a Hunter Gatherer – Naomi Walmsley The secrets of Stonehenge – Mick Manning & Brita Granstrom Stone Age Boy – Satoshi Kitamura
Steps to success	• When and where did the Ancient Egyptians live? • Why was the River Nile so important? • What did the Ancient Egyptians invent? • What are pyramids? • What did Ancient Egyptians believe in life after death? • • How do we know about the lives of Ancient Egyptians? What do artefacts tell us? Are they reliable sources of information?	• When were the Stone, Iron and Bronze Ages? • How long did the Stone Age last? • What were the main characteristics of life in this era? • What was daily life like in this period? • What shelter did they have, what did they eat, what did they trade? • How do we know about the lives of these people? • Skara Brae • What do artefacts tell us? Are they reliable sources of information? • How long did the Iron Age last? • What were the main characteristics of life in this era? • What was daily life like in this period? • What shelter did they have, what did they eat, what did they trade? • How do we know about the lives of these people? • What do artefacts tell us? Are they reliable sources of information? • How long did the Bronze Age last? • What were the main characteristics of life in this era? • What was daily life like in this period? • What shelter did they have, what did they eat, what did they trade? • How do we know about the lives of these people? • What do artefacts tell us? Are they reliable sources of information? • To compare similarities and differences looking at one aspect studied. •
Knowledge	Know that the Egyptian times were between 3100BC to 332BC Know that the Egyptians used the river Nile for many different things including transport, irrigation, mud for pots and houses among other things. Know that the Ancient Egyptians invented many things including eye makeup, different medical surgeries and the solar calendar. Know that the Egyptians built the Pyramids as monuments to house the tombs of the pharaohs.	To know that The Stone Age, Bronze Age and Iron Age covers 98% of human history in Britain. To know that there are three key periods to the Stone age: Palaeolithic around 3,000,000 BC: humans were hunter gatherers who led a nomadic existence, moving with the seasons. Tools began being fashioned (hand axe) Mesolithic around 10,000 BC: humans began to build settlements, keep animals and build materials. Beakers and pots.

	Know that we know about Ancient Egyptian life because of artefacts found, the discovery of tombs and methods of communications such as the use of hieroglyphics and papyrus rolls. Know that Ancient Egyptians invented hieroglyphics which was the second oldest form of writing. Know that mummification was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife.	Neolithic around 4500-2400 BC.: agriculture began, crops were grown and permanent structures of community were built (Stonehenge) To know that Stone age cave paintings have helped archaeologists know more about this period in time. To know that Stone Age houses were built of wood and wattle and daub (a mixture of manure, clay, mud and hay stuck to sticks). They were sometimes made of stones. The roofs were made of straw. To know that Skara Brae is a Stone Age village thought to have been built around 3000 BC that was discovered on Orkney, off the North coast of Scotland. To know that at the end of the Stone Age – The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain To know that the Bronze age was between c2500–c800 BC Duration: 1700 years. To know that Avebury stone circle was built during this period of time., To know that during the Bronze age people discovered how to get metals out of rocks, a metal called bronze replaced stone as the best material for making tools. To know that during the bronze age people lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes. To know that the Iron age was between c800 BC–AD 43 Duration: 843 years To know that Iron tools were sharp and strong and made farming more efficient. To know that during the Iron age People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside. To know the key similarities and differences between the Stone Age, Bronze Age and Iron Age.
Skills	Chronology - Show the Ancient Egyptian Era on a timeline - Sequence events from the Egyptian era independently <i>(KPI C1- Pupils can use timelines to place up to five significant events and artefacts from the time studied in order and to understand that timelines can be divided into BC and AD.)</i> - Use dates related to the passing of time Range and depth of Historical Knowledge - Identify key differences in the way Ancient Egyptians lived - Explain and describe how their beliefs influenced how they lived - Explain how the River Nile was important in their day to day lives <i>(KPI HK1- Pupils are able to use two or more sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.)</i>	Chronology - Show the Stone Age, Bronze age and Iron Age Eras on a timeline - Sequence events from this era independently <i>(KPI C1- Pupils can use timelines to place up to five significant events and artefacts from the time studied in order and to understand that timelines can be divided into BC and AD.)</i> - Use dates related to the passing of time Range and depth of Historical Knowledge - Identify key differences in the way Stone Age, Bronze Age or Iron Age man lived - Explain and describe how they lived day to day <i>(KPI HK1- Pupils are able to use two or more sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.)</i>

	Interpretations of history • Use artefacts to make inferences about the Egyptians • Ask questions about the validity of evidence • Use artefacts to illustrate descriptions of Egyptian life <i>(KPI HI 2 Pupils will describe similarities and differences of artefacts and begin to question their validity)</i> Historical Enquiry • Use a range of sources to find out about a period • Observe small details – artefacts, pictures <i>(KPI HES 1- Pupils should look at and begin to use a range pictures and artefacts to find information out about the past. Look at and use a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.)</i> • Select and record information relevant to the study • Begin to use the internet/library for research for a particular question on a chosen aspect • Ask and answer questions about Ancient Egyptian life using the sources <i>(KPI HEQ1- Pupils should use more than one source to ask who, what, where, when and why questions to gain a better understanding of the past. Pupils should answer who, what, when, where and why questions beginning to use sources of evidence to support their answers.)</i> Organisation and communication • Present knowledge gained about one aspect of Ancient Egyptian life <i>(KPI OC1- Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i>	Interpretations of history • Use artefacts to make inferences about the era • Ask questions about the validity of evidence • Use artefacts to illustrate descriptions of Stone Age life • Look in detail at artefacts that show Stone age life- do they differ in what they are telling us? <i>(KPI HI 1-Pupils should look at two different versions of the same event, and viewpoints and identify differences in the accounts.)</i> Historical Enquiry • Use a range of sources to find out about a period • Observe small details – artefacts, pictures <i>(KPI HES1- Pupils should look at and begin to use a range pictures and artefacts to find information out about the past. Look at and use a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.</i> • Select and record information relevant to the study • Begin to use the internet/library for research for a particular question on a chosen aspect • Ask and answer questions about Stone, Bronze and Iron Age life using the sources <i>(KPI HEQ1- Pupils should use more than one source to ask who, what, where, when and why questions to gain a better understanding of the past. Pupils should answer who, what, when, where and why questions beginning to use sources of evidence to support their answers.)</i> Organisation and communication • Present knowledge gained about one aspect of Stone, Bronze and Iron Age life <i>(KPI OC1- Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i>
Key Assessments	Quiz + Explain it- Questions to answer/ explain to show understanding.	Quiz at half terms. + cross- curricular non-chronological report.

	Ancient Greeks	Ancient Romans (2 terms)
Key Texts		
Steps to Success	- When and where did the Ancient Greeks live? - Why were the Gods so important? - What did the Ancient Greeks invent? - Why were temples so important? - What did Ancient Greeks believe in life after death? - What legacies did the Ancient Greeks leave us? What do artefacts tell us? Are they reliable sources of information?	- When and where did the Romans live? - Who were the Romans? - Why were they so powerful? - What was daily life like for a Roman? - Who was Boudicca? - What was Roman culture like? - What legacies did the Romans leave? - Why were they so successful?
Knowledge	- To know that the Ancient Greek period was between 700 and 480BC. - To know that religion was very important in Ancient Greece. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology. - To know that Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus To know that in Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths. - To know that Athens had a democratic government –this means that the people who lived there made decisions by voting, like we do in Britain today. - To know that the Ancient Greeks invented the Olympics. The first recorded Games was in 776 BC, in Olympia	To know that the Roman times were from 625BC to 476AD - To know that Julius Caesar attempted to invade Britain in 55 BC but this was unsuccessful. - To know that in 54 BC Julius Caesar invaded Britain again with a few more successes. After three months of fighting, the Romans left Britain to stop a rebellion in Gaul. - To know that Julius Caesar was killed in 44 BC. - To know that in 43 AD the Romans invaded Britain and it became part of the Roman Empire. - To know that during the invasion, the Celts realised how powerful the Roman Army were and agreed to obey laws and pay taxes although some Celtic tribes continued to fight them. - To know that the Roman army was the largest and most efficient fighting force in the ancient world and the army was very advanced for its time. - To know that Boudicca was a member of the Iceni tribe who fought against the Roman army to stop them from taking over her land.
Skills	Chronology - Show the Ancient Greek Era on a timeline - Sequence events from the Ancient Greek era independently <i>(KPI C1- Pupils should be able to place and order names, places and dates of significant events on a timeline, showing understanding of BC and AD.)</i> - use common words and phrases relating to the passing of time e.g. empire, early civilisation. Range and depth of Historical Knowledge - Identify key beliefs of Ancient Greeks - Explain and describe how their beliefs influenced how they lived - Compare facts about two or more people before living memory, and use evidence to describe the actions and consequences of people in the past <i>(KPI HK1- Pupils are beginning to use a range of sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.)</i>	Chronology - Show the Roman Era on a timeline. place and order names, places and dates of significant events on a timeline, showing understanding of BC and AD - Sequence events from the Roman invasion independently <i>(KPI C1- Pupils should be able to place and order names, places and dates of significant events on a timeline, showing understanding of BC and AD.)</i> - use common words and phrases relating to the passing of time e.g. empire, early civilisation, emperor. Range and depth of Historical Knowledge - Identify key events in the Roman Invasion - Explain and describe how the Celts reacted and interacted with the Romans - Compare facts about the two armies, and use evidence to describe the actions and consequences of people in the past <i>(KPI HK1- Pupils are beginning to use a range of sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.)(KPI HK2 Pupils should</i>

	Interpretations of history • Use artefacts to make inferences about the Greeks • Ask questions about the validity of evidence • Use artefacts to illustrate descriptions of Greek life <i>(KPI HI2- Pupils will describe similarities and differences of sources of information and question and justify their validity.)</i> Historical Enquiry • look at and use a range pictures and artefacts to find information out about the past and to begin to build up a picture of a past event. • Observe small details – artefacts, pictures <i>(KPI HES1 - Pupils should look at and use a range pictures and artefacts to find information out about the past and to begin to build up a picture of a past event.)</i> • Select and record information relevant to the study select and use a range of relevant sources e.g. books, pictures, stories, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past <i>(KPI HES2 - Pupils should begin to select and use a range of relevant sources e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.)</i> • Ask and answer questions about Ancient Egyptian life using the sources <i>(KPI HEQ 1 -Pupils should use multiple sources to ask and answer who, what, where, when and why questions to gain a better understanding of a period in time, justifying any answers with evidence.)</i> Organisation and communication • Present knowledge gained about one aspect of Ancient Egyptian life <i>(KPI OC1- Communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i> <i>(KPI OC2- Pupils should use subject specific words and discuss the most appropriate way to present the information for the given audience)</i>	<i>be able to give a reason for these changes)</i> Interpretations of history • Use artefacts to make inferences about the Romans and Celts • Are all events recorded in the same way, do viewpoint differ on the invasions? <i>(KPI HI1- Pupils should look at two different versions of the same event and viewpoints and identify differences in these accounts. Pupils should also give reasons to why the accounts are different)</i> Historical Enquiry • look at and use a range pictures and artefacts to find information out about the past and to begin to build up a picture of a past event. • Observe small details – artefacts, pictures <i>(KPI HES 1- Pupils should look at and use a range pictures and artefacts to find information out about the past and to begin to build up a picture of a past event.)</i> • Select and record information relevant to the study select and use a range of relevant sources e.g. books, pictures, stories, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past <i>(KPI HES 2- Pupils should begin to select and use a range of relevant sources e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.)</i> Organisation and communication • Present knowledge gained about one aspect of Roman life <i>(KPI OC1- Communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i> <i>(KPI PC2- Pupils should use subject specific words and discuss the most appropriate way to present the information for the given audience)</i>
Key Assessments	Quiz + Video newsreport- battle.	Quiz + Diary entry- A Day in the Life of...

	Anglo Saxons	Vikings	WW2
Key texts			
Steps to Success	- Who were the Anglo-Saxons? - When did the Anglo-Saxon invaders arrive in Britain? - Where did they settle and why? - What did they do for work? - What was food, clothes and currency was like for them? - What legacies did they leave? What do artefacts tell us? Are they reliable sources of information?	- Who were the Vikings? - What was life like for a Viking? - When did the Vikings first invade Britain? - What places did The Vikings attack? - What were The Vikings looking for? - How did they travel? - Where did they live? - What happened to the Vikings?	- When and why did WWII begin? - What was the Battle of Britain? - What was the Blitz? - What was life like for different groups of people during the war? - What would life have been like for a child in the war? - How did WWII end? - What are the ongoing consequences of the war on Britain?
Knowledge	To know that Anglo-Saxon invaders arrived in Britain by boat in 450AD. - To know that the Anglo-Saxons were not one united nation, but were made up of different tribes. They often fought against each other and they divided England into several kingdoms. - To know that the Anglo-Saxons settled near rivers and seas and named towns to include their word for town 'burh' e.g Peterborough. They named villages after the chieftain and often ended in 'ing' or 'folk' e.g Hastings. County names were also influenced by them e.g Essex (East Saxons). - To know that when the Anglo-Saxons first settled there were 7 kingdoms. However, by 878AD there was only 1 kingdom left: Wessex, ruled by king Alfred the Great. - To know that most Anglo-Saxons were farmers and they came over to Britain to search for better farm land. - To know that the Anglo-Saxons lived in wooden huts with straw roofs. - To know that The Anglo-Saxons would host huge feasts in the chief's hall To know that The Anglo-Saxons made their own clothes out of natural materials. - To know that some of our modern traditions and language come from the Anglo-Saxons including Christmas traditions and the names of the days of the week. Local	To know that the Viking times were from 793AD to 1066 - To know that the Vikings first invaded the UK in 793 AD and last invaded in 1066, when William the Conqueror became the King of England. - To know that the Vikings first invaded Lindisfarne monastery. - To know that the Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled to Britain in boats called longships. - To know that the Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials. - To know that the Vikings attacked places all along the coast of the United Kingdom. - To know that the Viking were also great travellers who traded peacefully with many places. - To know that in 878AD King Alfred the Great defeats the Vikings in The Battle of Edington but allows them to settle in Eastern England.	To know that World War II lasted for six years. It began on the 3rd September 1939 and ended on 2nd September 1945. - To know that WW2 began when Germany invaded Poland and broke the Munich agreement. - To know that the Battle of Britain was a big turning point in WW2. - To know that other 3.5 million children were evacuated during WW2. - To know that rations were brought in during WW2 and Britons were encouraged to 'dig for victory'. - To know that the Blitz had a big impact on Britain and killed many civilians. - To know that the D Day landings happened on June 6th 1944 and it was the largest seaborne invasion in history,

	history-Stonehenge • To know that Stonehenge is in Salisbury in Wiltshire. • To know that Stonehenge is a huge man-made circle of standing stones. • To know the different ways that people believe Stonehenge was built. • To know what people believe Stonehenge was used for		
Skills	Chronology • Show the Anglo Saxon era on a timeline • use timelines to order events, objects, or place significant people including dates and vocabulary linked to the period they are studying. <i>(KPI C1- Pupils should be able to know and sequence key events, movements and dates from the time they are studying. Pupils should also be able to place and relate current studies to previous studies, using relevant terms and period labels.)</i> • Develop an awareness of the past using common words and phrases relating to the passing of time, use phrases and vocabulary from previous learning Range and depth of Historical Knowledge • identify ideas of past beliefs, attitudes and Cultures using a range of sources • Explain and describe how their beliefs influenced how they lived and our lives today • identify that many place names have their origins in Anglo Saxon <i>(KPI HK1-Pupils can use a range of sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.)</i> Interpretations of history • Use artefacts to make inferences about the Anglo Saxons • Ask questions about the validity of evidence • Use photos of artefacts from Sutton Hoo to make inferences Historical Enquiry • Observe small details – artefacts, pictures • Select and record information relevant to the past	Chronology • Show the Viking era on a timeline and compare to previously studied period of time. • Use timelines to order events, objects, or place significant people including dates and vocabulary linked to the period they are studying. <i>(KPI C1- Pupils should be able to know and sequence key events, movements and dates from the time they are studying. Pupils should also be able to place and relate current studies to previous studies, using relevant terms and period labels.)</i> • Develop an awareness of the past using common words and phrases relating to the passing of time, use phrases and vocabulary from previous learning Range and depth of Historical Knowledge • identify ideas of past beliefs, attitudes and Cultures in Viking life • Explain and describe how their beliefs influenced how they lived and our lives today <i>(KPI HK1-Pupils can use a range of sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.)</i> Interpretations of history • Use artefacts to make inferences about the Vikings • answer a range of questions using sources of evidence to justify their answers and give reasoning behind it. • Use multiple sources to pose a range of questions to gain a better understanding of a period in time. • begin to form and give their own opinion when answering questions.	Chronology • Show the events of WW2 on a timeline • Develop an awareness of the past using common words and phrases relating to the passing of time, use phrases and vocabulary from previous learning <i>(KPI C1- Pupils should be able to know and sequence key events, movements and dates from the time they are studying. Pupils should also be able to place and relate current studies to previous studies, using relevant terms and period labels.)</i> • Use timelines to show what is happening throughout the war in different locations on both the home front and abroad <i>(KPI C2-Pupils should also be able to use timelines to place and sequence local, national and international events.)</i> Range and depth of Historical Knowledge • identify what life was like for children during the war • Explain and describe rationing and evacuation • give short-term cause and consequence of the main events, situations and changes <i>(KPI HK2 -Pupils should be able to give more than one reason for these changes (evacuation) and support this using evidence from a given source.)</i> Interpretations of history • evaluate and record opinion on a historical event, comparing accounts of events from different sources (fact or fiction), offering some reasons for different versions of events. <i>(KPI HI1- Pupils should look at two different versions of the same event and identify and explain why any differences may occur within these accounts.)</i> <i>(KPI HI2- Pupils should also give reasons to why the accounts are different, showing an understanding that some information from the past is propaganda, opinion</i>

	- Study, select and use a range of relevant sources to find out about the past <i>(KPI HES1- Pupils should look at and use a range of pictures and artefacts to find information out about the past and to begin to build up a picture of a past event.)</i> <i>(KPI HES2-Pupils should select and use a range of reliable sources. Selecting relevant information to build a line of enquiry e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.)</i> - Ask and answer questions about Anglo Saxon Life <i>(KPI HEQ1- Pupils should use multiple sources to pose a range of questions to gain a better understanding of a period in time.)</i> <i>(KPI- HEQ2 -Pupils should answer a range of questions using sources of evidence to justify their answers and give reasoning behind it.)</i> - show understanding about a key area in local history, identify changes and discuss why they may have happened, beginning to support this with evidence Organisation and communication - Present their findings about the Anglo-Saxon era using a variety of approaches using key vocabulary for their chosen audience. - Organise their thoughts and findings in a logical manner when presenting their findings. - <i>(KPI OC1- Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i> <i>(KPI OC2-Pupils should use subject specific words and independently choose the most appropriate way to present the information for the given audience.)</i>	Historical Enquiry - Observe small details – artefacts, pictures - Select and record information relevant to the study select and use a range of relevant sources to find out about the past <i>(KPI HES1 - Pupils should look at and use a range of pictures and artefacts to find information out about the past and to begin to build up a picture of a past event.)</i> <i>(KPI HES2-Pupils should select and use a range of reliable sources. Selecting relevant information to build a line of enquiry e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.)</i> - make comparisons between different times in history and confidently identify and describe the changes within and across historical periods Organisation and communication - Pupils select relevant information to support their findings and opinions. <i>(KPI OC1- Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i> <i>(KPI OC2-Pupils should use subject specific words and independently choose the most appropriate way to present the information for the given audience.)</i>	<i>or misinformation and that this effects interpretation in history.)</i> - Ask questions about the validity of evidence - Use photos of artefacts to make inferences Historical Enquiry - Observe small details – artefacts, pictures - Select and record information relevant to the study select and use a range of relevant sources to find out about the past - Ask and answer questions about life in wartime creating their own opinions when answering questions <i>(KPI HEQ3-Pupils should also begin to form and give their own opinion when answering questions.)</i> Organisation and communication - Pupils note connections to their life now and compare and contrast to that of the past. They realise the impact of WWII on current life in Britain. <i>(KPI OC1- Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i> <i>(KPI OC2-Pupils should use subject specific words and independently choose the most appropriate way to present the information for the given audience.)</i>
Key assessments	Quiz + Explain it- Artefacts- What do they tell us?	Quiz + Non-chron report.	Quiz + Diary Entry- Day in the life of...

	'A railway Town called Swindon'	Crime and Punishment	Mayans
Key texts	A Railway Town called Swindon by Hannah Dosanjh		
Steps to Success	:	- When was the Roman empire? - When were the Anglo-Saxons? - When were the Vikings? - When were the Tudors? - When were the Victorians? - What were the key laws and punishments in each era?	- What is BC and BCE? - Where did the Mayans live? - When was the Mayan era? - What was so different about the Mayans? - Why were their beliefs and Gods important to their culture? - What happened at the end of the Mayan civilizations.
Knowledge	To know that	- To know that the Romans' laws were called the 'Twelve Tables' and not following these resulted in punishment decided by judges and juries - To know that Anglo-Saxons accused of a crime received a trial - To know the Vikings had strict laws and held a Thing to agree on laws and decide on punishments for law breakers - To know that the Tudors deterred people from committing crimes using terrifying punishments which included public humiliation and execution - To know the Victorians used prisons to prevent people from committing further crimes - To know that crime increased during WW2 as a result of more laws being introduced	o know that the Maya were a civilisation who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE. - To know that the Maya were expert mathematicians and astronomers. o know that Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood-letting rituals. The Maya believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'. - To know that the Maya worshipped different nature gods, including gods of the Sun, the Moon, rain and corn. The rulers of Maya society were the kings, or holy lords, who claimed to be related to gods. - To know that Chichen Itza is a city built by the Maya. - To know that The demise of the Maya civilisation came about because of a mixture of deforestation, land erosion and drought.

Skills	Chronology - Show the events <i>KPI C1-Pupils should be able to use timelines to place events, periods and cultural movements around the world and use these as a reference point.</i> Range and depth of Historical Knowledge - examine and compare great events from a significant time in history. - describe how some changes impact both on subsequent periods and, in the long term, on today's society. - consider the affect it had on some areas of life such as houses and settlements; culture and the way of life; people's beliefs and attitudes; and differences between rich and poor. <i>(KPI- HK1 - Pupils can confidently use and select a range of reliable sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.)</i> Interpretations of history - compare, evaluate, record opinions and link sources on a historical event to discover how a conclusion was made. <i>(KPI HI1-Pupils should look at two different versions of the same event and identify and explain why any differences may occur within these accounts)</i> - consider the accuracy of interpretations (fact or fiction and opinion) and be aware that different evidence will lead to different conclusions. <i>(KPI HI 2-- Pupils should also give reasons to why the accounts are different, showing an understanding that some information from the past is propaganda, opinion or misinformation and that this effects interpretation in history, leading to different conclusions.)</i> - Ask questions about the validity of evidence <i>(KPI H3-Pupils should be able to question the reliability of a source (both primary a13d secondary) and then select the most appropriate, giving reasons to why a resource is or is not reliable.)</i> - Use photos of artefacts to make inferences Historical Enquiry	Chronology - use timelines to order events, objects, or place significant people including accurate and specific dates and vocabulary linked to the period they are studying. Pupils should refer back to and compare previous learning to plot dates accurately. - Use timelines to look at one strand of crime and punishment e.g Law- how did this change between centuries- what were the same and what was different? Did it develop? <i>(KPI C1-Pupils should be able to use timelines to place events, periods and cultural movements around the world and use these as a reference point.)</i> <i>(KPI C2- Pupils should use key timelines to identify changes and development in one key area, for example, culture, technology, society and religion; within and across different periods.)</i> Range and depth of Historical Knowledge - identify different ideas and belief of justice - Understand how our justice system today has developed from ideas and events of the past- give multiple reasons as to why these changes in the justice system have come about- what key events in history have shaped the systems we have today- what evidence is there to support this. - Does the world reflect Britain's justice system? Are some countries more influential than others? <i>(KPI HK2- Pupils should be able to give multiple reasons for these changes and support this using evidence from a chosen reliable source.)</i> Interpretations of history - evaluate and record opinions on a historical event, comparing accounts of events from different sources (fact or fiction), offering some reasons for different versions of events. <i>This could be done in the style of a trial.</i> <i>(KPI HI1--Pupils should look at two different versions of the same event and identify and explain why any differences may occur within these accounts.)</i>	Chronology - Show the Mayan Era on a timeline - Sequence events from the Mayan era independently <i>(KPI C1-Pupils should be able to use timelines to place events, periods and cultural movements around the world and use these as a reference point.)</i> Range and depth of Historical Knowledge - Identify key differences in the way Ancient Mayans lived - Explain and describe how their beliefs influenced how they lived <i>(KPI HK1-Pupils can confidently use and select a range of reliable sources to describe the differences and similarities between houses and settlements; culture and the way of life; <u>people's beliefs</u> and attitudes; main events and differences between rich and poor.)</i> Interpretations of history - Use artefacts to make inferences about the Mayans - Ask questions about the validity of evidence <i>(KPI H3-Pupils should be able to question the reliability of a source (both primary a13d secondary) and then select the most appropriate, giving reasons to why a resource is or is not reliable.)</i> - Use artefacts to illustrate descriptions of Mayan life Historical Enquiry - Use a range of sources to find out about a period - Select and record information relevant to the study select and use a range of relevant sources to find out about the past - Ask and answer questions about Mayan life <i>(HEQ1-Pupils should use multiple sources to address and devise a range of historically valid questions to follow their own line of enquiry.)</i> Organisation and communication - analyse and choose the most effective way to organise their information so that others can access them and use them effectively. - Present knowledge gained about one aspect of Mayan life - Pupils note connections to their life now and compare and contrast to that of the past.
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	- Observe small details – artefacts, pictures <i>(KPI HES 1- Pupils should look at and use a range pictures and artefacts to find information out about the past and to suggest omissions and the means of finding out),</i> - Pupils should be selective when choosing sources to look at. What source will tell you the most about what you want to find out, will it be reliable? <i>(KPI HES2-Pupils should select and use a range of reliable sources. Selecting relevant information to build a line of enquiry e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.)</i> Organisation and communication - analyse and choose the most effective way to organise their information so that others can access them and use them effectively. <i>(KPI OC1- Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i> <i>(KPI OC2- Pupils should use subject specific words and independently choose the most appropriate way to plan and present for a self-directed project or research about the study period)</i>	- Ask questions about the validity of evidence - Use photos of artefacts to make inferences <i>(KPI HI2I- Pupils should also give reasons to why the accounts are different, showing an understanding that some information from the past is propaganda, opinion or misinformation and that this effects interpretation in history, leading to different conclusions.)</i> Historical Enquiry - use multiple sources to address and devise a range of historically valid questions to follow their own line of enquiry. - Use this information to produce a fluent account of one of the events. <i>(KPI HES 3-Pupils should gather knowledge from several sources together, in a fluent account.)</i> <i>(KPI HEQ2-Pupils should answer a range of questions using sources of evidence to justify their answers and give reasoning behind it.)</i> <i>(KPI HEQ3-Pupils should be able to form and give their own opinion when answering questions.)</i> Organisation and communication - analyse and choose the most effective way to organise their information so that others can access them and use them effectively. <i>(KPI OC1- Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i> <i>(KPI OC2- Pupils should use subject specific words and independently choose the most appropriate way to plan and present for a self-directed project or research about the study period)</i>	<i>(KPI OC1- Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.)</i> <i>(KPI OC2- Pupils should use subject specific words and independently choose the most appropriate way to plan and present for a self-directed project or research about the study period)</i>
Key Assessments	Quiz + A short story about our railway town.	Quiz & Debate- Rules vs no rules.	Quiz + Fact File on Mayan inventions/ discoveries.

By the end of Key Stage 2 Pupils should	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Changes in Britain from the Stone Age to the Iron Age. Y3 The Roman Empire and its impact on	Chronology Place the time studied on a timeline Sequence events or artefacts independently Use dates related to the passing of time Range and depth of Historical Knowledge Confidently identify similarities / differences between ways of life at different times, closer in time difference e.g. Iron Age to Stone Age.	Interpretations of history Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the	Historical Enquiry 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	Organisation and communication They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference,
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Kingfisher CE Primary Academy

	Britain Y4 Britain's settlement by Anglo-Saxons and Scots Y5 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Y5 A local history study Y6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Y6 The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Y3 Ancient Greece – a study of Greek life and achievements and their influence on the western world Y4 A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Y4	With support, begin to make links between time periods. Begin to discuss some elements of periods of time that have continued and carried on through different periods	period – museum, cartoons etc.	internet/library for research Ask and answer questions using the sources	and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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