

RECEPTION	Content	Historical Skills	Vocabulary	
	<p><b><u>People and Communities</u></b>  <b><u>30-50 Months</u></b>  Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b><u>40-60 Months</u></b>  Enjoys joining in with family customs and routines.</p> <p><b><u>Early Learning Goal</u></b>  Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b><u>The World</u></b>  <b><u>30-50 Months</u></b>  Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p><b><u>40-60 Months</u></b>  Looks closely at similarities, differences, patterns and change.</p> <p><b><u>Early Learning Goal</u></b>  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p><b><u>People and Communities</u></b>  <b><u>30-50 months</u></b>  <b>Remembers and talks about significant events in their own experience.</b>  -All about me/ families  -Festival fun and super celebrations – Diwali  -History of the Christmas story  -The celebration of Chinese New Year  -Guy Fawkes and the Gunpowder Plot  -Pancake Day  -Valentine's Day</p> <p><b>Recognises and describes special times or events for family or friends.</b>  -All about me/ families  -Festival fun and super celebrations – Diwali  -Why we celebrate Remembrance Day?  -History of the Christmas story  -The celebration of Chinese New Year</p> <p><b>Shows interest in different occupations and ways of life.</b>  -World of Work – Jobs and Hobbies</p> <p><b>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</b>  -Festival fun and super celebrations – Diwali  -The celebration of Chinese New Year</p> <p><b><u>40-60 months</u></b>  <b>Enjoys joining in with family customs and routines</b>  -Festival fun and super celebrations – Diwali  -History of the Christmas story  -The celebration of Chinese New Year  -Guy Fawkes and the Gunpowder Plot  -Pancake Day  -Valentine's Day</p> <p><b><u>ELG</u></b>  <b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b>  -Festival fun and super celebrations – Diwali  -The celebration of Chinese New Year  -Healthy Living - Sports</p>	<p><b><u>The World</u></b>  <b><u>30-50 months</u></b>  <b>Talks about why things happen and how things work.</b>  -<a href="#">Guy Fawkes and the Gunpowder Plot</a>  -<a href="#">Pancake Day</a>  -<a href="#">Valentine's Day</a></p> <p><b>Developing an understanding of growth, decay and changes over time.</b>  -All about me/ families</p> <p><b><u>40-60 months</u></b>  <b>Looks closely at similarities, differences, pattern and change.</b>  -<a href="#">History of the Christmas story</a>  -<a href="#">Wintry Worlds - History of the Arctic/Antarctica</a>  -<a href="#">Living/Growing</a></p> <p><b><u>ELG</u></b>  <b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</b>  -<a href="#">Living/Growing</a></p>	<p>Old  New  A long time ago  Before  After  Then  Now  Past  Present  Compare</p>

	Content	Historical Skills			Vocabulary
		Chronology – Ordering events or data according to when it happened.	Interpretation – Explaining the meaning or significance of something.	Enquiry – Finding out by asking and answering questions.	
YEAR ONE	<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>H1.1 (Holidays, Buildings) (development of a child; changes in holidays: transport, activities, destinations)</b></li> <li>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] <b>H1.2(Day and Night, Buildings) (Great Fire of London; Remembrance day; Bonfire Night)</b></li> </ul>	<ol style="list-style-type: none"> <li>Can I put recent objects/events in chronological order?(<b>Gunpowder Plot, Great Fire of London</b>)</li> <li>Can I use historical vocabulary to describe recent events in the past? (when I was little/when my parents were little) (<b>Holidays</b>)</li> <li>Can I work out whether stories are set in the past or present?</li> <li>Can I explain how I know that stories are set in the past?</li> <li>Can I describe changes through recent History? (e.g. Since I was a baby) (<b>Holidays</b>)</li> </ol>	<ol style="list-style-type: none"> <li>Can I explain why famous people in the past are important? (how they have made life better today) (<b>Explorers</b>)</li> <li>Can I use sources to describe events in the past and explain why we remember them? (e.g. Bonfire night) (<b>Gunpowder Plot</b>)</li> <li>Can I explain who the Royal family are and why they are important?</li> <li>Can I describe differences between old and new objects?</li> <li>Can I identify objects from the past and explaining why they were different to today?</li> <li>Can I describe differences between past and present in my life? (<b>Holidays</b>)</li> <li>Can I compare my life with the lives of children in a different time in history?</li> </ol>	<ol style="list-style-type: none"> <li>Can I ask and answering questions about old and new objects?</li> <li>Can I sort old and new objects?</li> <li>Can I use sources to answer a question about objects, events of famous people? (<b>Guy Fawkes,</b>)</li> <li>Can I explain what an object was used for in the past?</li> </ol>	
	<ul style="list-style-type: none"> <li>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, <b>Christopher Columbus and Neil Armstrong,</b> 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] <b>H1.3 (Explorers)</b></li> <li>significant historical events, people and places in their own locality. <b>H1.4 (Buildings)</b></li> </ul> <p>Holidays (H1.2, H1.3) Buildings (H1.2, H1.4)</p> <p>Shibden Hall trip – links to Great Fire of London</p>	<p><b>Holidays</b></p> <ul style="list-style-type: none"> <li>Children ask their parents and grandparents if they can remember their first holiday. Extracts are read each week, in chronological order, and discussions focus on changes over time: transport, location, activities.</li> <li>Use sources (pictures) to show the difference between changes of holiday. (1900, 1950 and present day).</li> <li>Children compare the similarities and differences between holidays ‘then and now.’</li> <li>Compare Christopher Columbus and Neil Armstrong and the impact they both had on the world we know today. Link made between CC and NA who were both explorers and pioneers in their field – they were both the first person to step on the land they found (CC/NA – moon). Which one was braver and why?</li> </ul> <p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>Robert Peary – discovered the Arctic in 1909</li> <li>Roald Amundsen – discovered Antarctic – 5 weeks before Captain Scott (more widely known)</li> <li>Changes over time – if we were going to explore the Arctic, how would it be different? (equipment, clothes, tools, transport and technology)</li> </ul> <p><b>Building</b></p> <ul style="list-style-type: none"> <li><b>Great Fire of London (1666):</b> Stuart time period. Knowledge of the sequence of events which led to the Great Fire of London and what aided it to spread so far (buildings made of wood). Reference to Samuel Pepys diary (primary source). Links to the inception of the fire service in London and The Monument which was built.</li> <li><b>Teach pupils about how homes have developed through history</b> - Place pictures of homes on tables (Celtic, Stuart, Victorian, modern semi-detached). Can chn order from oldest to most modern? Look at the development of materials over time and compare the materials used in the past and now. Celtic (<b>Links Y5</b>), Stuart (<b>Great Fire of London</b>), Victorian (<b>links Y2</b>), Anglo-Saxon building (<b>Year 5</b>), Viking (<b>Year 3</b>), Roman building (<b>Year 4</b>) and Stone Age/Bronze Age/Iron Age (<b>Year 5</b>) and a modern semi-detached.</li> <li><b>Victorian home</b> –Look at a Victorian home (e.g. including: wash tub and dolly, clothes tongs, carpet beater, hobby horse compared with a vacuum, washing machine and iPad) and objects within – decipher what they are? What are they used for? Compare items to modern equivalents.</li> </ul>			

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<ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <i>H1.1 (Celebrations, Transport) (Percy Shaw)</i></li> <li>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] <i>H1.2 (Transport) (Wright Brothers – first flight)</i></li> <li>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, <b>Elizabeth II and Queen Victoria</b>, 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] <i>H1.3 (Celebrations)</i></li> <li>significant historical events, people and places in their own locality. <i>H1.4 (people: Percy Shaw; event: opening of the Piece Hall; places: Piece Hall)</i></li> </ul> <p>Celebrations (H1.1, H1.3) Transport (H1.1, H1.2) Where we Live</p>	<ol style="list-style-type: none"> <li>Can I use historical vocabulary to describe the past?</li> <li>Can I use a sequence a set of events (e.g. in my life, in the life of a famous person) or objects in chronological order and give reasons for my order? <b>(Timeline of Queen, timeline – Wright Brothers)</b></li> <li>Can I work out how long ago an event happened? <b>(Timeline of Queen, timeline – Wright Brothers)</b></li> </ol>	<ol style="list-style-type: none"> <li>Can I order and recounting events in the life of a person that made them famous? <b>(Celebrations, Queen)</b></li> <li>Can I use sources to explain how my local area was different in the past? <b>(Victorian Schools)</b></li> <li>Can I select and recount key events from a historical event (e.g. where the Fire of London started)? <b>(Gunpowder Plot)</b></li> <li>Can I find and identify key differences between my life and when my grandparents were young? <b>(School life then and now?)</b></li> <li>Can I find out and identify key differences between my life and the lives of children during a specific period in History (e.g. Victorians)? <b>(School life then and now/Victorians)</b></li> <li>Can I explain why specific people and events are important in British History? <b>(Queen)</b></li> <li>Can I explain why specific people and events in History are important in my local area? <b>(Percy Shaw)</b></li> <li>Can I find out and explaining why someone in the past acted the way that they did? <b>(Gunpowder Plot)</b></li> <li>Can I explain the meanings of key terms and why they are important in Britain (e.g. parliament, democracy)? <b>(Gunpowder Plot)</b></li> </ol>	<ol style="list-style-type: none"> <li>Can I find out something about the past by talking to an older person?</li> <li>Can I explain why eye-witness accounts may vary?</li> <li>Can I answer questions by using a range of sources, such as an information book, Internet?</li> <li>Can I use different sources to research the life of a famous Briton from the past? <b>(Percy Shaw)</b></li> <li>Can I use a range of sources to research the life of a famous local person? <b>(Percy Shaw)</b></li> <li>Can I research a famous event that happens in Britain/elsewhere in the World and why it has been happening for some time? <b>(Remembrance Day)</b></li> </ol>	<p>Before I was born When I was younger Present Earlier Later</p>
	<p><b>Celebrations</b> <b>Events beyond living memory that are significant nationally: the Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>❖ <b>Sequence different celebrations and events in order of month:</b> Christmas, Bonfire Night, Vaisakhi, Eid-ul-Fitr, Purim, New Year, Buddha Day, Chinese New Year and Diwali.</li> <li>❖ <b>Queen Elizabeth II:</b> who she is; why she is important in our country; the Royal family and key events in the Queen’s life (linked to celebration: the coronation of Elizabeth II in 1953).</li> <li>❖ <b>Remembrance Day:</b> WWI/WWII. Discussion centred around respect and the reason behind a minutes silence; explore the reasons behind wearing a poppy</li> <li>❖ <b>The Gunpowder Plot:</b> Robert Catesby and Guy Fawkes (1605 King James I reigned. Discussion regarding religious views and him being a Protestant and others did not like him because they were Catholic. This lead to Guy Fawkes who plotted to blow up Parliament and kill the King. Bonfire Night (5<sup>th</sup> November) is celebrated each year to remember Guy Fawkes’ failed attempt to kill the King.</li> <li>❖ Explicit links are made between Guy Fawkes and bonfire night and the children are aware of the reasons why he wanted to kill King James I (because they were Catholic and he was a Protestant).</li> <li>❖ Comparison between Queen Elizabeth II and Queen Victoria.</li> </ul> <p><b>Transport (significant historical events and people in their own locality: Percy Shaw; Events beyond living memory that are significant nationally or globally: the first aeroplane flight: Wright Brothers)</b></p> <ul style="list-style-type: none"> <li>❖ Order transport old and new</li> <li>❖ Discuss how a child in the past travelled to school. Comparison with what mode of transport the children use to travel to school and how this has changed over time.</li> <li>❖ <b>Wright Brothers:</b> invention of the aeroplane and the significance this had on national and international achievements; highlight the significance nationally and internationally of the first ever flight.</li> <li>❖ <b>Percy Shaw:</b> research into how Percy Shaw had a direct impact on the children’s lives (invented the cat’s eyes).</li> </ul> <p><b>Where we live (Woodhouse Primary School)</b></p> <ul style="list-style-type: none"> <li>❖ Children order a series of events from Woodhouse Primary School including when staff members arrived; building changes and developments; when they first started school etc.</li> <li>❖ Comparison between what Woodhouse School looked like 50 years ago compared to now. Research into the difference in building, uniform and the similarities in activities and classrooms.</li> <li>❖ Comparison between contemporary school life and school life in Victoria Britain: outline a typical school day; respect and values; school rules; class sizes;</li> </ul>			

- ❖ teachers and discipline.
- ❖ Plot Victorian era (1837-1901) on a timeline with: Gunpowder plot (1605); Great Fire of London (1666) the opening of Woodhouse Primary School (1968) and present day.
- ❖ Children compare and contrast the life of a child in a Victorian school and a child in the 21<sup>st</sup> Century.
- ❖ **Piece Hall:** comparison for what the Piece Hall looked like when it opened in comparison to now. What was the purpose of the Piece Hall and why was it significant to Halifax? How did this impact on people in the local area? How has the purpose of the Piece Hall changed?

Content

Historical Skills

Vocabulary

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor *H2.4 (Vikings)*
  - 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. *H2.9 (Chocolate)*
- Vikings  
Chocolate (Mayan Civilization) H2.9
- Jorvik – York school trip linked to Vikings
- Links made: Year 2 compare the life of Victorian child at school to one in the 21<sup>st</sup> Century
- Year 3 compare the life of a Viking child to one in the 21<sup>st</sup> Century

Chronology – Ordering events or data according to when it happened.

1. Can I describe and order events and periods using the words: BC, AD and decade? **(Vikings & Mayan)**
2. Can I describe events from the past using dates when things happened and relevant vocabulary? **(Vikings & Mayan)**
3. Can I use a timeline within a specific period in history to set out the order special events may have happened? **(Vikings & Mayan)**
4. Can I use mathematical knowledge to work out how long ago events would have happened? **(Vikings & Mayan)**
5. Can I recognise and quantify the different time periods that exists between different groups that invaded Britain? **(Vikings & Mayan)**

Interpretation – Explaining the meaning or significance of something.

6. Can I use sources to show that the early Brits would not have communicated as we do or have eaten as we do? **(Vikings)**
7. Can I use sources to show what life would have been like for the early settlers? **(Vikings & Mayan)**
8. Can I use sources to show that Britain has been invaded by several different groups over time?
9. Can I use sources to show methods used by invaders in the past e.g. using hand to hand combat?
10. Can I use evidence to suggest why certain events happened as they did in history? **(Vikings & Mayan)**
11. Can I use evidence to suggest why certain people acted as they did in history? **(Vikings & Mayan)**
12. Can I use evidence to show why Britain would have been an important country to have invaded and conquered?
13. Can I talk about the effects that war had on people (i.e. bloodshed, distress, homesickness)?
14. Can I give reasons why wars started and why they lasted for a long time?

Enquiry – Finding out by asking and answering questions.

15. Can I explain the role of archaeologists in helping us understand more about what happened in the past? **(Dinosaurs & Vikings)**
16. Can I use sources of evidence to answer questions? **(All topics)**
17. Can I get better at using various sources to piece together information about a period in history?
18. Can I get better at researching a specific event from the past?
19. Can I get better at using my ‘information finding’ skills in writing to help me write about historical information? **(Viking letter)**
20. Can I get better at using research to identify similarities and differences between given periods in history? **(Vikings & Mayans)**
21. Can I get better at using more than one source of information to bring together a conclusion about an historical event?
22. Can I get better at using specific search engines on the Internet to help them find information more rapidly?

- Dinosaurs:**  
Triassic  
Jurassic  
Cretaceous
- Vikings & Anglo-Saxons:**  
Anglo-Saxon  
Viking  
Century  
Raiders  
Alfred the Great  
Long boat  
Figure head  
BC  
AD  
Decade  
Ancient  
Century
- Mayan Civilisation:**

**Vikings (the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)**

- ❖ **Who were the Vikings?** Explanation as to where the Vikings came from: Scandinavia (Norway, Sweden and Denmark). Children begin to ask questions about what they would like to find out about the Vikings from the images given and the reasons why the Vikings invaded (to settle; farm due to rich lands; raiders – steal from monasteries).
- ❖ How did people find out about the Vikings? Artefacts, archaeologists’ findings and primary and secondary sources.
- ❖ Children ask questions as to what information can be gleaned from a historical artefact.
- ❖ Where Vikings fit in time and space in relation to the Romans and the Anglo-Saxons: Anglo-Saxon, King Alfred the Great, defeated the Vikings but allowed them to reside in Northern and Eastern England. (Roman rule ends → Anglo Saxons → Vikings invade and are defeated).
- ❖ Research into Viking transport: longboat. In-depth look into the different parts of the ship; materials that were used; reference made to the journey from Scandinavia to Britain.
- ❖ Explicit links made to the journey the Vikings made from Scandinavia (Norway, Denmark and Sweden) on the longboats.
- ❖ **Alfred the Great:** exploration into why he was named Alfred the Great; his resistance against the Vikings; thoughts and opinions on what made Alfred Great (allowing the Vikings to stay in Britain if they converted to Christianity).
- ❖ **Research into Viking life:** food, clothing, religion and Gods, jobs, homes and writing. What was life like for a child living in the Viking time period?
- ❖ Comparison made between the life of a child living in the Viking times and one in the 21<sup>st</sup> Century.

**Mayan Civilisation (Chocolate) (a non-European society that provides contrasts with British History: Mayan civilization c.AD 900)**

- ❖ **Who were the Mayans?** Where do they fit in time and space and link to the Viking?
- ❖ Use secondary sources to research aspects of Mayan life: clothes/jewellery/written and spoken language/beliefs and customs/food and houses
- ❖ Which civilisation would you prefer to live in? Vikings or Mayan?
  - similarities: thatched houses, trading, one room, fire inside, girls/boys treated differently
  - differences – weather, language, writing system (?)
- ❖ Look at Halifax and how it is famous for Chocolate. Link chocolate to the Mayan Civilisation – learned that beans inside cocoa pods could be made into chocolate. (Trip to Industrial Museum)
- ❖ **Mayan artwork:** Fresco Bonampak. Children to create a Fresco which depict scenes of daily life, stories, battles and religious events.

YEAR FOUR

Content

Historical Skills

Vocabulary

Chronology – Ordering events or data according to when it happened.

Interpretation – Explaining the meaning or significance of something.

Enquiry – Finding out by asking and answering questions.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *H2.6(Monarchs) Specify the links and context*
- the Roman Empire and its impact on Britain *H2.2 (Romans) Specify the links and context*

1. Can I plot recent history on a timeline using centuries?
2. Can I plot periods of history on a timeline showing periods of time? **(Monarchs)**
3. Can I use my mathematical skills to round up time differences into centuries and decades? **(Monarchs)**
4. Can I use mathematical skills to help me work out the time differences between certain major events in history?
5. Can I build up a picture of what main events happened in Britain/ the world during different centuries? **(Monarchs: Britain)**

6. Can I explain how events from the past have helped shape our lives?
7. Can I explain the reasons for wars (e.g. invasion, conquering or religious differences)? **(Monarchs: Battle of Hastings & Romans)**
8. Can I explain how people who lived in the past cooked and travelled differently and used different weapons from ours? **(Monarchs: Anglo Saxons)**
9. Can I explain how the lives of wealthy people were very different from those of poor people (e.g. health, education)? **(Romans)**
10. Can I explain how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
11. Can I explain the relationship between people's way of life in the past and the work they did? **(Romans)**
12. Can I explain how the availability of different sources of food affected the food that they ate?
13. Can I explain the ways in which inventions/developments changed the weapons that were used within a given time period? **(Romans)**

14. Can I research two versions of an event and say how they differ?
15. Can I research what it was like for a child in a given period from the past and use photographs and illustrations to present my findings?
16. Can I give more than one reason to support an historical argument?
17. Can I communicate knowledge and understanding orally and in writing and offering points of view based upon what I have found out? **(Romans)**
18. Can I independently, or as part of a group, present an aspect I have researched about a given period of history using multi-media skills when doing so?

**Monarchs:**  
**Romans:**  
  
Developments  
Impact  
Points of view  
Multi-media

**Monarchs and their changing power (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)**

William the Conqueror/Henry VIII with reference to the succession of Elizabeth I and the power struggle with Mary Queen of Scots.

**Battle of Hastings 1066 – William the Conqueror**

- ❖ Discuss the role of a monarch within societies.
- ❖ Launch day – Monarchs and their shifting power.
- ❖ Children learn that the defeat of King Harold by William the Conqueror at the Battle of Hastings (1066) caused the lands and riches of the Anglo-Saxon ruling class to be systematically removed by its conqueror. Children learn the reasons behind William's invasion and why it is still discussed and debated today.
- ❖ Where do 1066 and the Anglo-Saxons appear in space and time? Learn the link/relevance of the Anglo-Saxons and 1066 (Anglo-Saxon take over began 449AD and ended during the Norman Conquest: 1066)
- ❖ Discuss the kings battling for the throne and the reasons behind their quest for power: Edward the Confessor; Harold Godwinson; Harold Hardrada; William

	<p>the Conqueror.</p> <ul style="list-style-type: none"> <li>❖ Discuss and explain the reasons why wars begin and invasions occur. Linked to the reasons why William invaded Britain.</li> <li>❖ Research into the Battle of Hastings: research the Bayeux Tapestry (primary source); how William the Conqueror became King and the different tactics the challengers used.</li> </ul> <p>Clear links made between William the Conqueror and Henry VIII: hunger for power.</p> <p><b><u>Tudors – Henry VIII</u></b></p> <ul style="list-style-type: none"> <li>❖ <b>Henry VIII:</b> research into the outcomes and demise of his wives.</li> <li>❖ Children know the reasons for the demise of each wife: his desperation to have a male heir to the throne.</li> <li>❖ Study into Henry VIII and the impact he had on the church: reformed the church to allow his divorce to Catherine of Aragon and his marriage of Anne Boleyn. Ensure chn know the reason for learning about the church: Henry VIII first reformed the church to allow for divorce and the impact this had on Britain as we know it today.</li> <li>❖ Individual’s historical perspective: what would Henry VIII, Anne Boleyn and the Pope have thought about this change in the church?</li> </ul> <p><b><u>Elizabeth I</u></b></p> <ul style="list-style-type: none"> <li>❖ A link made between Henry VIII and Elizabeth I: daughter.</li> <li>❖ Briefly discuss the power struggle between Queen Elizabeth I and Mary Queen of Scots: hunger for power.</li> </ul> <p><b><u>Romans (the Roman Empire and its impact on Britain)</u></b></p> <ul style="list-style-type: none"> <li>❖ Research into the events of Pompeii and the eruption of Mt Vesuvius.</li> <li>❖ Brief introduction to what life was like in Britain before the Romans invaded (Celtic Britain).</li> <li>❖ Discussion about the Roman Empire – identify Italy and Britain on the map to show the distance the Romans travelled to invade.</li> <li>❖ Discuss the key reasons behind the Roman Invasion on Britain: revenge, valuable metal, material, ambition, slaves and power.</li> <li>❖ Comparison made between the life of wealthy and poor Romans and the difference in treatment of citizens and non-citizens.</li> <li>❖ Identify the skills, qualities and characteristics needed to become a Roman soldier.</li> <li>❖ Research into the armour and weaponry of a Roman soldier.</li> <li>❖ What have the Romans done for us? Select the top three most influential things the Romans did for Britain and the <b>impact</b> they had in how we live today.</li> </ul>	
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	Content	Historical Skills			Vocabulary
		Chronology – Ordering events or data according to when it happened.	Interpretation – Explaining the meaning or significance of something.	Enquiry – Finding out by asking and answering questions.	
YEAR FIVE	<p>changes in Britain from the Stone Age to the Iron Age <i>H2.1 (Moving People) Specify</i></p> <p>Britain’s settlement by Anglo-Saxons and Scots <i>H2.3 (Moving People)</i></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world <i>H2.8 (Myths and Legends)</i></p> <p>Moving People (H2.3) Myths and Legends (H2.8)</p>	<p>1. Can I use dates and historical language in my work? (Relating to Stone Age, Bronze Age and Iron Age and also Anglo-Saxons)</p> <p>2.</p> <p>3. Can I draw timelines with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? (Stone Age, Bronze Age and Iron Age)</p> <p>4. Can I use my mathematical skills to work exact time scales and differences as need be?</p> <p>5. Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Tools</p>	<p>6. Can I describe historical events from the different period/s I am studying/have studied?</p> <p>7. Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>8. Can I explain the role that Britain has had in spreading Christian values across the world?</p> <p>9. Can I explain the role that parliament has had through time, in making decisions?</p> <p>10. Can I show that significant events in history have helped shape the country we have today?</p> <p>11. Can I show how crime and punishment have changed over the years?</p> <p>12. Can I explain how plagues and other major events have created huge differences to the way medicines and health care were developed?</p>	<p>13. Can I test out a hypothesis in order to answer a question?</p> <p>14. Can I show how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>15. Can I use sources to research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p>	<p>Parliament</p> <p>Hypothesis</p> <p>Role</p> <p>Significant</p>

		<p><b><u>Through the Ages (Changes in Britain from the Stone Age to the Iron Age)</u></b></p> <ul style="list-style-type: none"> <li>❖ Explain the reasons why people move towns/cities and countries around the world: invasions/settlers (link to the knowledge acquired in Year 4 on the Roman Empire); (voluntary movement) natural disasters (involuntary movement).</li> <li>❖ Where does the Stone Age appear in time and space?</li> <li>❖ Links to Stone Age – Why did the first Stone Age settlers choose to reside in Britain? (fertile land). Compare and contrast between the family life of people in the Stone Age and those in the 21<sup>st</sup> Century. (needs adding back in)</li> <li>❖ Stone Age: how did they survive? What materials did they use for tools? Hunting.</li> <li>❖ Bronze Age: how could they use bronze to survive? Farming, building houses, survival</li> <li>❖ Iron Age:</li> <li>❖ Compare the lives of people through the ages: which time period would you rather live in and why?</li> </ul> <p><b><u>Britain's settlement by Anglo-Saxons and Scots</u></b></p> <ul style="list-style-type: none"> <li>❖ Where do the Anglo Saxons appear in space and time?</li> <li>❖ Britain's settlement by Anglo-Saxons and Scots (Anglo-Saxon invasions, settlements and kingdoms: place names and village life).</li> <li>❖ Reference dissolution of the Roman Empire – link to the Anglo Saxons.</li> <li>❖ Anglo-Saxons – research into who the Anglo-Saxons were.</li> <li>❖ Discuss the key reasons behind Anglo-Saxons invading the UK: land grab after Romans leave power vacuum/possibly invited by Celts to keep out the invaders from Scotland and Ireland.</li> <li>❖ More reference needed in discussing settlements and kingdoms: place names and village life.</li> </ul> <p><b><u>Build a Village (DT topic)</u></b></p> <ul style="list-style-type: none"> <li>❖ Reference to the development of materials/tools and technology throughout the Stone Age, Bronze Age and Iron Age and the Anglo-Saxons with clear links made between the materials and each time period.</li> </ul> <ul style="list-style-type: none"> <li>❖ <b><u>Ancient Greece (Ancient Greece – a study of Greek life and achievements and their influence on the Western world)</u></b></li> <li>❖ Where does Ancient Greece appear in time and space, linking to prior learning of dinosaurs, Stone Age, Bronze Age, Iron Age, Romans, Tudors and the Vikings.</li> <li>❖ Discuss what an empire is. Research into what mattered to the Ancient Greeks and what was important in daily life in Ancient Greece.</li> <li>❖ Understanding methods of historical enquiring using artefacts/sources.</li> <li>❖ Identify the importance of Greek gods and goddesses and their impact on daily life.</li> <li>❖ How does Ancient Greek religion, gods and mythology influence us today?</li> <li>❖ Study into the origins of the Olympics and a comparison made between the Olympics in Ancient Greece vs the present day.</li> <li>❖ Which region would you like to live in: Athens or Sparta?</li> <li>❖ Discuss the statement: the development of democracy is often considered a great gift from the Greeks.</li> <li>❖ What achievements and influences have the Ancient Greeks had on the Western world?</li> </ul>	
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YEAR SIX	Content	Historical Skills			Vocabulary
		Chronology – Ordering events or data according to when it happened.	Interpretation – Explaining the meaning or significance of something.	Enquiry – Finding out by asking and answering questions.	
	<p>a local history study <i>H2.5</i> (Local History unit) <i>Specify why – is it significant in the locality?</i></p> <p>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; <b>The Shang Dynasty of Ancient China</b> <i>H2.7</i> (Ancient Civilisations) <i>Specify</i></p> <p>Local History (H2.5) (Industrial Revolution &amp;</p>	<ol style="list-style-type: none"> <li>1. Can I show where a period of history fits on a timeline? <b>(Luddites)</b></li> <li>2. Can I place a specific event on a timeline by decade? <b>(All topics)</b></li> <li>3. Can I place features of historical events and people from past societies and periods in a chronological framework?</li> <li>4. Can I show that some ancient civilizations showed greater advancements than people who lived centuries after them? <b>(Shang Dynasty)</b></li> </ol>	<ol style="list-style-type: none"> <li>5. Can I summarise the main events from a specific period in history, explaining the order in which key events happened? <b>(Luddites: Industrial Revolution)</b></li> <li>6. Can I summarise how Britain has had a major influence on world history? <b>(Luddites: Industrial Revolution)</b></li> <li>7. Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? <b>(Shang Dynasty)</b></li> <li>8. Can I describe features of historical events and people from past societies and periods they have studied?</li> </ol>	<ol style="list-style-type: none"> <li>12. Can I compare two different versions and say how the author may be attempting to persuade or give a specific viewpoint? <b>(Luddites)</b></li> <li>13. Can I analyse a source and understand the concept of propaganda? <b>(Luddites)</b></li> <li>14. Can I describe a key event from Britain's past using a range of evidence from different sources? <b>(Luddites)</b></li> <li>15. Can I suggest why there may be different interpretations of events? <b>(Luddites &amp; Shang Dynasty)</b></li> <li>16. Can I use sources to suggest why certain events, people and changes might be seen as more</li> </ol>	<p>Reliable</p> <p>Interpret</p> <p>Viewpoint</p> <p>Persuade</p> <p>Propaganda</p> <p>Chronology</p> <p>Summarise</p> <p>Compare</p> <p>Continuity</p> <p>Decade</p> <p>Century</p> <p>Source</p> <p>Primary &amp; Secondary sources</p> <p>Ancient Civilization</p>

	<p>Luddites) Ancient Civilizations (H2.7) (Shang Dynasty)</p>		<p>9. Can I recognise and describing differences and similarities/ changes and continuity between different periods of history? <b>(Luddites &amp; Shang Dynasty)</b></p> <p>10. Can I suggest relationships between causes in history?</p> <p>11. Can I explain how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p>	<p>significant than others? <b>(IR: transport/inventions)</b></p> <p>17. Can I pose and answer my own historical questions? <b>(All topics)</b></p>	
<p><b><u>Luddites – Industrial Revolution (Local History)</u></b></p> <ul style="list-style-type: none"> <li>❖ <b>Changes in transportation:</b> development of canals, the railway, improved roads and the reasons behind their development.</li> <li>❖ <b>Study of influential people:</b> James Brindley (canal); Humphry Davy (safety lamp); Isambard Kingdom Brunel (railway lines, tunnels, bridges and ships); John MacAdam (tarmac – improved/safer roads); George Stephenson (first locomotive/passenger railway).</li> <li>❖ <b>Changes to local industry and town/landscape (Brighouse):</b> building of a canal and railway to import/export goods, materials and people; back-to-back houses to accommodate the number of workers; reasons for placement of factories, houses and railway.</li> <li>❖ <b>Luddite rebellion:</b> enquiry into IR from the perspective of both a Mill Owner and a Luddite; enquiry into the reasoning behind the introduction of machines; critical analysis of the differing viewpoints (launch day debate); role of children within factories; link to the Halifax Piece Hall (1779 - local place for handloom weavers to sell cloth).</li> <li>❖ <b>Evaluation of primary/secondary sources:</b> critical analysis of primary and secondary sources, taking into account the viewpoint of the author (e.g. propaganda in newspaper articles).</li> <li>❖ Chn compare a map of Brighouse 1851 and a current map. Look at how the IR has directly affected the landscape of Brighouse (Building of more houses, factories, churches).</li> <li>❖ <b>Brighouse Census:</b> size of family, oldest living member, number of rooms, number of migrants (from other towns). What does this information tell you about how people lived in Brighouse and compare this to how the modern day census would look.</li> </ul> <p><b><u>Shang Dynasty of Ancient China (Ancient Civilization)</u></b></p> <ul style="list-style-type: none"> <li>❖ <b>Locate Shang Dynasty in time:</b> overview of when the first civilizations appeared.</li> <li>❖ <b>Comparison between Shang Dynasty &amp; other Ancient Civilisations:</b> societal structure; monumental structures; location of cities; bronze work.</li> <li>❖ <b>Exploration:</b> the life of the Shang Dynasty: clothes, social hierarchy/class system, jobs and comparisons with 21<sup>st</sup> Century Britain.</li> <li>❖ <b>Belief system and customs of the Shang Dynasty:</b> explore discovery of oracle bones and research into the burial ritual of important figures and draw contrast to Ancient Egypt.</li> <li>❖ <b>Comparisons made between other Ancient Civilizations which have been previously studied:</b> Ancient Greece (Year 5) and the Mayan Civilization (Year 3).</li> </ul>					