



# Otley All Saints C.E Primary School

'Learning, Love and Laughter Every Day'

## History Progression

### History Curriculum Map 2022-23

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery	Myself Colours, Patterns and Light		I am Healthy Arctic and Antarctica		Where we live/ People who help us	Transport/The Seaside
	Reception	"I am Amazing" Understanding the world	"Celebrations, Light and Dark" People and Communities	Keeping Healthy Traditional Tales- The Gingerbread Man	How we Travel- Space	Going on an Adventure	Big Beasts and Mini Beasts
Key Stage 1	Year 1	<i>Events beyond living memory/Lives of significant individuals/events</i> Life during 1950s (2023)		<i>Events beyond living memory</i> How have toys changed since our Grandparents were little?		<i>Events beyond living memory//Lives of significant individuals/events</i> How has transport changed over time?	
	Year 2	<i>The lives of significant individuals in the past:</i> Mary Seacole & Florence Nightingale		<i>The lives of significant individuals in the past:</i> Explorers through time, Shackleton's journey to Antarctica		<i>Events beyond living memory that are significant nationally:</i> Great Fire of London, Samuel Pepys, Life in London now and in the past.	
Key Stage 2	Year 3	Changes in Britain from the Stone Age to the Iron Age		Ancient Greece – a study of Greek life and achievements and their influence on the western world:		The Roman Empire and its impact on Britain:	
	Year 4	Britain's settlement by Anglo-Saxons and Scots				The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
	Year 5			A study over time tracing how several aspects of national history are reflected in the locality: Otley as an Anglo Saxon settlement to present day		The Achievements of the earliest civilizations: Ancient Egypt	
	Year 6		A significant turning point in British history: World War 1	Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- changes in an aspect of social history: Crime and Punishment		A non-European society that provides contrasts with British history: Early Islamic civilization, including a study of Baghdad c. AD 900	

## EYFS

### Enhanced Provision:

- The creative area, mark making areas and changing provision areas are always resourced and children have free access to the equipment in them, which encourages the children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations and also extends their learning - allowing them the chance to teach their peers.
- Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged, see examples below. These are linked to topics, or are child led based on the children's interests.
- Spontaneous opportunities arise from the children's comments and interests and are developed through talking and interacting with the children, these are resourced accordingly.
- Evidence of the children using enhanced provision in their own way can be found on Tapestry.

Term/Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery:</b>	Myself	Colour, Pattern & Light	I am Healthy/Stories & Rhymes	Arctic/Antarctic	Where we live / People who help us	The Transport / The Seaside
<b>Examples of provision, Global Goals &amp; enrichment*:</b>  <small>*Not exclusive. Children's interests are responded to and learning journeys created/adapted to suit these interests.</small>	<b>Outdoor sand/water:</b> water wheels, ships, digging for dinosaurs, large stable outside <b>Design area:</b> pictures - Look how much I've grown, memories of Christmas from the past, creating objects from celebrations. <b>Reading area:</b> historical stories, stories about growing up/changes, celebrations, The Nativity story, Christmas traditions from the past, The Night Before Christmas poem. <b>Large and small construction/Loose Parts/Small World:</b> our house, the stable, props for role play- celebrations, Harvest, Christmas <b>Role Play:</b> where we live, costumes and props for the Nativity, dressing up clothes for the outdoor stable, retelling stories in past tense.  <i>Invite parents to talk about the past- when I was young</i>		<b>Outdoor sand/water:</b> vehicles, water wheels, ships <b>Design area:</b> creating historical landmarks, Arctic pictures <b>Reading area:</b> stories about the past, non fiction books about explorers, travellers <b>Large and small construction/Loose Parts/Small World:</b> creating stories read in class, retelling stories in past tense, ways to travel to the Arctic/Antarctic. <b>Role Play:</b> the arctic den, arctic tuff tray, retelling stories in past tense  <i>GG:3 Health and wellbeing</i>		<b>Outdoor sand/water:</b> ships, vehicles, creating the seaside outside, outdoor circle time songs (wheels on the bus etc) <b>Design area:</b> creating old and new buildings, different vehicles - old and new <b>Reading area:</b> nonfiction books about vehicles, how we travel, vehicles from the past, different types of buildings, seaside holidays <b>Large and small construction/Loose Parts/Small World:</b> creating vehicles, ways to travel, ramps and roads, trains, old buildings, seaside role play <b>Mark making:</b> clothes we wear to the beach, clothes for different jobs, postcards from the seaside. <b>Role Play:</b> people who help us costumes, how we travel (large and small construction) seascides, retelling stories in past tense Invite parents to talk about their job- police, doctors, paramedics, nurses, firefighters etc.  <i>GG:15 Life on Land</i>	
<b>Reception:</b>	I am Amazing!	Celebrations Light and Dark	Traditional Stories- Keeping Healthy	We Like to Travel Space	We're Going on an Adventure	Big Beasts and Little Beasts
<b>Examples of provision, Global Goals &amp; enrichment*:</b>  <small>*Not exclusive. Children's</small>	<b>Outdoor sand/water:</b> water wheels, ships, digging for dinosaurs <b>Creation Station:</b> creating objects from different cultures, Deeya lamps <b>Movement area:</b> music/songs from India		<b>Outdoor sand/water:</b> vehicles, water wheels, ships, search for the dinosaur teeth (keeping healthy- teeth) <b>Creation Station:</b> creating objects from ancient China- Money envelopes, Chinese dragons,		<b>Outdoor sand/water:</b> ships, castles, water wheels, ancient pyramids, archeology- digging for dinosaur bones. <b>Creation Station:</b> creating historical landmarks, objects from different cultures <b>Movement area:</b> music/songs from different countries,	

<p>interests are responded to and learning journeys created/adapted to suit these interests.</p>	<p><b>Book Nook:</b> historical stories, stories about growing up/changes, Rama and Sita, The Nativity  <b>Large and small construction/Loose Parts/Small World:</b> creating landmarks, our house, Bethlehem  <b>Role Play:</b> where we live, costumes and props for Diwali and Hanukkah</p> <p><i>Invite parents to talk about the past- when I was young  Time To Talk- All About Me bags- how have I changed?  Guess the baby.</i></p>	<p>Curiosity, past space crafts- Apollo 13  <b>Movement area:</b> traditional music/songs from Africa (Fair Trade), African/Chinese drumming, Dragon Dancing, Music from the past- Jazz, orchestral- Holst's Planet Suite  <b>Book Nook:</b> historical stories, ancient China, St David and St Patrick.  <b>Large and small construction/Loose Parts/Small World:</b> creating landmarks, bridges, ways to travel.  <b>Role Play:</b> Chinese costumes, chopsticks, traditions from other countries.</p> <p><i>Thinking Day- brownie uniforms</i></p>	<p>Welsh/Irish music  <b>Book Nook:</b> George and the Dragon, stories of Kings and Queens, nonfiction books about castles, kings and Queens, our Royal Family, Otley our town.  <b>Large and small construction/Loose Parts/Small World:</b> creating castles, thrones, historical landmarks, the Royal Family, afternoon tea, bunting, crowns  <b>Role Play:</b> Kings and queens role play, knights, cloaks and castles</p> <p><i>Mrs Shutt's Garden- Dinosaur hunt  Trip to Bolton Abbey</i></p>
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**Development Matters statements**

**In Nursery**, this area draws upon guidance from Development Matters (2021) specifically the **Understanding the World** area of learning. Children will:

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Continue developing positive attitudes about the differences between people

**In Reception**, this area draws upon guidance from Development Matters (2021) specifically the **Understanding the World** area of learning. Children will:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.

**History skills:**

**Chronological Understanding**

- Begin to make sense of their own life-story and family's history.
- Comment on images of familiar situations in the past.
- Explore characters from stories, including figures from the past.

**Range and Depth of Historical Knowledge**

- Use pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Show images of familiar situations in the past, such as homes, schools, and transport.
- Offer hands-on experiences that deepen children's understanding e.g. visiting a local area with historical importance. Focus on the lives of both women and men.
- Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

**Historical Interpretations**

- Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.
- Draw out common themes from stories, such as bravery, difficult choices and kindness.

**Historical Enquiry**

- Children talk about photos and memories.
- Retell what their parents told them about their life-story and family.

	<ul style="list-style-type: none"> <li>● Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b><u>Organising and Presenting</u></b></p> <ul style="list-style-type: none"> <li>● Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</li> <li>● In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and storytelling methods.</li> <li>● Use drama/role play to communicate knowledge of the past.</li> </ul>
<b>Characteristics of Effective Learning:</b>	<p>Children in EYFS develop their ‘Characteristics of Effective Learning’ through their independent learning and adult guided activities. The characteristics which show subject specific skills are documented through photographs on Tapestry. The following characteristics are seen as complementing future History learning:</p> <ul style="list-style-type: none"> <li>● Plan and think ahead about how they will explore or play with objects.</li> <li>● Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</li> <li>● Make independent choices.</li> <li>● Bring their own interests and fascinations into early years settings, this helps them to develop their learning.</li> <li>● Respond to new experiences that you bring to their attention.</li> <li>● Show goal-directed behaviour.</li> <li>● Begin to correct their mistakes themselves.</li> <li>● Take part in simple pretend play.</li> <li>● Review their progress as they try to achieve a goal, check how well they are doing.</li> <li>● Use pretend play to think beyond the ‘here and now’ and to understand another perspective.</li> <li>● Know more, so feel confident about coming up with their own ideas.</li> <li>● Concentrate on achieving something that’s important to them, they are increasingly able to control their attention and ignore distractions.</li> </ul>
<b>END POINTS:</b>	<ul style="list-style-type: none"> <li>● Talk about the lives of people around them and their roles in society.</li> <li>● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>● Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

# History Progression of Knowledge & Skills

## KS1 - Year 1

	Autumn 1 Unit 1	Spring 1 Unit 2	Summer 1 Unit 3
<b>Topic:</b>	Events beyond living memory/Lives of significant individuals/events <b><i>What was life like for my Grandparents?: life during 1950s (2023)</i></b>	Events beyond living memory <b><i>How have toys changed since our Grandparents were little?</i></b>	Events beyond living memory//Lives of significant individuals/events <b><i>How has transport changed over time?</i></b>
<b>Knowledge</b>	<p><b><u>How was everyday life different in the 1950's?</u></b>                      - How school was different to our school today                      - Daily routines in the 1950's                      - Family homes in the 50's - including items in the home and roles of family members.                      - Fashion of the 50's</p> <p><b><u>What was music like in the 1950's?</u></b>                      - Why music was so important                      - Popular genres such as rock and roll, swing, rhythm and blues, and jazz                      - Who was Elvis Presley                      - How did people listen to music</p> <p><b><u>What was invented in the 1950's?</u></b>                      - Important items invented within this era                      - First computer, hula hoop, pocket radio, video tape recorders, microwaves</p> <p><b><u>How did Elizabeth II become queen?</u></b>                      - Why Elizabeth had to be Queen                      - What the coronation was                      - When it took place                      - Why it was a significant event in history</p>	<p><b><u>What did toys look like in the past</u></b>                      - identify differences between toys today and toys of other generations.                      - place toys in order of age using a timeline.</p> <p><b><u>How has technology changed toys?</u></b>                      - how technological advancements changed national life for children.                      - Materials, plastic, batteries, movement.</p> <p><b><u>What did Victorian children play with?</u></b>                      - who Queen Victoria was                      - name some of the toys that were played with during the time of a historical period. - Victorian toys                      - make thaumatrope and a peg doll.                      - know that toys were different for wealthy children and poor children</p> <p><b><u>How children's lives and toys have changed from Victorian times to now?</u></b>                      - Life for children (through toys) from Victorian times 1897, 1953, 1965, 1978, 1985, 1996, current</p>	<p><b><u>How did people travel a long time ago?</u></b>                      - That most people didn't travel much                      - Reasons why people might want to travel, trade/exploration/migration                      - Most early travellers used boats eg Vikings and why - lack of roads, and later used animals/carts</p> <p><b><u>What did trains used to be like?</u></b>                      - Who George Stephenson was                      - What the first trains looked like and what they pulled                      - Locomotion No1 and The Rocket                      - How trains changed life in Britain                      - What trains look like today</p> <p><b><u>When did people learn to fly?</u></b>                      - Who the Wright brothers were.                      - What early planes looked like                      - How planes have changed the way we travel.                      - Who Amelia Earhart was and why she is famous</p> <p><b><u>Man on the Moon</u></b>                      - Moon Landing 1969                      - Who Neil Armstrong was                      - The future of space travel?</p>
<b>Skills</b>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Place known events and objects in chronological order.</li> <li>Describe memories and changes that have happened in their own lives and sequence events and recount changes within living memory.</li> </ul>		

	<ul style="list-style-type: none"> <li>● Use common words and phrases relating to the passing of time e.g. First, next, then, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after..</li> </ul> <p><b><u>Range and Depth of Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Describe some simple similarities and differences between artefacts.</li> <li>● Use drama to act out key events</li> <li>● Know and recount episodes from stories and significant events in history.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>● Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past.</li> <li>● Use stories and accounts to encourage children to distinguish between fact and fiction.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>● Find answers to some simple questions about the past from simple sources of information.</li> <li>● Sort artefacts from 'then' and 'now'.</li> <li>● Ask and answer questions related to different sources and objects.</li> </ul> <p><b><u>Organising and Presenting</u></b></p> <ul style="list-style-type: none"> <li>● Use drama/role play to communicate their knowledge of the past.</li> <li>● Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing about Guy Fawkes</li> </ul>		
<b>Links to GGs/SMSC/ Enrichment opportunities:</b>	<i>Abbey House Museum visit (2023?)</i>		
<b>Cross-curricular links:</b>	<b>Geography</b> - maps of the world		
<b>End points (end of unit)</b>	<ul style="list-style-type: none"> <li>● Children know the difference between past and present and use this vocabulary correctly.</li> <li>● Children know some different ways that historians find out about the past including looking at objects/artefacts, looking at photographs and listening to or reading people's stories</li> <li>● Children can describe 3 ways life was different in the 1950's compared to today.</li> </ul>	<ul style="list-style-type: none"> <li>● Children know that toys have changed since their grandparents were alive.</li> <li>● Children can identify toys of the past and how they are similar and different to today.</li> <li>● Children know that technology has changed and some games need electricity.</li> <li>● Children know the difference between past and present and use this vocabulary correctly.</li> </ul>	<ul style="list-style-type: none"> <li>● Children know that transport has changed throughout history, and say some early ways people travelled</li> <li>● Children can suggest reasons why humans have felt the need to develop methods of transport</li> <li>● Children can say how trains and planes have changed people's lives since the 19th century</li> <li>● Children can compare travel and transport of the past, present and future</li> </ul>

# History Progression of Knowledge & Skills

## KS1 - Year 2

	Autumn 1 Unit 1	Spring 1 Unit 2	Summer 1 Unit 3
<b>Topic:</b>	<p>The lives of significant individuals in the past/events beyond living memory that are significant nationally:</p> <p><b><i>How has medical care changed? : Florence Nightingale &amp; Mary Seacole</i></b></p>	<p>The lives of significant individuals in the past:</p> <p><b><i>Shackleton's journey to Antarctica</i></b></p>	<p>Events beyond living memory that are significant nationally:</p> <p><b><i>Great Fire of London, Samuel Pepys, Life in London now and in the past.</i></b></p>
<b>Knowledge</b>	<p><b><u>When was the Crimean War?</u></b>                      - place on a timeline.                      - who was Queen Victoria (link to Year 1 previous learning)</p> <p><b><u>Who was Florence Nightingale?</u></b>                      - Know that Florence Nightingale (1820-1910) was a nurse who was sent to a military hospital in Scutari during the Crimean War.                      - that she became fondly known as the 'Lady with the Lamp'.</p> <p><b><u>What impact did Florence Nightingale have?</u></b>                      - what hospitals were like before Florence Nightingale - hygiene, food, amenities, changes in attitude to gender stereotypes.                      - what impact Florence Nightingale had on healthcare</p> <p><b><u>Who was Mary Seacole?</u></b>                      - Know that Mary Seacole had different views of medicine to Florence Nightingale, but they were both nurses who cared for soldiers in the Crimean War                      - that Mary Seacole faced racial barriers in her profession                      - her personal story to opening The British Hotel</p>	<p><b><u>How do we find out about people in the past?</u></b>                      - Use different sources and objects to ask and answer questions e.g. who, why, what, how etc.                      - use a range of resources. E.g. non-fiction books, ICT etc.</p> <p><b><u>Who was Ernest Shackleton and why is he famous?</u></b>                      - know what an explorer was                      - observe or handle sources to answer questions about Shackleton on the basis of simple observations.                      - Photographs                      - Newspaper article                      - Clothing</p> <p>- know some facts about Ernest Shackleton and his dream of exploring Antarctica                      - know about Shackleton's 1914 expedition on Endurance and what happened during that expedition.</p> <p><b><u>How was the life of an explorer different in the past?</u></b>                      - Contrast to today - clothing/ food/ technology/ records of events.                      - Know that Shackleton recruited an all male crew - consider gender stereotypes and reasons for this.</p>	<p><b><u>When was the Great Fire of London and what happened?</u></b>                      - to place 1666 on a long-term timeline and understand it as part of our long-term chronological history                      - to order the events of the Great Fire</p> <p><b><u>Why is the Great Fire of London significant?</u></b>                      - to locate London, think about our location in relation to London (distance and size) and name London as the capital city of England.                      - To explain why it is an important event when the capital city is devastated as London was                      - to compare images of London now and in 1666 and discuss the consequences of the fire</p> <p><b><u>How did the fire start and why did London burn?</u></b>                      - How London has changed, structure of buildings/streets, building materials.                      - Why did the fire spread so quickly?                      - understand what equipment people used to fight the fire and how effective it was</p> <p><b><u>How do we know what happened?</u></b>                      - Who Samuel Pepys was                      - Pepys diary as a source of evidence                      - understand different sources of information written and visual</p>

			<p><b><u>What happened to the people who lost their homes in London?</u></b></p> <ul style="list-style-type: none"> <li>- the impact that the fire had on people's lives and businesses.</li> <li>- consider that many Londoners would have been refugees,</li> <li>- that it took many years for London to be rebuilt.</li> <li>- contrast the impact of disasters now and in the past.</li> </ul>
<p><b>Skills</b></p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>● Sequence events/ artefacts or pictures e.g. fire fighting equipment From Great Fire of London to modern day.</li> <li>● Order dates from earliest to latest on simple timelines;</li> <li>● Put people or events studied into a timeline.</li> <li>● Identify similarities/differences between ways of life in different periods.</li> </ul> <p><b><u>Range and Depth of Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Find out about people and events.</li> <li>● Understand that there are reasons why people in the past acted as they did.</li> <li>● Use collections of artefacts and describe their similarities and differences.</li> <li>● Describe significant individuals from the past.</li> <li>● Use drama to develop empathy and understanding (hot seating, sp. and listening)</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>● Compare pictures or photographs of people or events in the past.</li> <li>● Be able to identify different ways to represent the past (fact and fiction) e.g. Samuel Pepys' Diary or a story.</li> <li>● Compare two different versions of the past e.g. Samuel Pepys' Diary with a newspaper account.</li> <li>● Discuss reliability of photos/ accounts/stories</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>● Use different sources and objects to ask and answer questions e.g. who, why, what, how etc.</li> <li>● Start to use a range of resources. E.g. non-fiction books, ICT.</li> <li>● Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul> <p><b><u>Organising and Presenting</u></b></p> <ul style="list-style-type: none"> <li>● Use drama/role play to communicate knowledge of the past.</li> <li>● Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied e.g. simple fact files or reports, letters in role etc</li> <li>● Use historically correct nouns when describing or comparing e.g. wattle/daub, squirt, quill etc.</li> </ul>		
<p><b>Links to GGs/SMSC/ Enrichment opportunities:</b></p>	<p><i>GG5: Gender Equality</i>  <i>GG 6: Clean water and sanitation</i>  <i>GG3: Good Health and Wellbeing</i></p>	<p><i>GG5: Gender Equality</i></p>	
<p><b>Cross-curricular links:</b></p>	<p><b>English</b> - Non-chronological report about the work of Mary Seacole.          Poem to read together = The Lady with the Lamp</p>	<p><b>English</b> - letter writing and diary entry</p>	<p><b>DT</b> - build a fire engine</p>



<p><b>End points</b> <i>(end of unit)</i></p>	<ul style="list-style-type: none"> <li>• Children will place people/events from the period studied on a timeline</li> <li>• Children know that the Crimean War happened during the Victorian times.</li> <li>• Children will be able to say some of the ways Florence Nightingale changed medical care in Britain?</li> <li>• Children can identify similarities and differences between Florence Nightingale and Mary Seacole.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will place Shackleton and his explorations on a timeline</li> <li>• Children will use evidence to find out about explorations that Shackleton led.</li> <li>• Children will be able to say who Ernest Shackleton was, and some of the reason he is famous/why his achievements are significant</li> <li>• Children can say 3 ways in which being an explorer today is different to Ernest Shackleton's day.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can describe ways in which London was different in the 17th century.</li> <li>• Children can explain and order the key events of the Great Fire of London.</li> <li>• Children can explain how and why the fire spread and finally stopped and what changed afterwards.</li> <li>• Children can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.</li> </ul>
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# History Progression of Knowledge & Skills

## KS2 - Year 3

	Autumn 2 Unit 1	Spring 1 Unit 2	Summer 1 Unit 3
<b>Topic:</b>	Changes in Britain from the Stone Age to the Iron Age: <b><i>How do we know about life in Stone Age Britain?</i></b>	Ancient Greece – a study of Greek life and achievements and their influence on the western world: <b><i>What have the Ancient Greeks given us?</i></b>	The Roman Empire and its impact on Britain: <b><i>How did the Roman invasions change the way people in Britain lived?</i></b>
<b>Prior knowledge</b>		<u>Year 3</u> <a href="#">Changes in Britain from the Stone Age to the Iron Age:</a>	<u>Year 3</u> <a href="#">Changes in Britain from the Stone Age to the Iron Age:</a>
<b>Knowledge</b>	<p><b><u>When was the Stone Age</u></b></p> <ul style="list-style-type: none"> <li>- place on a timeline.</li> <li>- that people had been living in Britain in earlier time periods.</li> <li>- what evidence we have of Stone Age people - cave paintings, tools that have survived</li> </ul> <p><b><u>What was life like in a Stone Age settlement?</u></b></p> <ul style="list-style-type: none"> <li>- what did a settlement look like</li> <li>- what clothes they wore</li> <li>- what food they ate</li> <li>- how Stone Age people used resources around them/relationship with environment</li> <li>- changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming</li> <li>- the discovery of metal - bronze to iron - <i>Skara Brae or other historical sites</i></li> </ul>	<p><b><u>When and where?</u></b></p> <ul style="list-style-type: none"> <li>- place on a timeline.</li> <li>- where Ancient Greece was</li> <li>- the different city states that existed in Ancient Greece</li> </ul> <p><b><u>Everyday life in Ancient Greece?</u></b></p> <ul style="list-style-type: none"> <li>- the major Greek Gods and Goddesses and how they featured in everyday life.</li> <li>- farming and food</li> <li>- How do we know about the Ancient Greeks? - pottery evidence</li> </ul> <p><b><u>What was the legacy of Ancient Greece?</u></b></p> <ul style="list-style-type: none"> <li>- the Olympic games</li> <li>- the birth of democracy - Athenians</li> <li>- architecture - evidence in modern world</li> </ul>	<p><b><u>How life had changed since the Stone Age/Celts and life in Britain</u></b></p> <ul style="list-style-type: none"> <li>- How life had changed since the Stone Age (Bronze age and Iron age)</li> <li>- The reasons behind the people of Britain attacking each other</li> <li>- Celtic lifestyle - including homes and jobs, hill forts</li> </ul> <p><b><u>The Roman Empire</u></b></p> <ul style="list-style-type: none"> <li>- place on a timeline within context of other historical periods</li> <li>- where the Roman Empire spread (maps) and why</li> <li>- Julius Caesar's attempted invasion in 55-54 BC</li> </ul> <p><b><u>Roman Invasion and its impact on life in Britain</u></b></p> <ul style="list-style-type: none"> <li>- Life in Britain at the time of the Roman Invasions</li> <li>- The difference between Roman and Celtic armies</li> <li>- Julius Caesar's invasion 54 BC</li> <li>- The Roman Army</li> <li>- Roman roads</li> </ul>
<b>Skills:</b>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>● Place the time studied on a timeline and sequence key years/events or dates on a timeline.</li> <li>● Sequence events or artefacts.</li> <li>● Use dates and terms related to the study unit and passing of time</li> </ul>		

	<p><b><u>Range and Depth of Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Find out about the everyday lives of people in the times studied and make comparisons with our lives today.</li> <li>● Identify reasons for, and results of, people's actions.</li> <li>● Develop a broad understanding of an ancient civilisation.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>● Identify and give reasons for different ways in which the past is represented.</li> <li>● Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>● Use a range of sources to find out about a period.</li> <li>● Select and record information relevant to the area of enquiry.</li> <li>● Observe small details – artefacts, pictures</li> <li>● Begin to use the library and ICT for research.</li> </ul> <p><b><u>Organising and Presenting</u></b></p> <ul style="list-style-type: none"> <li>● Use and understand appropriate historical vocabulary e.g. Stone Age, Iron Age, Hunter Gatherer, Spartan, Athenian, temples, Empire.</li> <li>● Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</li> </ul>		
<p><b>Links to GGs/SMSC/ Enrichment opportunities:</b></p>	<ul style="list-style-type: none"> <li>● <i>Stone Age experience day</i></li> <li>● GG12 Responsible Consumption and Production (-Were the Stone Age people environmentally friendly?)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Ancient Greece Architecture Walk</i></li> <li>● British Value: Democracy</li> <li>● GG5 Gender Equality</li> <li>● GG10 Reduce inequalities</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Roman Soldier visit</i></li> </ul>
<p><b>Cross-curricular links:</b></p>		<p><b>Geography</b> - maps of Europe <b>PSHE</b> - democracy</p>	<p><b>Geography</b> - maps of Europe</p>
<p><b>End points (end of unit)</b></p>	<ul style="list-style-type: none"> <li>● Children understand and are able to describe life in the Stone Age</li> <li>● Children know that Stone Age people used the resources around them in order to survive.</li> <li>● Children know that the Stone Age ended with the discovery of metals (Bronze Age, Iron Age)</li> </ul>	<ul style="list-style-type: none"> <li>● Children can place the Ancient Greeks on a timeline and know that they were concurrent with the Bronze age in Britain.</li> <li>● Children know some of the major achievements of the Ancient Greeks and can say how their legacy can be seen today.</li> </ul>	<ul style="list-style-type: none"> <li>● Children understand and are able to describe life in Britain when the Romans invaded</li> <li>● Children know why the Roman army was so successful and able to conquer Britain.</li> <li>● Children can describe some of the ways the Roman invasions impacted the people in Britain.</li> </ul>

# History Progression of Knowledge & Skills

## KS2 - Year 4

	Autumn term Unit 1	Spring Term	Summer 1 Unit 2
<b>Topic &amp; Question:</b>	Britain's settlement by Anglo-Saxons and Scots: <b><i>How did the Anglo Saxons change life in Britain?</i></b>		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: <b><i>How did the Vikings change Britain?</i></b>
<b>Prior knowledge</b>	<u>Year 3</u> <a href="#">...The Roman Empire and its impact on Britain:</a>		<u>Year 4</u> <a href="#">...How did the Anglo Saxons and Scots change life in Britain?</a>
<b>Knowledge</b>	<p><b><u>Who invaded Britain after the Romans?</u></b></p> <ul style="list-style-type: none"> <li>- The Scots invasion from Ireland</li> <li>- The Picts invasion from the north</li> <li>- The Angles, Saxons and Jutes</li> <li>- About the seven kingdoms of England</li> <li>- Anglo Saxon place times</li> </ul> <p><b><u>What was life like for the Anglo Saxons?</u></b></p> <ul style="list-style-type: none"> <li>- What Anglo Saxon villages looked like</li> <li>- The jobs Anglo Saxons did</li> <li>- What Anglo Saxons ate</li> <li>- How Anglo Saxon society was organised</li> </ul> <p><b><u>What did the Anglo Saxons believe?</u></b></p> <ul style="list-style-type: none"> <li>- The pagan beliefs of the Anglo Saxons</li> <li>- The importance of Norse mythology</li> <li>- How Augustine reintroduced Christianity to England</li> </ul> <p><b><u>How do we know about the Anglo Saxons and Scots?</u></b></p> <ul style="list-style-type: none"> <li>- Who Bede was</li> <li>- The importance of the Anglo Saxon Chronicle</li> <li>- The mystery of Sutton Hoo</li> </ul> <p><b><u>What was Danelaw?</u></b></p> <ul style="list-style-type: none"> <li>- Who the Danes were (to be revisited in Viking topic)</li> <li>- Why Alfred was 'Great'</li> </ul>	<p>As part of Geography <b><i>Volcanoes and Earthquakes topic,</i></b> some case studies of Volcanoes in the past - ie Vesuvius and Pompeii</p>	<p><b><u>Why did the Vikings raid and invade Britain?</u></b></p> <ul style="list-style-type: none"> <li>- Where the Vikings came from</li> <li>- What life was like in Viking homelands</li> <li>- What Britain had to offer to invaders</li> <li>- How the Vikings settled in Britain</li> </ul> <p><b><u>What happened at Lindisfarne in 793?</u></b></p> <ul style="list-style-type: none"> <li>- Why Lindisfarne was such an important island</li> <li>- Who lived on Lindisfarne</li> <li>- How the Vikings found and attacked the island</li> <li>- How we know about the attacks</li> </ul> <p><b><u>What did the Vikings believe?</u></b></p> <ul style="list-style-type: none"> <li>- The similarities between the Norse and Anglo Saxon Gods</li> <li>- The story of Odin's eye</li> </ul> <p><b><u>Why did Alfred sign a treaty with Guthrum?</u></b></p> <ul style="list-style-type: none"> <li>- The Anglo Saxon King Alfred</li> <li>- The Viking warrior Guthrum</li> <li>- How Guthrum became Aethelstan</li> </ul> <p><b><u>What happened in 1066?</u></b></p> <ul style="list-style-type: none"> <li>- who Edward the Confessor was</li> <li>- the events from 1016-1066, fight for crown and unification of England</li> <li>- who William the conqueror was, and the Battle of Hastings</li> </ul>

<p style="text-align: center;"><b>Skills</b></p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>● Place events from the period studied on a timeline.</li> <li>● Use terms related to the period and begin to date events.</li> <li>● Understand that a timeline can be divided into BC/BCE and AD/CE.</li> </ul> <p><b><u>Range and Depth of Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Note key changes over a period of time and be able to give reasons for those changes</li> <li>● Use evidence to reconstruct life in time studied.</li> <li>● Explain how people and events in the past have influenced life today</li> <li>● Offer a reasonable explanation for some events.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>● Evaluate the usefulness of different resources.</li> <li>● Understand that sources can contradict each other.</li> <li>● Use text books and historical knowledge</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>● Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>● Use a variety of resources to find out about aspects of life in the past.</li> <li>● Choose relevant material to present a picture of one aspect of the past.</li> <li>● Use the library and ICT for research.</li> </ul> <p><b><u>Organising and Presenting</u></b></p> <ul style="list-style-type: none"> <li>● Use and understand appropriate historical vocabulary e.g. ruled, reigned, empire, invasion, conqueror, kingdoms.</li> <li>● Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y4 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</li> </ul>		
<p><b>Links to GGs/SMSC/ Enrichment opportunities:</b></p>			<ul style="list-style-type: none"> <li>● <i>Viking visit</i></li> </ul>
<p><b>Cross-curricular links:</b></p>	<p><b>Geography</b> - maps of Europe</p>		<p><b>Art</b> - The Bayeux Tapestry <b>Geography</b> - maps of Europe</p>
<p><b>End points (end of unit)</b></p>	<ul style="list-style-type: none"> <li>● Children will place events from the period studied on a timeline sequentially using dates</li> <li>● Children will know that the Jutes, Angles and Saxons were invited to Britain to fight off the Picts and Scots, and that they remained here and became the Anglo Saxons.</li> <li>● Children can explain what daily life was like for most Anglo Saxons.</li> <li>● Children will have knowledge of the Anglo-Saxon conversion from Pagan to Christian.</li> <li>● Children will have an understanding of the significance of the Sutton Hoo archaeological find.</li> </ul>		<ul style="list-style-type: none"> <li>● Children will place events from the period studied on a timeline sequentially using dates and begin to make links between Romans, Anglo-Saxons and Vikings in Britain.</li> <li>● Children will identify some of the causes and effects of Viking invasion, where they came from and how they travelled here</li> <li>● Children will know that the Anglo Saxons and Vikings co-existed in Britain but did not always get along peacefully and that many battles took place as they fought for power.</li> <li>● Children will know that the Battle of Hastings took place in 1066 where William of Normandy was crowned King.</li> </ul>

# History Progression of Knowledge & Skills

## KS2 - Year 5

	Autumn 1 Autumn 2	Spring 1 Unit 1	Summer 1 Unit 2
<b>Topic:</b>	<i>Geography focus</i>	A study over time tracing how several aspects of national history are reflected in the locality: <b>Key changes in Otley from an Anglo Saxon settlement to present day</b>	The Achievements of the earliest civilizations: <b>Ancient Egypt</b>
<b>Prior knowledge</b>		<u>Year 4</u> <a href="#">...How did the Anglo Saxons and Scots change life in Britain?</a>	<u>Year 3</u> <a href="#">Changes in Britain from the Stone Age to the Iron Age:</a>  <a href="#">Ancient Greece - a study of Greek life and achievements and their influence on the western world:</a>  <a href="#">...The Roman Empire and its impact on Britain:</a>
<b>Knowledge</b>		<p><b><u>Who were the first settlers and why did they settle in Otley?</u></b></p> <ul style="list-style-type: none"> <li>- Artefacts enquiry - Anglo Saxon crosses (Knotties stone)</li> <li>- How Otley was formed - glacier.</li> <li>- Why Otley was a good Anglo Saxon settlement</li> </ul> <p><b><u>How has Otley changed physically?</u></b></p> <ul style="list-style-type: none"> <li>- use historic maps/digimap to identify changes from 1890's to 1950's to modern day</li> <li>- Know how roads/houses/river have changed/remained the same</li> <li>- What brought the railway to Otley</li> <li>- What industries has Otley had</li> <li>- Otley Parish church reflects many different time periods.</li> </ul> <p><b><u>Victorian Otley</u></b></p> <ul style="list-style-type: none"> <li>- What is a census and how to use it 1841/ 1891</li> <li>- What jobs people had in Victorian times - worstead spinner/printer/lodgers</li> <li>- How families and living situations have changed since the Victorians.</li> </ul> <p><b><u>Why did so many Irish families migrate to Otley?</u></b></p> <ul style="list-style-type: none"> <li>- Why there are so many Irish families in Otley - link to Irish fields.</li> <li>- the Irish potato famine</li> <li>- Why Otley was attractive to Irish migrants</li> <li>- Link between the Catholic church and Otley Parish Church.</li> </ul>	<p><b><u>Who were the Ancient Egyptians?</u></b></p> <ul style="list-style-type: none"> <li>- Place the Egyptians on a timeline and understand BC/AD</li> <li>- Link to what was happening in Europe at the time - Stone Age.</li> <li>- know about and name some of the advanced societies that were in the world 3000 years ago (Ancient Sumer,, Shang Dynasty)</li> <li>- The significance of the Rosetta stone</li> </ul> <p><b><u>Why was the Egyptian Civilisation so successful?</u></b></p> <ul style="list-style-type: none"> <li>- Why was the river Nile so important?</li> <li>- Travel and Trade</li> </ul> <p><b><u>What role did religion play in the lives of Egyptians?</u></b></p> <ul style="list-style-type: none"> <li>- Egyptian Gods and what their role in Egyptian life was.</li> <li>- religious beliefs and rituals (mummification) common during the time</li> <li>- links to Christian and Islamic beliefs in death</li> <li>- what are pyramids: how they were constructed, what each of the chambers and quarters were for</li> <li>- artwork and hieroglyphics and what they tell us</li> </ul> <p><b><u>Who was Tutankhamun?</u></b></p> <ul style="list-style-type: none"> <li>- Tutankhamun, and Howard Carter's discovery of his tomb.</li> </ul> <p><b><u>What was life like in Ancient Egypt? (Museum research)</u></b></p>

		<p><b><u>Comparison between Old Otley and Modern day Otley</u></b>  - Asking questions/identifying changes based on photographic evidence.</p>	<ul style="list-style-type: none"> <li>- Know about Egyptian Life and how it is different to today.</li> <li>- The societal hierarchy, how roles/jobs were defined, Pharaohs</li> <li>- Significance of clothing and jewellery</li> <li>- About the housing from this period</li> <li>- About food that would have been eaten.</li> </ul>
<p style="text-align: center;"><b>Skills</b></p>		<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>● Place current study on a timeline in relation to other studies and begin to understand that some historical events/periods occurred concurrently in different locations</li> <li>● Know and sequence key events of the time studied.</li> <li>● Use relevant terms and period labels.</li> <li>● Relate current studies to previous studies.</li> <li>● Make comparisons between different times in history.</li> </ul> <p><b><u>Range and Depth of Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Study the experiences of different groups of people during the time studied e.g. men and women; rich or poor.</li> <li>● Examine causes and results of great events and the impact on people</li> <li>● Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> <li>● Develop a broad understanding of an ancient civilisation.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>● Compare accounts of events from different sources e.g. fact or fiction.</li> <li>● Offer some reasons for different versions of events e.g. mill owner's account of factory life vs factory worker</li> <li>● Recognise when they are using primary and secondary sources of information to investigate the past</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>● Begin to identify primary and secondary sources</li> <li>● Use evidence to build up a picture of a past event</li> <li>● Select relevant sections of information</li> <li>● Use the library and internet for research with increasing confidence</li> </ul> <p><b><u>Organising and Presenting</u></b></p> <ul style="list-style-type: none"> <li>● Begin to use abstract terms such as social, economic, cultural, revolution (industrial)</li> <li>● Present, communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</li> <li>● Provide an account of a historical event based upon more than one source.</li> </ul>	
<p><b>Links to SDGs/SMSC/ Enrichment opportunities:</b></p>		<p style="text-align: center;"><i>Otley Walk - Local landmarks</i></p>	<p style="text-align: center;"><i>Visit: Leeds City Museum</i></p>
<p><b>Cross-curricular links:</b></p>		<p><b>Geography</b> - glaciers/ physically geography of Otley</p>	<p><b>Geography</b> - Egypt, River Nile  <b>RE</b> - Christian/Islamic beliefs around death</p>

<b>End points (end of unit)</b>		<ul style="list-style-type: none"><li>● Children can place relevant events in Otley's history within the wider chronology of Great Britain.</li><li>● Children know that Otley has been an Anglo Saxon Settlement and can explain why it was a good place to settle.</li><li>● Children can explain why Irish families migrated into Otley - pushes and pulls for Irish migrants</li><li>● Children are able to say 5 ways Otley has changed over time.</li></ul>	<ul style="list-style-type: none"><li>● Children can place the Egyptian period on a timeline relative to other civilisations that were in the world 3000 years ago</li><li>● Children know where and when the Egyptians lived</li><li>● Children can describe Egyptian beliefs about the afterlife and the process of mummification</li><li>● Children understand how evidence can give us different answers about the discovery of Tutankhamun's tomb</li><li>● Children can describe aspects of daily life for Egyptian people.</li></ul>
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# History Progression of Knowledge & Skills

## KS2 - Year 6

### Autumn 2 Unit 1

### Spring 1 Unit 2

### Summer 1 Unit 3

**Topic:**

A significant turning point in British history:  
***What was the impact of the first world war?***

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history:  
***Crime and Punishment***

A non-European society that provides contrasts with British history:  
***Early Islamic civilization, including a study of Baghdad c. AD 900***

**Prior knowledge**

Year 3  
[...The Roman Empire and its impact on Britain:](#)  
Year 4  
[...How did the Anglo Saxons and Scots change life in Britain?](#)

Year 4  
[...How did the Anglo Saxons and Scots change life in Britain?](#)

**Knowledge**

**Why did the First World War begin?**  
- the alliances that had been set up between the countries and empires within Europe in 1914: The Triple Entente and the Triple Alliance  
- The assassination of Archduke Franz Ferdinand and how this was a catalyst that sparked the beginning of the war.

**What life was like on the Western Front.**  
- The new weaponry of the First World War  
- the vital ways in which animals were used to help in the war  
- Trench warfare and the conditions in the trenches  
- why the battle of the Somme was significant

**What life was like for the people in Britain during WWI**  
- the jobs that many women and children took on to keep Britain running as well as supporting the war effort.  
- what propaganda posters were and why these were used during the war.

**The end of WWI and what happened afterwards.**

**What did the Romans ever do for us?**  
- The definition of crime and punishment  
- Roman beliefs about crime and punishment  
- Some aspects of Roman justice still remain in use today eg judges, juries, courts

**What changes did the Anglo Saxons make to crime and punishment?**  
- How the Anglo Saxons brought ideas from Europe which influenced English justice system - Wergild  
- The impact of religious beliefs - Trial by Ordeal

**Were the Tudors really terrible?**  
- find out about different punishment methods that were popular during the mediaeval and Tudor period.  
- the impact of religion and religious conflict on crime and punishment - witches  
- why treason became a much more significant crime.  
- rich and poor divide - vagrancy

**Highwayman - Hero or Villain?**  
- What changes to society led to developments in crime and punishment during Early modern period  
- Who was Dick Turpin  
- How historical sources of evidence can give a variety of viewpoints/ assessing reliability.

**Where was the Early Islamic Civilisation?**  
- Locate Baghdad on a map.  
- place the Islamic Empire within the context of Europe in the 10th – 11th centuries.

**What was Baghdad's role in the Early Islamic Civilisation?**  
- Circular city  
- an important city in the Islamic Empire- free education, free health care, public baths, paved streets (lit at night),litter collection and sewage systems.  
- multicultural and tolerant society  
- centre for learning and trade

**Where/What is the Silk Road?**  
- why the early islamic civilisations became a major power  
- which items were offered for trade  
- a centre for trade, attractive because of its water supply and fertile soil

**What was the House of Wisdom?**  
- what the House of Wisdom was, and how it became a centre for learning  
- contained libraries which preserved knowledge from ancient Greek and Roman times that would otherwise have been lost.

	<p>- some of the events (involvement of USA) which led to the end of the war and the armistice being signed in 1918. - the Treaty of Versailles - was it fair?</p>	<p><b><u>What was life like in a Victorian prison?</u></b> - The development of the prison system during the Victorian period - Life in Victorian prisons - hard labour</p> <p><b><u>How has the past influenced our modern criminal justice system?</u></b> - compare modern methods of crime prevention and detection with what existed in the past. - that many parts of modern crime and punishment are directly influenced by previous historical times.</p>	<p>- It contained the largest collection of books in the world.</p> <p><b><u>What was the legacy of the Golden Age of Islam?</u></b> - know a few of the accomplishments of Islamic scholars in the fields of medicine, maths, optics - some successes of early islamic inventors?</p>
<p><b>Skills</b></p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>● Place the time period on a timeline in relation to other studies and understand how some historical events/periods occurred concurrently in different locations.</li> <li>● Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>● Accurately use dates and terms to describe historical events;</li> <li>● Understand and describe in some detail the main changes to an aspect in a period in history;</li> </ul> <p><b><u>Range and Depth of Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings.</li> <li>● Identify and note connections, contrasts and trends over time in the everyday lives of people.</li> <li>● Know key dates, characters and events of time studied and use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</li> </ul> <p><b><u>Historical Interpretations</u></b></p> <ul style="list-style-type: none"> <li>● Evaluate sources and work out how conclusions were arrived at. Be aware that different evidence will lead to different conclusions.</li> <li>● Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>● Understand the difference between primary and secondary evidence and the impact of this on reliability</li> <li>● Show an awareness of the concept of propaganda; Know that people in the past represent events or ideas in a way that may be to persuade others</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>● Recognise primary and secondary sources confidently.</li> <li>● Bring knowledge gathered from a range of sources together into a fluent account.</li> <li>● Confidently use the library and internet for research</li> </ul> <p><b><u>Organising and Presenting</u></b></p> <ul style="list-style-type: none"> <li>● Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, and religious.</li> <li>● Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</li> <li>● Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>		
<p><b>Links to GGs/SMSC/ Enrichment</b></p>	<p><i>GG5: Gender equality</i></p>	<p><i>Visit: Otley Courthouse</i></p>	

opportunities:			
Cross-curricular links:	<p><b>English</b> - War Horse by Michael Morpurgo</p> <p><b>Geography</b> - maps of Europe/ways it has changed</p>	<p><b>Drama</b> - role play Victorian prisoner</p>	<p><b>Literacy:</b> written prospectus informing of opportunities to study at the House of Wisdom</p> <p><b>Geography:</b> Studying Historical Maps and Routes (including the silk Road)</p> <p><b>Art:</b> Islamic Patterns</p>
End points ( <i>end of unit</i> )	<ul style="list-style-type: none"> <li>● Children can place WW1 on a timeline and say some of the reasons it began. .</li> <li>● Children can describe what life was like for the soldiers on the Western Front?</li> <li>● Children can discuss how technology changed warfare during WWI?</li> <li>● Children are able to name some changes that happened in Britain because of the war?</li> <li>● Children can justify their ideas using sources of information?</li> </ul>	<ul style="list-style-type: none"> <li>● Children can place events, people and changes into correct periods of time.</li> <li>● Children will know the aspects of social history (population, economic growth, religious turmoil and political change) that have influenced changes in crime and punishment</li> <li>● Children can give reasons for and results of the main changes and events.</li> <li>● Children can make comparisons of crime and punishment between different time periods.</li> </ul>	<ul style="list-style-type: none"> <li>● Children can place the Islamic Empire on a timeline within the context of other time periods studied</li> <li>● Children will be able to say ways in which Baghdad was a significant cultural, economic, and social centre.</li> <li>● Children know a few of the accomplishments of Islamic scholars especially in the fields of medicine and maths.</li> <li>● Children can make comparisons between life in Baghdad and London in AD900.</li> </ul>

## Impact (End Points)

Early Years Foundation Stage	Key Stage 1		Key Stage 2			
Nursery Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>By the end of Reception, children can:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>A Year 1 child can:</p> <p>Understand that the world has changed through time and compare their life now to the lives of people in the past.</p> <p>Know the similarities and differences between the past and now.</p> <p>They should recognise why things have changed</p>	<p>A Year 2 child can:</p> <p>Understand that past events can be placed in order on a timeline.</p> <p>Understand that life was very different in the past to how it is now.</p> <p>Use sources of information to help them understand how it was different.</p>	<p>A Year 3 child can:</p> <p>Understand the concept of before and after Christ and can place events that happened BC on a timeline.</p> <p>Use artefacts to help them discover facts about the past and compare their lives with different eras.</p>	<p>A Year 4 child:</p> <p>Has a solid understanding of chronology in different times.</p> <p>Understands how our nation has been influenced by others from the past.</p> <p>Can explain how people lived during certain times in the past and why things changed.</p>	<p>A Year 5 child:</p> <p>Has a solid understanding of chronology in different times and can place events in order correctly on a timeline.</p> <p>Understands how people lived during different periods of history and can compare it to their own using evidence from different sources to compare and evaluate.</p> <p>Can describe the impact that events in history have had on life today.</p>	<p>A Year 6 child can:</p> <p>Confidently place events in chronological order, recognising the time in which an event or era took place, compared to the time they are currently in.</p> <p>Understand different aspects of people's lives (jobs, rights, access to technology etc.) during different periods of history and can compare it to their own life and time.</p> <p>Can confidently recall and describe the impact that events in history have had on life today</p>