



Barnfields Primary School

History Curriculum Knowledge and Skills Progression Map

EYFS Framework
<p>Communication and Language</p> <p>ELG: Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Understanding the World ELG: Past and Present Talk about the lives of people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books being read in class and storytelling.</p>

National Curriculum	
Subject Content	
<ul style="list-style-type: none"> • Changes Within Living memory • Events Beyond Living Memory • The Lives of significant people • Local History: Significant Historical Events, People and Places 	<ul style="list-style-type: none"> • Chronology from the Stone Age to 1066 • Chronology beyond 1066 • Local Study • Ancients (approx. 3000 years ago) • Civilizations from 1000 years ago • Ancient Greece
National Curriculum	
<ul style="list-style-type: none"> • Develop an awareness of the past • Know where the people and events studied fit within a chronological framework • Identify similarities and differences between ways of life in different periods • Choose and use parts of stories and other sources to show understanding of key features of events • Understand some of the ways in which we find out about the past and identify different ways in which it is presented 	<ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied* • Note connections, contrasts and trends over time and develop appropriate use of historical terms* • Address and devise historically valid questions about change, cause, similarity and difference and significance* • Construct informed responses that involve thoughtful selection and organisation of relevant historical information* • Understand how knowledge of the past is constructed from a range of sources* <p><i>Where the identified knowledge/skill links to more than one NC requirement, the proceeding ** indicate the NC links.</i></p>



Year 1				
KS1 Knowledge End Points	Unit	Autumn	Spring	Summer
		Toys Over Time	Explorers and Journeys	Knights and Castles
<ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were made/occurred Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. 	Key Knowledge	<ul style="list-style-type: none"> Toys have changed over time. Historically, toys were made of wood and metal. Plastic had not been invented yet. In the present day many toys are made of plastic. In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move. * Now we have electricity - many modern toys are electrical and can move when you turn them on. Toys that were popular in the past were dependent on the interest of children and what was in fashion. (Teddy bears 1906, Monopoly 1935, Barbie dolls 1959, skateboard 1975, Roboraptor 2000) Some toys have been around for a very long time and are still played with now. Teddy bears were first invented for Theodore Roosevelt (USA President) in 1906 after he had been hunting. He did not want them to hurt the bear and therefore, teddy bears were made for children. They looked like real bears. Traditional Victorian games include hopscotch, hoop and stick, marbles and noughts and crosses. Ole Kirk Christiansen invented Lego out of wood in 1932. It was then developed and made from plastic in 1949. 	<p><u>Neil Armstrong</u></p> <ul style="list-style-type: none"> Neil Armstrong was the first person ever to walk on the Moon. As he stepped onto the Moon, he said, "That's one small step for man, one giant leap for mankind." Neil Armstrong loved flying. He flew fighter planes for the American Navy and later tested rocket-powered planes. He did all this before he became an astronaut. On the 20 July 1969, he became the first person to walk on the Moon. The astronauts approached the Moon in a landing vehicle called 'Eagle'. Neil's footprints will be on the Moon for millions of years, because there is no wind to blow them away. No astronaut has been back to the Moon since 1972. <p><u>Mae Jemison</u></p> <ul style="list-style-type: none"> Mae Jemison was an American astronaut with the National Aeronautics and Space Administration (NASA). She is best known for being the first African American to travel into outer space. Mae Jemison spent a total of 7 days, 22 hours, 30 minutes and 23 seconds in space. Mae Jemison resigned from NASA in 1993 to start her own company. 	<ul style="list-style-type: none"> A motte and bailey castle is a wooden or stone keep that is sat on a raised piece of ground called a motte. The surrounding area at the bottom of the motte is called the bailey. A stone keep castle had a tower that was built on the highest point and was stronger than a motte and bailey. The Feudal System shows the hierarchy of who had the most power in a castle. There are different parts of a castle and they each have their own job to keep a castle safe from attack (e.g. the portcullis has spikes on it to stop people getting through the front door). Stafford Castle was built in 1100 AD and was originally built by Robert of Stafford on behalf of William the Conqueror. After 1066, William the Conqueror ordered new defences to be built around Stafford Castle to keep the enemy out. Stafford Castle was originally made from wood but was later rebuilt with stone to make it stronger. The herb garden played an important role in the daily life of people living at Stafford Castle. They were used in food and for medicines.
KS1 Skills End Points	Interdisciplinary Links			



<ul style="list-style-type: none"> • Can order historical artefacts and key events chronologically. • Can illicit information and draw conclusions from primary sources of history. • Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern objects and consider the influence of an historic event or change in history 	Key Skills	<ul style="list-style-type: none"> • Describe the characteristics of old toys. • Begin to distinguish between the past in living memory and beyond when putting toys in chronological order and when discussing toys of parents and grandparents. • Put objects in chronological order. • Speak about toys that belonged to their parents and grandparents. • Use real historical toys to compare the properties of old and new toys.* • Experience real and replica toys from the past and also learn from second-hand sources about which toys existed in different times (e.g. interviewing parents and grandparents).* • Identify old toys and new toys, and to explain some similarities and differences. 	<ul style="list-style-type: none"> • Compare the past and present. • Use primary and secondary sources to find out about the lives of Neil Armstrong and Mae Jemison. • Order events chronologically. • Use and interpret a timeline with greater accuracy. • Comment on the legacies of significant people in history and record key understanding. 	<ul style="list-style-type: none"> • Order the events of 1066 invasion onto a timeline. • Identify and say some differences between different types of castle • Deduce and learn from primary historical sources, particularly in relation to chronology.
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Year 2				
KS1 Knowledge End Points	Unit	Autumn	Spring	Summer
		The Tudors	The Great Fire of London	Fantastic Females
<ul style="list-style-type: none"> • Knows that changes occur over time and to consider specific changes within a historical context. • Understands that objects and events in history reflect the era in which they were made/occurred • Recalls specific dates and individuals associated with an historical era • Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. 	Key Knowledge	<ul style="list-style-type: none"> • The Tudors ruled for 118 years and Tudor England saw two of the most famous monarchs ever to sit on the English throne: King Henry VIII and his daughter Queen Elizabeth I. • Tudor England began when Henry VII became king in 1485 following the Battle of Bosworth and the death of Richard III. • During the sixteenth century, England emerged from the medieval world. It was a time of great change, most notably it marked the end of the Catholic church in England. 	<ul style="list-style-type: none"> • The Great Fire of London occurred shortly after The Tudors reign. • Where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery) • Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles • The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context. 	<p><u>Rosa Parks</u></p> <ul style="list-style-type: none"> • In Montgomery, Black and White people were not allowed to mix in many places in 1955. This was called 'segregation'. • Black people often had to sit separately from White people on buses and some bus drivers made Black people stand up if there were no seats left for White people. • When Rosa took a bus journey, she moved seats but refused to stand up for a White person to sit down. • Rosa led to a bus boycott by thousands of people. This act inspired many



		<ul style="list-style-type: none">• Life had many problems. Towns were becoming overcrowded; roads were muddy tracks and travelling was difficult. The overcrowding caused danger from fire and disease.• Houses in the Tudor times were made from wattle and daub. This made them easy to burn.• During 118 years of Tudor rule, England became richer than ever before.• The Tudors consolidated power by marrying the Houses of York and Lancaster.• Henry VIII had six wives because he wanted a male heir to continue the Tudor line.• Henry VIII broke away from the Catholic church because he wanted a divorce so he could try for a male child.• The Ancient High House in Stafford can be identified as a Tudor building.• To analyse different sources and which ones may be more relevant.	<ul style="list-style-type: none">• In 1666 the buildings were still of the Tudor style – built out of wood and straw and close together.• London was rebuilt by Christopher Wren – modern day London is still based on his design.• Key historical facts and dates (2nd September 1666 and last for five days)• The difference between historical sources e.g. primary and secondary sources and how to use these to gain information	<p>people to stand up for change and changed the rule of segregation on buses.</p> <ul style="list-style-type: none">• During the bus boycott, people walked to work or found other ways to travel to force the leaders to change their unfair segregation rules.• Black people showed their support by boycotting the buses for 381 days.• Rosa lived her life supporting education and the civil rights movement in America. <p><u>Mary Seacole</u></p> <ul style="list-style-type: none">• Women were not highly regarded in the medical profession at the time and this has changed over time.• Mary Seacole was born in 1805 in Jamaica to a Scottish soldier and a Jamaican nurse and healer.• Mary Seacole learnt about traditional Jamaican treatments and remedies from her mother and from army doctors staying at the boarding house. These skills were put to good use when many people in Kingston fell victim to a deadly disease called cholera.• Mary wanted to help the British soldiers who were going to Russia to fight in the Crimean war and opened a “British Hotel” near to the battlefields with her loyal friend Thomas.• Lots of nurses did invaluable work looking after the soldiers in the Crimean War, but Mary showed further bravery by riding on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war.
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				<ul style="list-style-type: none"> Mary was known amongst the soldiers as 'Mother Seacole' owing to her bravery.
KS1 Skills End Points	Interdisciplinary Links			
<ul style="list-style-type: none"> Can order historical artefacts and key events chronologically. Can illicit information and draw conclusions from primary sources of history. Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era Can articulate historical understanding verbally and through writing. Can compare related historical and modern object and consider the influence of an historic event or change in history. 	Key Skills	<ul style="list-style-type: none"> Compare primary and secondary sources. Put historical events in chronological order. Use secondary sources to find historical. Information. Find out about Tudor House by visiting a local historical landmark and hearing about the type of building it is. Research using historical sources 	<ul style="list-style-type: none"> Compare primary and secondary sources. Put historical events in chronological order. Use secondary sources to find historical. Information. Research using historical sources. 	<ul style="list-style-type: none"> Use primary and secondary sources to find out about the life of a significant individual. Order events chronologically. Use and interpret a timeline with greater accuracy. Comment on the legacies of significant people in history and record key understanding.

Year 3					
LKS2 Knowledge End Points	Unit	Autumn 1	Autumn 2	Spring	Summer
		Stone Age to Iron Age	History of Cadbury's	Ancient Egypt	Ancient Greece
<ul style="list-style-type: none"> Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future. Draws from historical sources and relevant information to make connections between the past and is able to state aspects of the past, from the periods studied, that are relatable 	Key Knowledge	<ul style="list-style-type: none"> The Stone age was a prehistoric era which occurred before the eras previously studied. It was called the Stone Age because it was dominated by stone tools.** It consisted of three different periods called Paleolithic, Mesolithic and Neolithic ** It lasted from 2.5 million years ago to approximately 5 million years ago** Changes that impacted on the way people lived included the discovery 	<ul style="list-style-type: none"> The Ancient Maya created a cacao into a bitter, spicy drink with mixed with chilli. This is the first known 'chocolate'. Cacao was used for trade. Hernan Cortez brought cacao to Spain and added sugar and cinnamon to sweeten it. The first ever moulded chocolate bar was created in 1830 by Fry's of England. John Cadbury was the founder of Cadbury's Chocolate, succeeded by his sons George and Richard Cadbury. In 1847, the Cadbury brothers' booming business 	<ul style="list-style-type: none"> The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC. Egypt is in North Africa and that 90% is a desert area. The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain 	<ul style="list-style-type: none"> The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta. In Athens, Greek styles of art, architecture, philosophy and theatre were developed. Athens had a democratic government – people who



<p>to the present day.</p>		<p>of fire, the increasingly sophisticated tools and the introduction of settlements and farming **</p> <ul style="list-style-type: none"> • The way people lived (homes, diet) was influenced by natural materials. • Religion became more established as the era progressed into the Bronze Age. (burial grounds etc.) • The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). • In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defenses and an increase in trade and land ownership. 	<p>moved into a new, larger factory in Bridge Street in the centre of Birmingham.</p> <ul style="list-style-type: none"> • When the Bridge Street factory became too small, George Cadbury had a new vision of the future. 'Why should an industrial area be squalid and depressing?' he asked. His vision was shared by his brother Richard, and they began searching for a very special site for their new factory. • In 1878 the brothers found their new home. They chose a 14½ acre greenfield site between the villages of Stirchley, King's Norton and Selly Oak, about four miles south of central Birmingham. • The factory was initially going to be called, Bournbrook, after the cottage and Bournbrook Hall which stood nearby. But instead, 'Bournville' was chosen - combining the name of the stream with 'ville', the French word for town. • At Bournville, workers lived in far better conditions than they'd experienced in the crowded slums of the city. • The new site had canal, train and road links and a good water supply. • He wanted to build a place full of green spaces, where 	<p>their crops.</p> <ul style="list-style-type: none"> • Ancient Egyptians used hieroglyphics to communicate. • The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. • A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the Gods. • Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars'. • Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed. 	<p>lived there made decisions by voting.</p> <ul style="list-style-type: none"> • In Sparta, there was a strong emphasis on military warfare. • In 490BC, Persian invasion led to the Battle of Marathon; The Athenians sent a hoplite (Greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them. • The first Olympic games were held in 776 in the city-state Olympia. • The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. • Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. • Some of our alphabet came from the one that the Ancient Greeks used.
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			<p>industrial workers could thrive away from city pollution. 'No man ought to be condemned to live in a place where a rose cannot grow.' George Cadbury.</p>		<ul style="list-style-type: none"> Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.
LKS2 Skills End Points	Interdisciplinary Links				
<ul style="list-style-type: none"> Can sequence key events from a significant era, showing chronological understanding of this era in relation to others. Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms Can use a range of sources and understands how knowledge of the past has been constructed Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy. 	Key Skills	<ul style="list-style-type: none"> Ask questions about the past that can be investigated. Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits. Use a range of sources to carry out research. Used primary and secondary sources to suggest what the past might have been like. Use historical vocabulary to describe the periods. Identify and describe reasons for and results of changes in the periods. Identified how natural materials available influenced changes. Compared life in different time periods (e.g. stone age and modern man). 	<ul style="list-style-type: none"> Ask questions about the past that can be investigated. Demonstrate a understanding of chronology and where the Mayans fit in. Order the chronology of Cadburys. Use a range of sources to carry out research. Used primary and secondary sources to suggest what the past might have been like. Use historical vocabulary to describe the periods. Identify and describe reasons for and results of changes in the periods. 	<ul style="list-style-type: none"> Find out and draw conclusions about Egyptian life by looking at artefacts. * * Use different resources, including keys, and knowledge of other languages to decode hieroglyphics into English. Use role-play to deepen understanding of the life of pharaoh. * * Use creative writing skills to describe historical event. Use pictures to create a hypothesis and then investigate which evidence could support this. * * Use primary and secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and subsequent events. * * 	<ul style="list-style-type: none"> Use secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g. democracy), and link aspects of life from Athens and Sparta (competitive sport, culture etc) to modern life. Deepen this understanding by devising historically valid questions. * * Use a range of sources to be able to convey, through creative writing, what life was like for a hoplite soldier (primary: images of body armour, sculptures and art depictions; secondary: text books, the internet and narration from a historian via documentaries) * * Use maps to study how the Ancient Greeks planned their journeys to trade and compare these with the trade routes of different eras. * * Note connections and contrasts between modern worldwide



					<p>religions and knowledge of who the Ancient Greeks worshiped, supported by own research and enquiry. ***</p> <ul style="list-style-type: none"> Gather, record and present key information from Ancient Greek life at home. Pupils will draw on their skills from previous years to create hypotheses of what life was like for children (in Athens and Sparta) using their research skills to develop and explore their reasoning. *
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Year 4				
LKS2 Knowledge End Points (NC)	Unit	Autumn	Spring	Summer
		The Romans	Anglo-Saxons and Vikings	Industrial Revolution
<ul style="list-style-type: none"> Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. Draws from historical sources and relevant information to make connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day. Makes connections between historical settings and contexts and to know how significant events within the eras studied had an 	Key Knowledge	<ul style="list-style-type: none"> The Roman invasion coincided with the Iron Age The Roman Empire had spread (and the state of its army) by AD55 as a consequence to the invasions of Celtic Britain. Some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. The British invasion was resisted by Celtic tribes and one of the most significant of these was the Iceni tribe, led by Boudicca. To know about the relationship between Celts and Romans after each invasion (e.g. relative peace and trade links) 	<ul style="list-style-type: none"> The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands. The Angles, Saxons, Jutes and Picts were from other parts of Europe. The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England. Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England. Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities. 	<ul style="list-style-type: none"> The Industrial Revolution began around 1760. The Industrial Revolution is the name for a time of great change in industry, technology and science. People started using coal for fuel instead of wood or peat. Coal gave out more heat and allowed better quality iron and steel to be made. Coal was also used to heat water to make steam for the newly invented steam engine. Steam engines were designed by Thomas Newcomen and James Watt. The first railroad in 1830 in England aroused interest from all over the world.



<p>impact on the future.</p>		<ul style="list-style-type: none"> The Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (e.g. religion, public order, food, libraries, language, the calendar and mathematics). Britain was divided into several tribes before the Romans successfully invaded The Roman Army consisted of thousands of men who had special skills (e.g. hot bows and arrows, flung stones from slingshots, or could swim rivers to surprise an enemy). Hadrian's Wall was built to keep the Picts out of Roman Britain. 	<ul style="list-style-type: none"> The effectiveness Anglo-Saxon society depended on discrete skills of its members. Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life. The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787 The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793). They were looking for valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. The Staffordshire Hoard was a local discovery of Anglo-Saxon treasure. The Anglo-Saxons were Pagans but were converted to Christianity by three saints. Sutton Hoo was a significant discovery of a burial site. 	<ul style="list-style-type: none"> The steam engine could provide more energy for large factories. The steam locomotive and railways meant that travel was quicker and people, raw materials and goods could be transported more easily. Before the Industrial Revolution craftspeople made things in their own homes or in small workshops. The new factory system meant people had to go to a place of work where they would work for a shift. Factories and industries needed more raw materials and made more products. These all needed to be transported. Horse-drawn transport was not fast enough and could not cope with the amount of freight that needed to be moved. Canals were introduced to deal with this issue. Canal boats could move large volumes of goods. Later, the invention of the steam train and railway made travel and transport much quicker, more reliable and better able to carry heavy loads.
<p>LKS2 Skills End Points</p>	<p>Interdisciplinary Links</p>			
<ul style="list-style-type: none"> Can sequence key events from a significant era, showing chronological understanding of this era in relation to others. Organises and selects relevant historical information from primary, secondary sources, including artefacts, 	<p>Key Skills</p>	<ul style="list-style-type: none"> Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip, immersive 'Roman Day' experience. Compare Britain and Rome in the same era using a comparative 	<ul style="list-style-type: none"> Locate and place the Anglo-Saxon timeline alongside other significant eras on a timeline Sequence events in the history of England following on from the Roman retreat, to demonstrate how government has changed over time. 	<ul style="list-style-type: none"> Use evidence to find out about the way of life and actions of people in the past. Examine why events happen. Describe similarities and difference between people, events and artefacts studied.



<p>to draw and convey conclusions in multiple forms</p> <ul style="list-style-type: none"> • Can use a range of sources and understand how knowledge of the past has been constructed • Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era • Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy. 		<p>table following class discussion.</p> <ul style="list-style-type: none"> • Research Roman life and Armies - using primary and secondary sources • Undertake critical thinking by asking questions about a historical era and making and conveying value judgements • Comparative thinking: relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference. • Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. • Develop understanding of how our knowledge of the past is constructed from a range of sources. • Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History. 	<ul style="list-style-type: none"> • Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources. • Explained and evaluated the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources. • Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence. • Identify similarities and differences between lettering from the present day and the past, understanding the influence of the past on the present. • Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence. 	<ul style="list-style-type: none"> • Describe how things I have studied from the past are significant/influence life today. • Use evidence to build up a picture of a past event (documents, pictures, eyewitness statements, photographs, maps, artefacts, historic buildings, museum visits)
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Year 5				
UKS2 Knowledge End Points (NC):	Unit	Autumn	Spring	Summer
		Mayan Civilisation	Victorians	The British Empire
<ul style="list-style-type: none"> • Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied. • Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately 	Key Knowledge	<ul style="list-style-type: none"> • The Maya first developed their civilisation in around 2000 BC (the Pre-Classic period). • The Maya civilisation began in a place called Mesoamerica. This huge area is made up of Mexico and part of Central America. • This period from 250 AD to c900 AD is called the Classic period. • During the Maya civilisation, Britain went through the Stone, Bronze, and Iron Ages, including Stonehenge, to Roman Britain, Anglo-Saxon, Medieval and Tudor England. 	<ul style="list-style-type: none"> • The Victorians were the people who lived during the reign of Queen Victoria, from the 20 June 1837 until the date of her death on the 22 January 1901. • Despite Britain's political power, many ordinary people led hard lives. As technology advanced, new machines left lots of people without jobs. • Many resorted to workhouses, which provided basic poor relief like food, medical care and shelter in exchange for 	<ul style="list-style-type: none"> • The British Empire began in the late 1500s under Queen Elizabeth I. • By 1913 the empire had grown to rule over 400 million people, making it the largest empire in history. • British government and society benefitted economically from the empire. • The people colonised by the British had British laws and customs imposed upon them, lost their ability to govern



<ul style="list-style-type: none"> Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features. Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information. 		<ul style="list-style-type: none"> Maya society was very complex with hundreds of cities, commoners, a middle class, nobles and the king and his royal court. The Maya built amazing cities like Tikal (which they called Yax Mutal) and Palenque. Even though they lived in different cities, ruled by different kings and queens, the Maya shared a lot of common beliefs and traditions. Warfare and trade were important aspects of Maya society and so was art and architecture. The Maya came up with the most well-developed system of writing in Mesoamerica, dating back to 300 BC. Almost all written texts were destroyed during the Spanish conquest in the 16th century AD. They also invented ground-breaking ideas which have helped shape the way we live our lives today. For example, it's thought that the Maya invented the idea of 'zero'. Maya people were able to do complex calculations, which allowed them to create very detailed and accurate calendars. They used these calendars for farming. The late 19th century saw the beginning of proper study of the Maya people. Cities, statues, artefacts and cultural ornaments were uncovered, preserved and collected. 	<p>labour. Conditions were poor and sadly, families were often separated.</p> <ul style="list-style-type: none"> Victorian children were expected to work long hours and for less money than adults. Children as young as four would participate in physical labour, such as factory working and down coal mines. Before the Victorian era, most of Britain's population couldn't read or write and had limited access to education In early Victorian times, most children did not go to school at all. After 1870, children from 5-13 had to attend school by law. Queen Victoria believed that education should be for all. Punishments in school included the cane and a dunce's cap. Lord Shaftesbury was president of the ragged school union. Dr Thomas Barnardo was founder of homes for poor and deprived children, with the first in 1867. 	<p>themselves and were, in many cases, violently oppressed.</p> <ul style="list-style-type: none"> The first colony was established at Sydney by Captain Arthur Phillip on January 26, 1788. It was initially considered a penal colony. Many of the first settlers were criminals. Britain would sometimes send their criminals to the penal colony rather than jail. Over time, more and more of the settlers were not convicts. Six colonies were formed in Australia: New South Wales, 1788; Tasmania, 1825; Western Australia, 1829; South Australia, 1836; Victoria, 1851; and Queensland, 1859. Australia claimed independence in 1901.
<p>UKS2 Skills End Points</p>	<p>Interdisciplinary Links</p>			
<ul style="list-style-type: none"> Can order historical artefacts and key events chronologically. Can illicit information and draw conclusions from primary sources of history. Can use secondary sources of history to find information to enhance 	<p>Key Skills</p>	<ul style="list-style-type: none"> Know and sequence key events of the Mayan civilisation Make comparisons between the Maya civilisation and Britain's Stone, Bronze, and Iron Ages. Choose reliable sources of information to find out about the past. 	<ul style="list-style-type: none"> Use artefacts to make connections and develop understanding of the Victorian era. Use knowledge to form and convey opinions on whether or not a monarch was successful, citing obtained facts from historical 	<ul style="list-style-type: none"> Create own investigative questions. Identify features, places and reasons for behind the empire. Use sources to prove or disprove hypotheses about impact of colonialism. Locate areas in Australia of interest,



<p>knowledge and understanding of an historical era.</p> <ul style="list-style-type: none"> • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern objects and consider the effect or change caused by an historic event. 		<ul style="list-style-type: none"> • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied through the Mayan civilisation • Describe how historical events during the Mayan civilisation affect/influence life today. • Make links between some of the features of past societies. • Identify when some evidence may contain opinion misinformation about the past. 	<p>sources.</p> <ul style="list-style-type: none"> • Extract historical information from text and video, noting down key facts. • Evaluate what the key information is regarding a Victoria's life to be able to produce relevant and concise historical informative writing. • Analyse sources to infer what message the author is trying to convey about their subject and important events during their time. • Use different historical sources to conclude about Victorian life. • Compare the influence and power of the British Empire with modern equivalents 	<p>giving geographical reasons for this.</p> <ul style="list-style-type: none"> • Identify examples and places of colonies. • Identify and celebrate evidence of culture in Australia that originated from the 18th century. • Analyse and compare textual sources about the British Empire.
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Year 6				
UKS2 Knowledge End Points (NC)	Unit	Autumn		Summer
		World War 1/World War 2		The Windrush
<ul style="list-style-type: none"> • Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied. • Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately • Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features. 	<p>Key Knowledge</p>	<ul style="list-style-type: none"> • The main event thought to have triggered the start of WWI is the assassination of Archduke Franz Ferdinand. • Countries divided themselves into The Triple Entente/The Allies and The Triple Alliance/The Central Powers. • Countries used propaganda to recruit soldiers to enlist in the war. • On the Eastern and Western Front, soldiers fought in terrible conditions in the trenches. • Some of the deadliest battles were fought during the First World War. • Technology advanced during WW1 and changed the way that wars were fought. • The people in Britain, who were on the Home Front, played a huge role in Britain being victorious at the end of the war. 	<ul style="list-style-type: none"> • WWII is an aspect of 'Modern History' • Germany invaded Poland September 1, 1939 • Britain and France declared war on Germany (start of WWII) on September 3, 1939 • Rationing was introduced across the UK in January 1940 • Dunkirk was evacuated and France surrendered to Germany (May - June 1940). Germany used blitzkrieg to take over much of western Europe • Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance • The Japanese attacked the US navy 	<ul style="list-style-type: none"> • Windrush Day takes place on 22 June, remembering the day when around 500 migrants from the Caribbean arrived at Tilbury Docks in Essex in 1948. • Britain was just starting to recover from World War Two back then. Thousands of buildings had been bombed, lots of houses had been destroyed and it all needed to be rebuilt. • In the Caribbean, lots of young men and women had served in the British armed forces because at the time, many Caribbean countries were still under British rule and not yet independent. • After the war, some of these people answered an advert to come to Britain where there were lots of different jobs to do.



<ul style="list-style-type: none"> Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information. 		<ul style="list-style-type: none"> Investigate the end of the war: why did Germany surrender and what impact did this have on the causes of WW2? 	<p>in Pearly Harbour (December 7th 1941). The next day the USA enters the war fighting with the allies.</p> <ul style="list-style-type: none"> D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44) Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day The war ends on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki. Neville Chamberlain was UK Prime Minister from 1937-1940 Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55) Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45 To know specific locations in the immediate and wider locality that were affected by bomb damage and relate these to old maps to compare and contrast. To know and explain how and why local landmarks were targeted Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis (she wrote a famous diary of her experiences) To gain knowledge of the experiences of children during the war and know that many children from London were evacuated 90% of all able bodied single women between the ages of 18 and 40 were engaged in some form of work or National Service by September 	<ul style="list-style-type: none"> They got on a ship - the Empire Windrush - which left the Caribbean to travel thousands of miles across the Atlantic. This was the first time so many Caribbean people had come to live in Britain. Many more arrived in the following years. Many of them experienced racism and discrimination and often found it hard to get proper home to live in and to make friends with British people. It wasn't always easy for the new arrivals to get jobs. Some companies said they didn't want black people to work for them. Later, many of their children were bullied at school because of the colour of their skin. Some of them suffered racial attacks and in later years there were riots in cities across Britain. But, some of the people who arrived in the UK as children with their parents were later told - wrongly - that they live here illegally. In 1971 these people were told they could stay permanently but the government didn't keep a full record of them. Some of these people didn't apply for official paperwork like a UK passport. In 2012 there was a change to immigration law and people were told they needed official documents to prove they could get things like free hospital treatment or benefits in this country. This led to some being sent to immigration detention centres and facing deportation.
<p>UKS2 Skills End Points</p>	<p>Interdisciplinary Links</p>			



<ul style="list-style-type: none"> • Can order historical artefacts and key events chronologically. • Can illicit information and draw conclusions from primary sources of history. • Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern objects and consider the effect or change caused by an historic event. 	<p>Key Skills</p>	<ul style="list-style-type: none"> • Identify some the reasons behind the First World War. • compare life in Britain with those of the soldiers during 1914-18. • Thoughtful selection and organisation of relevant historical information by learning about propaganda. • Regularly address and devise historically valid questions about change, cause, similarity and difference and significance through the study of significant events. • Compare how life changed before and after the war. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the war. • Identify and talk about different forms of source and how they are relevant. • Identify reasons why the war involved so many people. 	<ul style="list-style-type: none"> • Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees. Using primary sources from heritage project - film clips and interviews of people involved in WW2. • Discuss the sequence of events leading up to the beginning of WW2. Use knowledge of alliances and government pressures to discuss their views and opinions. (Use their timelines as secondary sources) When appropriate, make connections with past and current affairs and happenings in the world today. • Present findings from secondary sources guided by their written pieces; perform a sketch portraying the life of an evacuee. • Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees using primary sources from the heritage project such as: film clips and interviews of people involved in WW2. • Use role play to debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis. • Use primary (videos of the time, Anne Frank's diary) and secondary sources (pictures and diagrams of objects and things used in WW2 e.g. ration poster, shelter design) of history to gain the knowledge of the experiences of 	<ul style="list-style-type: none"> • Understand the chronology of Windrush in relation to other studies. • Identify and compare changes within and across modern day British history. • Use evidence critically to find out about the way of life and actions of people before, during and after Windrush. • Give reasons why Windrush happened and support with evidence. • Describe the events and consequences of Windrush are significant and how they influence life today. • Make links/comparisons between the feature of past societies (religion, housing, society, technology) to Windrush. • Use a wide range of evidence to build up a picture of the past (documents, pictures, eyewitness statements, photographs, maps, artefacts, historic buildings, museum visits) • Understand and explain how an author may be attempting to persuade or give a viewpoint. • Check the accuracy and reliability of sources. • Describe an event from the past and select evidence from a range of sources to support their ideas. • Confidently carry out and independent research project about Windrush. • Identify examples and places of discrimination. • Create own investigative questions. • Identify examples of the acting against discrimination.
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			children living in England during the war. (evacuees)	
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