

# THURLSTONE PRIMARY SCHOOL

## KNOWLEDGE AND SKILLS PROGRESSION PLAN FOR HISTORY

### Golden Threads

History learning is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.

Keep it Local themes are planned for each key stage.

**1: Important people or events that shaped history**

**2: Invaders and Settlers**

**3: Societal Change (The lives of....)**

### FS1 (MAIN FEEDER SETTING)

Composite Questions/Lines of Enquiry

How old am I?

What are my most special memories?

Who is in my family?

Who else is important to me?

What jobs do people in my family do?

Who are the people who help me at home, at school and in the local community?

What special times are celebrated in my local community e.g. bonfire night?

What special experiences have I had during my time at nursery?

### FS2 EARLY LEARNING GOALS

#### UNDERSTANDING THE WORLD

##### Past and Present

Children at the expected level of development will:








Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### End Points

- Talk about past and present events in their own lives and those who are important to them.
- Know that kings and queens are known as royalty. Some are real people and some are in story books.
- Know that stories, books and pictures are used by people to help them learn about the past.
- Know that words can be used to help us learn about the passage of time: yesterday, last week, before and then.
- Know how to order and sequence events using the passage of time words.
- Know how to put familiar events in chronological order using pictures and discussion.
- Know that objects from the past can look different from objects from the present.
- Know and describe some similarities and differences between things from the past and present.
- Know that some people are significant because they did important things that changed the world or how we live.
- Know that the way people lived in the past is not the same as the way people live today.






History		Key Stage 1 POS			Key Stage 2 POS		
NATIONAL CURRICULUM - POS	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; <b>(childhood and school life)</b></li> <li>events beyond living memory that are significant nationally or globally (for example, <b>the Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries)</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, <b>Elizabeth I and Queen Victoria</b>, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, <b>Mary Seacole and/or Florence Nightingale</b> and Edith Cavell)</li> <li>significant historical events, people and places in their own locality. <b>(Coal mining in Barnsley and the Huskar pit disaster, school life at Thurlstone in the past.)</b></li> </ul>			<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>changes in Britain from the <b>Stone Age to the Iron Age</b>;</li> <li>the <b>Roman Empire and its impact on Britain</b>;</li> <li><b>Britain's settlement by Anglo-Saxons and Scots</b>;</li> <li>the <b>Viking and Anglo-Saxon</b> struggle for the Kingdom of England to the time of Edward the Confessor;</li> <li>a local history study; <b>(Thurlstone and Penistone in the Victorian era)</b></li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; <b>(The transatlantic slave trade, World Wars I and II and Post War Britain)</b></li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China;</li> <li><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world;</li> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</li> </ul>			
	Key themes / Questions	FS2	Y1	Y2	Y3	Y4	Y5
<p><b>MY WONDERFUL WORLD</b> (Family History)</p>  <p>What is my family like? Who is in my family? Who is important to me and why? What are my special memories? How have I changed? What is a family tree? How is my family the same or different from others?</p>		<p><b>WHAT WAS LIFE LIKE FOR OUR GRANDPARENTS GROWING UP?</b></p>  <p>What childhood like in the 1950's? What are the stages of human life? What items did children have and use in the 1950s? What was everyday life like in the 1950s? What was childhood like in the 1950s?</p>	<p><b>NURTURING NURSES</b></p>  <p>Who were Florence Nightingale and Mary Seacole? Who was Florence Nightingale? What was it like to stay in a Victorian hospital? How did Florence change the hospitals? What were the hospitals like then compared to hospitals now?</p>	<p><b>THE STONE AGE TO THE IRON AGE</b></p>  <p>The Stone Age c750,000 BC – c3,000 BC The Bronze Age 3000 BC – 800 BC The Iron Age 800 BC – AD 43</p> <p>What were the main changes from the Stone Age to the Iron Age?</p>	<p><b>ANGLO SAXONS AND VIKINGS</b></p>  <p>Anglo-Saxons AD 449 – AD 1066 The Vikings AD 793 – AD 1066</p> <p>Who came to Britain after the Romans? What is the difference between an invader, a raider and a settler? Where do the Anglo-Saxons' and Vikings' rule fit on our timeline?</p>	<p><b>VICTORIAN PENISTONE</b></p>  <p><b>(KEEP IT LOCAL)</b></p> <p>What was Victorian Penistone like? Who was Queen Victoria? What was the Industrial Revolution and how did it affect South Yorkshire and Penistone? What was life like in Victorian Thurlstone and Penistone? What was life like for a Victorian child in</p>	<p><b>BRITAIN AND THE SLAVE TRADE</b></p>  <p>How did slavery begin and end? What was life like in West Africa in the past? How did the transatlantic slave trade develop? What was Britain's role? What was life like for slaves? How did the abolition of the slave trade come about?</p>

<p><b>What are we celebrating?</b>          Why do we have Bonfire Night?          Who was Guy Fawkes?          Why do we wear poppies?          What does the past mean?          How do we find out about the past?</p>	<p>What changes have happened over time?          Do you think it was better to be a child in the 1950s?</p>	<p>Was Florence the only important person who changed hospitals? (Mary Seacole).</p>	<p>When was the Stone Age and what were the three main eras?          When was the Bronze Age and who were the Beaker Folk?          When was the Iron Age and why did it end?          How did they get their food in the Stone Age?          How did the invention of tools improve the lives of the Stone Age people?          How did settlements change and develop from the Stone Age to the Iron Age?          Why are Star Carr and Skara Brae important?          What is Stonehenge?          How did farming change the way in which people got their food?          How did early Britons entertain themselves?          Did early Britons follow religions like we do today?          What is similar about the settlements of early Britons to our settlements today?</p>	<p>When did the Anglo-Saxon and Viking Eras take place and what was life like?          Where did the Vikings come from and why did they invade?          What were their social structures like?          What were their homes and settlements like?          What was their religion like and how did it change?          What was it like to be a Viking warrior?          What was daily life like for Viking children?          Who was Alfred the Great and why was he important?          Who was Athelstan and why was he important?</p>	<p>Penistone/Thurlstone compared to the rest of the country?          Was there a workhouse in Penistone?</p>	<p>What was life like after the abolition of the slave trade?</p>
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**SUBSTANTIVE KNOWLEDGE OF HISTORY**

<p><b>Know</b> the people in my family.  <b>Know</b> that I was once a baby and then a toddler.  <b>Know</b> that I am a child now and that I will grow up to be an adult.  <b>Know</b> that a family tree shows the people in my family.  <b>Know</b> that my family is unique.</p>	<p><b>Know</b> the six stages of human life.  <b>Know</b> what life was like for children in the 1950s.  <b>Know</b> that life was not the same for all children in the past.  <b>Know</b> that there are some similarities and differences between my life and children in the 1950s.</p>	<p><b>Know</b> how Florence Nightingale changed the hospitals (cleanliness, training for nurses).  <b>Know</b> what hospitals are like now and compare them to Victorian hospitals (clean, hygienic, medical records, frequent checking of patients, medicine).</p>	<p><b>Know</b> that the prehistoric period is split into Palaeolithic, Mesolithic and Neolithic.  <b>Know</b> that settlements changed and developed from the Stone Age to the Iron Age.  <b>Know</b> the materials that Stone Age, Bronze Age and Iron Age people made their houses from.</p>	<p><b>Know</b> that the Anglo-Saxons and Vikings came after the Romans in British history.  <b>Know</b> the Anglo-Saxon period in Britain spans approximately the six centuries from 410 to 1066AD.  <b>Know</b> the Viking Age (793–1066 AD) was the period during the Middle</p>	<p><b>Know</b> how Victoria came to the throne and what made her a significant monarch.  <b>Know</b> that it was an era of great change.  <b>Know</b> about the lives of children in the Victorian times.  <b>Know</b> that Thurlstone was a community of farmers and weavers.</p>	<p><b>Know</b> that a variety of kingdoms developed in Africa over the last 600 years.  <b>Know</b> that the Kingdom of Benin dated from AD900 to 1897.  <b>Know</b> what caused Portugal and Spain to develop an interest in Africa (Gold, God and Glory) which led to the</p>
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	<p><b>Know</b> that Bonfire Night is based on a real historical event.</p> <p><b>Know</b> that the Gunpowder plot happened before living memory.</p> <p><b>Know</b> that Kings and Queens can be characters in story books or real people.</p> <p><b>Know</b> who Guy Fawkes was.</p> <p><b>Know</b> why there are no photographs of Guy Fawkes.</p> <p><b>Know</b> that we wear poppies to remember people who died in the war.</p> <p><b>Know</b> that wars were real historical events that happened in the past.</p> <p><b>Know</b> that we can find out about the past through looking at photographs, illustrations and stories.</p> <p><b>Know</b> that some aspects of life in the past were different from life today.</p>	<p><b>Know</b> what homes were like in the 1950s and how they are different to ours.</p> <p><b>Know</b> that people did some different jobs in the 1950s to jobs today.</p> <p><b>Know</b> what shops were like in the 1950s and how they are different to shops today</p> <p><b>Know</b> what entertainment was like in the 1950s and how it is different to today.</p> <p><b>Know</b> and understand that a place can change over time.</p> <p><b>Know</b> and understand that there are different ways that we can find out about the past.</p> <p><b>Know</b> that we can find out about the past from artefacts.</p> <p><b>Know</b> and use a wide range of historical terms when talking about childhood in the 1950s.</p>	<p><b>Know</b> why Mary Seacole is not as famous as Florence Nightingale.</p>	<p><b>Know</b> that early humans hunted animals for meat and gathered plants, nuts and berries for food.</p> <p><b>Know</b> that settlements became permanent as farming was introduced and villages were built.</p> <p><b>Know</b> that prehistoric Britons developed new tools and became smarter as time went on.</p> <p><b>Know</b> that there was no electricity in early Briton but they did have ways to entertain themselves.</p> <p><b>Know</b> some of the ways early Britons entertained themselves.</p> <p><b>Know</b> what a megalithic is and give an example (e.g. Stonehenge).</p>	<p>Ages when Norsemen known as Vikings undertook large-scale raiding, colonizing and conquest.</p> <p><b>Know</b> that the Anglo-Saxons were a group of farmer-warriors made up of three tribes who came from Europe called Angle, Saxon, and Jute tribes.</p> <p><b>Know</b> that Vikings were pirates and warriors who invaded England from Denmark, Norway and Sweden.</p> <p><b>Know</b> the main differences between the Vikings and the Saxons.</p> <p><b>Know</b> that there was an overlap in Viking and Anglo-Saxon Eras and what the consequences of this were.</p> <p><b>Know</b> how Anglo-Saxon houses were built.</p> <p><b>Know</b> the history of religion in the period.</p> <p><b>Know</b> that one Viking achievement was their shipbuilding technology.</p> <p><b>Know</b> why Vikings and Anglo-Saxons invaded and settled in England.</p> <p><b>Know</b> who Alfred the Great and King Athelstan were.</p>	<p><b>Know</b> what Thurlstone Primary School was like during the Victorian era.</p> <p><b>Know</b> the local workhouse in Penistone was built in 1859.</p> <p><b>Know</b> the jobs of children in the Victorian era.</p> <p><b>Know</b> why Sheffield and South Yorkshire were important to the Industrial Revolution.</p> <p><b>Know</b> that Sheffield's successful steel industry led to rapid industrialisation and urbanisation as people moved to work in the factories and the effects of this.</p> <p><b>Know</b> that The Industrial Revolution was the rapid development of industry that occurred in Britain in the 18th and 19th centuries, brought about by the introduction of machinery.</p> <p><b>Know</b> that the Penistone Poor Law Union was passed 27<sup>th</sup> July 1849.</p> <p><b>Know</b> how the Penistone workhouse changed post-Victorians.</p> <p><b>Know</b> the difference between an 'inmate' and a 'vagrant'.</p>	<p>beginning of the slave trade.</p> <p><b>Know</b> what the word Maafa means.</p> <p><b>Know</b> how Britain played a role in the slave trade.</p> <p><b>Know</b> what is meant by, and can describe, the triangular slave trade.</p> <p><b>Know</b> the impact of the triangular slave trade.</p> <p><b>Know</b> what life was like on a plantation for enslaved people.</p> <p><b>Know</b> that resistance to the slave trade took many forms over 100 years, and led to the eventual abolition of the slave trade.</p> <p><b>Know</b> that slavery was abolished in Britain in 1807, and that the Slavery Abolition Act was passed in 1833.</p> <p><b>Know</b> what life was like for enslaved people after the abolition of the slave trade.</p> <p><b>Know</b> that Africa was recolonised by Europeans in the 1880's and why.</p> <p><b>Know</b> why the Race Relations Act of 1965 was significant.</p> <p><b>Know</b> about the lives of some great black Britons such as Ignatius Sancho, Olaudah Equiano, William Cuffay, Mary Seacole, Claudia Jones, Olivia Morris, Lenford Kwesi Garrison.</p>
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<p><b>Vocabulary</b> family, family tree, remember, memories, in the past, long ago, a long time ago, before we were born, now, baby, toddler, child, adult, same, different, Bonfire Night, Guy Fawkes, London, Houses of Parliament, King James I, Remembrance Day, poppy, World War</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>Coming to England by Floella Benjamin</li> <li>Remember, Remember the 5<sup>th</sup> of November by Mick Gower and Mike Phillips</li> </ul>	<p><b>Vocabulary:</b> before, now, same, different, compare, growing up, 1950s, modern, artefact, central heating, electricity, double-glazing, greengrocer, housewife, miner, convenience, butcher, baker, grocers, milkman, scooters, trolleybuses</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>Lost in the Toy Museum: An Adventure by David Lucas</li> <li>Britain in the 1950s for Kids: Living History by Keith Goodman</li> </ul>	<p><b>Vocabulary:</b> timeline, famous, war, future, modern, hospital, nurse, soldier, Crimean War</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>Hurrah for Mary Seacole (Hopscotch: Histories) by Trish Cooke and Anni Axworthy</li> <li>Florence Nightingale by Lucy Letheridge and Karen Donnelly</li> </ul>	<p><b>Vocabulary:</b> Palaeolithic, Neolithic, Mesolithic, Star Carr, Skara Brae, hill fort, roundhouse, Stonehenge, BC, AD, hunter-gatherer, settlement, communities, entertainment, scarifies, religion, megalithic</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>Stone Age to Iron Age by Claire Hibbert</li> <li>Stone Age Boy by Satoshi Kitamura</li> <li>The First Drawing by Mordicai Gerstein</li> </ul>	<p><b>Vocabulary:</b> Angle, Anglo-Saxon, Archbishop, Battle of Hastings Celt, Celtic, invasion, invader raid, long-ship, plunder settlement, pagan, thatch Mercia, Bayeux Tapestry, heptarchy, hierarchy, jarl, Great Heathen Army, Jorvik, Jute, karl, Kent King, kingdom, longship, Mercia, monastery Monk, myth, mythology Norman, Northumbria Old English, pagan Pict, raider, Saxon, Scandinavia, Scot, settlement, slave, Sussex, Sutton Hoo, thrall, thegn trader, Viking, Wessex</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>Anglo-Saxons and Vikings by Haxel Maskell and Abigail Wheatley</li> <li>The Saga of Eric the Viking by Terry Jones</li> </ul>	<p><b>Vocabulary:</b> era, century, industrial, census, archive, industrial revolution, industrialisation, coal mining, factories, child labour, apprentice, workhouse, inmate, vagrant</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>Street Child by Berlie Doherty</li> <li>Gaslight by Eloise Williams</li> <li>Victorians by Ann Kramer</li> </ul>	<p><b>Vocabulary:</b> abolitionist, auction, chattel slavery, colonisation, emancipation, enslavement, indigenous, maafa, plantation</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>Oh Freedom! by Francesco D'Adamo</li> <li>Africa, Amazing Africa: Country by Country by Atinuke</li> </ul>
<p><b><u>PLANT IT! GROW IT!</u></b> (Farming in the past)</p>  <p>How was farming in the past different from farming today?</p>	<p><b><u>LONDON'S BURNING!</u></b> <b><u>The Great Fire of London</u></b> AD 1666</p>  <p>Why did the Great Fire of London Burn down so many houses?</p>	<p><b><u>KINGS AND QUEENS</u></b></p>  <p>Are all Kings and Queens the same?</p>			<p><b><u>GROOVY GREEKS</u></b></p>  <p>How did Ancient Greece influence today's society?</p>	<p><b><u>THE WORLD WARS</u></b></p>  <p>How did the wars in Britain change the lives of the people?</p>

<p>What can we find out about farming in the past from photographs, illustrations, objects and stories? Why were horses used in farming in the past? Why weren't tractors always used for farming in the past? What were mills used for in the past?</p>	<p>What was London like in 1666? How is it different from London today? Where and when did the fire start? Why did the fire spread so far and stay alight for so long? How did they put the fire out? How do we know about the fire? Who was Samuel Pepys? What changes happened in London after the fire?</p>	<p>What is a monarch and what monarchs do? What are the qualities needed to be a good monarch? Who were some of the important Kings and Queens in the UK? What did they do to make us remember them? How do we decide who would become the next King or Queen?</p>			<p>How did Ancient Greece come to be? How was the country of Ancient Greece divided? How would you survive as an Ancient Greek? How did Ancient Greece influence today's society and become a lasting legacy? How did Ancient Greece fall to the Romans?</p>	<p>Why did WWI begin? What was life like for those on the front line? What was life like in the trenches? What was life like for those not fighting? How did World War II begin? What was the impact of WWII on Britain? What were the key battles during WWII? How did WWII end?</p>
<p><b>Know</b> that we find out about the past through looking at photographs, illustrations, objects and stories. <b>Know</b> that some photographs that were taken in the past may be black and white <b>Know</b> that animals were used in farming before tractors were invented. <b>Know</b> that farm vehicle and machinery has changed over time. <b>Know</b> that mills were used to make flour in the past. <b>Know</b> what a butter churn is used for.</p>	<p><b>Know</b> what London looked like in 1666 and compare it to modern London <b>Know</b> that the fire started in Pudding Lane in London. <b>Know</b> who Samuel, Pepys, King Charles II and Thomas Farriner were. <b>Know</b> that the fire started in Thomas Farriner's bakery. <b>Know</b> that the fire spread so quickly because the houses were made out of wood and were close together. <b>Know</b> that the fire spread so quickly because of the dry summer and strong winds. <b>Know</b> that the fire spread so quickly because there was not a fire service in London.</p>	<p><b>Know</b> what a monarch is. <b>Know</b> three things that a monarch does in their role. <b>Know</b> some qualities needed to be a good monarch. <b>Know</b> the names and recognise the images of three important British monarchs: King Charles III, Queen Victoria, Queen Elizabeth I <b>Know</b> some of the differences between King Charles III, Queen Victoria and Queen Elizabeth I. <b>Know</b> what a timeline is. <b>Know</b> the order in which King Charles III, Queen Victoria and Queen Elizabeth I ruled.</p>			<p><b>Know</b> how Ancient Greece was divided into City-States, each of which had their own laws and customs. <b>Know</b> that all city states spoke the same language. <b>Know</b> the most well-known city states are Athens and Sparta. <b>Know</b> that Ancient Greeks were the first democratic society. <b>Know</b> what the lives of children were like in Athens and Sparta. <b>Know</b> when the first Olympic Games happened. <b>Know</b> some of the styles of Greek columns and that they are still used today. <b>Know</b> about the Minoan civilisation and why they</p>	<p><b>Know</b> how Adolf Hitler rose to power. <b>Know</b> how Jews were treated before and during WWII. <b>Know</b> when Britain declared war on Germany. <b>Know</b> who Neville Chamberlain was and what he did in the build up to the war. <b>Know</b> why people had to wear gas masks during The Blitz. <b>Know</b> why people had 'blackouts' during The Blitz. <b>Know</b> about the role of women during WWII. <b>Know</b> why children were evacuated during WWII. <b>Know</b> about rationing during WWII. <b>Know</b> what the Holocaust was and how</p>

		<p><b>Know</b> how the fire was eventually put out.</p> <p><b>Know</b> what changes were made after the fire.</p>				<p>were considered the first advanced civilisation.</p> <p><b>Know</b> that the Minoans lived on the Island of Crete/Knossos.</p> <p><b>Know</b> some of the artefacts that have been excavated from the Minoan civilisation.</p> <p><b>Know</b> what happened to the Minoan civilisation.</p> <p><b>Know</b> that the Mycenaean civilisation lived after the Minoans.</p> <p><b>Know</b> that trade was important to the Greeks, and how and what they traded.</p> <p><b>Know</b> some of the achievements of Ancient Greece.</p> <p><b>Know</b> that class and gender determined the roles people could play in society and at home.</p> <p><b>Know</b> the great thinkers were Socrates, Plato and Aristotle.</p> <p><b>Know</b> that Epic Greek poems have provided information about historical and mythological events e.g. Homer's Illiad</p> <p><b>Know</b> that Sculpture was an important part of ancient Greek art and their method of painting designs onto pottery was also distinct and inspired many other civilisations.</p> <p><b>Know</b> why Ancient Greece fell and the impact of the death of Alexander the Great.</p>	<p>people were affected by it.</p> <p><b>Know</b> that the assassination of Franz Ferdinand was the final tipping point for the beginning of the war.</p> <p><b>Know</b> what life was like living in the trenches.</p> <p><b>Know</b> how children helped with the war efforts.</p>
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<p><b>Vocabulary:</b> farm, farming, mill, flour, vehicles, tractors, horse and cart, invented, butter churn, before, now, today, in the past, long ago, a long time ago, before we were born, same, different,</p> <p><b>TEXT LINKS:</b> Little Red Hen The Enormous Turnip</p>	<p><b>Vocabulary:</b> Thomas Farriner, evidence, diary, event, historical, London September 1666, Pudding Lane, Samuel Pepys, King Charles II, Bakery, destroyed, thatched roof, leather buckets, water squirters, fire hooks</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>• Vlad and the Great Fire of London by Kate and Sam Cunningham</li> <li>• The Great Fire of London: Unclassified by Nick Hunter</li> </ul>	<p><b>Vocabulary:</b> monarch, king, queen, heir, reign, throne, abdicate, duty, divorce chronological order, timeline, Carolean, Victorian, Elizabethan</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>• Paddington at the Palace by Michael Bond</li> <li>• The Cook and the King by Julia Donaldson and David Roberts</li> </ul>			<p><b>Vocabulary:</b> civilisation, excavate, oligarchy, city-state, democracy, Socrates, Plato, Aristotle, hierarchy, Minoan, Mycenaean, architecture, government, polytheists, immortal, alliance, invasion</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>• Who Let the Gods Out? by Maz Evans</li> <li>• The Usbourne Internet Linked Encyclopedia of Ancient Greece by Jane Chisholm, Lisa Miles, Struan Reid</li> </ul>	<p><b>Vocabulary:</b> alliance, assassination, imperialism, nationalism, remembrance, Propaganda, holocaust, scapegoat, prejudice, economy</p> <p><b>TEXT LINKS:</b> The World Wars by Paul Dowswell and Ruth Brocklehurst Goodnight Mr Tom by Michelle Magorian War Horse by Michael Morpurgo</p>
<p><b><u>OH I DO LIKE TO BE BESIDE THE SEASIDE!</u></b> Holidays in the past</p>  <p><b>What were holidays in the past like for people in our country?</b> Where have I been on holiday?</p>	<p><b><u>VICTORIAN SCHOOL DAYS</u></b> (KEEP IT LOCAL)</p>  <p><b>What was school like for Victorian children?</b> What is the history of our school? What was different about the Victorian era?</p>	<p><b><u>COAL MINING IN BARNSELY AND THE HUSKAR PIT DISASTER</u></b></p>  <p>(KEEP IT LOCAL) <b>Why was coal mining important to Barnsley?</b> What is coal and when was coal formed?</p>	<p><b><u>REMARKABLE ROMANS</u></b></p>  <p>(KEEP IT LOCAL) <b>The Roman Empire didn't really have that much impact on Britain, did it?</b></p>	<p><b><u>EXCELLENT EGYPTIANS</u></b></p>  <p><b>What was life like in Ancient Egypt?</b> When was the ancient Egyptian era how did it develop from the first civilization (Ancient</p>	<p><b><u>MARVELLOUS MAYANS</u></b></p>  <p><b>The Mayans: who, when and where?</b> What did the Mayans believe in? What did Mayan Mathematics look like?</p>	<p><b><u>POST WAR BRITAIN</u></b></p>  <p><b>How did everyday life change after WWII?</b> What was Windrush? What jobs did people have after the war?</p>



<p>How did I get to my holiday destination?  How else can people travel to reach their holiday destinations?  Who were the Wright Brothers?  What activities do I like to do on holiday?  Where did many people like to go for their holidays in the past?  How can we find out about seaside holidays in the past?  How did people travel when going on holiday in the past?  Why did people use trains and buses for transport?  What types of activities did people do on seaside holidays in the past?  What is a 'Punch and Judy' show?  What types of clothes did people wear on seaside holidays in the past?  What was different about seaside holidays in the past and holidays today?  What are the similarities between seaside holidays in the past and holidays today?</p> <p><b>Special Event: King's Birthday</b>  <b>Know</b> that kings and queens are known as royalty. Some are real people and some are in story books.  <b>Know</b> who King Charles 111 is.</p>	<p>What was it like in Victorian schools?  What can we learn from first-hand accounts of a Victorian school?  What do classroom artefacts tell us about Victorian schools?  Who was John Pounds?</p>	<p>Why was coal mining so important in our local area?  Where were the pits our area?  What was life like for a miner?  What type of jobs were there in a mine in the 1900s?  Did children work in the mine?</p>	<p>Who were the Romans and when did they exist?  What is an 'empire'?  When did Britain become a part of the Roman Empire?  Were the native people happy with the Roman Empire?  Who was Boudicca?  How did beliefs within the Roman Empire change Britain?  How did the Roman Empire impact society in Britain e.g. housing, language, infrastructure?  What evidence is there of the Roman Empire's impact on Britain?</p>	<p>Sumer)?  How were the pyramids built?  Who were the pharaohs and why were they important?  What did the ancient Egyptians believe about the afterlife?  How did the Egyptians bury their important people?  Who was Tutankhamun?</p>	<p>What do historical sources tell us about Mayan cities?  What did the Mayan writing system look like?  Why was food so important to the Mayans?</p>	<p>Were there enough people to do the jobs of post war Britain?  What did women do after the war?  How did deaths of WWII affect post war Britain?  Which political party were in power after the war?  Why did the NHS start?  How was Britain's housing rebuilt after WWII?  What happened to the Peak District after WWII?  What other ways was life affected after the war?</p>
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	<p><b>Know</b> that seaside holidays were popular in the past.</p> <p><b>Know</b> that aeroplanes were invented in the past and that people used other methods of transport to travel before aeroplanes were invented.</p> <p><b>Know</b> who the Wright Brothers were.</p> <p><b>Know</b> that people used trains and buses to travel to the seaside in the past.</p> <p><b>Know</b> some activities that people did on holidays in the past.</p> <p><b>Know</b> that clothing that people wore in the past looks different to clothing worn today.</p> <p><b>Know</b> that we find out about the past through looking at photographs, illustrations, objects and stories.</p> <p><b>Know</b> that in the past, significant explorers discovered different parts of the world.</p> <p><b>(Linked to 'Boats' topic in DT)</b></p>	<p><b>Know</b> what happened in our school in the past.</p> <p><b>Know</b> that a timeline represents events which happened in the past in order.</p> <p><b>Know</b> that Queen Victoria was the Queen of England.</p> <p><b>Know</b> that the Industrial revolution was a time where new machines were invented and factories built.</p> <p><b>Know</b> that many inventions were invented in the Victorian era.</p> <p><b>Know</b> how rich and poor people lived in the Victorian era.</p> <p><b>Know</b> that reading, writing and arithmetic were the most important lessons in Victorian schools alongside religious education.</p> <p><b>Know</b> that boys and girls had some lessons which were different.</p> <p><b>Know</b> what it was like in a Victorian classroom.</p> <p><b>Know</b> what teachers were like in Victorian times and the punishments they used.</p> <p><b>Know</b> who John Pounds was and what he did.</p>	<p><b>Know</b> where coal was mined in the country.</p> <p><b>Know</b> some coal mines in the local area.</p> <p><b>Know</b> what a typical day was like for a coal miner.</p> <p><b>Know</b> the different types of jobs in a coal mine.</p> <p><b>Know</b> that children worked down the coal mining at a young age.</p> <p><b>Know</b> what happened at the Huskar Pit.</p> <p><b>Know</b> some of the jobs children did down a coal mine.</p>	<p><b>Know</b> the Romans existed long before they arrived in Britain.</p> <p><b>Know</b> the chronological order of events in Roman Britain.</p> <p><b>Know</b> the Romans achieved many things and imported them to Britain.</p> <p><b>Know</b> that this multicultural society was a drastic shift from Iron Age Britain.</p> <p><b>Know</b> that Roman housing was different from that of the Celts and Britons (depending on wealth).</p> <p><b>Know</b> that the Roman occupation had a mixed reception from the native population.</p> <p><b>Know</b> where the Romans created some of their settlements.</p> <p><b>Know</b> some of the significant engineering elements of the Romans in Britain.</p> <p><b>Know</b> the limitations of the Roman Empire in Wales and Scotland.</p>	<p><b>Know</b> that the Stone Age overlapped with the Ancient Egyptian era.</p> <p><b>Know</b> that mummification was the process of preserving a body and why this process was very important to the Egyptians.</p> <p><b>Know</b> that Pharaohs were very important people and the pyramids were built as tombs for their burial.</p> <p><b>Know</b> who Tutankhamun was, and why he is important.</p> <p><b>Know</b> that hieroglyphics were a writing system used by the Ancient Egyptians.</p> <p><b>Know</b> that Howard Carter discovered Tutankhamun's tomb.</p> <p><b>Know</b> the importance of the River Nile for Ancient Egyptians.</p> <p><b>Know</b> that Ancient Egyptians believed in many Gods.</p>	<p><b>Know</b> when the Mayan Civilisation existed.</p> <p><b>Know</b> that the modern-day countries Mexico, Guatemala, Honduras, Belize, El Salvador and Nicaragua made up the Mayan Civilisation.</p> <p><b>Know</b> Mesoamerica refers to an area where a number of societies had been formed before the Spanish arrived in the 16th century.</p> <p><b>Know</b> the importance of religion within Mayan society.</p> <p><b>Know</b> the Mayans worshipped a number of Gods.</p> <p><b>Know</b> that traditions such as festivals and blood letting were an important part of religion.</p> <p><b>Know</b> the Mayans were one of only two cultures in the world to develop the concept of zero and how significant this was.</p> <p><b>Know</b> the different number symbols in the Mayan mathematic system.</p> <p><b>Know</b> that the discoveries of Stephens and Catherwood in the city of Copan are primary sources.</p> <p><b>Know</b> that Stephens' and Catherwood's drawings and texts of the city of Copan are secondary sources.</p> <p><b>Know</b> what codices were.</p>	<p><b>Know</b> that immigrants came from countries such as the Caribbean and India to fill jobs in Britain.</p> <p><b>Know</b> that houses bombed in the war had to be replaced quickly.</p> <p><b>Know</b> that 800,000 council houses were built after the war.</p> <p><b>Know</b> that new towns such as Harlow and Stevenage were created after the war.</p> <p><b>Know</b> that the NHS was created after WWII.</p> <p><b>Know</b> that the Peak District was the first National Park to be created in 1951.</p> <p><b>Know</b> what is meant by the 'Swinging 60s'.</p> <p><b>Know</b> how and why, by the end of the 1950s, people's lives had changed.</p> <p><b>Know</b> that rationing continued after the war.</p> <p><b>Know</b> who the new government were after the war, and the reasons behind their election.</p> <p><b>Know</b> that Britain had a great debt after WWII.</p> <p><b>Know</b> the role of women in post WWII Britain.</p> <p><b>Know</b> how the deaths of the war impacted Britain after the war.</p>
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	<p><b>Vocabulary:</b> Holiday, seaside, beach, travel, aeroplane, train, bus, clothing, ‘Punch and Judy’ show, puppets, clothing, before, now, today, in the past, a long time ago, before we were born, same, different, explorer, discovered, world, Earth</p> <p><b>Special Event: King’s Birthday</b></p> <p><b>Know</b> that kings and queens are known as royalty. Some are real people and some are in story books.</p> <p><b>Know</b> who King Charles III is.</p> <p><b>Vocabulary:</b> King, Queen, royalty, palace King Charles III</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>• My First Heroes: Explorers by Nila Aye</li> </ul>	<p><b>Vocabulary:</b> past, present, future, yesterday days ago, weeks ago, last month, a long time ago, now, today, tomorrow, next week, next year, Victorian, Queen Victoria, Prince Albert, Industrial revolution, inventions, arithmetic, religious education, dunce’s cap, cane, slates, chronological, punishment</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>• Going to School (Comparing past and</li> </ul>	<p><b>Vocabulary:</b> coal, coal mine, pit, shaft Cage, colliery, miner, lamp, dust, dangerous, Trapper, Hurrier, Thruster, Getter, seam, gate, tub, winding gear</p> <p><b>TEXT LINK:</b></p> <ul style="list-style-type: none"> <li>• You Wouldn’t Want to be a Victorian Coal Miner by John</li> </ul>	<p><b>Vocabulary:</b> empire, chronological, imported, society, native, settlement, Julius Caesar, Emperor Claudius</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>• See inside Ancient Rome (Usborne flap</li> </ul>	<p><b>Vocabulary:</b> afterlife, ancient Egypt, ancient Sumer, archaeologist, astronomy, bronze, canal, canopic jar, cities, civilisation, cuneiform, drought, empire, famine, floodplain, granary, hieroglyph, Indus Valley, infrastructure, innovation, inscribe, invention, irrigation, ivory, lapis lazuli, leisure, merchant, Mesopotamia, military, Monument, mortuary temple, mosaic, mummification, necropolis, noble, nomad, nutrition, organised religion, papyrus, patron god, pectoral, pharaoh, plough, port, potter’s wheel, pyramid, rampart, sarcophagus, scribe, seal sewerage system, shaduf, shrine, sickle, silt, social hierarchy, society, specialisation, stylus, surplus, tablet, tax, temple, vizier, wheeled chariot, ziggurat</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>• Ancient Egypt – DK Eyewitness by George Hart</li> </ul>	<p><b>Know</b> the importance of maize to the Mayan people.</p> <p><b>Know</b> the importance of cacao (kakaw) to the Mayan people.</p> <p><b>Vocabulary:</b> Mesoamerica, vigesimal number system, lithography, camera lucida, Copan, Chichen Itza, hieroglyphs, syllabogram, logogram, codex, cacao, maize</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>• Mayan Civilisation by Izzy Howell</li> </ul>	<p><b>Vocabulary:</b> windrush, council housing, NHS, rationing, debt, austerity, nationalisation, employment, immigration, emigrate, Education Act</p> <p><b>TEXT LINKS:</b></p> <ul style="list-style-type: none"> <li>• Windrush Child by Benjamin Zephaniah</li> </ul>
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<ul style="list-style-type: none"> <li>The Sea Saw by Tom Percival</li> <li>Seaside Holidays Then and Now by Clare Hibbert</li> </ul>	<ul style="list-style-type: none"> <li>present) by Rebecca Rissman</li> <li>You wouldn't want to be a Victorian Schoolchild by John Malam and David Antram</li> </ul>	Malam and David Antram	<ul style="list-style-type: none"> <li>books) by Katie Daynes</li> <li>Rotten Romans 1 – Horrible Histories by Terry Deary and Martin Brown</li> <li>Romans on the Rampage by Jeremy Strong</li> </ul>	<ul style="list-style-type: none"> <li>Everything Ancient Egypt (National Geographic Kids)</li> <li>Ancient Egypt: Tales of Gods and Pharaohs – Marcia Williams</li> </ul>	<ul style="list-style-type: none"> <li>The Daily Life of a Mayan Family by Baby Professor</li> </ul>	
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**Disciplinary Knowledge of History**

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<b>Historical Enquiry</b>	<p><b>I can make comments about sources of information I am provided with.</b></p> <p><i>E.g. My Wonderful World</i> Photographs of ourselves and our families.</p> <p>Pictures of Guy Fawkes.</p> <p><i>E.g. Plant it! Grow it!</i> Photographs and an artefact to look at e.g. a butter churn.</p> <p><i>E.g. Oh I do like to be beside the seaside</i> Photographs of seaside holidays</p>	<p><b>I can find simple answers to questions about the past from sources of information I am provided with.</b></p> <p><i>E.g. London's burning</i> An artefact to look at and handle such a leather bucket.</p> <p><i>E.g. What was life like for our grandparents growing up?</i> Photos of houses in the 1950s.</p> <p><i>E.g. Victorian School Days</i> Headteacher to visit class to give information about the school taken from the school logbooks</p> <p><b>I can use, handle and observe a source carefully to help me answer questions about the past based on my observations.</b></p> <p><i>E.g. Victorian School Days</i> Reading first-hand accounts of life in a Victorian classroom</p>	<p><b>I can use, handle and observe a source carefully to help me answer questions about the past based on my observations.</b></p> <p><i>E.g. Nurturing Nurses</i> Looking at the types of lamp and a sash, used and worn by Florence Nightingale.</p>	<p><b>I can use different pre-selected sources to find out about a period (primary and secondary).</b></p> <p><i>E.g. The Stone Age to the Iron age</i> Trip booked to North Yorkshire for Stone Age Experience</p> <p><b>I can begin to observe small details from pictures, photographs and artefacts.</b></p> <p><i>E.g. The Stone Age to the Iron age</i> Handling artefacts on school trips and discussing what they think those artefacts would have been used for.</p> <p><b>I can select and record information which is relevant to the period I am studying.</b></p> <p><i>E.g. The Stone Age to the Iron age</i> Looking at tables of information about the Stone Age – Iron Age and writing up facts about the tools they used and the</p>	<p><b>I can use evidence to enable me to build up a picture of an event which happened in the past.</b></p> <p><i>E.g. Anglo-Saxons and Vikings</i> Building a picture of Viking invasions.</p> <p><i>E.g. Excellent Egyptians</i> The rise of Ancient Egypt.</p> <p><b>I can choose relevant material to present an idea of what it was like in the past.</b></p> <p><i>E.g. Excellent Egyptians</i> Varieties of diaries and written accounts from Ancient Egyptians.</p> <p><b>I am beginning to ask a variety of questions (with increasing relevance) to deepen my understanding of the past.</b></p> <p><i>E.g. Anglo-Saxons and Vikings</i> Why did the Anglo-Saxons invade and settle in Britain? <i>E.g. Excellent Egyptians</i> Why are was the Ancient Egyptian civilisation so</p>	<p><b>I am beginning to recognise the difference between a primary and secondary source of information.</b></p> <p><i>E.g. Marvellous Mayans</i> Comparing photographs of ancient artefacts with information from museums.</p> <p><b>I can use evidence to enable me to build up a picture of events which happened in the past.</b></p> <p><i>E.g. Marvellous Mayans</i> What do historical sources tell us about Mayan cities?</p> <p><b>I can select information which is relevant to the question I am exploring.</b></p> <p><i>E.g. Victorian Penistone</i> What was life like in Victorian Britain? <i>E.g. Marvellous Mayans</i> What was life like for the ancient Mayans?</p> <p><b>I can use books from the library, class reading areas and the internet to research questions and check ideas with increasing confidence.</b></p>	<p><b>I recognise the difference between a primary and secondary source of information.</b></p> <p><i>E.g. The World Wars</i> Information and records from different countries from WWII.</p> <p><b>I can use a range of sources of evidence to enable me to build up a picture of events which happened in the past.</b></p> <p><i>E.g. The World Wars</i> Using diaries and newspaper accounts to research WWII.</p> <p><b>I can select information (and check the reliability) which is relevant to the question I am exploring.</b></p> <p><i>E.g. The World Wars</i> What was life like for Jews in WWII?</p> <p><b>I can use books from the curriculum library, class reading areas and the internet to research questions and check ideas with confidence.</b></p> <p><i>E.g. Britain and the Slave Trade</i></p>
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				<p>religious traditions they followed.</p> <p><b>I am beginning to use books from the class reading areas and the internet to research questions and check ideas.</b></p> <p><i>E.g. <u>Remarkable Romans</u></i> Using the books on our topic display to research significant engineering elements of the Romans in Britain.</p>	<p>impressive and important?</p> <p><b>I can use books from the library, class reading areas and the internet to research questions and check ideas.</b></p> <p><i>E.g. <u>Excellent Egyptians</u></i> Using books and the internet to research Tutankhamun</p>	<p><i>E.g. <u>Victorian Penistone</u></i> Using books to research life in Victorian Sheffield</p>	<p>Using books and the internet to find out what was life like for slaves.</p> <p><b>I can bring knowledge from a range of sources together to help me for a reasoned account or explanation.</b></p> <p><i>E.g. <u>The World Wars</u></i> Explaining why Hitler's government was a dictatorship or how and why Jews were treated badly during WWII.</p>
<b>Chronological understanding</b>	<p>I can sequence daily events and use appropriate vocabulary to describe the sequence.</p> <p><i>Maths Link: Sequencing</i></p> <p><b>I can sequence photographs from my own life that show how I have grown and changed.</b></p> <p><i>E.g. <u>My Wonderful World</u></i> Photographs of myself as a baby, toddler and now.</p> <p><b>I can identify photographs/pictures of 'the past' and photographs of 'now' and know which happened first.</b></p> <p><i>E.g. <u>Oh I do like to be beside the seaside</u></i> Photographs of holidays in the past and photographs of modern holidays.</p>	<p>I can sequence events I have learned about in the past.</p> <p><i>E.g. <u>Victorian School Days</u></i> Timeline of major events in the school.</p> <p><b>I can sequence up to 4 artefacts from different periods of times (earliest to latest.) I can match objects to people of different ages.</b></p> <p><i>E.g. <u>What was life like for our grandparents growing up?</u></i> Sequencing the stages of life.</p>	<p>I can sequence photographs from different periods of time and from my own life events.</p> <p><i>E.g. <u>Kings and Queens</u></i> Sequencing images of clothes people wore in 1300 to now.</p> <p><b>I can describe memories of key events in my life that happened recently or in the past.</b></p> <p><i>E.g. <u>Kings and Queens</u></i> Recalling the coronation of King Charles III</p> <p><b>I know and can recount parts of stories from the past.</b></p> <p><i>E.g. <u>Nurturing Nurses</u></i> Telling the story of Mary Seacoll and Florence Nightingale</p>	<p><b>I can place the period I am studying on a timeline.</b></p> <p><i>E.g. <u>The Stone Age to The Iron Age &amp; The Romans:</u></i> Comparing the prehistory timeline to where we are now and to the Romans.</p> <p><b>I can use dates and terms related to the period I am studying and the passing of time.</b></p> <p><i>E.g. <u>The Stone Age to The Iron Age</u></i> Prehistory, Paleolithic, Mesolithic, Neolithic, Bronze age, Iron age.</p> <p><b>I can sequence several events or artefacts in time/date order.</b></p> <p><i>E.g. <u>Remarkable Romans</u></i> Putting invasions and occupation of Britain by Rome into chronological order.</p>	<p><b>I can place the events I am studying on a timeline.</b></p> <p><i>E.g. <u>Anglo-Saxons and Vikings</u></i> Anglo-Saxon and Viking timeline up to the Norman invasion.</p> <p><i>E.g. <u>Excellent Egyptians</u></i> Where do Ancient Egyptians fit in the timeline of the Stone Age?</p> <p><b>I can use terms related to the period I am studying and begin to add dates to key events.</b></p> <p><i>E.g. <u>Excellent Egyptians</u></i> Pharaoh, papyrus, Necropolis</p> <p><b>I can understand the meaning of BC and AD.</b></p> <p><i>E.g. <u>Anglo-Saxons and Vikings</u></i> Place the Vikings, Anglo-Saxon Era's on a timeline in comparison to the Ancient Egyptians.</p>	<p><b>I know and can sequence key events of the period I am studying.</b></p> <p><i>E.g. <u>Marvellous Mayans</u></i></p> <p><b>I can use relevant terms and labels for the period being studied.</b></p> <p><i>E.g. <u>Groovy Greeks</u></i> Minoan, Mycenaean</p> <p><b>I can make comparisons between different times in the past and note their similarities and differences.</b></p> <p><i>E.g. <u>Groovy Greeks</u></i> <i>E.g. <u>Marvellous Mayans</u></i> Life during ancient Greece and Ancient Maya.</p>	<p><b>I can place the period I am studying on a timeline in relation to other studies.</b></p> <p><i>E.g. <u>The World Wars</u></i> <i>E.g. <u>Peace at Last - Post War Britain</u></i> Placing WWI and WWII and events in post war Britain on a timeline.</p> <p><b>I can use relevant terms and dates with increasing confidence.</b></p> <p><i>E.g. <u>The World Wars</u></i> Imperialism, nationalism.</p> <p><b>I can sequence up to 10 events on a timeline, showing a clear understanding of chronology.</b></p> <p><i>E.g. <u>Britain and the Slave Trade</u></i> The start and end of the slave trade.</p>

**Knowledge and understanding of key events, significant people and changes in the past**

I can recognise the some things in the past were different to the present day.

*E.g. Oh I do like to be beside the seaside*

Recognising the difference in modes of transport for travelling in the past and now.

I can recognise that some people in history did important things that changed the world or we live.

*E.g. Oh I do like to be beside the seaside*  
Learning about The Wright Brothers.

I can recognise the difference between the past and present in my own life and other people's.

*E.g. What was life like for our grandparents growing up?*

Recognising the difference between toys past and present.

I can understand why someone may have wanted to do something and the change they wanted to bring about.

*E.g. Victorian School Days*  
Learning about Samuel Wilderspin.

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I recognise why people did things, why certain events happened and what happened as a result.

*E.g. Nurturing Nurses*

What did Florence Nightingale do, and what happened as a result?

I can identify the differences between different ways of life at different times.

*E.g. Coal mining in Barnsley and the Huskar Pit Disaster*

How were children treated in Victorian times compared to present?

I can find out about the everyday lives of the people in the time being studied.

*E.g. The Stone Age to The Iron Age*

How hunter gatherers and farmers go their food. How early Britons entertained themselves.

I can compare the way people lived in the past, with our lives today.

*E.g. The Stone Age to the Iron Age*

How our houses and streets differ from Skara Brae or roundhouses.

I can identify the reasons for and the results of the actions of significant people.

*E.g. Remarkable Romans*  
Julius Caesar/Emperor Claudius.

I can understand why someone may have wanted to do something and the change they wanted to bring about.

*E.g. Remarkable Romans*  
Infrastructure in the empire e.g. roads.

I can use evidence to reconstruct what life was like in the time being studied.

*E.g. Anglo-Saxons and Vikings*

What was the life like for Anglo-Saxons and Vikings?

*E.g. Excellent Egyptians*  
How was life for children and adults throughout Ancient Egypt across the different social statures.

I can identify the key features and events of the time being studied. I can begin to describe connections between events from the time studied.

*E.g. Anglo-Saxons and Vikings*

The Anglo-Saxons invasions, Vikings raids and living in peace before the Norman invasion.

I can offer a simple explanation for why some events occurred.

*E.g. Excellent Egyptians*  
How Ancient Egypt came to be a successful civilization.

I can recognise different aspects of different people and differences between the roles of men and women.

*E.g. Victorian Penistone*

What was life like for a Victorian child?

I can examine causes and results of great events and the impact on people.

*E.g. Victorian Penistone*  
What was the impact of the Poor law amendment act?

I can compare life in early and late 'times' studied.

*E.g. Victorian Penistone*  
*E.g. Ancient Maya*  
How did their lives compare?

I can compare an aspect of life with the same aspect in another period.

*E.g. Marvellous Mayans*  
*E.g. Ancient Greece*  
How did women's roles in society compare?

I can find out about beliefs, behaviour and characteristics of people, recognising that people have differing views and feelings.

*E.g. The World Wars*  
Researching and finding out from real people about their experiences during WWII e.g. Anne Frank.

I can compare the beliefs and behaviour with another time studied.

*E.g. Britain and the Slave Trade*

Compare the lives of men and women slaves.

I can write another explanation of a past event, in terms of cause and effect, using evidence to support and illustrate my opinion.

*E.g. The World Wars*  
How WWI was an influence in WWII.

I know the key dates, significant individuals and events of the time being studied.

*E.g. The World Wars*  
Key battles during WWII.

<b>Presenting, organising and communicating knowledge</b>	I can communicate my knowledge through:	I can communicate my knowledge through:	I can communicate my knowledge through:	I can communicate my knowledge through:	I can communicate my knowledge through:	I can communicate my knowledge through:	I can communicate my knowledge through:	
	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Pictures</li> <li>• Writing</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Pictures</li> <li>• Writing</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Pictures</li> <li>• Writing</li> <li>• Discussion</li> <li>• Homework projects</li> <li>• ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Pictures</li> <li>• Writing</li> <li>• Discussion</li> <li>• Homework projects</li> <li>• ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Pictures</li> <li>• Writing</li> <li>• Discussion</li> <li>• Homework projects</li> <li>• ICT</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Pictures</li> <li>• Writing</li> <li>• Discussion</li> <li>• Homework projects</li> <li>• ICT</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Pictures</li> <li>• Writing</li> <li>• Discussion</li> <li>• Homework projects</li> <li>• ICT</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Pictures</li> <li>• Writing</li> <li>• Discussion</li> <li>• Homework projects</li> <li>• ICT</li> <li>•</li> </ul>
				And different genres of writing including:	And different genres of writing including:	And different genres of writing including:	And different genres of writing including:	And different genres of writing including:
				<ul style="list-style-type: none"> <li>• Poems</li> <li>• Posters</li> <li>• Adverts</li> <li>• Diaries</li> </ul>	<ul style="list-style-type: none"> <li>• Poems</li> <li>• Posters</li> <li>• Adverts</li> <li>• Guides</li> </ul>	<ul style="list-style-type: none"> <li>• Poems</li> <li>• Posters</li> <li>• Adverts</li> <li>• Guides</li> <li>• Myths</li> <li>• Balanced arguments</li> <li>• News reports</li> </ul>	<ul style="list-style-type: none"> <li>• Poems</li> <li>• Posters</li> <li>• Adverts</li> <li>• Guides</li> <li>• Myths</li> <li>• Balanced and biased arguments</li> <li>• News reports</li> </ul>	<ul style="list-style-type: none"> <li>• Poems</li> <li>• Posters</li> <li>• Adverts</li> <li>• Guides</li> <li>• Myths</li> <li>• Balanced and biased arguments</li> <li>• News reports</li> </ul>
								Children also:
								<ul style="list-style-type: none"> <li>• Plan and review a self-directed project about the period they are studying</li> </ul>

Subject links with art – architecture: the old school building, Penistone Workhouse, weavers’ cottages in the village.