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| **Happiness Responsibility Friendship Respect Courage** | | | | | | | | |
| **HISTORY - Year Three** | | | | | | | | |
| **The Stone Age** | | | **The Bronze Age and Iron Age** | | | **Local History: Ironbridge** | | |
| Knowledge | Concepts | Skills | Knowledge | Concepts | Skills | Knowledge | Concepts | Skills |
| **Constructing the past**  Sequencing the past | **Change and Development**  **Cause and Effect**  Significance and Interpretations | Planning and carrying out an historical enquiry  **Using sources as evidence** | **Constructing the past**  **Sequencing the past** | **Change and Development**  Cause and Effect  **Significance and Interpretations** | Planning and carrying out an historical enquiry  **Using sources as evidence** | Constructing the past  Sequencing the past | Change and Development  Cause and Effect  **Significance and Interpretations** | **Planning and carrying out an historical enquiry**  Using sources as evidence |
| I know why this period of time is called the Stone Age.  I know that there are three different periods in the Stone Age (Palaeolithic, Mesolithic, and Neolithic) and I can sequence them.  I know the main achievements of the people in the Neolithic era including farming (crops and animals), domestication of animals, shelter, and tools.  I know that Skara Brae is an important Neolithic site in the UK where archaeological evidence has been found. | I understand the main similarities, differences and key changes that occurred between the Palaeolithic and Mesolithic eras with tool making, finding food and shelter.  I understand that tool making, food and shelter are types of change that can be studied across eras.  I understand why the changes took place and the impact of the changes on the lives of prehistoric people. | I can use sources to gather information to compare the Palaeolithic and Mesolithic eras.  I can explain why some sources are more useful than others in answering my questions (e.g., comparing reconstruction drawings with first hand artefacts). | I know that the Bronze and Iron Ages follow the Stone Age.  I know how to sequence and show the eras on a timeline.  I know that the development of metals impacted the success of the societies.  I know how to group a range of images related to the Bronze and Iron Ages into the correct time periods and can explain my reasons why.  I know who the Amesbury Archer was and what he tells us about the Bronze Age.  I know that the Iron Age people built hill forts and the Wrekin is an example of this. | I understand that historical interpretations can differ when looking at sources from the past and can explain why. (The Amesbury Archer)  I understand the changes in housing and home life between the Bronze and Iron ages.  I understand how the development of iron impacted the advances in farming, tool making and transport. | I can use sources to answer historical questions. E.g., Do you think the Bronze and Iron Ages were dangerous times to live? Which age do you think was most impressive and why? | I know that historically significant buildings are listed and why. | I understand and can explain why the Ironbridge is a local historically significant structure. | I can independently devise a range of historically valid questions to find out about the development of iron and how it has changed my local area.  I can answer questions with detailed structured responses, referring to specific sources of evidence.  I can use a range of historical terms e.g., Significant, listed, Industrial Revolution, architecture, architectural terms, world heritage site. |

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| **Happiness Responsibility Friendship Respect Courage** | | | | | | | | |
| **HISTORY - Year Four** | | | | | | | | |
| **The Ancient Egyptians** | | | **Roman Britain** | | | **Crime and Punishment** | | |
| Knowledge | Concepts | Skills | Knowledge | Concepts | Skills | Knowledge | Concepts | Skills |
| **Constructing the past**  Sequencing the past | **Change and Development**  Cause and Effect  Significance and Interpretations | Planning and carrying out an historical enquiry  Using sources as evidence | Constructing the past  **Sequencing the past** | Change and Development  Cause and Effect  **Significance and Interpretations** | **Planning and carrying out an historical enquiry**  Using sources as evidence | **Constructing the past**  Sequencing the past | **Change and Development**  **Cause and Effect**  Significance and Interpretations | Planning and carrying out an historical enquiry  **Using sources as evidence** |
| I know where Ancient Egypt fits on a timeline compared to other Ancient Civilisations. (Shang Dynasty, Ancient Sumer, and the Indus Valley civilisation.)  I know what was happening in Britain at the time of the Ancient Egyptians (Stone Age through to Bronze Age)  I know why the Nile was so important to the success of the Egyptian civilisation.  I know three of the main achievements of the Ancient Egyptians and can explain why they are important (Communication – hieroglyphics, engineering -pyramids, and farming). | I understand that the 4 Ancient civilisations had shared features that led to their success (based around large rivers, have a warm climate, successful agricultural communities and have neighbours to trade with). |  | I know the key dates of the Roman Invasions of Britain (and how this links to the Egyptians) and the reasons why the Romans invaded (resources and fertile land – link with Egyptians).  I know why Claudius’s invasion was ultimately successful. | I understand why two accounts of the same event (Boudica’s revolt) may differ. | I can devise questions with my class to build an enquiry to find out about Hadrian’s Wall.  I can independently devise an enquiry based on a range of valid questions related to the impact the Romans had when they came to Britain. E.g., communication (writing and numerals), transport (roads), Calendar, Sanitation, Laws. | I know that the police force was introduced in 1829. | I understand how attitudes towards crime have changed over time (death penalty and transportation).  I understand how punishments have changed over time.  1500s: punished using whipping, branding and stocks.  1800s: prison, transportation, hard labour, the crank and the treadmill, fines and sent to join army.  I understand that the police force was developed in response to the crimes. | I can use a range of sources to find out about a famous criminal e.g., Dick Turpin.  I can use the sources to compile a detailed description of what Dick Turpin is like. |

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| **Happiness Responsibility Friendship Respect Courage** | | | | | | | | |
| **HISTORY - Year Five** | | | | | | | | |
| **The Anglo-Saxons** | | | **The Vikings** | | | **Journeys** | | |
| Knowledge | Concepts | Skills | Knowledge | Concepts | Skills | Knowledge | Concepts | Skills |
| Constructing the past  Sequencing the past | Change and Development  Cause and Effect  Significance and Interpretations | Planning and carrying out an historical enquiry  Using sources as evidence | Constructing the past  Sequencing the past | Change and Development  Cause and Effect  Significance and Interpretations | Planning and carrying out an historical enquiry  Using sources as evidence | Constructing the past  Sequencing the past | Change and Development  Cause and Effect  Significance and Interpretations | Planning and carrying out an historical enquiry  Using sources as evidence |
| I know and can order on an annotated timeline the significant events, societies, and people of the Anglo-Saxon era.  I know how events in this era link to the Romans. | I understand the changes and developments that occurred during the Anglo-Saxon era and some of these are of significant importance.  I understand the reasons why certain changes and developments in the Anglo-Saxon era were important and can link these changes.  I understand which developments and changes in the Anglo-Saxon era had short- or long-term impact on the future of life in Britain. | I can plan and carry out an enquiry to answer the historical question: ‘Was the Anglo-Saxon period really a Dark Age.’  **In my enquiry:**  I can show understanding of contrasting viewpoints.  I can use a range of evidence to support my conclusion.  I can use the relevant historical terms in my writing (see unit overview for specific vocabulary) | I know some of the features linked to aspects of the life within the Viking period. (e.g., Religion and food.)  I know how The Vikings link to The Anglo-Saxons.  I know when and why the Vikings invaded Lindisfarne.  I know when and how Alfred the Great and Athelstan led the English resistance to the Vikings.  I know that there was a struggle for the kingdom of England from the time of the first Viking invasions in 787AD to the time of Edward the Confessor who was king from 1042-1066. | I understand the cause of the Vikings arrival in Britain and why they stayed.  I understand the effect that the Vikings had on Britain when they stayed.  I understand the Vikings deciding to settle in Britain is similar to other periods studied. (e.g., Romans or Anglo-Saxons deciding to settle in Britain.)  I understand why there may be similarities and differences in interpretations. (Lindisfarne raid) |  | I know and can sequence five significant journeys from history using appropriate dates, period labels and terms.  (Walter Raleigh’s voyages, Titanic 3rd class passengers, Kindertransport, Windrush and modern-day refugees)  I know how these journeys link to the journeys made by Anglo-Saxon and Viking invaders. | I understand what caused people to make these journeys and the effects these journeys may have had.  I understand the difference between journeys made by choice and those made for survival.  I understand how interpretations of the same event can differ. (e.g., identify a number of differences in the interpretations presented about the Windrush journey.) |  |

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| **Happiness Responsibility Friendship Respect Courage** | | | | | | | | |
| **HISTORY - Year Six** | | | | | | | | |
| **The Impact of War** | | | **The Maya Civilisation** | | | **The Ancient Greeks** | | |
| Knowledge | Concepts | Skills | Knowledge | Concepts | Skills | Knowledge | Concepts | Skills |
| Constructing the past  Sequencing the past | Change and Development  Cause and Effect  Significance and Interpretations | Planning and carrying out an historical enquiry  Using sources as evidence | Constructing the past  Sequencing the past | Change and Development  Cause and Effect  Significance and Interpretations | Planning and carrying out an historical enquiry  Using sources as evidence | Constructing the past  Sequencing the past | Change and Development  Cause and Effect  Significance and Interpretations | Planning and carrying out an historical enquiry  Using sources as evidence |
|  | I understand and can provide a comprehensive account of the impact of the World Wars on my locality by looking at local sources (e.g., war memorials and graves).  I understand the way that children’s lives changed in my locality during the First and Second World Wars.  I understand the impact of the First and Second World Wars on the lives of people in my locality with regards to food, leisure and the roles of women and their rights. | I can confidently plan and produce an historical enquiry: ‘**Did the First or Second World War have the biggest impact on our locality?’**  I can comment with confidence on the value of a range of different types of sources.  I can select and reject appropriate sources to exemplify the impact of the wars. | I know where the Maya Civilisation fits on a timeline compared to other Ancient Civilisations. (Ancient Egypt, Ancient Romans, Anglo-Saxons, and Vikings)  I know the main features of the Maya civilisation and understand how they link to the Ancient Egyptians. E.g., society, religion, architecture, housing. | I understand why the Maya are considered a significant culture today.  I understand theories about the causes of the decline of the Maya civilisation and can order theories in a hierarchy and comment on why they have selected this order. | I can consider whether the limited types of evidence available help us to make reliable judgements. | I know and can sequence with independence the significant dates and events of the Ancient Greek era.  I know where the Ancient Greek Civilisation fits on a timeline compared to other Ancient Civilisations. (Ancient Egypt, Ancient Romans, Maya, Anglo-Saxons, and Vikings)  I know about the political, social, and cultural aspects of life in Ancient Greece. | I understand the significance of the Olympic games that originated in Ancient Greece.  I understand the significant impact of the establishment of democracy in Ancient Greece and its importance in society today.  I understand and can give valid reasons why interpretations about Athenian society and the Olympic games may differ or be the same. |  |