



# History Curriculum

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Curriculum Intent Statement – History

At Sir John Sherbrooke Junior School our curriculum offer will **PROVIDE** children with the essential knowledge, skills and experiences that they need to become life-long learners. The History Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation.

It will **PROVIDE** children with a clear pedagogical structure which allows them to acquire new learning. This is informed by national frameworks and expectations which are adapted to meet the specific needs of our community. It is a curriculum that ensures that learning is accessible and provides a community of opportunity and ambition for all.

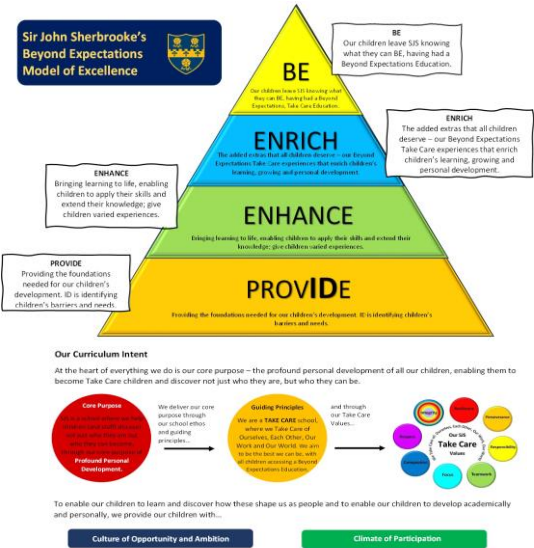
To allow children to remember more and learn more, the curriculum at Sir John Sherbrooke Junior School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

The curriculum **ENRICHES** learning experiences through a comprehensive residential and extra-curricular program that supports learning within the classroom; these opportunities are extended from Year 3 through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our Pupil Parliament and Take Care Leaders.

History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values, encouraging them to show compassion and show responsibility.

Profound Personal Development will be the heart of all teaching and learning where children are taught to Take Care of themselves, each other, their work and the world around them. Our Take Care Values are central to our conversations with all stakeholders, and this allows children, staff, parents and governors to work together to ensure that our Take Care ethos helps us live out the things we have learned in our everyday lives.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**



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SIR JOHN SHERBROOKE

HISTORY

Intent

At Sir John Sherbrooke Junior School the History Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation.

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History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values, encouraging them to show **compassion** and show **responsibility**.

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Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, we support our children to go **Beyond Expectations** and **BE** the best they can be.

Implementation

History is taught through topic work, as part of a whole school topic-based approach to teaching and learning or as stand alone units/lessons (e.g. Black History Month). This enables teachers to forge cross-curricular links, giving meaningful context to the children's learning, which is then reinforced in their English and other curriculum work. History is taught through at least 2 topics each year:

|                  |                               |                       |                   |
|------------------|-------------------------------|-----------------------|-------------------|
| Year 3/4 cycle A | Where We Live / Bespoke topic | Stone Age to Iron Age | Ancient Egyptians |
| Year 3/4 cycle B | Where We Live / Bespoke topic | Mayan Civilisation    | The Romans        |
| Year 5           | Where We Live / Bespoke topic | Ancient Greeks        | Anglo Saxons      |
| Year 6           | Where We Live / Bespoke topic | Children of WW2       | Vikings           |

Each topic builds on previous knowledge, understanding and skills and enables children to move onto the next stage in their learning. Children learn new knowledge and build on the use of a variety of different historical skills from year 3 to Year 6. This learning also building on the previous targets covered at the infant school.

Year 3/4 work on a two year cycle, due to mixed classes, covering their year group expectations within the topics/lessons covered.

At SIS, the children build on prior KS1 learning and the children extend their knowledge and understanding. Lessons are engaging and varied to inspire the children's interest in different historical periods, giving all children 'real life' experiences and opportunity to work like Historians. Children carry out historical inquiries by researching to answer their own or pre-planned questions. They are encouraged to use a range of historical tools to collate information about a period or event in history, and then present their findings in a variety of ways.

As with all of our lessons, every child is planned for and lessons are differentiated appropriately including lessons for children with SEND. They will be accessing the same content but through differentiated activities and resources, with the UP2 target stickers ensuring that learning is never capped and children have the opportunity to access all levels of learning.

Learning targets are progressive. They are taken from Focus Education's targets grids and adapted to suit the needs of our SIS students. In order to ensure the key aspects of learning are retained, there are non – negotiables targets that must be covered and then other targets that should mostly be covered. These allow for flexibility within the curriculum for teachers to enable their lessons and learning best suits the needs of their specific class/year group each year.

Impact

At Sir John Sherbrooke Junior School we want our History curriculum to impact the way our children appreciate the World around them and the impact history has had on them today. We feel the way we implement History within our topic-based curriculum encourages curiosity and enthusiasm for the subject and helps our children realise the importance of understanding the historical events that have impacted the way the world is today. Our hope is that their enthusiasm and engagement in history is something they will continue to find importance in as they leave us for secondary school and beyond.

Teachers assess children's development in History by making on-going observations, questioning and discussion during lessons and feedback on work produced. The use of UP2 stickers in most lessons allows for clear assessment and ensures no child has their learning capped, they all have the opportunity to extend their learning at any stage. The children's topic books and our year group Teaching, Planning and Assessment documents (TPAs) are used to evidence the children's knowledge and understanding of key concepts, their ability to apply key vocabulary, skills and a range of recording methods.

Teacher Assessments are recorded every term (3x a year) on the History TPAs, where the children's progress in History is tracked and monitored. They are used to inform planning and support future learning to close gaps in the children's knowledge. In addition, Parents' Evenings and end of year reports provide opportunities to share child specific attainment with parents/carers. These TPAs are also shared with the children's teachers as part of summer transition, to inform planning and understanding of the children's needs for their next year group.

Knowledge organisers and end of unit star quizzes are being developed and starting to be used within geography, to allow for deeper assessment and knowledge retention.



Sir John Sherbrooke Junior School – How to use it

| Toolkit Elements                      | Where/How to Use                                                                                                                                                                                                                |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| National Curriculum Statements        | To be copied onto the long-term plan to show our coverage of the National Curriculum.                                                                                                                                           |
| Curriculum Target Grids               | These are broken down by Skills, Knowledge and Understanding. These are to be copied onto the half termly curriculum skills plan to show skills are being taught.                                                               |
| Target, Planning and Assessment Grids | These are where we show when the targets will be taught and where we assess children for each target.                                                                                                                           |
| Planning Sheets and Up2               | Topic planning sheets and Up2 target sticker format.                                                                                                                                                                            |
| Knowledge Organisers                  | To be stuck into the children's books at the start of the unit to support the children's learning during the topic and sent home via Marvellous Me. It will also provide the vocabulary and knowledge the children should know. |
| Auditing/Deep Dive Documents          | For subject leaders to check and consider their subject and how it can be improved.                                                                                                                                             |
| Curriculum GANTT and Action Plan      | For subject leaders to use to have clear monitoring and improvements throughout the year and beyond.                                                                                                                            |
| Pupil interview documents             | To be used by subject leaders to find out how children respond to their subject and how successful they feel it is being implemented.                                                                                           |

| History Curriculum Target Grids – Whole School |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | Chronological Understanding                                                                                                                                                                                                                                                                                                                                                                | Knowledge and Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Historical Enquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Year 3                                         | <ul style="list-style-type: none"><li>I can describe events and periods using the words BC, AD and the ad.</li><li>I can describe events from the past using dates when things happened.</li><li>I can describe events and periods using the words ancient and century.</li><li>I can use my mathematical knowledge to work out roughly how long ago events would have happened.</li></ul> | <ul style="list-style-type: none"><li>I can explain how events from the past have helped shape our lives.</li><li>I can appreciate that wars have been happening from a very long time ago and it is often associated with invasion or religious differences.</li><li>I know that people in the past looked different and spoke different languages.</li><li>I can recognise that the lives of wealthy people were very different from those of poor people.</li><li>I can understand how items found belonging to the past are being used today as a guide to the life of those people then.</li></ul> | <ul style="list-style-type: none"><li>I can recognise the part that archaeologists have had in helping us understand more about the past.</li><li>I can use various sources of evidence to answer questions.</li><li>I can use various sources to find out how people lived in the past.</li><li>I can research a specific event from the past.</li><li>I can identify the reasons for the events and the differences between given periods in history.</li><li>I can, through research, identify similarities and differences between given periods in history.</li></ul> |
| Year 4                                         | <ul style="list-style-type: none"><li>I can place recent history on a timeline using centuries.</li><li>I can place events of history and explain the periods of time.</li><li>I can use my mathematical skills to round up time differences into centuries and decades.</li></ul>                                                                                                         | <ul style="list-style-type: none"><li>I can appreciate that the past is not just a collection of facts but a story that has shaped the world we live in today.</li><li>I can begin to understand how the world has changed over time.</li><li>I can recognise that Britain has been ruled by several different groups of people.</li><li>I realise that I leaders in the past would have fought fiercely, using hand to hand combat.</li><li>I can suggest why certain events happened as they did in history.</li><li>I can suggest why certain people acted as they did.</li></ul>                    | <ul style="list-style-type: none"><li>I can research two versions of an event and say how they differ.</li><li>I can research what it was like for a child in a given period in the past and how it compares with their lives in the present and future.</li><li>I can give more than one reason to support a historical argument.</li><li>I can communicate knowledge and understanding by explaining what I have learned and how it has helped me to understand the world around me.</li></ul>                                                                           |
| Year 5                                         | <ul style="list-style-type: none"><li>I can use dates and historical language to my work.</li><li>I can use a timeline to place events in order and explain the periods of time.</li><li>I can use my mathematical skills to work exact time scales and differences as need be.</li></ul>                                                                                                  | <ul style="list-style-type: none"><li>I can describe the lives of people in the past and how they lived.</li><li>I can begin to understand how the world has changed over time.</li><li>I can recognise that Britain has been ruled by several different groups of people.</li><li>I realise that I leaders in the past would have fought fiercely, using hand to hand combat.</li><li>I can suggest why certain events happened as they did in history.</li><li>I can suggest why certain people acted as they did.</li></ul>                                                                          | <ul style="list-style-type: none"><li>I can test out a hypothesis in order to answer a question.</li><li>I can generate how to use a timeline to help me understand the world around me.</li><li>I can identify the reasons for the events and the differences between given periods in history.</li></ul>                                                                                                                                                                                                                                                                 |
| Year 6                                         | <ul style="list-style-type: none"><li>I can use a timeline to place events in order and explain the periods of time.</li><li>I can use my mathematical skills to work exact time scales and differences as need be.</li></ul>                                                                                                                                                              | <ul style="list-style-type: none"><li>I can describe the lives of people in the past and how they lived.</li><li>I can begin to understand how the world has changed over time.</li><li>I can recognise that Britain has been ruled by several different groups of people.</li><li>I realise that I leaders in the past would have fought fiercely, using hand to hand combat.</li><li>I can suggest why certain events happened as they did in history.</li><li>I can suggest why certain people acted as they did.</li></ul>                                                                          | <ul style="list-style-type: none"><li>I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li><li>I can identify and explain my understanding of the past.</li><li>I can describe how events from the past have helped me to understand the world around me.</li></ul>                                                                                                                                                                                                                                 |

| SJS Planning Overview |           | Assessment Targets Covered *      | Subject History |
|-----------------------|-----------|-----------------------------------|-----------------|
| Term                  |           | Focused groups<br>Teacher:<br>TA: | Resources       |
| Session               | Pre-teach | Main Teaching Activity            | Up2 Sticker     |
| 1                     |           |                                   |                 |
| 2                     |           |                                   |                 |
| 3                     |           |                                   |                 |
| 4                     |           |                                   |                 |
| 5                     |           |                                   |                 |
| 6                     |           |                                   |                 |

| History    |  |
|------------|--|
| Up2:       |  |
| Add-on:    |  |
| Go4:       |  |
| 'I can'    |  |
| Take Care: |  |



Skills Progression Document

| History Breadth of Study – Year 3 /4    Cycle A                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Stone Age to Iron Age                                                                                                                                                                                                                                                             | Ancient Egyptians                                                                                                                                                                                                                                                                                                                                                                                                                                 | Other Historical Learning |
| This could include: <ul style="list-style-type: none"><li>late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li><li>Bronze Age religion, technology and travel, e.g. Stonehenge</li><li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li></ul> | This could include: <ul style="list-style-type: none"><li>an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li></ul>                                                                                                                                                                                  | Black History             |
| Scope of topic could include:                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |
| Priorities for Stone Age life<br>Skara Brae<br>Cave for sale writing link.<br>Stone Age Boy                                                                                                                                                                                       | Howard Carter’s Diary – Writing link<br>Egyptian Afternoon – Parent’s etc. join us in the community room for activities and the children are their ‘teachers’. Egyptian dance (Pre-filmed) is shown and the children sing ‘The Mummy Rap’ ‘live’!<br>Making Canopic Jars<br>Egyptian Cinderella<br>BBC History Lessons & Resources: <a href="https://www.bbc.co.uk/teach/ks2-history/zfbwhbk">https://www.bbc.co.uk/teach/ks2-history/zfbwhbk</a> |                           |
| Enhancement/Enrichment Opportunities:                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |
| Creswell Crags—Stone Age<br>Visit Calverton roundhouse<br>Egyptian Afternoon                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |



Skills Progression Document

| History Target Grid – Year Three                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Knowledge and Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Historical Enquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"><li>I can describe events and periods using the words: BC, AD and decade</li><li>I can describe events from the past using dates when things happened.</li><li>I can describe events and periods using the words: ancient and century.</li><li>I can use a timeline within a specific time in history to set out the order things may have happened</li><li>I can use my mathematical knowledge to work out roughly how long ago events would have happened.</li></ul> | <ul style="list-style-type: none"><li>I can explain how events from the past have helped shape our lives</li><li>I can appreciate that wars have been happening from a very long time ago and it is often associated with invasion or religious differences.</li><li>I know that people in the past cooked and travelled differently and used different weapons from ours</li><li>I can recognise that the lives of wealthy people were very different from those of poor people.</li><li>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived</li></ul> | <ul style="list-style-type: none"><li>I can recognise the part that archaeologists have had in helping us understand more about the past.</li><li>I can use various sources of evidence to answer questions.</li><li>I can use various sources to piece together information about a period in history</li><li>I can research a specific event from the past.</li><li>I can use my ‘information finding’ skills to help me write historical information</li><li>I can, through research, identify similarities and differences between given periods in history.</li></ul> |
| Greater Depth Challenge Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"><li>I can set out on a timeline, within a given period, when special events took place.</li><li>I can begin to recognise and quantify the different time periods that existed between different civilizations e.g. The Greeks and The Romans.</li></ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>I can recognise that people’s way of life in the past was dictated by the work they did.</li><li>I can appreciate that the food people ate was different because of the availability of different sources of food.</li><li>I can appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education.</li></ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>I can begin to use more than one source of information to bring together a conclusion about a historical event.</li><li>I can use online encyclopaedias to find accurate historical information.</li></ul>                                                                                                                                                                                                                                                                                                                           |



Curriculum Target, Planning and Assessment Sheets (TPAs)

| Year 3 End of Year Assessment |       |      |                 |
|-------------------------------|-------|------|-----------------|
| % WT                          | % EXP | % GD | Targets Covered |
|                               |       |      |                 |

| HISTORY Year 3                                                                                                                              |                       |                   |               |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|---------------|
| Core Targets                                                                                                                                | Where will it taught? | Working Towards   | Greater Depth |
| I can describe events and periods using the words: BC, AD and decade.                                                                       |                       |                   |               |
| I can use a timeline within a specific time in history to set out the order things may have happened.                                       |                       |                   |               |
| I can explain how events from the past have helped shape our lives.                                                                         |                       |                   |               |
| I know that people in the past cooked and travelled differently and used different weapons from ours.                                       |                       |                   |               |
| I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived.                  |                       |                   |               |
| I can use various sources to piece together information about a period in history.                                                          |                       |                   |               |
| I can use my 'information finding' skills to help me write historical information.                                                          |                       |                   |               |
| Additional Targets Covered Throughout the Year                                                                                              |                       |                   |               |
| I can describe events from the past using dates when things happened.                                                                       |                       |                   |               |
| I can describe events and periods using the words: ancient and century.                                                                     |                       |                   |               |
| I can use my mathematical knowledge to work out roughly how long ago events would have happened.                                            |                       |                   |               |
| I can appreciate that wars have been happening from a very long time ago and it is often associated with invasion or religious differences. |                       |                   |               |
| I can recognise that the lives of wealthy people were very different from those of poor people.                                             |                       |                   |               |
| I can recognise the part that archaeologists have had in helping us understand more about the past.                                         |                       |                   |               |
| I can use various sources of evidence to answer questions.                                                                                  |                       |                   |               |
| I can research a specific event from the past.                                                                                              |                       |                   |               |
| I can, through research, identify similarities and differences between given periods in history.                                            |                       |                   |               |
| Greater Depth Targets Covered                                                                                                               |                       | Children Achieved |               |
| Objective                                                                                                                                   |                       |                   |               |



Skills Progression Document

| History Target Grid – Year Four                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological Understanding                                                                                                                                                                                                                                                                | Knowledge and Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Historical Enquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"><li>I can plot recent history on a timeline using centuries.</li><li>I can place periods of history on a timeline showing periods of time.</li><li>I can use my mathematical skills to round up time differences into centuries and decades.</li></ul>   | <ul style="list-style-type: none"><li>I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.</li><li>I can begin to picture what life would have been like for the early settlers.</li><li>I can recognise that Britain has been invaded by several different groups over time.</li><li>I realise that invaders in the past would have fought fiercely, using hand to hand combat.</li><li>I can suggest why certain events happened as they did in history.</li><li>I can suggest why certain people acted as they did.</li></ul> | <ul style="list-style-type: none"><li>I can research two versions of an event and say how they differ.</li><li>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present my findings.</li><li>I can give more than one reason to support a historical argument.</li><li>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</li></ul> |
| Greater Depth Challenge Statements                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>I can use my mathematical skills to help me work out the time differences between certain major events in history.</li><li>I can begin to build up a picture of what main events happened in Britain/the world during different centuries.</li></ul> | <ul style="list-style-type: none"><li>I can begin to appreciate why Britain would have been an important country to invade and conquer.</li><li>I can appreciate that war/s would inevitably have brought much distress and bloodshed.</li><li>I have an appreciation that wars start for specific reasons and can last for a very long time.</li></ul>                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>I can independently present an aspect I have researched about a given period of history using multi-media skills.</li></ul>                                                                                                                                                                                                                                                                                                                   |



Curriculum Target, Planning and Assessment Sheets (TPAs)

| Year 4 End of Year Assessment |       |      |                 |
|-------------------------------|-------|------|-----------------|
| % WT                          | % EXP | % GD | Targets Covered |
|                               |       |      |                 |

| History Year 4                                                                                                                            |                       |                   |               |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|---------------|
| Core Targets                                                                                                                              | Where will it taught? | Working Towards   | Greater Depth |
| I can plot recent history on a timeline using centuries.                                                                                  |                       |                   |               |
| I can place periods of history on a timeline showing periods of time.                                                                     |                       |                   |               |
| I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.                                        |                       |                   |               |
| I can begin to picture what life would have been like for the early settlers.                                                             |                       |                   |               |
| I can recognise that Britain has been invaded by several different groups over time.                                                      |                       |                   |               |
| I can research what it was like for a child in a given period from the past and use photographs and illustrations to present my findings. |                       |                   |               |
| I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.            |                       |                   |               |
| Additional Targets Covered Throughout the Year                                                                                            |                       |                   |               |
| I can use my mathematical skills to round up time differences into centuries and decades.                                                 |                       |                   |               |
| I realise that invaders in the past would have fought fiercely using hand to hand combat.                                                 |                       |                   |               |
| I can suggest why certain events happened as they did in history.                                                                         |                       |                   |               |
| I can suggest why certain people acted as they did.                                                                                       |                       |                   |               |
| I can research two versions of an event and say how they differ.                                                                          |                       |                   |               |
| I can give more than one reason to support a historical argument.                                                                         |                       |                   |               |
| Greater Depth Targets Covered                                                                                                             |                       |                   |               |
| Objective                                                                                                                                 |                       | Children Achieved |               |

11

| Stone Age Knowledge Mat<br>Year 3/4<br>End of Unit Quiz                                                     | Primary Sources/Artefacts                                                                                       |                                                                                     | Vocabulary Expectations |                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             |                              |  | <b>archaeologist</b>    | People who study history by looking at artefacts that have been found.                                                                    |
| 1. How long did the Stone Age last?                                                                         | <b>Skara Brae</b>                                                                                               | <b>Tools</b>                                                                        | <b>artefact</b>         | An artefact made by humans – usually with historical or cultural interest                                                                 |
| 2. Tell me 3 things humans started to do in the Stone Age                                                   | <b>Cave Painting</b>                                                                                            | <b>Stonehenge</b>                                                                   | <b>Neolithic</b>        | The later part of the stone age where people began to settle and farm.                                                                    |
| 3. Tell me two ways we can find out about life in the Stone Age?                                            |                              |  | <b>B.C.</b>             | "Before Christ". Dates that have B.C. after them happen before Jesus's birth. So 250 B.C happened 250 years before Jesus Christ was born. |
| 4. Can you tell me the name of the period of time in the Stone Age where humans began to build settlements? | <b>Non-Negotiable Knowledge</b>                                                                                 |                                                                                     | <b>chronology</b>       | Putting events in order. For example, Stone Age happens before Ancient Egyptians.                                                         |
| 5. What is an archaeologist?                                                                                | The Stone Age is the period of time where Humans first started to develop tools, settlements and farming.       |                                                                                     | <b>tribal</b>           | Groups of people who live together and share a settlement.                                                                                |
| 6. How did humans in the Stone Age get food?                                                                | The Stone Age period lasted around 3 million years.                                                             |                                                                                     | <b>hunter-gatherers</b> | People who mainly live by fishing, hunting and gathering.                                                                                 |
| 7. What was the name of the period of time following the Stone Age?                                         | People in the Stone Age gathered food through hunting and farming.                                              |                                                                                     | <b>shelter</b>          | A house where Stone Age people would have lived.                                                                                          |
| 8. What date did the Stone Age finish?                                                                      | The Stone Age had ended by around 2000 B.C. Some places had created metal tools as early as 7000 B.C.           |                                                                                     | <b>civilization</b>     | A group or people that lived a long time ago.                                                                                             |
| 9. Tell me some features of a Stone Age settlement.                                                         | The Bronze Age followed the Stone Age. This happened across thousands of years in different parts of the world. |                                                                                     | <b>settlement</b>       | A place where there were several Stone Age shelters, like a small village.                                                                |
| 10. Explain the kinds of tools that humans would have used in the Stone Age.                                |                                                                                                                 |                                                                                     | <b>prey</b>             | An animal that is hunted for food.                                                                                                        |



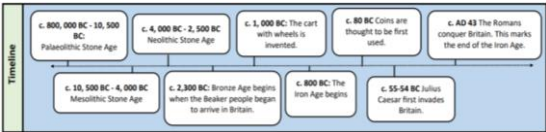
12

What should I already know?

- At the end of the Ice Age, the sea levels rose, and so Britain turned into an island.
- Millions of years ago, dinosaurs lived. Evidence of this was found by Mary Anning, who discovered fossils

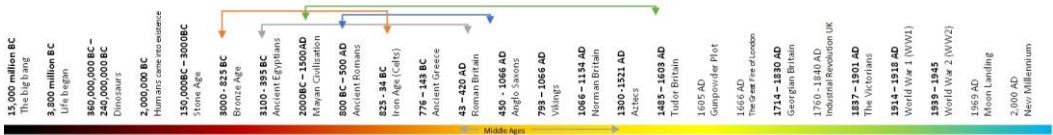


Stone Age house      Bronze Age house      Iron Age house



Historical Skills and Enquiry

- I can describe events from the past using dates when things happened.
- I can use a timeline within a specific time in history to set out the order things may have happened.
- I can appreciate that wars have been happening from a very long time ago and it is often associated with invasion or religious differences.
- I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived.



13

Important Facts

**Stone Age:**

- The Stone Age was when early humans used tools and weapons made from stone.
- The Stone Age is divided into three periods; the Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age).
- The Stone Age started almost 2.5 million years ago.

**Bronze Age:**

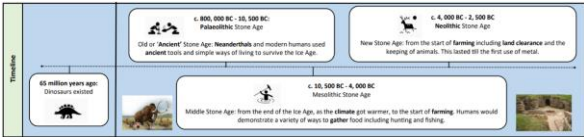
- The Bronze Age started at different times around the world.
- Tools were made from bronze - copper and tin were heated up and poured into casts.
- Bronze Age people lived in settlements, which was a group of round houses.

**Iron Age:**

- Tools were made from iron. Iron was heated up then the hot iron was hammered into shape.
- Settlements became larger because tribes were better able to farm and defend themselves.
- At the end of the Iron Age, coins were made and used as currency.



| Vocabulary          |                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------|
| ancient             | belonging to the distant past, especially to the period in history before the end of the Roman Empire (AD 410) |
| artefact            | an object from the past that shows evidence of what life was like                                              |
| barrow              | a large structure made of earth that people used to build over graves                                          |
| bronze              | copper and tin are melted together to make a metal called bronze                                               |
| century             | a period of 100 years                                                                                          |
| civilisation        | a human society with its own social organisation and culture.                                                  |
| farming             | when an area of land is used to produce crops or to breed animals and livestock                                |
| flint               | a piece of stone used in fire-starting and as a tool                                                           |
| gather              | collect things together                                                                                        |
| hearths             | the floor of a fireplace, or the stone or brick area in front of it                                            |
| hillfort            | settlements built on hills to provide more protection                                                          |
| invasion            | to try and take over a place by force                                                                          |
| Mesolithic          | Middle Stone Age                                                                                               |
| migration           | movement from one place to another in order to settle there                                                    |
| Neolithic           | New Stone Age                                                                                                  |
| nomad               | a person or a group of people with no fixed home who travelled around to find shelter                          |
| Rampart             | A defensive wall built for protection                                                                          |
| Resources           | something used to help when needed. Resources are usually traded.                                              |
| sacrifice           | offerings to spirits such as weapons, animals and humans                                                       |
| settler/ settlement | people who migrate to a new place. When people start a community, this is a settlement                         |
| trade               | the activity of buying, selling, or exchanging goods or services                                               |



14

| Ancient Egyptians Knowledge Mat<br>Year 3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Primary Sources/Artefacts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                   | Vocabulary Expectations |                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>archaeologist</b>    | People who study history by looking at artefacts that have been found.                                                                                                        |
| <b>End of Unit Quiz</b><br><br>1. Can you tell me what canopic jars are used for?<br><br>2. Can you tell me what the word Ancient means in relation to Ancient Egypt?<br><br>3. Can you tell me why Egyptians mummified their pharaohs?<br><br>4. Can you tell me what the pyramids are?<br><br>5. Tell me how an archaeologist helps us find out about the past.<br><br>6. Can you tell me how long ago the Pharaoh's ruled Ancient Egypt?<br><br>7. Can you tell me about a famous archaeologist that discovered information about Ancient Egypt?<br><br>8. Explain to me what the afterlife is?<br><br>9. Tell me what is the same about the way in which humans in the Stone Age communicated and the way Ancient Egyptians communicated.<br><br>10. Tell me three different sources of information you used to find out about the Ancient Egyptians. | <b>Pyramids</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Hieroglyphics</b>                                                              | <b>Pharaoh</b>          | The name used to describe the ruler of Egypt. Another word that means the same as king or ruler.                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Howard Carter's Discovery</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Canopic Jars</b>                                                               | <b>tomb</b>             | A place where a person is buried. They are usually buried with important items to help them in the afterlife.                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>B.C.</b>             | "Before Christ". Dates that have B.C. after them happen before Jesus's birth. So 250 B.C happened 250 years before Jesus Christ was born.                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Non-Negotiable Knowledge</b><br><br>Ancient Egypt began to form around 3100BC following the end of the Stone Age in Africa.<br><br>The Ancient Egyptians settled along the banks of the River Nile because the land was good for farming and provided fresh water.<br><br>The Egyptians were the first civilization to invent and communicate by writing.<br><br>Ancient Egyptians believed in Gods and behaved in a way to please them so they could go to the afterlife when they died.<br><br>Cleopatra was the last Pharaoh before the Romans invaded.<br><br>The Tomb of Tutankhamun was discovered in 1922 by Howard Carter – it remained undiscovered for over 3000 years! |                                                                                   | <b>chronology</b>       | Putting events in order. For example, Ancient Egyptians happens before the Ancient Greeks                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   | <b>pyramid</b>          | A 3D shape that is also the name of the place where pharaohs were buried.                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   | <b>hieroglyphs</b>      | Pictures that are used to represent letters. They are carved on walls and written on papyrus to communicate.                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   | <b>sarcophagus</b>      | The name of the case or coffin that contained a body after death.                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   | <b>canopic jar</b>      | Jars used in the mummification process to save and store different parts of the body.                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   | <b>mummification</b>    | Mummification happens where a body is preserved after death. Ancient Egyptians used mummification to preserve bodies for the afterlife.                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   | <b>afterlife</b>        | An idea believed by Ancient Egyptians similar to Heaven. Egyptian's believed if they behaved in a certain way their soul would be allowed into the afterlife when they died.. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |                         |                                                                                                                                                                               |



15



Skills Progression Document

| History Breadth of Study – Year 3 /4 Cycle B                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| The Romans                                                                                                                                                                                                                                                                                                                                                                                                                                       | The Victorians / Mayans Civilisations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Other Historical Learning  |
| This could include: <ul style="list-style-type: none"><li>Julius Caesar's attempted invasion in 55-54 BC</li><li>the Roman Empire by AD 42 and the power of its army</li><li>successful invasion by Claudius and conquest, including Hadrian's Wall</li><li>British resistance, e.g. Boudica</li><li>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li></ul> | This could include: <ul style="list-style-type: none"><li>Queen Victoria reigned between 1837-1901.</li><li>The Victorian period was one of the most important periods of British history. The British Empire was the most powerful Empire in the world.</li><li>Over a quarter of the world's population was controlled by the British Empire.</li><li>Queen Victoria was even the Empress of India. Victorian Britain also saw lots of political and social change which gave more rights to normal people and saw many new inventions to make life easier for everyone.</li></ul> | <b>Black History Month</b> |
| <b>Scope of topic could include:</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |
| Exploring the reasons for invasion by the Romans and reasons why they were successful e.g. the Roman army / Roman soldiers<br>Opposition to the Romans – Boudica<br>Life for Romans in Britain / Impact of the Romans on Britain<br>English – 'Escape from Pompeii' setting descriptions,<br>BBC History Lessons & Resources: <a href="https://www.bbc.co.uk/teach/ks2-history/zfbwhbk">https://www.bbc.co.uk/teach/ks2-history/zfbwhbk</a>      | Charlie Chimney Sweep<br>BBC History Lessons & Resources: <a href="https://www.bbc.co.uk/teach/ks2-history/zfbwhbk">https://www.bbc.co.uk/teach/ks2-history/zfbwhbk</a><br><br>Mayans:<br>Maths link - base 20 number system<br>Chocolate and inventing calendars<br>Games and everyday life – compare with the Aztecs.<br>Geography map work of Yucatan peninsula                                                                                                                                                                                                                   |                            |
| <b>Enhancement/Enrichment Opportunities:</b><br><br>Victorian Christmas at Newstead Abbey<br>Hands on Victorian artefacts<br>Roman day<br>Chocolate World                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |

16

Queen Victoria Knowledge Mat

Year 3/4

End of Unit Quiz

1. Tell me why Queen Victoria is a famous Briton.

2. Tell me how we know about Queen Victoria's reign. What evidence is there?

3. Tell me how Britain changed during Queen Victoria's reign.

4. When did Queen Victoria live and reign?

5. Explain why you think Queen Victoria was an important Queen.

6. Can you explain how you know how Queen Victoria lived before you were born?

The British Empire under Victoria



Sources/Artefacts



Newspaper Articles



Photographs



Music



Books

Non-Negotiable Knowledge

Queen Victoria reigned between 1837-1901.

The Victorian period was one of the most important periods of British history. The British Empire was the most powerful Empire in the world.

Over a quarter of the world's population was controlled by the British Empire.

Queen Victoria was even the Empress of India.

Victorian Britain also saw lots of political and social change which gave more rights to normal people and saw many new inventions to make life easier for everyone.

Vocabulary Expectations

Victorian

Victorian means a period of time in history where Queen Victoria was the Queen of England. 1837-1901.

Empire

A group of countries ruled by the same king or queen.

Monarch

The name for a king or queen.

Albert

The name of Queen Victoria's husband. He died before Queen Victoria and she was heart-broken.

reign

The length of time that someone is King or Queen for.

coronation

A celebration for when someone new becomes King or Queen.

mourning

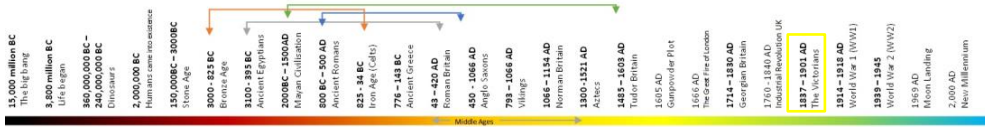
Where someone pays respect to someone that has died.

tradition

A set of values and beliefs that are passed down for many years.

Houses of Parliament

A building where politicians meet to vote for new laws.



17

Mayan Civilisation Knowledge Mat

Year 3/4

End of Unit Quiz

1. Can you explain some of the key features of Mayan culture?

2. Tell me how Ancient Mayan culture is similar to that of Ancient Egypt.

3. What is the impact of Mayan culture of modern day society?

4. Can you explain why the Mayan civilisation fell?

5. Explain what life was like for Mayan people and what was important to them.

6. How long did the Mayan civilisation last? What was the start date and end date?

7. Why did the Spanish want to conquer and invade Mayan territory? How does this link to other invaders and settlers topics – the Romans for example?

8. Can you describe which elements of Mayan culture the Spanish kept intact and explain why?

Primary Sources/Artefacts



Pyramids



Mayan Writing



Jewellery



Chilam Balam's Account

Non-Negotiable Knowledge

The Mayan civilisation was an ancient civilisation began in roughly 2000BC and survived up until its contact with European invaders in approximately 1500AD.

The Mayan civilisation was at it's peak around 300-900AD. In around 900AD many Mayan cities were mysteriously deserted, causing the empire to decline.

The Mayans built pyramids to worship gods and entomb important and power people when they had died.

The Mayans developed many mathematical ideas such as calendars and also developed methods of writing through hieroglyphics.

The Mayan civilisation began with people settling in South American countries around Mexico, Guatemala and Belize.

Vocabulary Expectations

Artefact

An object that is made by a person, such as a tool or a decoration, especially one that is of historical interest.

peninsula

A piece of land almost entirely surrounded by water but still attached to the mainland.

conquest

The invasion of a country by an army that then begins to change the invaded countries way of life

civilisation

Human society which is organised.

Dynasty

A series of rulers or leaders who are all from the same family, or a period when a country is ruled by them

Empire

A group of countries ruled by a single person, government or country.

Hieroglyphics

A system of writing using pictures not words.

Kingdom

A place ruled by a king, queen or important person

Temple

A building used for the worship of a god or gods in some religions.

Tomb

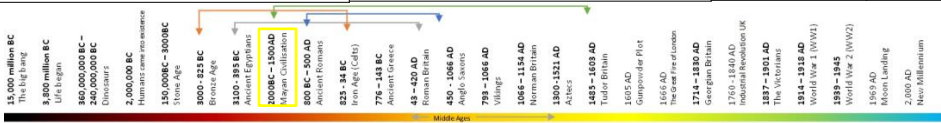
A large stone structure or underground room where someone, especially an important person, is buried.

Pyramid

A 3D shape that is also the name of the place where pharaohs were buried.

Worship

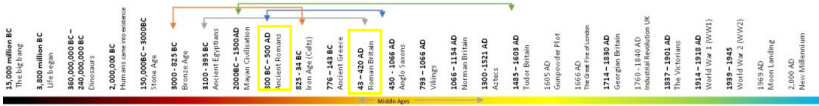
To have or show respect and admiration for a God/Goddess



18

9

| Romans Knowledge Mat                                                                                              | Primary Sources/Artefacts                                                         |  | Vocabulary Expectations |                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                   |  |  | centurion               | A roman soldier who commands 100 soldiers.                                                                                                         |
| Year 3/4                                                                                                          |                                                                                   |  | emperor                 | The ruler of the Roman empire. They are similar to a king or queen.                                                                                |
| End of Unit Quiz                                                                                                  |                                                                                   |  | aqueduct                | A large system for carrying water from place to place.                                                                                             |
| 1. Tell me when the Romans first invaded Britain and whether it was a success.                                    |                                                                                   |  | gladiator               | A gladiator is a fighter who fought to entertain crowds. They were usually slaves taken from other countries after a war or battle.                |
| 2. Can you tell me how the Romans changed Britain? What impact did they have and what ideas did they bring?       |                                                                                   |  | Londinium               | The Roman name for the city of London                                                                                                              |
| 3. Can you tell me why the Roman army was so efficient at invading and conquering new countries?                  |                                                                                   |  | conquer                 | To invade a country using military force and stay there and take control of its people and laws.                                                   |
| 4. Can you tell me about the opposition to the Roman invasion of Britain?                                         |                                                                                   |  | invade                  | To enter a new country with the intention of taking control and conquering it.                                                                     |
| 5. Explain why the Romans had to leave Britain.                                                                   |                                                                                   |  | Romanisation            | The process of making a country or place more like the structure of the Roman Empire. E.g. Having the Roman Emperor as the leader of the country.  |
| 6. Tell me about the sources you used to find out about the Romans.                                               |                                                                                   |  | Roman Baths             | A place where Romans went to socialise, relax and bathe. Almost exclusively used by men.                                                           |
| 7. Explain some ways that the Romans relaxed and entertained themselves.                                          |                                                                                   |  | Julius Caesar           | A famous Roman Emperor who was responsible for the invasion and conquering of a number of new countries – increasing the size of the Roman Empire. |
| 8. Explain the difference between Roman life, and life for British people before the Romans changed British life. |                                                                                   |  |                         |                                                                                                                                                    |
| 9. Explain the dates B.C and A.D in relation to the invasion and leaving Britain.                                 |                                                                                   |  |                         |                                                                                                                                                    |



19



Skills Progression Document

| History Breadth of Study – Year 5                                                                      |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Ancient Greeks                                                                                     | The Anglo Saxons                                                                                                                                                                                                                               | Other Historical Learning                                                                                                                                                                                                                                                                                                                                                                                                    |
| This could include:<br>a study of Greek life and achievements and their influence on the western world | This could include:<br>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life<br>• Anglo-Saxon art and culture<br>• Christian conversion – Canterbury, Iona and Lindisfarne                                           | <a href="#">Local Area Study – Where We Live (on a two year cycle)</a><br>This could include:<br>• a depth study linked to one of the British areas of study listed above<br>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)<br>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality |
| Scope of topic could include:                                                                          |                                                                                                                                                                                                                                                | Black History Month                                                                                                                                                                                                                                                                                                                                                                                                          |
| Greek Mythology – Literacy Link<br>The Mediterranean – Geography Link                                  | Reasons for the withdrawal of the Romans from Britain / the collapse of the Roman Empire<br>Knowledge of where the Anglo Saxons came from and the reasons for settling in Britain<br>Life for Anglo-Saxons<br>Anglo-Saxon crime and punishment |                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Enhancement/Enrichment Opportunities:<br>Jorvik/Dig – Residential                                      |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                              |

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Skills Progression Document

| History Target Grid – Year Five                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological Understanding                                                                                                                                                                                                                                                                                                                                       | Knowledge and Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Historical Enquiry                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>I can use dates and historical language in my work.</li><li>I can draw a timeline with different time periods outlined which show different information, such as, periods of history when famous people lived etc.</li><li>I can use my mathematical skills to work exact time scales and differences as need be.</li></ul> | <ul style="list-style-type: none"><li>I can describe historical events from the different period/s I am studying/have studied.</li><li>I can make comparisons between historical periods, explaining things that have changed and things which have stayed the same.</li><li>I can begin to appreciate that decisions have been made through a Parliament, or similar, for some time.</li><li>I can appreciate that significant events in history have helped shape the country we have today.</li><li>I understand how crime and punishment has changed from the time period studied.</li></ul> | <ul style="list-style-type: none"><li>I can test out a hypothesis in order to answer a question.</li><li>I can appreciate how historical artefacts have helped us understand more about people's lives in the present and past.</li></ul> |
| Greater Depth Challenge Statements                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"><li>I can create timelines which outline the development of specific features, such as medicine, weaponry, transport etc.</li></ul>                                                                                                                                                                                             | <ul style="list-style-type: none"><li>I can appreciate how plagues and other major events have created huge differences to the way medicines and health care has developed.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>I can research the life of one person who has had an influence on the way Great Britain is divided into four separate countries.</li></ul>                                                          |



Curriculum Target, Planning and Assessment Sheets (TPAs)

| Year 5 End of Year Assessment |       |      |                 |
|-------------------------------|-------|------|-----------------|
| % WT                          | % EXP | % GD | Targets Covered |
|                               |       |      |                 |

| HISTORY: Year 5                                                                                                                                        |                                                                                                                                                                                                                                                            |                   |               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------|
| Core Targets                                                                                                                                           | Where will it be taught?                                                                                                                                                                                                                                   | Working Towards   | Greater Depth |
| I can use dates and historical language in my work.                                                                                                    | Bubble maps with key vocabulary about mining and the Greeks. Children answered a range of questions on coal mining and included a range of key vocabulary and dates in their answers. Timelines- writing a description of the key events during each date. |                   |               |
| I can draw a timeline with different time periods outlined which show different information, such as, periods of history when famous people lived etc. | Timeline of coalmining<br>Timeline of the Greeks<br>Timeline of the Vikings                                                                                                                                                                                |                   |               |
| I can describe historical events from the different period/s I am studying/have studied.                                                               | Closure of the mines and its effect on society.                                                                                                                                                                                                            |                   |               |
| I can make comparisons between historical periods, explaining things that have changed and things which have stayed the same.                          | Discussing how coal mining has changed over the years. Looking at coal mining from the Victorian era to modern day. Making a comparison between Greek society and the world that we live in today- Venn Diagram.                                           |                   |               |
| I can begin to appreciate that decisions have been made through a Parliament, or similar, for some time.                                               | Ancient Greek city states<br>Greek parliament: how decisions were made. Athens and how this city state was ruled.                                                                                                                                          |                   |               |
| I can appreciate that significant events in history have helped shape the country we have today.                                                       | Coal mining: Discussing the effects of the coal mine closure and how this affected people in the local area of Calverton and Mansfield. Looking at how the local area would have been different if the mines were still open.                              |                   |               |
| I can appreciate how historical artefacts have helped us understand more about people's lives in the present and past.                                 | Looked at artefacts from miners. Discussed the artefacts and raised further questions for investigation/ used the artefacts to support the knowledge that they already had.                                                                                |                   |               |
| Additional Targets Covered Throughout the Year                                                                                                         |                                                                                                                                                                                                                                                            |                   |               |
| I can use my mathematical skills to work exact time scales and differences as need be.                                                                 |                                                                                                                                                                                                                                                            |                   |               |
| I understand how crime and punishment has changed from the time period studied.                                                                        |                                                                                                                                                                                                                                                            |                   |               |
| I can test out a hypothesis in order to answer a question.                                                                                             |                                                                                                                                                                                                                                                            |                   |               |
| Greater Depth Targets Covered                                                                                                                          |                                                                                                                                                                                                                                                            |                   |               |
| Objective                                                                                                                                              |                                                                                                                                                                                                                                                            | Children Achieved |               |
|                                                                                                                                                        |                                                                                                                                                                                                                                                            |                   |               |

# Ancient Greeks Knowledge Mat

Year 5

End of Unit Quiz

1. Tell me some things that the Ancient Greeks created that we still use today.

2. Tell me the names of some Greek Gods.

3. Can you tell me why education was so important for the Greeks?

4. Tell me three ways we found out about the Ancient Greeks

5. Can you tell me the order of Ancient civilizations we have looked at so far.

6. Tell me how there are similarities between the Gods in Ancient Egypt and Ancient Greece.

7. Why do you think the Roman Empire kept many of the ideas invented by the Greeks?

8. Tell me what warfare was like in Ancient Greece. How did they conquer so many new worlds?

9. Tell me some of the places that the Ancient Greeks conquered.

10. Tell me different ways that we use democracy in modern day Britain.

## Primary Sources/Artefacts



Greek Pots

Parthenon





Greek Statues

Greek Coins



## Vocabulary Expectations

archaeologist

People who study history by looking at artefacts that have been found.

philosophy

A way of thinking about the world, the universe and how people behave. A philosopher tries to make sense of how these things work.

democracy

Democracy is where all people are allowed to have a say in the decisions that are made that affect their lives.

Spartans

A group of people who believed in strict, tough rules. They thought that this was the best way to train the best soldiers.

Olympics

A festival of celebration where people competed in different sports. It was designed as a festival to honour Zeus.

Zeus

The supreme God of the Ancient Greeks.

Apollo

The Greek God of music, truth and prophecy

Temple

A religious building build to honour and worship the Greek Gods.

Plato

A Greek philosopher who created the first school for higher learning.

Aristotle

A Greek Philosopher who created many ideas that affected the world for hundreds of years; particularly in the natural sciences.

Alexander the Great

A great Greek ruler whose armies conquered much of the discovered world—including much of Europe, Persia and Central Asia.

## Non-Negotiable Knowledge

The Ancient Greeks invented many traditions and ideas that we still use today: the alphabet, theatre, democracy, the Olympics etc.

Celebrations and festivals were held in honour of the Greek Gods.

The Ancient Greeks gave great importance to knowledge and the truth. They believed that the more you knew, the closer you were to the Gods.

The height of the Ancient Greek empire was between 500 B.C and 200 B.C. After this time, the Roman Empire began to grow in strength and invaded many Greek territories.

The Greek Empire had a direct influence on the beliefs and structure of the Roman Empire

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# Anglo-Saxons Knowledge Mat

Year 5

End of Unit Quiz

1. Can you explain how the Romans leaving Britain allowed the Anglo-Saxons to invade and settle?

2. Can you tell me about a major Anglo-Saxon kingdom?

3. Tell me what life was like for normal Anglo-Saxon people. What did the Anglo-Saxons have in common with the Stone Age settlers?

4. Explain how you know that the Anglo-Saxons were skilled metal and woodworkers.

5. Tell me the countries where the Angles, the Jutes and the Saxons came from.

6. Infer why the Anglo-Saxons might have come to Britain in the first place.

7. Can you tell me how Anglo Saxon people were punished for crimes?

8. Can you tell me the start and end dates of the Anglo-Saxon period and how long it lasted?

## Primary Sources/Artefacts



Anglo-Saxon Chronicle

Anglo-Saxon Jewellery





Sutton Hoo

St. Martin's Church - Kent



## Vocabulary Expectations

archaeologist

People who study history by looking at artefacts that have been found.

raid

A sudden armed attack against a place. The purpose is not to invade and conquer, but destroy and steal.

Wessex

A place where one of the most powerful Anglo-Saxon tribes lived. Today it is Dorset, Hampshire, Somerset and Wiltshire.

shire

Saxon lands were split into shires. We still use this word today to describe the different counties such as Nottinghamshire.

Mercia

Another of the big Anglo-Saxon tribes. This is modern day Essex, Kent and Sussex.

thane

A very important person/leader in an Anglo-Saxon tribe.

thatched-roof

Anglo-Saxons built their houses of wood and the roofs out of straw. Thatched-roofs are made from straw that is weaved together to make it waterproof.

Angles

A tribe originally from Southern Denmark.

Saxons

A tribe originally from the Netherlands.

Jutes

A tribe originally from Northern Denmark.

misconception

A misunderstanding about something. Normally this is because historians have not looked carefully enough at the sources to form a clear opinion.

## Non-Negotiable Knowledge

The Anglo-Saxons were not one group of people like the Romans or Egyptians. They were several different tribes of people who often fought and warred with each other.

The three biggest tribes were the Angles, the Saxons and the Jutes.

Most of the people who settled in England during this time were farmers.

The people who invaded England following the Romans leaving Britain came from Germany, Scandinavia and other parts of Europe.

Like the Romans, they continued to develop skills in making things out of wood and metal such as huts and jewellery.

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Skills Progression Document

| History Breadth of Study – Year 6                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Vikings                                                                                                                                                                                                                                                                                                                                             | Children of WW2                                                                                                                                                  | Other Historical Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>This could include:</p> <ul style="list-style-type: none"><li>• Viking raids and invasion</li><li>• resistance by Alfred the Great and Athelstan, first king of England</li><li>• further Viking invasions.</li></ul>                                                                                                                                | <p>This could include:</p>                                                                                                                                       | <p><b>Local Area Study – Where We Live (on a two year cycle)</b></p> <p>This could include:</p> <ul style="list-style-type: none"><li>• a depth study linked to one of the British areas of study listed above</li><li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li><li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li></ul> |
| <b>Scope of topic could include:</b>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                  | <b>Black History Month</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Viking raids and invasion and how they were viewed by the Anglo Saxons</p> <p>Life for Vikings</p> <p>Resistance by Alfred the Great</p> <p>Impact on Saxon/Viking conflict in Britain</p> <p>BBC History Lessons &amp; Resources: <a href="https://www.bbc.co.uk/teach/ks2-history/zfbwhbk">https://www.bbc.co.uk/teach/ks2-history/zfbwhbk</a></p> | <p>BBC History Lessons &amp; Resources:</p> <p><a href="https://www.bbc.co.uk/teach/ks2-history/zfbwhbk">https://www.bbc.co.uk/teach/ks2-history/zfbwhbk</a></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Enhancement/Enrichment Opportunities:</b>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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Skills Progression Document

| History Learning Ladder – Year Six                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological Understanding                                                                                                                                                                                                                                                                    | Knowledge and Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Historical Enquiry                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>I can say where a period of history fits on a timeline</li><li>I can place a specific event on a timeline by decade.</li><li>I can place features of historical events and people from past societies and periods in a chronological framework</li></ul> | <ul style="list-style-type: none"><li>I can summarise the main events from a specific period in history, explaining the order in which key events happened</li><li>I can summarise how Britain has had a major influence on world history</li><li>I can summarise what Britain may have learnt from other countries and civilisations in times gone by and more recently.</li><li>I can describe features of historical events from periods I have studied.</li><li>I can recognise and describe differences and similarities/ changes and continuity between periods of history</li></ul> | <ul style="list-style-type: none"><li>I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li><li>I can identify and explain my understanding of propaganda</li><li>I can describe a key event from Britain's past using a range of evidence from different sources</li></ul> |
| <b>Greater Depth Challenge Statements</b>                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"><li>I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</li></ul>                                                                                                                       | <ul style="list-style-type: none"><li>I can suggest relationships between causes and effects in different periods of history.</li><li>I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.</li></ul>                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>I can suggest why there may be different interpretations of historical events.</li><li>I can suggest why certain events, people and changes might be seen as more significant than others.</li><li>I can pose and answer my own historical questions.</li></ul>                                             |

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Curriculum Target, Planning and Assessment Sheets (TPAs)

| Year 6 End of Year Assessment |       |      |                 |
|-------------------------------|-------|------|-----------------|
| % WT                          | % EXP | % GD | Targets Covered |
|                               |       |      |                 |

| HISTORY Year 5                                                                                                          |                       |                   |               |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------|---------------|
| Core Targets                                                                                                            | Where will it taught? | Working Towards   | Greater Depth |
| I can say where a period of history fits on a timeline.                                                                 |                       |                   |               |
| I can place features of historical events and people from past societies and periods in a chronological framework.      |                       |                   |               |
| I can summarise the main events from a specific period in history, explaining the order in which key events happened.   |                       |                   |               |
| I can summarise how Britain has had a major influence on world history.                                                 |                       |                   |               |
| I can recognise and describe differences and similarities/ changes and continuity between periods of history.           |                       |                   |               |
| I can identify and explain my understanding of propaganda.                                                              |                       |                   |               |
| I can describe a key event from Britain's past using a range of evidence from different sources.                        |                       |                   |               |
| Additional Targets Covered Throughout the Year                                                                          |                       |                   |               |
| I can place a specific event on a timeline by decade.                                                                   |                       |                   |               |
| I can summarise what Britain may have learnt from other.                                                                |                       |                   |               |
| I can describe features of historical events from periods I have studied.                                               |                       |                   |               |
| I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. |                       |                   |               |
| Greater Depth Targets Covered                                                                                           |                       |                   |               |
| Objective                                                                                                               |                       | Children Achieved |               |
|                                                                                                                         |                       |                   |               |

| WWII<br>Knowledge Mat<br>Year 6                                                                                                                  | Primary Sources/Artefacts                                                                                                                                                                |                                                                                     | Vocabulary Expectations   |                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| End of Unit Quiz                                                                                                                                 |                                                                                                       |  | <b>Axis Power</b>         | A military alliance of nations including Germany, Japan and Italy.                                                            |
| 1. Can you name the key leaders of the main powers in WWII                                                                                       | <b>Propaganda Posters</b>                                                                                                                                                                | <b>BBC Radio Clips</b>                                                              | <b>Allied Power</b>       | A military alliance of nations including Britain, France, Russia and the USA.                                                 |
| 2. Explain what Propaganda is and how messages might be changed to manipulate the intended audience.                                             | <b>Newspaper Articles</b>                                                                                                                                                                | <b>Video Footage</b>                                                                | <b>blitz</b>              | Where German planes bombed U.K. cities at night time.                                                                         |
| 3. Explain the importance of the holocaust and how it still impacts the world today.                                                             |                                                                                                       |  | <b>rationing</b>          | Where access to food is controlled to prevent food shortage.                                                                  |
| 4. Can you tell me which countries fought on each side?                                                                                          | <b>Non-Negotiable Knowledge</b>                                                                                                                                                          |                                                                                     | <b>propaganda</b>         | A biased or misleading message to promote a political message.                                                                |
| 5. Can you explain the roles the women did during the war and what the impact was on women's rights?                                             | WWII began in September 1939 when Germany invades Poland. France and England issue a warning for Germany to withdraw its troops, but Adolf Hitler refuses.                               |                                                                                     | <b>Dig for Victory</b>    | A campaign by the British government to encourage people to grow their own food.                                              |
| 6. Can you recall the start and end date of the war and when each country joined the fight?                                                      | Adolf Hitler comes to power in 1933 in Germany.                                                                                                                                          |                                                                                     | <b>fascism</b>            | A political viewpoint that focuses on a dictatorship and pro-nationalist views.                                               |
| 7. Can you describe some key events in the war and the impact it had on both sides.                                                              | The Blitz is a strategy employed by the German Airforce to Bomb English cities at night-time to slow the production of weapons and goods.                                                |                                                                                     | <b>Luftwaffe</b>          | The name of the German airforce.                                                                                              |
| 8. Explain some of the implications of the blitz and rationing on normal, everyday people living at home.                                        | The Origins of WWII are rooted in the bad feeling left between the countries after World War I. Germany was made to pay money to Britain and France (reparations) for the damage caused. |                                                                                     | <b>Concentration Camp</b> | A prison where people of occupied countries and territories are kept, tortured and often killed.                              |
| 9. Explain some of the key strategies employed by both sides to gain territory and advantage in the war.                                         | The end of WWII shaped the world as we know it today and safeguards were put in place to try to prevent large scales wars happening again.                                               |                                                                                     | <b>Anderson Shelter</b>   | The name of a shelter build during the blitz to protect citizens from air-raids.                                              |
| 10. Explain why it is important to use both primary and secondary sources to form an opinion on the reasons for war and why decisions were made. |                                                                                                                                                                                          |                                                                                     | <b>Evacuation</b>         | A policy enacted by the government to move children and vulnerable people out of the cities to keep them safe from air-raids. |
|                                                                                                                                                  |                                                                                                                                                                                          |                                                                                     | <b>D-Day</b>              | A military operation by the allied forces to re-take France and push to defeat the German armed forces.                       |



| Vikings Knowledge Mat                                                                                                   | Primary Sources/Artefacts                                                                                                                                                                                       |                                                                                   | Vocabulary Expectations |                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Year 6                                                                                                                  |                                                                                                                                |                                                                                   | archaeologist           | People who study history by looking at artefacts that have been found.                                                                           |  |
| End of Unit Quiz                                                                                                        |                                                                                                                                                                                                                 |                                                                                   | raid                    | A sudden armed attack against a place. The purpose is not to invade and conquer, but destroy and steal.                                          |  |
| 1. Tell me why the Vikings first started invading Britain.                                                              | Beowulf Saga                                                                                                                                                                                                    | Rune Stones                                                                       | Jorvik                  | The Viking name for the city of York.                                                                                                            |  |
| 2. Can you tell me what life was like in Britain before the Vikings invaded and how that led to the Viking invasion?    | Statues of the gods                                                                                                                                                                                             | The Ladby Ship                                                                    | longhouse               | A large hall where a number of Viking families would live together.                                                                              |  |
| 3. What impact did the Vikings have on Britain today?                                                                   |                                                                                                                                |  | berserker               | A warrior who went to battle wearing the skin of a wolf or bear. They were fierce and fearless and charged at the enemy.                         |  |
| 4. Explain how longships were designed to help the Vikings invade Britain.                                              |                                                                                                                                                                                                                 |                                                                                   | longship                | Narrow warships used by the Vikings to invade and raid coastal towns.                                                                            |  |
| 5. Tell me some misconceptions that people might have about the Vikings and explain why they have these misconceptions. | Non-Negotiable Knowledge                                                                                                                                                                                        |                                                                                   | Scandinavia             | Scandinavia is the name given to the collection of countries which includes Denmark, Sweden and Norway.                                          |  |
| 6. Give an example of Viking culture that is not related to warfare.                                                    | Not all Vikings were fierce and vicious warriors. Most were farmers and came to settle in Britain to farm.                                                                                                      |                                                                                   | Danelaw                 | The name given to land in Britain occupied by the Vikings.                                                                                       |  |
| 7. When did the Vikings leave Britain and what happened to provoke the Vikings to leave?                                | Not many Vikings wore horns on their helmets. Most were plain and functional.                                                                                                                                   |                                                                                   | occupation              | A term used to describe an army remaining in the country it has just invaded.                                                                    |  |
| 8. Explain what Jorvik is. Can you tell me some facts about life in Jorvik?                                             | Viking longships were narrow and had shallow bottoms so that they could sail in shallow waters. This way the soldiers on board could get closer to the land before they charged.                                |                                                                                   | misconception           | A misunderstanding about something. Normally this is because historians have not looked carefully enough at the sources to form a clear opinion. |  |
|                                                                                                                         | Viking invasions started by stealing gold from Monasteries. Monks lived in monasteries. There was lots of gold in there, and none of the monks carried weapons which made them the perfect target for invaders. |                                                                                   | runes                   | The name given to the Viking method of writing and communicating with each other.                                                                |  |



# Auditing the Curriculum

| Auditing the History Curriculum – Intent                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                  |                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------|
| Questions to consider                                                                                                                                                                  | What is currently happening?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | How do you know? | Any further action?<br><small>(Leave blank if the answer is "continue to monitor")</small> |
| What is the rationale for the history curriculum in your school?<br><br>How does it match your school's ethos?                                                                         | Based on our Beyond Expectations (BE) model and our Core Values, all underpinned by our Take Care school ethos.<br><br>* See Curriculum Intent Statement<br>• See the Beyond Expectation (BE) Triangle model<br>• See Curriculum Intent flow diagram taken from our Core Purpose document                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                  |                                                                                            |
| Is there a skills progression document in place that allows staff to deliver cross-curricular learning as set out in the school's rationale/ethos?<br><br>How does planning show this? | Our SJS Curriculum Target Grids have clear progression across KS2. They were originally taken from the Focus Education documents, but then adapted to suit to needs of our school and children.<br><br>These targets are taken and used for clear assessments and planning on our TPAs and used in our long term planning document.<br><br>These targets form the basis for our Up2 targets and what the children Go4 each lesson.<br><br>We have selected 7 or more key non-negotiable targets per year group which must be taught and are progressive across KS2. This enables children to not become overwhelmed with too many targets across the curriculum, but aims to allow staff the freedom to add in as many other targets as possible to suit the needs for the specific children in their year group each year, whilst still ensuring the right level of coverage and skills/knowledge development.<br><br>Our infant school have also based their curriculum on the Focus Education model, which allows for good continuity across both KS1 & 2. |                  |                                                                                            |
| How does the curriculum ensure that all children are able to access the content of the history curriculum?                                                                             | Up2 target stickers means learning is never capped and all children are able to achieve something in line with lesson objective.<br><br>Differentiation with all children aiming for same target.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |                                                                                            |

| Auditing the History Curriculum – Intent                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------|
| Questions to consider                                                                                                                      | What is currently happening?                                                                                                                                                                                                                                                                                                                                                                                                                                          | How do you know? | Any further action?<br><small>(Leave blank if the answer is "continue to monitor")</small> |
| How is learning enriched in the curriculum?<br><br>How does the school ensure pupils extend their learning beyond the National Curriculum? | Take Care Homework<br>Competitions (PE)<br>Whole school themed lessons/weeks/focus<br>After school clubs<br>Take Care leader groups<br>Trips<br>Residentials<br>Outside providers                                                                                                                                                                                                                                                                                     |                  |                                                                                            |
| How does the school ensure pupils can at least meet end of key stage requirements in History?                                              | Progressive target grid that works to achieve all NC objectives.<br><br>End of unit questions in some subjects helps with assessment (more subjects to have these created).<br><br>Non-negotiable targets in some subjects ensure subjects/children don't become overwhelmed, so learning can 'stick' better.<br><br>TPAs are passed up to next teacher each year, so children who haven't achieved targets are known and can have extra support before new learning. |                  |                                                                                            |
| How do you ensure that the teaching of vocabulary and language is consistent to help develop knowledge in history?                         | Knowledge organisers accessible for parents and all staff, as well as children.<br><br>Classroom washing lines, working walls and displays.<br><br>Joint planning.                                                                                                                                                                                                                                                                                                    |                  |                                                                                            |

| Auditing the History Curriculum – Implementation                                                                                                                                                   |                                                                                                                                                                                                                                       |                  |                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------|
| Questions to consider                                                                                                                                                                              | What is currently happening?                                                                                                                                                                                                          | How do you know? | Any further action?<br><small>(Leave blank if the answer is "continue to monitor")</small> |
| Are you clear about your role as subject leader?                                                                                                                                                   | <ul style="list-style-type: none"><li>Regular leadership time to develop my role</li></ul>                                                                                                                                            |                  |                                                                                            |
| How do senior leaders know about pupils' outcomes in relation to the NC programmes of study?<br><br>Do you provide short written reports or verbal feedback to leaders? Do you give presentations? | <ul style="list-style-type: none"><li>Through looking at the curriculum documents.</li><li>Action Plans</li><li>Scrutiny feedback documents</li><li>Termly meetings</li><li>Verbal and/or written to SLT, Governors and MAT</li></ul> |                  |                                                                                            |
| How do you support staff in delivering the curriculum?<br><br>How do we provide support and training.                                                                                              | <ul style="list-style-type: none"><li>Staff meetings</li><li>Written feedback</li><li>Verbal feedback</li><li>During planning sessions</li><li>Sharing pupil feedback</li><li>Providing resources and 1:1 support</li></ul>           |                  |                                                                                            |
| How do you develop best practice in the school and across the academy?                                                                                                                             | <ul style="list-style-type: none"><li>Attend networks to keep up to date</li><li>Monitor EXP examples</li><li>Regular feedback and sharing best practice</li></ul>                                                                    |                  |                                                                                            |

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| Auditing the History Curriculum – Implementation                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                  |                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------|
| Questions to consider                                                                                                   | What is currently happening?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | How do you know? | Any further action?<br><small>(Leave blank if the answer is "continue to monitor")</small> |
| Is the curriculum effectively resourced?                                                                                | <ul style="list-style-type: none"><li>Access to Inspire ELS for topic books</li><li>Planning identifies resources needed and can be ordered in advance if not available in school.</li><li>Other online resource school accounts (Twinkl)</li><li>Joint/team planning allows for more time to sort out resources</li></ul>                                                                                                                                                                                                                                                                                                                        |                  |                                                                                            |
| How do teachers adapt long term and medium term planning to meet the needs of specific classes, groups and individuals? | <ul style="list-style-type: none"><li>* No fixed planning, expectation is that it is always adapted to suit the needs of specific classes/years</li><li>Some subjects have non-negotiable targets but then are able to select the other targets that they feel their year group most needs</li><li>Lessons are differentiated</li><li>Staff are aware of children's SEND and those children working at GD</li><li>Up2 stickers in all subjects allow children to always have the next step to challenge them</li><li>Grab &amp; Grow sessions for all abilities, including pre-teach</li><li>Lesson Leaders used to support and stretch</li></ul> |                  |                                                                                            |

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| Auditing the History Curriculum – Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                  |                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------|
| Questions to consider                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What is currently happening?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How do you know? | Any further action?<br>(Leave blank if the answer is "continue to monitor") |
| Is historical knowledge taught to an appropriate depth and with clear and necessarily detailed progression through each year group?<br><br>Or is the curriculum too weighted towards skills, rather than a balance of skills and knowledge?<br><br>It is useful to check against the NC Programme of Study for coverage of the knowledge elements. Do pupils have opportunities to apply their historical knowledge in their work and is this clearly evidenced when comparing books from consecutive year groups? | <ul style="list-style-type: none"><li>Up2s put in place for all subjects with Go4 target aimed at ensuring targets are covered</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                                                                             |
| Are effective assessment arrangement in place for history? How does this information make a clear difference to teaching and outcomes?<br><br>Is it a useful system that is not overly time consuming or is it there just to produce data?                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>Up2s highlighted and Go4 target</li><li>Monitored by subject leader</li><li>Examples folder being created and checked</li><li>TPAs used at point of delivery and used to extend or reteach for some children</li><li>TPAs and Up2s not too work heavy – children also know what's expected and if they have achieved</li><li>Knowledge organisers and end of unit questions being used in some subjects – more in development</li><li>Regular subject leader time given to allow time for this</li></ul> |                  |                                                                             |
| How are standards in history moderated to ensure assessments are accurate?<br>Are there any exemplars of work showing historical knowledge typical for a specific year group available in school?<br>Do class teachers and the history subject leader compare work in pupils' books to check                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Subject GANNTS in place to ensure subject leaders are clear on when to moderate and assess</li><li>Exemplar folders in the process of being created</li><li>Subject leaders attend networks to support understanding and moderation</li><li>Staff meetings – staff bring work/book examples to compare</li><li>Phase planning time</li></ul>                                                                                                                                                             |                  |                                                                             |

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Quality Assurance

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| History Action Plan                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |                                                                                                                                                                                                                                                                       |                                      |                   |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------|
| Our approach to teaching History                                                                                   | At SJS we believe in order to ensure that learning History is the best it can be for our children, it must feel relevant to them. They need to feel connected to the knowledge and have a desire to develop their skills. Therefore, we try to make our History learning as creative and engaging as possible, drawing it in through many other areas of the curriculum, with end outcomes that the children are keen to produce. To ensure that all National Curriculum targets are covered by the end of their 4 year journey at SJS, we have a clear and progressive set of objectives that build on from each other over the years and can be applied to any area of history. We believe that there are some core historical events/eras which every child will have learnt about by the end of KS2, but we also believe that our curriculum needs to be fluid/adaptable enough to allow for other one off, topics to be taught, that will enthuse and motivate the children to embed their historical learning further. Our core purpose is the profound personal development of each and every child and we use our creative curriculum to develop the whole child, preparing them for KS3 and the wider world beyond. |                       |                                                                                                                                                                                                                                                                       |                                      |                   |
| Targets                                                                                                            | Intended Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Impact for            | How                                                                                                                                                                                                                                                                   | Led by                               | Impacted/Reviewed |
| History to be taught in a more clear and progressive way, using clear sequenced targets                            | * Developing a more focused and clear whole school program of study *children have access to deeper and more progressive learning, enabling the learning to become more embedded<br>*Staff have a clear knowledge, understanding and skills to teach the history curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Staff<br><br>Children | *CPD/staff meetings to ensure all teachers are clear on their year group targets and the year group targets either side<br>*Increased focused monitoring and moderation of history lessons and books                                                                  | Subject leader<br><br>Head           |                   |
| Children to be able to articulate key historical concepts, themes and skills                                       | *Children become more aware of the core principles of history, rather than just 'topic'<br>*Children are able to recall previous history learning<br>*Children are able to articulate the historical skills they know, not just their knowledge of eras/periods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Children              | *Teach children 'How to be a historian' what are the skills you need?<br>*Teachers to make learning objectives more obvious and directly talk about the subject being taught<br>*Children asked to recall previous history skills/knowledge in order to build on them | Subject leader                       |                   |
| Develop the use of Knowledge Organisers and "end of unit quiz"                                                     | *Children have a greater understanding of the concepts being covered.<br>*SLT will be able to see understanding and impact of learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Children              | *Children use the KO and are able to annotate it when they have covered a topic.<br>*Key vocabulary is explained to enable greater understanding.<br>*End of unit quiz to show understanding of topic.                                                                | Subject leader<br><br>Class Teachers |                   |
| Develop children's recall of prior learning to ensure that secure learning has taken place and is committed to LTM | *Children know more, remember more and can do more<br>*Children can recall prior learning from their current and previous year groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Children              | *Teachers to use KO and assessments/quizzes from previous year groups as recall activities<br>*RM to introduce the Leitner Flashcard Method to aid recall across curriculum subjects                                                                                  | Subject leader<br><br>Class Teachers |                   |
| For all children to be able to better articulate where different parts of history would come on a timeline.        | *Children deepen their historical understanding<br>*Learning becomes more embedded due to it being more relevant to them<br>*Embeds previous learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Children              | *Recap sessions at the start of a new history topic to relate it to previous historical learning<br>*Timeline lesson at the start of every topic.<br>*Children compare learning to other historical events as well as how it is today                                 | Subject leader<br><br>Class Teachers |                   |

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Sir John Sherbrooke Junior School—Pupil Questionnaire HISTORY

|                                                                                        | AGREE | DISAGREE | NOT SURE |
|----------------------------------------------------------------------------------------|-------|----------|----------|
| I enjoy learning in History lessons                                                    |       |          |          |
| The work in History lessons is interesting and challenging                             |       |          |          |
| I sometimes find work too easy in History lessons                                      |       |          |          |
| Teachers' explanations in History lessons are clear and easy to follow                 |       |          |          |
| Teachers help me to improve my learning in History lessons                             |       |          |          |
| History lessons are different and interesting each time                                |       |          |          |
| History lessons happen often in our classroom                                          |       |          |          |
| I can talk confidently about what we are learning about in History at the moment       |       |          |          |
| I can talk about what I learned in History lessons I was taught last year              |       |          |          |
| I learn about different periods of time in History lessons                             |       |          |          |
| I have been part of at least one History trip outside of school during my time at KWS. |       |          |          |
| I know how to use sources to find out about the past.                                  |       |          |          |
| In History lessons we ask questions about the past and learn how to find the answers.  |       |          |          |
| We link our history work to other lessons e.g. reading, art, music, etc.               |       |          |          |

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Sir John Sherbrooke Junior School - Pupil Interview

1. Tell me about the history lessons you have had this year. (What activities have you done? What have you learned about?)

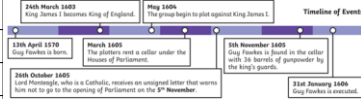
2. What do you enjoy about history lessons and what do you find difficult?

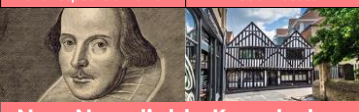
3. Can you tell me about any other history lessons you have had during your time at SJS?

4. Tell me what history opportunities there are at SJS. (ASPIRE, clubs, trips etc.)

5. Tell me what a normal history lesson looks like. What happens and what activities do you do?

| Remembrance Day/WWI Knowledge Mat<br><br>Extra History                                                               | Sources/Artefacts                                                                                                      |                                                                                     | Vocabulary Expectations                                                        |                                                                           |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|                                                                                                                      |                                     |  | after                                                                          | later in time.                                                            |
|                                                                                                                      |                                                                                                                        |                                                                                     | before                                                                         | An earlier time; in the past                                              |
|                                                                                                                      |                                     |  | past                                                                           | An earlier time; before the present                                       |
|                                                                                                                      |                                                                                                                        |                                                                                     | present                                                                        | Existing at this time; happening now                                      |
|                                                                                                                      | <br><b>Non-Negotiable Knowledge</b> |                                                                                     | new                                                                            | Recently coming into being.                                               |
|                                                                                                                      |                                                                                                                        |                                                                                     | old                                                                            | Having existed for a period of time.                                      |
|                                                                                                                      | WWI was a war that involved lots of countries in Europe. It started in 1914 and finished in 1918.                      |                                                                                     | chronological                                                                  | The order of time starting at the earliest and ended in the most recent   |
|                                                                                                                      | On Remembrance Day we remember the soldiers who fought and died during WWI and the wars following WWI.                 |                                                                                     | Last Post                                                                      | A piece of music played to mark the beginning of the two minutes silence. |
|                                                                                                                      | The first Remembrance day was on the 11 <sup>th</sup> November 1919.                                                   |                                                                                     | recent                                                                         | An event that happened in the past, but near to the present.              |
| On the 11 <sup>th</sup> November we wear poppies and lay wreaths at war memorials to remember the soldiers who died. |                                                                                                                        | war memorial                                                                        | A place where people gather to remember the soldiers who have fought and died. |                                                                           |
| There is a 2 minutes silence on Remembrance Day so we can remember the soldiers sacrifice.                           |                                                                                                                        | sacrifice                                                                           | To give something up for a good reason.                                        |                                                                           |
| 1. What is Remembrance Day?                                                                                          |                                                                                                                        |                                                                                     |                                                                                |                                                                           |
| 2. When is Remembrance Day?                                                                                          |                                                                                                                        |                                                                                     |                                                                                |                                                                           |
| 3. How do we celebrate Remembrance Day ?                                                                             |                                                                                                                        |                                                                                     |                                                                                |                                                                           |
| 4. Why do people wear a poppy?                                                                                       |                                                                                                                        |                                                                                     |                                                                                |                                                                           |
| 5. Tell me when the First World War started and ended.                                                               |                                                                                                                        |                                                                                     |                                                                                |                                                                           |
| 6. Can you tell me some objects that were used during WWI.                                                           |                                                                                                                        |                                                                                     |                                                                                |                                                                           |
| 7. Can you tell me who the King was during WWI                                                                       |                                                                                                                        |                                                                                     |                                                                                |                                                                           |
| 8. Can you say if WWI was a long time ago or not very long ago?                                                      |                                                                                                                        |                                                                                     |                                                                                |                                                                           |
| 9. Can you tell me what a war memorial is?                                                                           |                                                                                                                        |                                                                                     |                                                                                |                                                                           |

| Guy Fawkes Knowledge Mat                                     |  | Sources/Artefacts                                                                                                                           |  | Vocabulary Expectations                                                            |                                                                                      |
|--------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Extra History                                                |  |                                                            |  | Catholic                                                                           | Christians who are members of the Catholic Church. They are loyal to the Pope.       |
|                                                              |  |                                                                                                                                             |  | Protestant                                                                         | Christians who are not catholic.                                                     |
| End of Unit Quiz                                             |  | The Monteleagle Letter      The Examination of Guy Fawkes                                                                                   |  | King James I                                                                       | The King of England between 1603 and 1625.                                           |
| 1. Who was Guy Fawkes?                                       |  | Timeline                                                                                                                                    |  | Robert Catesby                                                                     | The leader of the Catholic group who organised the Gunpowder Plot.                   |
| 2. What is a Catholic?                                       |  |                                                            |  | Houses of Parliament                                                               | A building in London where the government meets to make decisions about the country. |
| 3. Why did Catholics want to kill James I?                   |  |                                                                                                                                             |  | Gunpowder                                                                          | An explosive powder that was used in guns.                                           |
| 4. What is the Gunpowder Plot?                               |  |                                                                                                                                             |  |  |                                                                                      |
| 5. How was the Gunpowder plot stopped?                       |  |                                                                                                                                             |  |                                                                                    |                                                                                      |
| 6. What happened to the plotters?                            |  | The Gunpowder Plot was a plot to kill King James I and his government by blowing up the houses of Parliament.                               |  |                                                                                    |                                                                                      |
| 7. How can we find out about the Gunpowder Plot?             |  | King James I did not like Catholics and he treated them unfairly. Most Catholics did not like King James I and did not want him to be King. |  |                                                                                    |                                                                                      |
| 8. How do we remember the Gunpowder Plot in the present day? |  | Robert Catesby was the chief organiser of the Gunpowder Plot.                                                                               |  |                                                                                    |                                                                                      |
| 9. In which year did the Gunpowder plot happen?              |  | Fireworks and Bonfires celebrate King James surviving the plot. Bonfire night is celebrated on 5 <sup>th</sup> November every year.         |  |                                                                                    |                                                                                      |
| 10. What are the houses of Parliament?                       |  |                                                                                                                                             |  |                                                                                    |                                                                                      |

| Tudors Knowledge Organiser                                                                                        | Primary Sources/Artefacts                                                                                                            |  | Vocabulary Expectations                                                              |                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                   |                                                   |  | <b>monarchy</b>                                                                      | A system of government where the king or queen is the most powerful.                                                   |
| Extra History                                                                                                     | <b>Shakespeare's Works</b> <b>Tudor Houses</b>                                                                                       |  | <b>dynasty</b>                                                                       | A family of rulers who rule over a country for a long time. Power passes down to their children or relatives.          |
| End of Unit Quiz                                                                                                  |                                                                                                                                      |  | <b>successor</b>                                                                     | A person who inherits the throne after the king or queen dies.                                                         |
| 1. How long did the Tudor period last?                                                                            |                                                   |  | <b>Protestant</b>                                                                    | A denomination of Christianity. Protestants don't recognise the pope as the leader of the church and the voice of God. |
| 2. Can you name all of Henry VIII's wives?                                                                        |                                                                                                                                      |  | <b>Catholic</b>                                                                      | The oldest and largest denomination of Christianity. The Pope is the leader of the Catholic Church.                    |
| 3. Can you name all of the monarchs in the Tudor dynasty?                                                         | <b>Non-Negotiable Knowledge</b>                                                                                                      |  | <b>Reformation</b>                                                                   | An event that allowed the building of Protestant churches and the move away from Catholicism.                          |
| 4. Can you tell me why Henry VIII founded the church of England?                                                  | Henry VII was the first Tudor Monarch and assumed power after the Battle of Bosworth Field in 1485.                                  |  | <b>armada</b>                                                                        | A large fleet of ships designed for war.                                                                               |
| 5. Can you tell me which two dynasties formed the Tudor monarchy?                                                 | Henry VIII ended Britain's relationship with the Pope and the Catholic church which led to Britain becoming a protestant country.    |  | <b>dissolution</b>                                                                   | The ending of something legally. E.g. The Pope being leader of the church in England.                                  |
| 6. Can you explain how Henry VIII's reign still affects the British Monarchy today?                               | Mary I tried to improve the relationship between Spain and Britain and make Britain a Catholic country again.                        |  | <b>Reading Links</b>                                                                 |                                                                                                                        |
| 7. Can you explain why Mary I was not crowned Queen ahead of her younger brother?                                 | Henry VIII was desperate for a Son to succeed him as King. This had a key impact on the separation of Britain from the Pope in Rome. |  |  |                                                                                                                        |
| 8. Can you explain how the Tudor dynasty began?                                                                   | The Tudor period is the beginning to Britain's Golden age where there is a growth in the arts, literature and exploration            |  |                                                                                      |                                                                                                                        |
| 9. Can you explain why Spain launched an Armada to declare war against England?                                   |                                                                                                                                      |  |                                                                                      |                                                                                                                        |
| 10. Can you compare this period of history with the Viking invasion? What has stayed the same, what is different? |                                                                                                                                      |  |                                                                                      |                                                                                                                        |