

History

Key Knowledge and Skills

Intention 1 – Develop a sense of **chronology** across British, local and world history.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Begin to learn the different periods of History taught across school. Place the periods in History taught across school on a timeline using dates. Children to be introduced to the names of different periods of time , BC and AD and alternative names BCE and CE. Children can make references to specific key events and artefacts from the periods studied and place on a timeline. 	<ul style="list-style-type: none"> Remember the different periods of history taught across school. Children to understand the names of different periods of time with the Greek and Viking eras (BC and AD) and alternative names (BCE and CE) Place the period of History being studied across school on a timeline using dates. Children to understand the different periods within ancient Greece (Hellenistic, Archaic and Classical) Compare and contrast how people lived in Ancient Greece to Britain during the same time (Iron Age) 	<ul style="list-style-type: none"> Remember and reflect on the different periods of history taught across school with a developed understanding of BC and AD and their alternative names. Place the period of History being studied across school on a detailed timeline using dates and some key events. Place key events, artefacts and key figures (for Ancient Egypt, \Victorians and Early Islamic Civilisation) in order on a timeline using dates. Add some notes to timelines after key events have been taught. Compare and contrast the length of the period of time studied in comparison to those taught in Year 3 and 4. 	<ul style="list-style-type: none"> Remember, reflect on and compare the different periods of History taught across School and have a clear understanding of the different periods of time (BC and AD) and alternative names (BCE and CE) Create a scaled timeline based on the periods of history studied and include additional periods not studied at Cavendish Close (10cm =100yrs) Place a wider variety of events, artefacts and key figures for WWII in order on a detailed timeline using dates and annotated key event/facts. Make additions to timelines after key events have been taught.

Intention 2 - It is our intention that children are knowledgeable about a range of historically **significant individuals** who have created legacies and who have been influential.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children to know and understand the significance of the successful invasion of Britain by Claudius. Children to know about the resistance of Queen Boudicca and understand different perspectives (how the Roman Empire affected different people and how they felt and reacted to the changes that were made). 	<ul style="list-style-type: none"> Children to understand how Alexander the Great changed and expanded the Greek empire. Children to understand why the discovery of the grave of King Raedwald(Sutton Hoo enquiry) was so significant in finding out about life during Anglo Saxon times. Children will evaluate and assess the influence and actions of Alfred the Great and Athelstan. Children will compare and contrast significant individuals from different periods studied in Year 4. 	<ul style="list-style-type: none"> Understand how how Howard Carter's discovery of Tutunkhamun's tomb was so significant in finding out about life in Ancient Egypt. Children will understand the significance of Isambard Kingdom Brunel, Alexander Graham Bell, Elizabeth Fry, Florence Nightingale, Charles Darwin, George Stephenson, Marie Curie and Emmeline Pankhurst and the impact they had on life then and now. 	<ul style="list-style-type: none"> To know and explain key facts about Winston Churchill. Children understand what made Churchill a significant figure during WWII. Compare Winston Churchill to a significant figure children have studied in previous years. Compare and contrast other key figures with those studied in other time periods.

Intention 3 - It is our intention that children acquire the necessary skills to investigate and interpret events from the past using a range of sources of evidence that address questions, some of which children devise themselves about change, cause, similarities, difference and significance.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will begin to understand how our knowledge of the past is constructed from a range of primary sources. Children will use different primary sources to find out about the people from the periods of History studied. Children will observe and handle primary sources to build up a picture of key events during these periods studied and ask simple questions. 	<ul style="list-style-type: none"> Children will understand how our knowledge of the past is constructed from a range of different primary sources. Children will observe and handle a different range of primary sources to make predictions and answer questions about Anglo-Saxons, Vikings and Greeks. Children will understand the difference between primary and secondary sources. Children will use both primary and secondary sources to generate a hypothesis in answer to an enquiry question. (Sutton Hoo) 	<ul style="list-style-type: none"> Children will understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist. Children will understand how evidence can give us different answers about past events and understand different perspectives on events. Children will understand the difference between primary and secondary sources and how these can give us different information. Children will use both primary and secondary sources to generate a hypothesis in answer to an enquiry question and generate their own enquiry questions. 	<ul style="list-style-type: none"> Recognise and compare a range of primary and secondary sources of evidence to make evaluations and deduce information. Use and analyse a range of different primary and secondary sources to generate a hypothesis in answer to an enquiry question. Understand the term 'propaganda' and analyse posters (secondary source) in order to comment on the strategies used to convey different messages. Analyse a range of different primary and secondary sources to generate enquiry questions.

Intention 4 - . It is our intention that children can reflect on and be inspired by events that have taken place in the past and discuss how they have impacted on our lives today.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will compare and contrast the different types of trains and the development of trains today. Children will experience a train journey on The Great Central Railway and compare to modern train journeys and the importance of rail in modern day life. Children will know what the Romans have done for us today including military structures such as Hadrian's Wall, engineering – baths and aqueducts, roads, calendar, currency, language and numbers. Children will be able to explain how Britain changed due to the Roman invasion. 	<ul style="list-style-type: none"> Children will understand the legacy of the Athenian democratic system. Children will compare similarities and differences between ancient and modern democracy. Children will understand how the Olympics has developed over time and how it has stayed the same. Children will explain how life in Britain has changed since the Anglo Saxon rule including how place names have changed and their meanings. Children will compare and contrast Anglo Saxon settlements and village life to modern day. 	<ul style="list-style-type: none"> Children will demonstrate a deep understanding of the lives of Ancient Egyptians (eg The Nile and farming) and make connections. Contrasts and trends over time. Children will compare Ancient Egyptian, Early Islamic civilisation and modern day architecture. Children will have a deep understanding of how Islamic thought has influenced Europe including, universities, architecture, astronomy, medicine and maths. 	<ul style="list-style-type: none"> Children will evaluate and assess the reason, impact and significance of wartime events. Children will understand what would have happened to Britain if the invasion at Dunkirk had failed. Children will understand that if Germany had succeeded in the Battle of Britain then Britain would have been invaded and how life might have been today. Children will understand the holocaust in detail and make links and comparisons to the Holocaust today. Children will visit the National Memorial Arboretum. Children will have a deep understanding of The Industrial Revolution and the impact this had on Derby over time.

Intention 5 - It is our intention that children recall, select and organise historical knowledge and understanding to communicate events from the past which are engaging and ignite their curiosity.

Year 3	Year 4	Year 5	Year 6
Children to show describe and explain <ul style="list-style-type: none"> How people acted, lived and behaved during the Stone Age,. How Neolithic hunter gatherers lived at Skara Brae. 	Children to show, describe , explain and start to debate <ul style="list-style-type: none"> Whether the Athenian democracy system was fair or not. How different city states in Ancient Greece were important. Investigate the discovery of the Saxon longboat at Sutton Hoo and decipher its owner. 	Children to describe, explain and debate in a variety of ways <ul style="list-style-type: none"> Queen Victoria is the greatest British Monarch. Was it better to live in Ancient Egypt or Baghdad? 	Children to describe, explain and debate, in depth, in a variety of ways <ul style="list-style-type: none"> Children to take part in a mock Houses of Parliament debate which focuses on whether the prime minister (Neville Chamberlin) should take a course of appeasement or not.

Intention 6 - It is our intention that children develop a progressive historical vocabulary that enables them to confidently express their ideas and opinions

AC and BC Era	Technology	Century	Warrior	Parliament	Tutunkhamun	Morale	Hypothermia
Chronology	Locomotive	Decade	Olympics	Continuity	Pharoah	Trench	Wreckage
Legacy	Historical	Civilisation	Democracy	Trend	Mills	Recruit	
Empire	Industry	Cause and consequence	Raid	Monarchy	Factories	Alliance	
Change	Machinery	Contrast	Slaves	Interpretation	Slums	Blitz	
Similarity	Revolution	Conquers	Greece	Secondary evidence	Pyramid	Vote	
Difference	Conquer	Monastery		Revolt	Reliable	Suffrage	
Artefact	Roman	Significance		Sacrifice	Excavate	Propaganda	
Calendar	Celt	Archaeologist		Torture	Eye witness	Biased	
Emperor	Evidence	Northumbria		Traitor	Impression	Impact	
Hunter-gatherer	Ancient	Artefact		Treason	Invention	Reformers	
King	Rebellion	Settlement		Tomb	Almshouse	Revolution	
Queen	Invasion	Mercia		Agriculture	Poverty	Millennium	
Primary evidence	Prehistoric	Scandinavia		Hieroglyphics	Workhouse	Legislation	
Settler	Skara Brae	Medieval		Mummification		Survivor	
Network	Archaeology	Wessex		Cleopatra		Catastrophe	
	Stonehenge	Kingdom		Route		Passenger	

Last week... A long time ago... During the reign of... Throughout theperiod... Towards the end of the.... I can infer that... The source omits to mention... Pre.... In 1944.... To weigh up both sides... This source suggests that... This source doesn't show that...