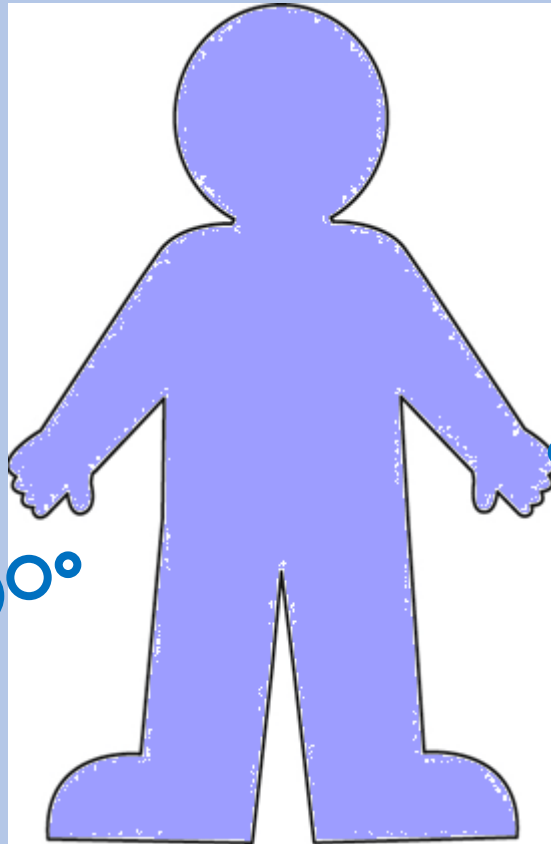




History at Cavendish Close



A great year 3 **Historian** will:



Chronology

Place the periods in History taught across school on a timeline using dates.

Place key events from the Stone Age, Romans and The development of the Railway on a timeline using dates.

Sources of evidence

Children will use different primary sources to find out about the people from the periods of History studied.

Communicate

Use their historical knowledge and understanding to describe and explain key facts related to the Romans, the Stone Age and the development of the Railways.

Significant Individuals

Develop their knowledge of Claudius and Boudicca and understand why they were important figures.

Vocabulary

Develop and improve their historical vocabulary so they can express their ideas and opinions.

Impact

Reflect on and explain how the Stone Age, Romans and the Industrial Revolution have influenced life in the Western world.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED

Aspire

Collaborate

Experience



History at Cavendish Close



A great year 4 **Historian** will:

Chronology

Place the periods in History taught across school on a timeline using dates.

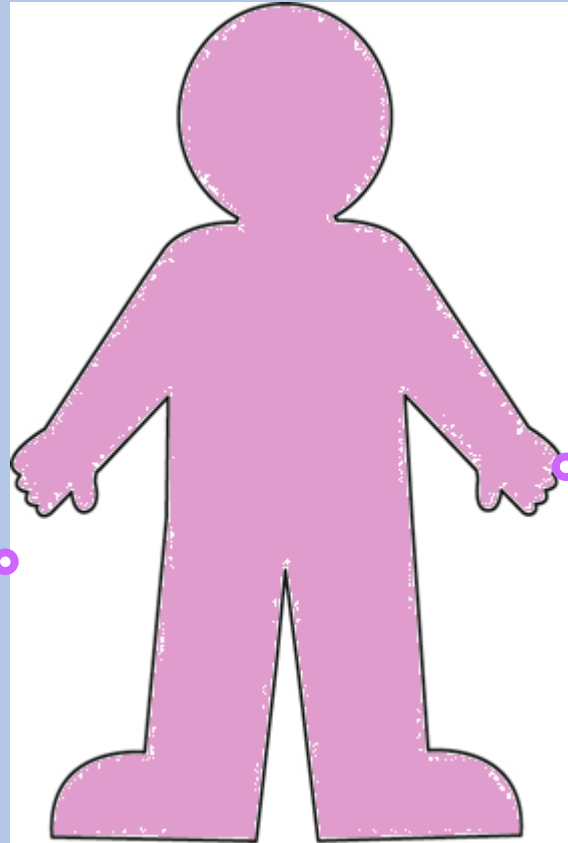
Compare and contrast how people lived in Ancient Greece to Britain during the same time.

Sources of evidence

Understand how our knowledge of the past is constructed from a range of different primary sources and will use both primary and secondary sources to generate a hypothesis in answer to an enquiry question.

Communicate

Use their historical knowledge and understanding to show, describe, explain and start to debate on topics related to the Anglo Saxons and Ancient Greeks.



Significant Individuals

Develop their knowledge of Alexander the Great, Alfred the Great and King Raedwald and understand why they were important figures.

Vocabulary

Develop and improve their historical vocabulary so they can express their ideas and opinions.

Impact

Reflect on and explain how the Ancient Greeks, Anglo Saxons and Vikings have influenced life today.



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Aspire

Collaborate

Experience



History at Cavendish Close



A great year 5 Historian will:

Chronology

Place the periods in History taught across school on a timeline using dates and key events.

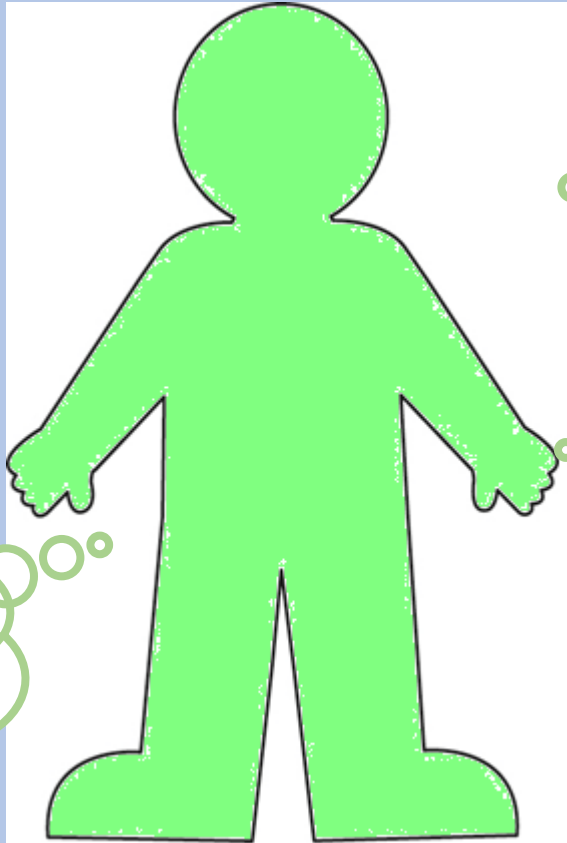
Place key events, artefacts and key figures (for Ancient Egypt, Victorians and Early Islamic Civilisation) in order on a timeline using dates

Sources of evidence

Understand the difference between primary and secondary sources and how these can give us different information and use both primary and secondary sources to generate a hypothesis in answer to an enquiry question and generate their own enquiry questions.

Communicate

Use their historical knowledge and understanding to show, describe, explain and start to debate in a variety of ways ideas related to The Victorians, Ancient Egypt and Early Islamic Civilisations.



Significant Individuals

Understand how how Howard Carter's discovery of Tutankhamun's tomb was so significant in finding out about life in Ancient Egypt and understand the influence and significance of key Victorians and their impact on our lives today.

Vocabulary

Develop and improve their historical vocabulary so they can express their ideas and opinions clearly and effectively to express historical ideas.

Impact

Children will compare Ancient Egyptian, Early Islamic civilisation and modern day architecture and have a deep understanding of how Islamic thought has influenced Europe including, universities, architecture, astronomy, medicine and maths.



THE HARMONY TRUST

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Aspire

Collaborate

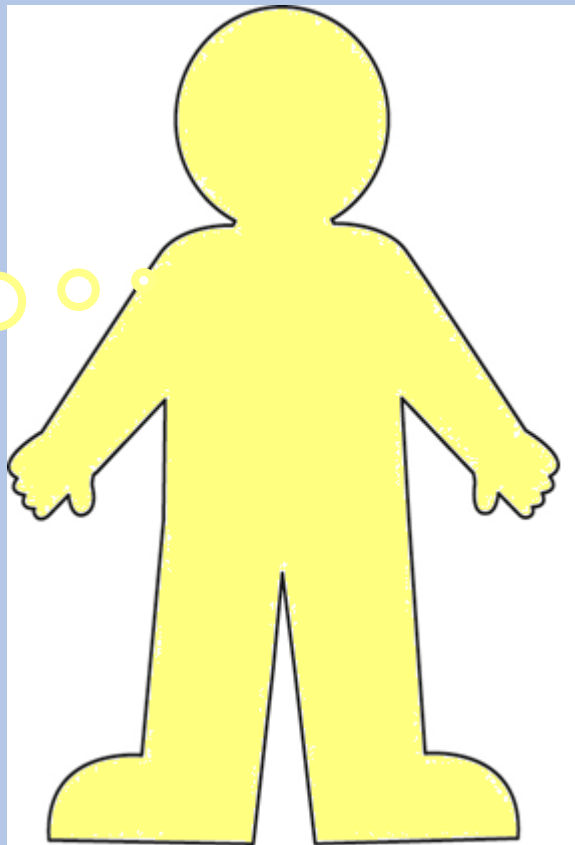
Experience



History at Cavendish Close



A great year 6 **Historian** will:



Chronology

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.

Sources of evidence

Recognise and compare a range of primary and secondary sources of evidence to make evaluations and deduce information and use and analyse a range of different primary and secondary sources to generate a hypothesis in answer to an enquiry question.

Communicate

Children to describe, explain and debate, in depth, in a variety of ways whether the prime minister (Neville Chamberlin) should take a course of appeasement or not.

Significant Individuals

Understand how Howard Carter's discovery of Tutankhamun's tomb was so significant in finding out about life in Ancient Egypt and understand the influence and significance of key Victorians and their impact on our lives today.

Vocabulary

Develop and improve their historical vocabulary so they can express their ideas and opinions. clearly and effectively to express historical ideas with influence and impact on the audience.

Impact

Evaluate and assess the reason, impact and significance of wartime events and apply their knowledge to think about what would happen if events happened differently.