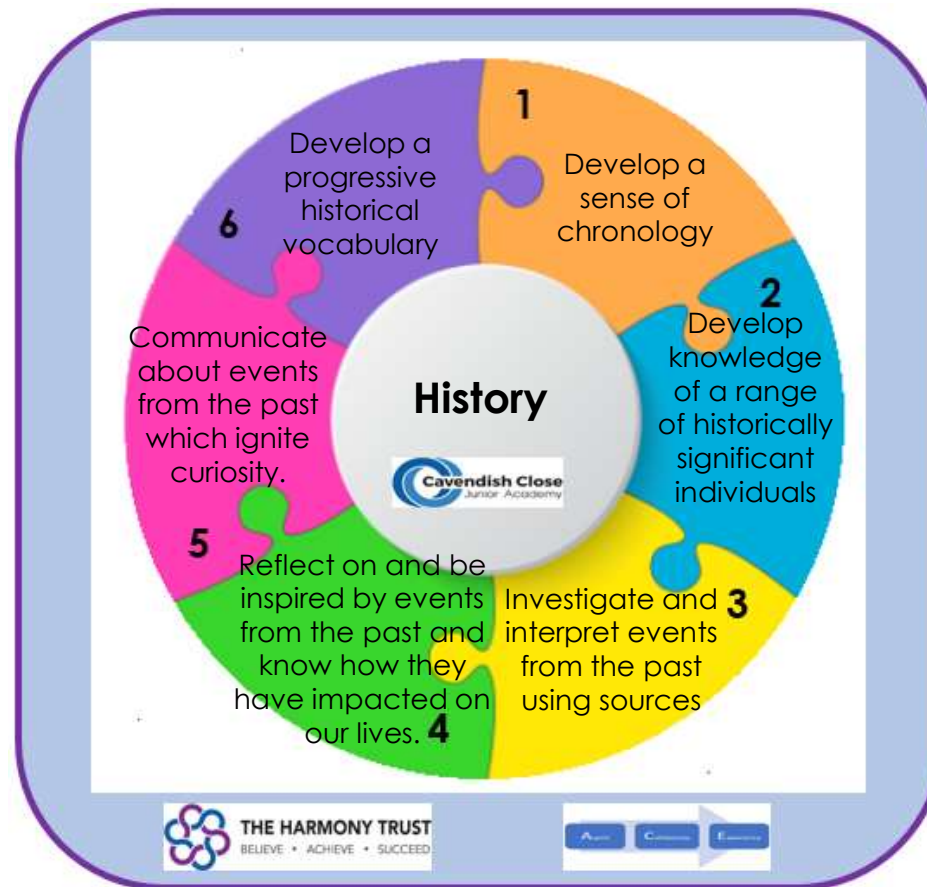




History Intent



At Cavendish Close Junior Academy, we aspire to help children develop as historians through a range of learning experiences that are underpinned by our key intentions for learning in this subject:





History Intent



1. It is our intention that all children develop a **sense of chronology** across British, local and world history that enables them to talk with confidence about the past referring to historical terms, dates and periods, whilst noting connections, contrasts and trends over time.
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.
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.
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.
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**.
6. It is our intention that children **develop a progressive historical vocabulary** that enables them to confidently express their ideas and opinions.



History Implementation



1. Units of study that are requirement of the national curriculum have been mapped out to address change, cause, similarity, difference and significance and build chronological understanding.
Year 3- Stone Age, a local History Study (Railways) , Romans
Year 4 - Anglo- Saxons, Vikings, Greeks
Year 5 - Ancient Egyptians, Victorians, Mayan
Year 6 – Changes in social history in inventions, Significant historical event (Titanic), World War Two
2. Key knowledge, skills and understanding are identified at the start of each history unit of work that link back to our key intentions, ensuring that all the key intentions are covered at least once within each history unit of work.
3. All history lessons are designed to link to one of our history key intentions as well as our curriculum key intentions.
4. Lessons are thoughtfully sequenced with opportunities to complete retrieval tasks within each unit, helping children to revise key learning, including events, dates and key vocabulary to help children commit learning to their long term memory.
5. Historical skills are mapped out progressively within each year group ensuring children make progress in their skill set year on year.

Key Outcomes

	Year 3	Year 4	Year 5	Year 6
Stone Age	<ol style="list-style-type: none"> 1.Children will locate The Stone Age on a timeline of history. 2. Children will understand how homes changed during the Stone Age. 3.Children will know about the skills of hunters and gatherers. 4.Children will know the importance of Stone Henge. 5. Children will learn about how we know today what life was like in The Stone Age through a study of Skara Brae. 	<ol style="list-style-type: none"> 1. Children will place historical events in chronological order related to the significant events during the Anglo-Saxons and Vikings period. 2. Children will explain when and where the Vikings came from and why they raided Britain. 3. Children will compare the significance of Anglo-Saxon kings during the Viking period. 4. Children will explain who King Ethelred I was and say when and why Danegeld was introduced. 5. Children will identify and explain key aspects of Viking life. 6. Children will explain how the legal system worked in Anglo-Saxon and Viking Britain. 	<ol style="list-style-type: none"> 1.Children will be able to place Ancient Egypt on a world timeline and they will be able to label key events within the period of Ancient Egypt. 2. Children will know why people began to settle in Ancient Egypt and the Nile Valley. 3.Children will know who the first ruler was of the upper and lower lands which brought the Egyptians together as a civilisation. 4.Children will know about the everyday life of men, women and children. 5.Children will know what key inventions the Ancient Egyptians were known for and how these have impacted on us today. 6.Children will know about Tutankhamun and why the discovery of his tomb was so significant. 7.Children will know how Ancient Egyptian civilisation came to an end. 	<ol style="list-style-type: none"> 1. Children will be able to place key dates and events from World War 2 on a timeline. 2. Children will be able to identify significant people who were involved in WW2. 3. Children will know the countries involved in WW2 and their allies. 4. Children will understand what life would have been like for a child during the war when they were evacuated. 5. Children will be able to explain why Derby and Rolls Royce were significant in the war. 6. Children will be able to explain how Britain coped with war on the Home Front.
		Anglo – Saxons & Vikings	Ancient Egyptians	WW2

Romans

- 1.Children will place The Roman period on a timeline and include previous areas of history studied.
- 2.Children will place on a timeline, significant events from The Roman Empire.
- 3.Children will know how and why the Roman army was so successful.
- 4.Children will compare Roman and Celtic life.
- 5.Children will learn strategies for invasion and the places invaded and why these were invaded.
- 6.Children will use different sources to understand the importance of Boudicca in the history of Britain.
- 7.Children will describe the Roman Empire and its impact on Britain.

Monarchs

1. Children can place the British monarch in chronological order.
2. Children will explore why King John is an important king in English history.
3. Children understand why King Henry VIII wanted an heir.
4. Children will understand what the British empire meant to Victorian people.
5. Children will identify key points in Queen Victoria's reign.
6. Children will identify key points in the reign of Queen Elizabeth.
7. Children will compare the reigns of Queen's Victoria and Elizabeth and identify pinnacle things that happened during their reign.

Early Civilisation (The Mayans)

1. Children will place the chronologically of the Mayans, establishing clear narratives within and across the periods they study.
2. Children will discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.
3. Children will explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.
4. Children will understand how the Maya number system works.
5. Children will identify and use a range of evidence sources to help me understand more about the Maya civilisation.
6. Children will describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.

Changes in social history (Inventions)

1. Children will be able to identify the significance of key inventors.
2. Children will know key transportation inventions which assisted the Industrial Revolution.
3. Children will be able to place key facts and dates of the Industrial Revolution on a timeline.
4. Children will be able to identify six factors which influenced the Industrial Revolution.
5. Children will be able to compare sources of information to compare inventions and explain their influence on the inventions we have today.
6. Children will recognise the significance of the works of Joseph Wright.

A local History Study (Railways)

- 1.Children can place on a timeline significant developments in Steam train history.
- 2.Children will know about the significance of , The Rocket, The Flying Scotsman, The Mallard and The Evening Star.
- 3.Children will understand how rail changed in Derby and the impact on the people of Derby.
- 4.Children will know positive and negative impacts of the railway development across Britain.
- 5.Children will know how railways have changed and how they play a part in our lives today.
- 6.Children will explore advantages and disadvantages of different train types.

Greeks

- 1.Children will know where and when the Ancient Greeks lived.
2. Children will know that Ancient Greece is located in Europe and can name some neighbouring countries.
- 3.Children will know the importance of the legacy of the Athenian political system.
4. Children will know the meaning of democracy and compare ancient and modern democracies.
- 5.Children will know how Alexander the Great changed and grew the Greek empire.
- 6.Children will know the legacy of the ancient games to the modern day Olympics.
7. Children to name different treasures found by archaeologists. (Heinrich Schilemann)

Victorians – a local study

- 1.Children can place on a timeline The Victorian period and know significant periods of history before and after.
- 2.Children can recognise Queen Victoria and know about and place significant events in her life on a timeline.
- 3.Children will use photographic sources to understand the difference between Chaddesden in the Victorian period to today focusing on the church, school, post office and hall .
5. Children will identify evidence of The Victorians within Chaddesden
- 6.Children will explore parish records and school log books as well as photographic sources to compare Victorian life with the present day.
- 7.Children will understand the importance of The Wilmot family in the history of Chaddesden.
- 8.Children will understand the importance of The Industrial Revolution on Derby and the importance of the railways and Rolls Royce and how this has impacted on Derby today.
- 9.Children will know the importance of Florence Nightingale and her links to Derby.

Significant Historical events

1. Children will be able to place the key events of Shackleton’s expedition to the Antarctic on a timeline.
2. Children will be able to use sources of information to begun to understand what it was like to survive in the Antarctic on Shackleton’s expedition.
3. Children will be able to place to significant events of the Titanic’s disaster on a timeline.
4. Children will question, using historical sources, who they believe to be responsible for the sinking of the Titanic.
5. Children will be able to explain what happened during the disaster, giving reasons for their viewpoints from a range if sources and give examples of how the sinking of the Titanic has influenced boat laws on modern day voyages.

History

Key Knowledge, skills and concepts

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, Viking era (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, Classical) and monarchs from the Tudor period to present day. Compare and contrast how people lived in Ancient Greece to Britain during the same time (Iron Age) Comparing monarch reigns and their impact on society of the time. 	<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 Mayan 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"> Understand British monarch in chronological order. I explore why King John To know the important king in English history. Understand why King Henry VIII wanted an heir. Children will understand what the British empire meant to Victorian people. Identify key points in Queen Victoria's reign. Children will identify key points in the reign of Queen Elizabeth. Children will compare the reigns of Queen's Victoria and Elizabeth and identify pinnacle 	<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 place historical events in chronological order related to the significant events during the Anglo-Saxons and Vikings period. Children will explain when and where the Vikings came from and why they raided Britain. Children will compare the significance of Anglo-Saxon kings during the Viking period. Children will explain who King Ethelred I was and say when and why Danegeld was introduced. Children will identify and explain key aspects of Viking life. Children will explain how the legal system worked in Anglo-Saxon and Viking Britain. 	<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. Children will compare previous and present monarchs and understand how their reigns affected then and now. 	<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 Mayan 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. 	<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) and Tudor to present day Compare and contrast how people lived in Ancient Greece to Britain during the same time (Iron Age) 	<ul style="list-style-type: none"> Children to describe, explain and debate in a variety of ways How did significant events in Mayan times affect change? 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	Technology	Century	Warrior	Parliament	Tutunkhamun	Morale	Hypothermia Wreckage
Era	Locomotive	Decade	Olympics	Continuity	Pharoah	Trench	
Chronology	Historical	Civilisation	Democracy	Trend	Mills	Recruit	
Legacy	Industry	Cause and consequence	Raid	Monarchy	Factories	Alliance	
Empire	Machinery	Contrast	Slaves	Interpretation	Slums	Blitz	
Change	Revolution	Conquers	Greece	Secondary evidence	Pyramid	Vote	
Similarity	Conquer	Monastery		Revolt	Reliable	Suffrage	
Difference	Roman	Significance		Sacrifice	Excavate	Propaganda	
Artefact	Celt	Archaeologist		Torture	Eye witness	Biased	
Calendar	Evidence	Northumbria		Traitor	Impression	Impact	
Emperor	Ancient	Artefact		Treason	Invention	Reformers	
Hunter-gatherer	Rebellion	Settlement		Tomb	Almshouse	Revolution	
King	Invasion	Mercia		Agriculture	Poverty	Millennium	
Queen	Prehistoric	Scandinavia		Hieroglyphics	Workhouse	Legislation	
Primary evidence	Skara Brae	Medieval		Mummification		Survivor	
Settler	Archaeology	Wessex		Cleopatra		Catastrophe	
Network	Stonehenge	Kingdom		Route		Passenger	

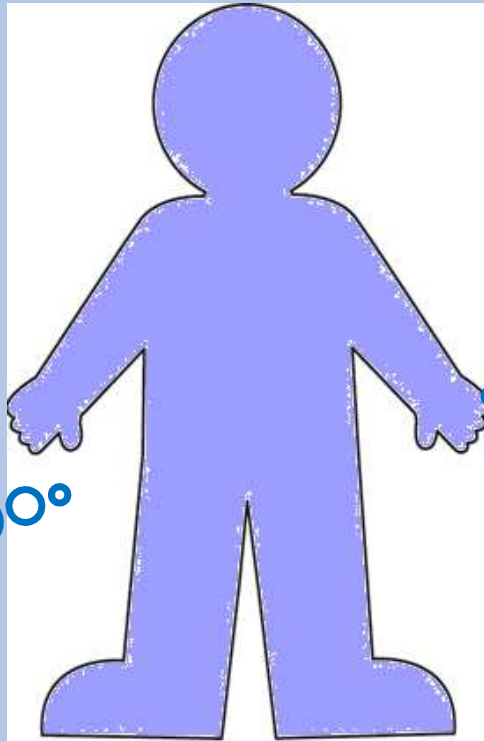
Last week... A long time ago... During the reign of... Throughout theperiod... Towards the end of the.... I can infer that... The source omits to mention... Pre.... In 1944.... To weigh up both sides...
 This source suggests that... This source doesn't show that...



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.



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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.

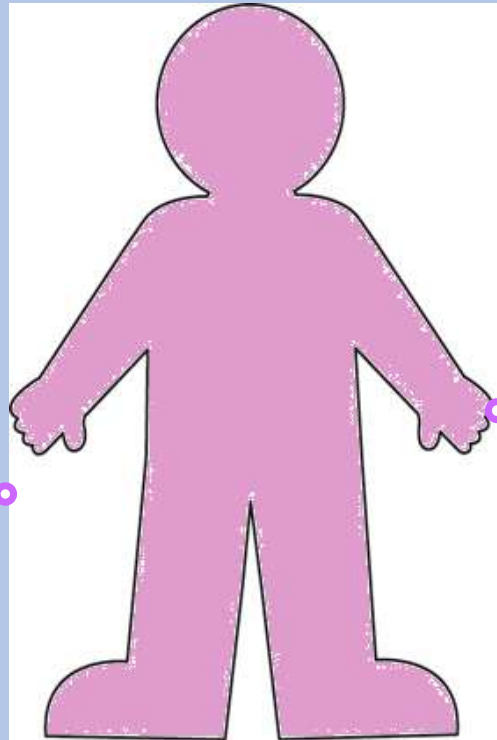
Compare and contrast how people lived in Ancient Greece to Britain during the same time.

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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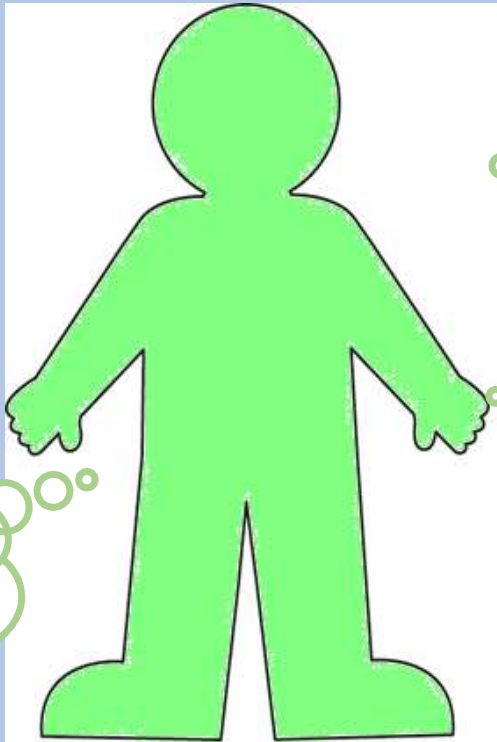
Experience



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 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.



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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)

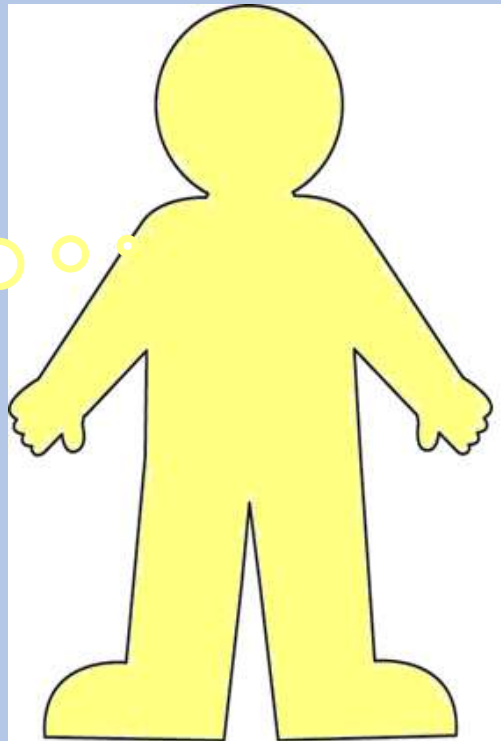
Place a wider variety of events, artefacts and key figures for WWII in order on a detailed timeline using dates and annotated key event/facts.

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.



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Aspire

Collaborate

Experience