

# Knowledge and Skills Progression : Year 1 to Year 6

## History Curriculum Option 1

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
1	Aut	Toys Past and Present	<ul style="list-style-type: none"> <li>I know that some objects were different in the past to how they are today.</li> <li>I can describe old objects.</li> <li>I can identify objects that are old and objects that are new.</li> <li>I can compare old and new objects.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the toys my parents and grandparents played with are different to the toys I play with today.</li> </ul>	<ul style="list-style-type: none"> <li>I can order decades chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Decade</li> </ul>
1	Spr	Intrepid Explorers	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people who lived a long time ago.</li> <li>I can pose simple questions to find out about the past.</li> <li>I can compare the lives and achievements of two famous historical figures.</li> </ul>	<ul style="list-style-type: none"> <li>I know that life was very different in the past to how it is today.</li> <li>I know that people knew less about the world in the past than we know today.</li> <li>I know that some people's achievements and discoveries can change the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can distinguish between different periods in time using simple markers, such as inventions.</li> </ul>	<ul style="list-style-type: none"> <li>Explorer</li> <li>Exploration</li> <li>New World</li> </ul>
1	Sum	Castles	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people and events of the past.</li> <li>I can use photographs of castles to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know that people fight battles to take control of a country.</li> <li>I know that castles were built as fortresses and can explain why this was necessary.</li> <li>I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>I can explain how uses for castles have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Normans lived.</li> <li>I can organise events into a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Medieval</li> <li>Rebellion</li> <li>Monarch</li> <li>Monarchy</li> <li>Normans</li> </ul>

2	Aut	Guy Fawkes and the Gunpowder Plot	<ul style="list-style-type: none"> <li>I can use simple texts and images to find out about the past.</li> <li>I can use my knowledge of the past to guess how people at the time might have felt.</li> </ul>	<ul style="list-style-type: none"> <li>I know that King James was king during the time of the gunpowder plot.</li> <li>I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant.</li> <li>I understand the reasons behind the gunpowder plot.</li> <li>I can name some monarchs, including King James I and Elizabeth I.</li> <li>I can explain why events in the past are still significant today.</li> </ul>	<ul style="list-style-type: none"> <li>I can order simple events chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Parliament</li> </ul>
2	Spr	Florence Nightingale	<ul style="list-style-type: none"> <li>I can use a photograph to infer facts about a person and time period.</li> <li>I can use quotes from historical figures to learn about people and events in the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know that rich women in Victorian times did not usually have jobs.</li> <li>I know that men and women had very different roles in Victorian times.</li> <li>I know that medical care was very different in Victorian times to today.</li> <li>I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me.</li> <li>I can explain why Florence Nightingale is still remembered today.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Victorian era was.</li> <li>I can explain the life and achievements of Florence Nightingale in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Victorians</li> <li>Chronological</li> <li>Century</li> </ul>
2	Sum	What were seaside holidays like in the past?	<ul style="list-style-type: none"> <li>I can use a range of photographs to infer information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why changes in society, particularly the steam train, made seaside holidays popular.</li> <li>I know that the lives of rich and poor people were very different in the past.</li> <li>I know that changes in society led to seaside holidays becoming very popular in Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>I can order photos from three different eras chronologically.</li> <li>I can compare the features of seaside holidays 100 years ago, 50 years ago and today.</li> </ul>	<ul style="list-style-type: none"> <li>Steam train</li> <li>Tradition</li> <li>Bathing machine</li> <li>Promenade</li> <li>Modern</li> <li>Old-fashioned</li> </ul>
3	Aut	Prehistoric Britain (Stone Age to Iron Age)	<ul style="list-style-type: none"> <li>I can explain how archaeologists use artefacts to learn about the past.</li> <li>I can explain some of the methods archaeologists use to find out about the past.</li> <li>I can explain why Star Carr is an important archaeological site.</li> <li>I can use a variety of sources to answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know what the term 'prehistory' means.</li> <li>I know that the Stone Age can be split into three different time periods.</li> <li>I can describe the main features and developments of each of the eras of prehistory.</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Stone Age, Bronze Age and Iron Age on a timeline.</li> <li>I know that prehistory spans millions of years.</li> </ul>	<ul style="list-style-type: none"> <li>Prehistory</li> <li>Archaeologist</li> <li>Archaeology</li> <li>Palaeolithic</li> <li>Mesolithic</li> <li>Neolithic</li> </ul>

3	Spr	Invaders and Settlers: Romans	<ul style="list-style-type: none"> <li>I can consider different points of view about a historical events.</li> <li>I can study different accounts of a historical figure and suggest why they are different.</li> <li>I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why and how the Romans invaded Britain.</li> <li>I know that Celts were living in Britain at the time of the Roman invasion.</li> <li>I can describe what life was like in Celtic Britain.</li> <li>I can describe the events surrounding Boudicca's revolt.</li> <li>I can describe some of the technological advances that the Romans brought to Britain.</li> <li>I can suggest how Britain might be different today if the Romans had never invaded.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past.</li> <li>I can place the Romans on a timeline.</li> <li>I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</li> </ul>	<ul style="list-style-type: none"> <li>Invade</li> <li>Settle</li> <li>Roman Empire</li> <li>Emperor</li> <li>Revolt</li> </ul>
3	Sum	Ancient Egypt	<ul style="list-style-type: none"> <li>I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt.</li> <li>I can make suggestions about what unfamiliar artefacts might have been used for.</li> <li>I can explain the significance of the discovery of the Rosetta stone.</li> <li>I can generate questions I want to find the answers to about life in ancient Egypt.</li> <li>I can choose an area I wish to research, and use a variety of sources to carry out my research.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the features of daily life in ancient Egypt.</li> <li>I can explain the events surrounding the discovery of Tutankhamen's tomb.</li> <li>I can describe ancient Egyptian beliefs in the afterlife.</li> <li>I explain the process of mummification.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the difference between ancient and modern periods.</li> <li>I know when the ancient Egyptian civilisation was.</li> <li>I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.</li> </ul>	<ul style="list-style-type: none"> <li>Civilisation</li> <li>Ancient</li> <li>Modern</li> <li>Ancient Egypt</li> <li>Before Common Era</li> <li>Common Era</li> </ul>

4	Aut	Early Civilisations	<ul style="list-style-type: none"> <li>• I can make predictions about objects that might have been invented before, during and after early civilisations.</li> <li>• I can use different sources of information to confirm if my predictions were correct or not.</li> <li>• I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• I know where in the world the earliest civilisations took place.</li> <li>• I can describe and compare some of the first writing systems.</li> <li>• I can explain how some writing systems developed through time.</li> <li>• I can translate sentences from the Phoenician alphabet.</li> <li>• I can explain where and when money was first used.</li> <li>• I can explain some early number systems and why they were developed.</li> <li>• I can describe some of the technological advances of early civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the difference between AD years and BC years.</li> <li>• I can place the earliest civilisations on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Minoan</li> <li>• Ancient Greece</li> <li>• Ancient Egypt</li> <li>• Shang Dynasty</li> <li>• Phoenician</li> <li>• Ancient Rome</li> </ul>
4	Spr	Anglo-Saxons, Picts and Scots	<ul style="list-style-type: none"> <li>• I can explain some of the ways archaeologists choose which sites to excavate.</li> <li>• I know that there are questions about the past that have not yet been decisively answered by historians.</li> <li>• I can use artefacts to support my ideas about who was buried at Sutton Hoo.</li> <li>• I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</li> <li>• I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.</li> <li>• I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</li> <li>• I know that I need to think critically about a historical source in order to assess its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>• I know who the Anglo-Saxons were and where in Europe they came from.</li> <li>• I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.</li> <li>• I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</li> <li>• I can write my name using the Ogham alphabet.</li> <li>• I can explain how Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place the Anglo-Saxons on a timeline.</li> <li>• I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.</li> <li>• I know when Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Sutton Hoo</li> <li>• Anglo-Saxons</li> <li>• Picts</li> <li>• Scots</li> <li>• Conquer</li> <li>• Pagan</li> </ul>

4	Sum	The Maya	<ul style="list-style-type: none"> <li>• I can generate multiple questions to explore, choosing the ones I most want to investigate.</li> <li>• I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation.</li> <li>• I understand the importance of preserving historical documents and artefacts.</li> <li>• I know that knowledge about the past is constantly improving as historians make more discoveries.</li> <li>• I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how the Mayan ruins were discovered.</li> <li>• I know that the Mayans were organised into city states that were controlled by absolute monarchs.</li> <li>• I can explain the roles and status of different types of people in Mayan society.</li> <li>• I can describe Mayan religious beliefs, including the need for blood sacrifices.</li> <li>• I can describe the Mayan number and writing systems, and the Mayan calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• I know when the Mayan civilisation was.</li> <li>• I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates.</li> </ul>	<ul style="list-style-type: none"> <li>• Aztec</li> <li>• Conquistador</li> <li>• Colony</li> <li>• Maya</li> <li>• Constitutional monarchy</li> <li>• Democracy</li> <li>• City state</li> <li>• Absolute monarchy</li> </ul>
5	Aut	Vikings vs Anglo-Saxons	<ul style="list-style-type: none"> <li>• I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</li> <li>• I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</li> <li>• I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</li> <li>• I can describe the reasons and events surrounding the Viking invasions.</li> <li>• I can describe what the Danelaw was.</li> <li>• I know who King Alfred was and why he was dubbed 'the Great'.</li> <li>• I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</li> <li>• I can explain in detail the events surrounding the Battle of Hastings in 1066.</li> <li>• I have an increasing understanding of the struggle for power and how this changed England.</li> <li>• I can explain how England became a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what Britain was like before the arrival of the Vikings.</li> <li>• I can use dates with increasing fluency to describe historical events and eras.</li> </ul>	<ul style="list-style-type: none"> <li>• Vikings</li> <li>• Peace treaty</li> <li>• Danelaw</li> </ul>

5	Spr	Shang Dynasty	<ul style="list-style-type: none"> <li>• I know that some historical sources are written thousands of years after the event and are thus unreliable.</li> <li>• I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty.</li> <li>• I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable.</li> <li>• I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind.</li> <li>• I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son.</li> <li>• I can explain what oracle bones were used for and why they are a useful historical source.</li> <li>• I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty.</li> <li>• I can describe the writing system of the Shang Dynasty and identify some of the pictographs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the Shang Dynasty on a timeline of ancient China.</li> <li>• I know that the Shang Dynasty was in power during the Bronze Age of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Dynasty</li> <li>• Shang Dynasty</li> </ul>
5	Sum	Who were the ancient Greeks?	<ul style="list-style-type: none"> <li>• I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</li> <li>• I can identify the difference between primary and secondary sources of information.</li> <li>• I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe some features of each of the periods in the ancient Greek civilisation.</li> <li>• I know that ancient Greece was made up of independent city states.</li> <li>• I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> <li>• I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.</li> <li>• I can compare and contrast the city states of Athens and Sparta.</li> <li>• I can name some of the major ancient Greek gods and explain each one's characteristics.</li> <li>• I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena.</li> <li>• I can name some famous ancient Greek philosophers and explain why they are remembered today.</li> <li>• I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can arrange key civilisations in world history chronologically.</li> <li>• I can name the periods in the ancient Greek civilisation and order them on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Minoan age</li> <li>• Mycenaean age</li> <li>• Dark age</li> <li>• Classical period</li> <li>• Archaic period</li> <li>• Athens</li> <li>• Sparta</li> <li>• Peloponnesian</li> <li>• Hellenistic period</li> <li>• Polis (city states)</li> <li>• Oligarchy</li> <li>• Democracy</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Olympia</li> <li>• Olympians</li> </ul>

6	Aut	Crime and Punishment	<ul style="list-style-type: none"> <li>I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.</li> </ul>	<ul style="list-style-type: none"> <li>I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past.</li> <li>I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day.</li> <li>I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period.</li> </ul>	<ul style="list-style-type: none"> <li>I can summarise what I know about different British time periods.</li> <li>I can explain how the theme of crime and punishment evolved in Britain chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Transportation</li> <li>Pillory</li> <li>Poacher</li> <li>Highwayman</li> <li>Tudor</li> <li>Early modern period</li> </ul>
6	Spr	[Local Study]				
6	Sum	How has life in Britain changed since 1948?	<ul style="list-style-type: none"> <li>I can suggest which decade a photo was taken in using historical clues.</li> <li>I know the difference between a primary and a secondary source.</li> <li>I can suggest which sources I would need to consult to research different eras in British history.</li> <li>I can identify whether a source is a primary or secondary source.</li> <li>I can use primary and secondary sources to research different decades.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s.</li> <li>I can suggest which changes have had the biggest impact in Britain since 1948.</li> <li>I can summarise the changes in Britain since 1948.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe changes in Britain since 1948 chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Primary source</li> <li>Secondary source</li> </ul>

# Knowledge and Skills Progression : Year 1 to Year 6

## History Curriculum Option 2

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
1	Aut	Homes in the Past	<ul style="list-style-type: none"> <li>I can use photographs to explore what the interiors of Victorian homes were like.</li> <li>I can use photographs of objects to explore what daily life was like in Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>I know that houses built today are different from houses built a long time ago.</li> <li>I can match houses to their time period.</li> <li>I can explain how house designs have changed over time.</li> <li>I know who Queen Victoria was.</li> <li>I know that life was different in Victorian times to today because lots of things we use today hadn't been invented yet.</li> <li>I can use illustrations to compare and contrast modern and Victorian homes.</li> <li>I can name some objects found in a Victorian house that we no longer use today.</li> <li>I can explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their clothes without a washing machine.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise the chronological order of the medieval, Tudor, Georgian and Victorian periods.</li> <li>I know when the Victorian period was.</li> </ul>	<ul style="list-style-type: none"> <li>Medieval</li> <li>Tudor</li> <li>Georgian</li> <li>Victorian</li> </ul>
1	Spr	Castles	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people and events of the past.</li> <li>I can use photographs of castles to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know that people fight battles to take control of a country.</li> <li>I know that castles were built as fortresses and can explain why this was necessary.</li> <li>I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>I can explain how uses for castles have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Normans lived.</li> <li>I can organise events into a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Medieval</li> <li>Rebellion</li> <li>Monarch</li> <li>Normans</li> </ul>

1	Sum	Famous Queens	<ul style="list-style-type: none"> <li>I can use photographs and illustrations to help me find out about life in different periods.</li> <li>I can use pictures to answer true or false questions about a time period.</li> <li>I can match pictures to their correct time periods.</li> </ul>	<ul style="list-style-type: none"> <li>I know basic facts about Elizabeth I, Victoria and Elizabeth II, such as when they lived, where they lived and who they married.</li> <li>I know that traditionally the throne passed from father to son.</li> <li>I know some of the features of life in the Tudor period.</li> <li>I can explain some of the changes that took place under the rule of Queen Victoria.</li> <li>I can compare aspects of British life in the Tudor, Victorian and modern periods.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can identify when Elizabeth I, Victoria and Elizabeth II lived on a timeline.</li> <li>I can match dates a monarch reigned to the correct queen.</li> <li>I can order dated events on a string timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Monarch</li> <li>Monarchy</li> <li>Queen Elizabeth I</li> <li>Queen Victoria</li> <li>Queen Elizabeth II</li> <li>Heir</li> <li>Tudor</li> <li>Victorian</li> <li>British Empire</li> <li>Commonwealth</li> <li>Jubilee</li> </ul>
2	Aut	Communication Then and Now	<ul style="list-style-type: none"> <li>I can use texts and images to help me find out about the past.</li> <li>I can navigate a specifically designed website to find out historical information.</li> </ul>	<ul style="list-style-type: none"> <li>I know that cavemen communicated with painted pictures and symbols on walls.</li> <li>I know that the ancient Egyptians developed a writing system called hieroglyphics.</li> <li>I can explain the people and events involved in the invention of the printing press, telegram, morse code, telephone and world wide web, and understand their impact.</li> <li>I can compare the lives and achievements of William Caxton and Tim Berners-Lee.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the ancient Egyptians lived thousands of years ago.</li> <li>I can sort events and inventions in the history of communication on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Egyptians</li> <li>Hieroglyphics</li> <li>Merchant</li> <li>Printing press</li> <li>Telegraph</li> <li>Telegram</li> <li>Morse code</li> <li>Johannes Gutenberg</li> <li>William Caxton</li> <li>Samuel Morse</li> <li>Alexander Graham Bell</li> <li>Tim Berners-Lee</li> </ul>
2	Spr	The Great Fire of London	<ul style="list-style-type: none"> <li>I can use photographs and illustrations to compare London today with London in 1666.</li> <li>I can use maps to explain some of the ways London has changed over time.</li> <li>I know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary.</li> <li>I can read extracts from Samuel Pepys diary and explain what they tell us about the fire.</li> <li>I can distinguish between objects, writing and pictures as historical sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some of the ways in which London was different in 1666 to today.</li> <li>I can explain the key events of the Great Fire of London.</li> <li>I can explain some of the factors that made the Great Fire last so long and be so difficult to put out.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the Great Fire of London took place in the Stuart period.</li> <li>I can place the Great Fire of London on a timeline.</li> <li>I can organise dated cards into a timeline of British history.</li> </ul>	<ul style="list-style-type: none"> <li>Century</li> <li>Plague</li> <li>Stuart</li> <li>King Charles II</li> <li>Source</li> <li>Samuel Pepys</li> <li>Thomas Farriner</li> <li>Monument</li> </ul>

2	Sum	Isaac Newton	<ul style="list-style-type: none"> <li>I understand how important written evidence is in the study of history.</li> </ul>	<ul style="list-style-type: none"> <li>I know that Isaac Newton was born in the Stuart period.</li> <li>I can explain key events in the life of Isaac Newton, including his scientific discoveries.</li> <li>I can explain how Newton's discoveries changed how people think about the world.</li> <li>I can explain how Newton's experiences and friends helped shape his life.</li> <li>I can explain some of the ways Newton shared his discoveries with the world.</li> <li>I can explain how science and scientists are different today to the 17th century.</li> </ul>	<ul style="list-style-type: none"> <li>I can order events in Isaac Newton's life chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Isaac Newton</li> <li>Stuart</li> <li>College</li> <li>University</li> <li>Plague</li> <li>Professor</li> <li>Royal Society</li> <li>Knighted</li> <li>Royal Mint</li> </ul>
3	Aut	The Railway Revolution	<ul style="list-style-type: none"> <li>I can use a timeline of transport in the Industrial Revolution to generate questions I want to find the answer to.</li> <li>I can use a graph showing the number of passengers using railways since 1830 to infer understanding.</li> <li>I can read a newspaper article from 1863 to find out about the opening of the London Underground.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how people travelled before the Industrial Revolution, and some of the challenges this presented.</li> <li>I can explain what the Industrial Revolution was and the impact it had on Britain.</li> <li>I know how the Industrial Revolution increased the need for more efficient transportation.</li> <li>I know that iron tracks were first used for horses and carts.</li> <li>I know how developments during the Industrial Revolution allowed trains to develop.</li> <li>I can explain how the railway changed people's lives in Britain.</li> <li>I can explain when and why the London Underground was built.</li> <li>I can explain how the London Underground changed the lives of people in London.</li> <li>I can explain how electricity revolutionised Britain's railways.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Industrial Revolution took place.</li> <li>I can explore key events on a timeline of the Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Industrial Revolution</li> <li>Wagonway</li> <li>Robert Stephenson</li> <li>Steam engine</li> <li>Rainhill trials</li> </ul>

3	Spr	Prehistoric Britain (Stone Age to Iron Age)	<ul style="list-style-type: none"> <li>I can explain how archaeologists use artefacts to learn about the past.</li> <li>I can explain some of the methods archaeologists use to find out about the past.</li> <li>I can explain why Star Carr is an important archaeological site.</li> <li>I can use a variety of sources to answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know what the term 'prehistory' means.</li> <li>I know that the Stone Age can be split into three different time periods.</li> <li>I can describe the main features and developments of each of the eras of prehistory.</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Stone Age, Bronze Age and Iron Age on a timeline.</li> <li>I know that prehistory spans millions of years.</li> </ul>	<ul style="list-style-type: none"> <li>Prehistory</li> <li>Archaeologist</li> <li>Archaeology</li> <li>Palaeolithic</li> <li>Mesolithic</li> <li>Neolithic</li> </ul>
3	Sum	Invaders and Settlers: Romans	<ul style="list-style-type: none"> <li>I can consider different points of view about a historical event.</li> <li>I can study different accounts of a historical figure and suggest why they are different.</li> <li>I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why and how the Romans invaded Britain.</li> <li>I know that Celts were living in Britain at the time of the Roman invasion.</li> <li>I can describe what life was like in Celtic Britain.</li> <li>I can describe the events surrounding Boudicca's revolt.</li> <li>I can describe some of the technological advances that the Romans brought to Britain.</li> <li>I can suggest how Britain might be different today if the Romans had never invaded.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past.</li> <li>I can place the Romans on a timeline.</li> <li>I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</li> </ul>	<ul style="list-style-type: none"> <li>Invade</li> <li>Settle</li> <li>Roman Empire</li> <li>Emperor</li> <li>Revolt</li> </ul>

4	Aut	Anglo-Saxons, Picts and Scots	<ul style="list-style-type: none"> <li>• I can explain some of the ways archaeologists choose which sites to excavate.</li> <li>• I know that there are questions about the past that have not yet been decisively answered by historians.</li> <li>• I can use artefacts to support my ideas about who was buried at Sutton Hoo.</li> <li>• I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</li> <li>• I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.</li> <li>• I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</li> <li>• I know that I need to think critically about a historical source in order to assess its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>• I know who the Anglo-Saxons were and where in Europe they came from.</li> <li>• I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.</li> <li>• I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</li> <li>• I can write my name using the Ogham alphabet.</li> <li>• I can explain how Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place the Anglo-Saxons on a timeline.</li> <li>• I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.</li> <li>• I know when Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Sutton Hoo</li> <li>• Anglo-Saxons</li> <li>• Picts</li> <li>• Scots</li> <li>• Conquer</li> <li>• Pagan</li> </ul>
4	Spr	Children in WW2	<ul style="list-style-type: none"> <li>• I can use what I already know about WW2 to generate questions I want to find the answers to.</li> <li>• I can use photographs to suggest what has happened.</li> <li>• I can use photographs to infer understanding about what WW2 was like.</li> <li>• I can use propaganda to find out about life during the war.</li> <li>• I can read quotes from Anne Frank's diary to gain insight into what life was like for Jews during the war.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the basic facts of WW2, such as key events, which countries fought on which side and when it took place.</li> <li>• I can explain what the Blitz was, why it happened and what Britain did to defend itself.</li> <li>• I know what evacuation was and can explain some of the arguments for and against it.</li> <li>• I know what rationing was, why it was necessary and how it impacted people's lives.</li> <li>• I can identify foods that would and wouldn't have been available during WW2.</li> <li>• I know what the Holocaust was and who was targeted by the Nazis.</li> <li>• I know the story of Anne Frank.</li> <li>• I can suggest what life was like for ordinary people in Britain during WW2.</li> </ul>	<ul style="list-style-type: none"> <li>• I know when the World Wars took place.</li> <li>• I can place both World Wars on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Decade</li> <li>• World War I</li> <li>• World War II</li> <li>• Blitz</li> <li>• Air raid</li> <li>• Anderson shelter</li> <li>• Blackout</li> <li>• Evacuation</li> <li>• Evacuee</li> <li>• Rationing</li> <li>• Holocaust</li> <li>• Anne Frank</li> <li>• Nazi</li> </ul>

4	Sum	The Indus Valley	<ul style="list-style-type: none"> <li>• I know that knowledge of the Indus Valley is limited to archaeological evidence because no one has been able to decode their writing.</li> <li>• I can match maps of the Indus Valley to photos of excavated remains.</li> <li>• I can use photos of Indus Valley artefacts to infer information about the Indus Valley civilisation.</li> <li>• I can use reasoning and historical evidence to suggest reasons for the decline of the Indus Valley civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare features of the Indus Valley civilisation with Stone Age and Bronze Age in Britain.</li> <li>• I know that the Indus Valley civilisation had four different eras and that each had different characteristics and developments.</li> <li>• I can name some Indus Valley settlements and explain their features.</li> <li>• I can identify some key historical events that might have affected excavations of the Indus Valley sites.</li> <li>• I know that the Indus Valley developed the world's first sanitation systems.</li> <li>• I can describe some of the features of Indus Valley settlements.</li> <li>• I know that trading was very important to the Indus Valley civilisation.</li> <li>• I can describe some of the technological achievements of the Indus Valley, such as weighing scales.</li> <li>• I can explain some of the theories behind the collapse of the Indus Valley civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what BCE and CE mean on a timeline.</li> <li>• I can place the Indus Valley on a timeline.</li> <li>• I know that the Indus Valley civilisation took place at the same time as the Stone Age and Bronze Age in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Indus Valley</li> <li>• Excavation</li> <li>• Mohenjo-Daro</li> <li>• Mesopotamia</li> <li>• Trade</li> <li>• Merchant</li> <li>• Before Common Era</li> <li>• Common Era</li> </ul>
5	Aut	[Local Study]				

5	Spr	Who were the ancient Greeks?	<ul style="list-style-type: none"> <li>• I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</li> <li>• I can identify the difference between primary and secondary sources of information.</li> <li>• I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe some features of each of the periods in the ancient Greek civilisation.</li> <li>• I know that ancient Greece was made up of independent city states.</li> <li>• I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> <li>• I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.</li> <li>• I can compare and contrast the city states of Athens and Sparta.</li> <li>• I can name some of the major ancient Greek gods and explain each one's characteristics.</li> <li>• I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena.</li> <li>• I can name some famous ancient Greek philosophers and explain why they are remembered today.</li> <li>• I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can arrange key civilisations in world history chronologically.</li> <li>• I can name the periods in the ancient Greek civilisation and order them on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Minoan age</li> <li>• Mycenaean age</li> <li>• Dark age</li> <li>• Classical period</li> <li>• Archaic period</li> <li>• Athens</li> <li>• Sparta</li> <li>• Peloponnesian</li> <li>• Hellenistic period</li> <li>• Polis (city states)</li> <li>• Oligarchy</li> <li>• Democracy</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Olympia</li> <li>• Olympians</li> </ul>
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5	Sum	Vikings vs Anglo-Saxons	<ul style="list-style-type: none"> <li>I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</li> <li>I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</li> <li>I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</li> <li>I can describe the reasons and events surrounding the Viking invasions.</li> <li>I can describe what the Danelaw was.</li> <li>I know who King Alfred was and why he was dubbed 'the Great'.</li> <li>I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</li> <li>I can explain in detail the events surrounding the Battle of Hastings in 1066.</li> <li>I have an increasing understanding of the struggle for power and how this changed England.</li> <li>I can explain how England became a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what Britain was like before the arrival of the Vikings.</li> <li>I can use dates with increasing fluency to describe historical events and eras.</li> </ul>	<ul style="list-style-type: none"> <li>Vikings</li> <li>Peace treaty</li> <li>Danelaw</li> </ul>
6	Aut	Leisure and Entertainment	<ul style="list-style-type: none"> <li>I can use photographs and films to explore how people used their leisure time during the Edwardian period.</li> <li>I can use my own experiences and popular culture to explore how film and television influence people.</li> <li>I can use a variety of sources to answer enquiry-style questions about changes to leisure activities.</li> <li>I can study a range of sources to build up a picture of aspects of leisure and entertainment in the twentieth century.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how laws passed in the Victorian era caused a major increase in leisure time.</li> <li>I can suggest how leisure activities differed between the rich and poor during the Edwardian era.</li> <li>I can match causes and effects to show how leisure time and activities were affected by the world wars.</li> <li>I can explain why large public events started happening more after the war.</li> <li>I can describe how trends in music and dancing have changed since the 1940s.</li> <li>I can explain ways in which people in Britain have been influenced by film and television.</li> <li>I can describe how seaside holidays have changed since the Edwardian era.</li> <li>I can explain broad causes and effects to describe changes in how people spend their leisure time.</li> </ul>	<ul style="list-style-type: none"> <li>I can state the start date of the 20th century.</li> <li>I know when the Edwardian era took place.</li> </ul>	<ul style="list-style-type: none"> <li>Edwardian</li> <li>Leisure</li> <li>Entertainment</li> <li>Pastimes</li> <li>Cause</li> <li>Effect</li> </ul>

6	Spr	The Kingdom of Benin	<ul style="list-style-type: none"> <li>• I know that oral histories can be corrupted over time and that they are not always objective.</li> <li>• I know that historians do not always agree on what an artefact was used for.</li> <li>• I can read oral histories to explore the Kingdom of Benin.</li> <li>• I can critically analyse oral histories about the Kingdom of Benin.</li> <li>• I can use increasingly complex historical texts to find out about the past.</li> <li>• I am aware that historical sources should be analysed for their trustworthiness.</li> <li>• I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that very few artefacts survived from the Kingdom of Benin.</li> <li>• I know that most of what historians know about the Kingdom of Benin derives from stories.</li> <li>• I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns.</li> <li>• I can describe some of the features of everyday life in the Kingdom of Benin.</li> <li>• I know that the slave trade was an important part of the economy in the Kingdom of Benin.</li> <li>• I can name some of the commodities that were imported and exported from the Kingdom of Benin.</li> <li>• I can explain how the Benin army played an important part in the growth and development of the empire.</li> <li>• I can explain reasons why the Kingdom of Benin declined.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place the Kingdom of Benin on a timeline.</li> <li>• I can place the different eras of the Kingdom of Benin on a timeline.</li> <li>• I can match the Kingdom of Benin to events happening in Britain at the same time.</li> <li>• I know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers.</li> </ul>	<ul style="list-style-type: none"> <li>• Benin</li> <li>• Edo</li> <li>• Oba</li> <li>• Colonialism</li> <li>• Colonise</li> <li>• Era</li> <li>• Oral history</li> <li>• Slavery</li> <li>• Trade</li> <li>• Golden Age</li> <li>• Civil war</li> <li>• Punitive Expedition</li> </ul>
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6	Sum	Medicine and Disease	<ul style="list-style-type: none"> <li>• I know that archaeologists can use primary sources from prehistoric times to find out how diseases were treated.</li> <li>• I can generate questions about an artefact and generate a hypothesis about what the object was used for.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the methods people in prehistoric times, ancient Egypt, ancient Greece, ancient Rome, medieval, Tudor and Victorian periods used to treat diseases and injuries.</li> <li>• I can explain some of the misconceptions about the causes of disease people had throughout history, e.g. that diseases were caused by evil spirits, miasma, etc.</li> <li>• I can explain how attitudes towards health and disease have changed over time, and give reasons for this.</li> <li>• I can explain the roles Florence Nightingale, Edward Jenner, Louis Pasteur, John Snow and James Young Simpson played in the improvement of medical care during the Victorian period.</li> <li>• I know that the NHS began in 1948 and that the Ministry of Health was set up in 1919.</li> <li>• I can explain many of the changes that were made to medical care in the 20th and 21st centuries.</li> <li>• I know that improvements in medical care have increased life expectancy in the UK and therefore put a larger strain on the NHS than was first anticipated.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my understanding of key historical periods to gain a coherent knowledge of trends in medicine and disease since prehistoric times.</li> <li>• I can place key historical periods on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Miasma</li> <li>• Four humours</li> <li>• Plague</li> <li>• Stuart period</li> </ul>
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