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| **Key Skills** | **Knowledge** | **Chronological awareness** | **Knowledge and understanding of significant aspects of history** | **Understand historical concepts** | **Greater Depth** |
| **Foundation** | -That they have not always been this age and will not always be this age.  -Some events that happened before now (time of day included). | Pupils can use terms like now, next, before and after to sequence events in the day. |  | Pupils have a simple understanding of the fact that there was a past – things have not always been as they are right now (may be ore linked to times of day rather than previous years/ months). |  |
| **Year 1** | **Toys from the past:**  -Recognise old and modern versions of the same type of toy.  - Compare modern and Victorian toys.  - Compare modern and early 20th Century toys.  - Compare modern and late 20th Century toys.  - How have toys changed over time?  - Why has children’s entertainment/toys changed over time?  **Florence Nightingale**  -When did Florence Nightingale live? What else was happening around this time?  -Who was Florence Nightingale?  -How and why did Florence change hospitals?  -Compare Crimean war and modern hospitals.  -Who was Mary Seacole? Why was she important?  -What was her hospital like? How and why was it different to Florence’s? | Pupils can sequence simple pictures within their own experiences.  **Toys**  -Recognise which toy is old and which is modern.  **FN**  -Compare pictures of modern hospitals and Crimean war hospitals.  Pupils can begin to use appropriately terminology such as past, then and now.  **Toys**  -Compare modern toys to toys from the past (Victorian/ early 20th century/ modern 20th century).  -How was a teddy bear (for example) made then different to a teddy bear made now?  **FN**  **-**Know what was happening in the past when Florence Nightingale and Mary Seacole were alive.  -Know that hospitals then are different to hospitals now. | Pupils can compare historical periods using the terms ‘then’ and ‘now’ and identify the changes within these different time periods.  **Toys**  -Know how toys have changed over time from Victorian era to now.  **FN**  -Know how hospitals have changed between now and the Crimean war.  -Know that hospitals have become cleaner, the beds have improved and the food has got better. | Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual.  **FN**  -Know how and why Florence Nightingale worked to change hospitals and how they are different now.  -Know how Mary Seacole worked to change hospitals and the role of a nurse. | Can consider more than one factor that has affected an event or action.  **Toys**  -As well as technology, what else has changed in the world that makes children more likely to play inside?  **FN**  -If Mary Seacole had been able to run more hospitals in Crimea, would this have been better or worse for the soldiers? Why?  Can begin to use sources to understand a period in time, event or person.  **Toys**  -Look at selection of toys owned by a poor/ rich Victorian child. Which one is which? How did you decide?  **FN**  -Look at pictures/statues of Florence. What do they show us about the type of person she was? |
| **Year 2** | Pupils can identify similarities and differences between their lives and events studied.  **Toys**  -Compare modern toys to Victorian/ early 20th century/ modern 20th century toys.  **FN**  -Compare modern and Crimean hospitals, thinking about what has stayed the same as well as the changes.  Recognise that dates are used to identify when events happened in the past.  **Toys**  -Know the year that some toys studied were first made and that this is before the year we are in.  **FN**  -Know when Florence and Mary Seacole were born and the years that they went to Crimea. | Pupils can draw simple conclusions and deduce information on the past from pictures and information.  **Toys**  -Recognise old and modern versions of the same toy from pictures and explain how they made their choice.  -Know modern toys are different from older toys because of changes in technology/ availability of materials etc.  **FN**  -Use pictures and writing about the events to deduce information about the condition of the hospitals and what FN/MS did to help.  -Know a variety of things that FN did to improve the hospitals based on written and picture information.  Pupils are beginning to give simple reasons why changes occurred in the past.  **Toys**  -Know why we do not still play with the types of toys made in the Victorian era/ early 20th century/ late 20th century.  **FN**  -Explain why Florence changed the way hospitals were run in relation to the needs of the soldiers and condition of the hospitals.  -Explain why Mary Seacole could not work with Florence and what she did instead. | Pupils can give more than one effect of an event and give simple explanations.  **Toys**  -Know how the availability of new materials/ technology/ transport changed the toys that children can play with.  **FN**  -Know what was wrong with the Crimean hospitals and what Florence did to improve specific problems.  -Explain how things changed for the injured soldiers in Crimea and link to specific changes that Florence made.  -Explain how Mary Seacole’s plans had to change because of Florence’s attitude towards her and what she did instead. | Can begin to support conclusions drawn from sources with evidence from the source.  **Toys**  -Look at selection of toys owned by a poor/ rich Victorian child. Which one is which? What did you see on the picture that helped you make this decision? (Hint: think about the size of the toys or what they are made from).  **FN**  -Read what soldiers thought of Florence then read what she said when Mary Seacole asked to join her at the hospital. What sort of person was she? How did you decide?  Begins to use historical terms such as chronological, source. |
| **Year 3** | **Romans (the Roman Empire and its impact on Britain)**  -Chronology in relation to other time periods studied/ now.  -Who were the Romans? Where did they come from? Why did they choose Britain?  -What the Romans built in Britain.  -What cultural impact did they have?  -Comparing Roman and modern towns.  -Who was Boudicca? Why was she important?  -British resistance to Roman Empire leading to eventual end of the rule in Britain/ end of the Empire.  **Saxons**  -Chronology - who were the Anglo-Saxons?  -Why did Anglo-Saxons come to Britain? Where did they settle and why?  -What were Anglo-Saxon settlements like?  -Anglo-Saxon kingdoms and their rulers – compare kingdoms/rulers.  -Impact on society – relate to Paganism/ culture.  **Vikings**  -Chronology - Viking raids and invasion – why did they invade? Who was already there? How were they impacted?  -Viking warriors –how they fought and what with.  -Alfred the Great – how did he resist the Vikings? What happened to him?  -Invasion of the monasteries (Lindisfarne) – include mention of Danegeld to stop invasions.  -How did the Viking/Anglo-Saxon struggle end? Battle of Hastings (Link to William the Conqueror). | Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.  **Romans**  -Know when the Roman Empire ruled Britain.  **Saxons**  -Know that the Anglo-Saxons came to Britain as the Roman Empire was losing power and withdrawing.  -Know how Anglo-Saxon Britain was different from Roman Britain (settlements, beliefs etc.)  **Vikings**  -Know when the Viking invasions of Britain started and when this was in relation to the Romans and Saxons.  -Know that the Vikings were in Britain at the same time as the Saxons.  -Identify differences in organisation of armies/ invasions between these three periods and why there were differences. | Pupils have knowledge and understanding of some of the main events, people and changes from the past.  **Romans**  -Know about the Roman invasion of Britain.  -Know who Boudicca was and how she tried to defend Britain against the Romans.  -Know how the Romans changed Britain (e.g. religion, roads, sewers, parts of a town).  **Saxons**  -Know why the Anglo-Saxons came to Britain.  -Know who some of the significant Anglo-Saxon kings were and why they were important. Where did they rule? What did they do?  -Know what the Anglo-Saxons believed and how this has impacted modern celebrations.  **Vikings**  --Alfred the Great – resistance against the Vikings.  -Invasion of the monasteries (Lindisfarne).  -Battle of Hastings | Pupils can give reasons for and results of the main events and changes.  **Romans**  -Know why the Romans invaded Britain.  -Know why Boudicca chose to lead the uprising and what happened to her after she failed – what does this show us about the Romans?  -Know which Roman inventions we still hold on to today and why.  **Saxons**  -Know why the Saxons came to Britain and how they chose their settlements.  -Know how Anglo-Saxons changed Britain (e.g. beliefs and celebrations, ruling structure)  **Vikings**  -Why the Vikings invaded Britain and why they raided monasteries.  -How the monastery raids were stopped (Danegeld).  -Why the Battle of Hastings occurred and what this resulted in.  Pupils can describe and explain simple concepts such as cause and effect.  **Romans**  -What caused Boudicca’s uprising? What effect did it have on the Romans and other Celts?  -What caused the Romans to build (e.g.) sewers? What effect did that have on Britain then and now?  **Saxons**  -What caused the Saxons to settle where they did? How did their settlement choices affect the way they lived?  -Why did Anglo-Saxons have different kingdoms? How did this affect the way different groups of Saxons lived?  **Vikings**  -What caused the Vikings to invade? What affect did this have on the Saxons?  -What caused the Vikings to raid monasteries? What effect did these raids have on the people of Lindisfarne and the things inside the monastery?  -What caused the Battle of Hastings? What effect did Harald’s death have on the leadership of Britain? | Can use evidence from both photographic and written sources to support conclusions.  **Romans**  -Look at this photo (ruins of an original Roman town). What can you tell about the Romans by looking at what is left? Hint: Think about how long ago this town was built, how clever the Romans were etc.  **Saxons**  -Look at a photo of an artefact found at a settlement along with something written about Saxon settlements. Does the artefact support or go against the written source?  **Vikings**  -Look at a photo of the remains of a Viking weapon and an account of a Viking invasion. Harry says he thinks that Viking warriors were savage but didn’t really plan their raids. Based on the sources, do you agree with him or not? Why?  Can begin to identify one or more causes or effects of an action or event.  **Romans**  -Another reason that the Romans invaded Britain was because the Britons had been helping the Gauls (the French) fight against the Romans. Why might this event make the Romans want to invade Britain?  **Saxons**  -How might things have been different in Anglo-Saxon Britain if there had only been one King who ruled the whole country?  **Vikings**  -How might things have changed in Britain if Alfred the Great had not fought the Vikings? |
| **Year 4** | Pupils can describe and compare different periods from the past.  **Romans**  -Compare Roman Britain to the way Britain was in the Stone Age – was it similar or different? How?  **Saxons**  -Compare Anglo-Saxon Britain to Roman Britain - - what stayed the same? What changed?  **Vikings**  -Compare Viking warfare and leadership to the Roman army and the Empire.  -Compare the Viking invasion of Britain to the Romans and Saxons.  Pupils have some awareness of how people’s lives have shaped this nation.  **Romans**  -Know which Roman inventions are still used today and why we still use them. How have the Romans impacted the way we live now?  **Saxons**  -Know which Saxon beliefs have influenced modern celebrations.  -Know how Anglo-Saxon terms have had an influence on modern place names.  **Vikings**  -Know how the struggle between the Saxons and Vikings lead to the Battle of Hastings and how this impacted on British history. | Pupils can explain some of the main events and give reasons for, and results of, the changes.  **Romans**  -Know why the Romans invaded Britain. What happened to the people who were living there?  -Know why Boudicca chose to lead the uprising and what happened to her after she failed – what does this show us about the Romans? Did anything change afterwards?  -Know which Roman inventions we still hold on to today and why.  **Saxons**  -Know why the Saxons came to Britain and how they chose their settlements. Why did they arrive at this time and not earlier/later?  -Know how and why Anglo-Saxons changed Britain (e.g. customs, ruling structure)  **Vikings**  -Why the Vikings invaded Britain and why they raided monasteries. What was destroyed in the monasteries that could have changed our understanding of these events?  -How the monastery raids were stopped (Danegeld).  -Why the Battle of Hastings occurred and what this resulted in. | Pupils can understand more complex, abstract concepts.  **Romans**  -Understand what is meant by the Roman Empire.  -Why did the Romans choose to invade Britain? Which resources did they want and why?  -What was Roman culture like? How did their religious beliefs have an impact on the people living in Britain?  -Why did the Roman rule in Britain end?  **Saxons**  -Know that Anglo-Saxon Britain was split into kingdoms and understand what this means.  -Understand Anglo-Saxon hierarchy and what this meant for each level.  **Vikings**  -Know that Anglo-Saxons and Vikings existed in Britain at the same time and both wanted control.  -Know what is meant by a raid and why this is different to a battle.  -Know that the Battle of Hastings resulted in a Norman King taking the throne and the Saxon/Viking struggle ending. | Pupils can identify primary and secondary sources reasoning the pros and cons of either.  **Roman**  -Look at a picture of Roman ruins in a town and a modern reconstruction of the same type of building. Which is a primary source and which is secondary? What is helpful and unhelpful about each source to teach us about Roman life?  **Saxons**  -Look at an artefact linked to the main learning of the lesson and a written source about it. Which is primary? Which is secondary? Which is more helpful in teaching us about this aspect of Anglo-Saxon life? Why?  **Vikings**  - Is it more reliable to base all judgements on primary sources like the artefacts or is it better to see weapons and read about them? Why?  Pupils understand the term bias and how this affects historical sources.  **Romans**  -Look at different written statements about Boudicca (e.g. one from a Roman, one from a Greek written years after). Why do you think they are saying different things about her? (hint: think about what she had done to the Romans)  **Saxons**  -Lots of the information we have about the Saxon era comes from a book called the Anglo-Saxon Chronicles which was commissioned by one of the Kings. It was started hundreds of years after the Saxons first invaded Britain. Is it a completely reliable source for us to use? (hint: think about when it was written **and** who asked for it to be written).  **Vikings**  There are Anglo-Saxon accounts of the raids on the monasteries but not Viking accounts. Does this mean we have the most accurate account of the raids? Why/ why not? |
| **Year 5** | **Shang Dynasty (achievements of earliest civilisations)**  -Chronology within wider history – much earlier (Bronze Age/end of Iron Age). What is the Shang Dynasty? Where was it? Why has it only just been discovered?  -Different Kings from different eras of the Shang dynasty – compare.  -Shang society and hierarchy.  -Religious beliefs and practises.  -Oracle bones (link to religion/ use of written history).  -Impact of the dynasty on modern civilisation: important because they were the first known civilisation to record history in writing  -Why did the Shang dynasty end?  **Benin**  -Chronology. What was the kingdom of Benin? Where was it? How will this make it different from British history?  -How and why did Benin become powerful?  -The Osigo dynasty (using sources to find out about them).  -Religious practises.  -Why did the Kingdom of Benin end?  **Crime and Punishment**  -Chronology of crimes and how definition has changed.  -Chronology of change in punishments – fit to crimes.  -What is treason?  Who was Guy Fawkes? How did he commit treason? What happened to him? Compare to modern day – why has this punishment changed? Link to changed role and attitudes towards of monarchs/ changing nature of crimes e.g. terrorism.  -Early policing – why? What was it? Why did it need to change?  -Modern policing – Robert Peel, link to Industrial Revolution | Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.  **Shang**  -Know that other civilisations at this time did not record their history in writing.  -Describe social hierarchy and religious beliefs in the era.  **Benin**  -Know how the British Empire impacted the end of the Kingdom of Benin by sending an army to invade it.  -Know how Benin society was structured and how it was different to other societies studied previously.  **C&P**  -How has the definition of a crime changed?  -How has the definition of a punishment changed?  -How has the crime of treason changed with the times?  -Early to modern policing – role of the Met as one of the first official police forces. | Pupils can understand why some civilisations have been successful and why others have not.  **Shang**  -Know that the Shang Dynasty was successful and why it has only recently been learnt about despite this.  **Benin**  -Understand how Benin became powerful (and the evidence that it was powerful) and why it eventually lost its power (loss of control of the people, divided civilisation, invasion of British Empire).  **C&P**  -Why has the way people are punished for crimes changed? How has this been influenced by the changes in society? (Discuss idea of moving forward to keep up with changing attutudes to survive as a society) | Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.  **Shang**  -Compare Kings from different eras of the dynasty – why did their ideas or laws change?  -Use Oracle bones as sources to find out more about this era.  **Benin**  -Understand that a society’s geographical location will have an impact on the way its people live.  -Use sources to find out the Ogisos dynasty and compare them to the Kings of the Shang Dynasty.  -Understand the concept of the British Empire and link this to the end of the kingdom of Benin.  **C&P**  -Know what is meant by treason and why the punishment for this has changed. Understand that it would now often be classified as something else and why.  -Know how and why policing started and understand how and why it has developed over time. | Pupils begin to understand why events might be recorded or explained differently.  **Shang**  -Why do you think that the existence of the Shang Dynasty was only discovered in the last hundred years even though it was active at the same time as the Stone Age in Britain?  **Benin**  -Lots of what we know about the Kingdom of Benin comes from artefacts and spoken history from the people of modern  Nigeria. Lots of what we know about the Shang Dynasty comes from written sources from the time. Why do you think the way we find out about these two eras are so different?  **C&P**  -Look at two sources of evidence from Guy Fawkes’ trial. Why could there be such obvious disagreements between the source writers?  Begin to understand ‘historical empathy’; they can begin to understand the difference in past perspective and present perspective.  **Shang**  -Look at an Oracle bone and some information about what it shows in relation to their religious beliefs. People in China no longer hold the same belief system – why might this be?  **Benin**  -What do you think about the actions of the British Empire taking over the Kingdom of Benin? Would British people alive at the time have said the same? Why/ why not?  **C&P**  -In the past, why would it have been seen as a crime to gossip when it is not a crime now? (Hint: think about who was punished for this and how attitudes towards these people have changed.)  Pupils can evaluate sources and identify those that are useful to the task.  **Shang**  -Tom wants to find out about the end of the Shang Dynasty. He has these three sources. Which source(s) will be useful and why? |
| **Year 6** | Pupils make appropriate use of dates and specialist terms.  **Shang**  -Know dates when the Shang Dynasty was active.  -Use the term dynasty when learning about this period.  **Benin**  -Know when the Kingdom of Benin began, gained power, lost power and became part of Nigeria.  -Use the terms kingdom and Empire.  **C&P**  -Know date that Guy Fawkes tried to blow up the Houses of Parliament.  -Know when the first police force was established in London.  -Know when key types of punishment were introduced/ abolished. | Depth of factual knowledge and understanding of Britain and the wider world.  **Shang**  -Know where the Shang Dynasty was located and how this would make a difference to their lifestyle.  -Know that the location of the Shang Dynasty has made a difference to ease of access to sources.  **Benin**  -Know how Benin gained power and evidence for this.  -Know about Benin’s ruling hierarchy.  -Know about the British Empire and its role in ending the Kingdom of Benin.  **C&P**  -Know what used to be seen as a crime and what used to be seen as acceptable punishments.  -Understand that attitudes towards certain groups of people and changes in the wider world impact what we see as a crime/ appropriate punishment.  Can identify features and make links between past societies and periods.  **Shang**  -Compare evidence/sources from the Shang Dynasty to evidence and sources from other ancient societies (Mayans/ Stone, Bronze and Iron Age)  **Benin**  -Compare the Kingdom of Benin to other ancient civilisations in terms of when/ where/ hierarchy/ beliefs.  **C&P**  -Know how the definition and punishment for treason changed.  -Know how the police force has changed from early British societies to now. | Pupils use historical concepts to create their own structured accounts, including written narratives and analyses.  **Shang**  -Use Oracle bones as a source to understand religious beliefs within the Shang Dynasty.  -Know why the Shang Dynasty ended – link and compare to the end of other civilisations.  **Benin**  -Use sources to understand the role of the Ogisos as a ruler within the dynasty.  -Understand how religion played a role in the society.  **C&P**  -Use chronology of crimes/punishments/policing to deduce how society and attitudes have changed over time. | Pupils can use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.  **Shang**  -The Shang Dynasty was a more successful society than \_\_\_\_ (a society studied in the previous year). Using the sources provided, say whether or not you agree.  **Benin**  The changes to the role of the Oba in Benin is very similar to the changes in the role of the monarchy in the UK. Using the sources provided, say whether or not you agree and why.  **C&P**  Jasmine says that she thinks British society is stricter today than it used to be. Based on what you have learnt about crime, punishment and policing, do you agree? Convince me.  Begin to understand abstract terms, e.g empire and civilisation.  **Shang**  -What makes a dynasty different to an Empire?  **Benin**  -At the start of the society’s existence, the Oba was referred to as a king. Now, the current Oba is referred to as the traditional ruler. Why has this changed?  **C&P**  People used to think that treason was the worst crime a person could commit. This is why the punishment for it was so extreme. Do you think people now would agree? Why/why not? |