

History Curriculum

Year A - YEAR 1/2

	York	Discovery	Step Back In Time
	Homes Now and Then	Kings and Queens	Ice Age
	Autumn 1	Spring 1	Summer 1
	Local History	Lives of significant historical figure	Significant historical events
Chronological understanding	<ul style="list-style-type: none"> I can sequence some events from my own life in order I can make some comments about things from the past that have happened to me I can describe memories of key events in people's lives I can recognise the difference between past and present in my own and others' lives I can recount stories from the past 	<ul style="list-style-type: none"> I can create a time line (order) the last three monarchs. I can compare BC/AD and where monarchs come. 	
Historical Knowledge		<ul style="list-style-type: none"> I can recognise the difference between past and present in my own and others' lives I can recount stories from the past 	<ul style="list-style-type: none"> I can begin to compare historical periods with life today
Interpretation <i>Compare, link, evaluate</i>		<ul style="list-style-type: none"> I can pick out information about the past from sources like pictures, artefacts and stories 	<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past with now.
Enquiry <i>Ask, discuss, Explain</i>	<p>I can find out answers to simple questions about the past from sources of information, e.g. artefacts</p> <p>I can talk, draw and write my ideas</p>	<p>I can find out answers to simple questions about the past from sources of information, e.g. artefacts</p> <p>I can talk, draw and write my ideas</p>	<ul style="list-style-type: none"> I can use a source/artefact to answer questions about the past on the basis of observations I can represent the past in a different ways.
Suggested tasks	<ul style="list-style-type: none"> Look at old and new photos, use visitors and collate research. Look at and plot the changes in the village since construction. Look at own homes. Look at how houses have changed over time (new developments). 	<ul style="list-style-type: none"> Create time line Retell stories Create Top Trump Monarch cards Paint Monarch portraits Look at artefacts and sort to solve questions. 	<ul style="list-style-type: none"> Create own questions Sort events in order Identify changes over time Distinguish between animals that have died out and those alive now
Vocabulary	evidence source events important changes	queen king monarch royalty reign	Artefacts Sources Changes Millions Homo sapien

	village houses location	kingdom	Ice plates Glaciers thaw
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> Know the Sutton has changed over time Know that York has changed over time 	<ul style="list-style-type: none"> Know that Queen Elizabeth is our Monarch Know who will rule next Know who ruled before Know what job a ruler has 	<ul style="list-style-type: none"> Know that the ice age happened more than once Know that some people lived in an ice age Know what animals looked like in the ice age Know about homo sapiens <p>Know that the warming of the ice created the island of Britain</p>
Previous ←	<p>EYFS:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people familiar to them <p>Comment on images of familiar situations in the past</p>	<p>EYFS:</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past 	<p>EYFS:</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Understand the effect of changing seasons on the natural world around them
Year B Focus	<ul style="list-style-type: none"> To know that York has changed over time To know what makes York famous To know what it was like to work in the chocolate factory <p>To understand that people still work in the chocolate factory</p> <p>To understand how local railways have changed</p>	<ul style="list-style-type: none"> Know that York had 31 hospitals Know that the medieval period came before the Viking Invasions <p>Know that Richard III was defeated in the war of the roses.</p>	<ul style="list-style-type: none"> Prove that dinosaurs existed millions of years ago Know dinosaur names, habitats and characteristics Explain when dinosaurs lived compared with us now Know that the prehistoric Earth was different to our Earth now <p>know if a dinosaur is related to animals I know now</p>
Next →	<ul style="list-style-type: none"> Know that the changes in the village over time are for a reason and know why the village has changed Identify the types of changes and link these to the Geography (physical and human) Know what a good reliable source is and how to check it <p>Understand the relatively short history timeline compared to previous ages studied.</p>	<ul style="list-style-type: none"> That ancient Egyptian people civilisation believed in different Gods to us Understand that death is viewed differently in civilisations <p>To understand why Tutankhamun was so important</p> <p>To name their local rivers: Ouse & Foss.</p>	<ul style="list-style-type: none"> Know that the Paleolithic period was 2.5 million years ago <p>Know details about the Paleolithic civilisations</p>

Year B YEAR 1/2

	York	Discover	Me, Myself and I
	Chocolate and Railways	Castles and Dragons	Dinosaurs
	Autumn 1	Spring 1	Summer 1
	Events within living memory	Significant historical events	Events beyond living memory
Chronological understanding	<ul style="list-style-type: none"> I can sequence some events from my own life on a timeline. I can describe memories of key events in people's lives 		<ul style="list-style-type: none"> I can broadly plot a timeline with the prehistoric period. I know which dinosaurs came first, how long they lived and when they died.

Historical Knowledge	<ul style="list-style-type: none"> I know some historical figures and understand why they were important <p>I can begin to compare historical periods with life today</p>	<ul style="list-style-type: none"> I know some historical figures and understand why they were important I can begin to compare historical periods with life today 	<ul style="list-style-type: none"> I can pick out information about the past from sources like pictures, artefacts and stories
Interpretation <i>Compare, link, evaluate</i>	I can compare pictures or photographs of people or events in the past with now.	<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past with now 	<ul style="list-style-type: none"> I can pick out information about the past from sources like pictures, artefacts and stories Predict what might have been/happened
Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can use a source/artefact to answer questions about the past on the basis of observations I can represent the past in a different ways. 	<ul style="list-style-type: none"> I can use a source/artefact to answer questions about the past on the basis of observations I can represent the past in a different ways. 	<ul style="list-style-type: none"> I can find out answers to simple questions about the past from sources of information, e.g. artefacts I can talk, draw and write my ideas
Suggested tasks	<ul style="list-style-type: none"> Look at famous chocolate factories in York and why they were important Life in the factory and life for the workers Look at York railways and how they have changed 	<ul style="list-style-type: none"> Identify medieval city defences Research the war of the roses Make Yorkshire Roses Make castles and battlements 	<ul style="list-style-type: none"> Tell and recreate stories Create a timeline Order animals Sort and classify
Vocabulary	Artefacts Sources Changes Millions Cocoa Industry Factory Railway	Artefacts Sources Changes Millions Conquer Battle Battlements Castle labels kingdom	prehistoric past present after before age order bc ad millions of years
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> To know that York has changed over time To know what makes York famous To know what it was like to work in the chocolate factory <p>To understand that people still work in the chocolate factory To understand how local railways have changed</p>	<ul style="list-style-type: none"> Know that York had 31 hospitals Know that the medieval period came before the Viking Invasions <p>Know that Richard III was defeated in the war of the roses.</p>	<ul style="list-style-type: none"> Prove that dinosaurs existed millions of years ago Know dinosaur names, habitats and characteristics Explain when dinosaurs lived compared with us now Know that the prehistoric Earth was different to our Earth now <p>know if a dinosaur is related to animals I know now</p>

Previous ←	<p>EYFS:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people familiar to them <p>Comment on images of familiar situations in the past</p>	<p>EYFS:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past 	<p>EYFS:</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past <p>Understand the effect of changing seasons on the natural world around them</p>
Year A Focus	<ul style="list-style-type: none"> • Know the Sutton has changed over time • Know that York has changed over time 	<ul style="list-style-type: none"> • Know that Queen Elizabeth is our Monarch • Know who will rule next • Know who ruled before • Know what job a ruler has 	<ul style="list-style-type: none"> • Know that the ice age happened more than once • Know that some people lived in an ice age • Know what animals looked like in the ice age • Know about homo sapiens <p>Know that the warming of the ice created the island of Britain</p>
Next →	<p>Year 3/4:</p> <p>Know how parts of the village have been built, when and how</p> <ul style="list-style-type: none"> • Understand the changes in the architecture in the village and why this happened • Share thoughts on the validity of sources <p>Identify significant people who designed or shaped the village</p>	<p>Year 3/4:</p>	<p>Year 3/4:</p> <ul style="list-style-type: none"> • Know that after the Stone Age was the Iron Age and the arrival of the Celts BEFORE the Romans. • Know the what it meant to be a Roman soldier • Know the leaders of the Roman army <p>Know details about Roman civilisations</p>

Year A - YEAR 3/4

	York	Discover	Me, Myself and I
	York – A Changing City	Japan	Egyptians
	Autumn 1	Spring 1	Summer 1
	Local History	Paleolithic period (Old Stone Age)	Achievements of Early Civilisation
Chronological understanding	<ul style="list-style-type: none"> • I can place the time period studied on a timeline • I can begin to use dates and terms related to the period of study • I can sequence events and artefacts 	<ul style="list-style-type: none"> • I can place the time period studied on a timeline • I can begin to use dates and terms related to the period of study • I can sequence events and artefacts <ul style="list-style-type: none"> • Know in relation to BC AD 	<ul style="list-style-type: none"> • I can describe memories of key events in people’s lives
Historical Knowledge	<ul style="list-style-type: none"> • I know about some everyday aspects of people’s lives from different time periods • I can compare historical periods with life today 	<ul style="list-style-type: none"> • I know about some everyday aspects of people’s lives from different time periods • I can compare historical periods with life today 	<ul style="list-style-type: none"> • I know some historical figures and understand why they were important • I can begin to compare historical periods with life today

Interpretation <i>Compare, link, evaluate</i>		<ul style="list-style-type: none"> I can identify and give reasons for different ways the past is represented 	<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past with now.
Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can use a range of sources to find about a period I can begin to select and record relevant information from non-fiction text, online resources and other sources. 	<ul style="list-style-type: none"> I can use a range of sources to find about a period I can begin to select and record relevant information from non-fiction text, online resources and other sources. 	<ul style="list-style-type: none"> I can use a source/artefact to answer questions about the past on the basis of observations I can represent the past in a different ways.
Suggested tasks	<ul style="list-style-type: none"> Look at now and then images Speak to different people and rate their reliability as a source Look at maps and use fieldwork to back up opinions (geo) Map events that changed the village (timeline) Understand the location of Sutton compared to York, Yorkshire, England etc. (Geo) 	<ul style="list-style-type: none"> Research the Paleolithic period Compare life in the Paleolithic period to now Review sources for reliability Make decisions based on artefacts Plot key events on a timeline 	<ul style="list-style-type: none"> Act out the gods and their roles Create mummies, Canopic jars Compare to modern day gods Compare Egyptian to Christian death and burial
Vocabulary	Reliability Changes Period Relevant Information Variety Personal social Physical Historical Figure industry	Japan Continents Europe Location Country Area Paleolithic period	Artefacts Sources Changes Millions Canopic jar Sarcophagus Gods' names Preserve Mummification
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> Know that the changes in the village over time are for a reason and know why the village has changed Identify the types of changes and link these to the Geography (physical and human) Know what a good reliable source is and how to check it Understand the relatively short history timeline compared to previous ages studied.	<ul style="list-style-type: none"> Know that the Paleolithic period was 2.5 million years ago Know details about the Paleolithic civilisations	<ul style="list-style-type: none"> That ancient Egyptian people civilisation believed in different Gods to us Understand that death is viewed differently in civilisations To understand why Tutankhamun was so important To name their local rivers: Ouse & Foss.
Previous 	<ul style="list-style-type: none"> Know the Sutton has changed over time Know that York has changed over time 	<ul style="list-style-type: none"> Know that the ice age happened more than once Know that some people lived in an ice age Know what animals looked like in the ice age Know about homo sapiens Know that the warming of the ice created the island of Britain	EYFS and KS 1 RE <ul style="list-style-type: none"> Own beliefs and Family beliefs

Year B Focus	<ul style="list-style-type: none"> Know how parts of the village have been built, when and how Understand the changes in the architecture in the village and why this happened Share thoughts on the validity of sources Identify significant people who designed or shaped the village		<ul style="list-style-type: none"> Know that after the Stone Age was the Iron Age and the arrival of the Celts BEFORE the Romans. Know the what it meant to be a Roman soldier Know the leaders of the Roman army Know details about Roman civilisations
Next 	<ul style="list-style-type: none"> Know and show that York changed over time due to invaders and settlers Know the changes in name for York from Anglo Saxon, Viking and modern eras Create a settlement in the village Justify choices for new settlements 		<ul style="list-style-type: none"> Know that Know that the Myans were from Central America and were well established at the same time that Vikings were in England Know that there are legacies left behind, just like in Britain, like celebrations such as Day of the Dead Show the differences and similarities between the two time periods

Year B - YEAR 3/4

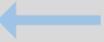
	York	Discover	Me, Myself and I
	York – Architecture – housing and buildings	Myths, Legends and Folk Tales	Romans
	Autumn 2	Spring 2	Summer 2
	Local History	Mythical Stories	Roman Empire – Life as a Soldier
Chronological understanding	<ul style="list-style-type: none"> I can place events from the time period studied on a timeline I can use dates and terms related to the period of study I can make comparisons between different time periods 	<ul style="list-style-type: none"> I can place events from the time period studied on a timeline I can use dates and terms related to the period of study I can make comparisons between different time periods I can use more complex terms e.g. BC/AD and identify how many years 	<ul style="list-style-type: none"> I can place the time period studied on a timeline I can begin to use dates and terms related to the period of study I can sequence events and artefacts <ul style="list-style-type: none"> Know in relation to BC AD
Historical Knowledge	<ul style="list-style-type: none"> I can describe some changes in the historical period being studied 	<ul style="list-style-type: none"> I can identify key features and events of a time studied I can describe some changes in the historical period being studied 	<ul style="list-style-type: none"> I know about some everyday aspects of people's lives from different time periods I can compare historical periods with life today
Interpretation <i>Compare, link, evaluate</i>	<ul style="list-style-type: none"> I can begin to evaluate the usefulness of different sources: interview and people living 	<ul style="list-style-type: none"> I can begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> I can identify and give reasons for different ways the past is represented

Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can use evidence to build up a clearer picture about past events I can ask a variety of questions I can use the library and internet for research 	<ul style="list-style-type: none"> I can use evidence to build up a clearer picture about past events I can ask a variety of questions I can use the library and internet for research 	<ul style="list-style-type: none"> I can use a range of sources to find about a period I can begin to select and record relevant information from non-fiction text, online resources and other sources.
Suggested tasks	<ul style="list-style-type: none"> Look at primary and secondary resources Use fieldwork to locate modern and older housing Map key developments over time linking to compass points (Geo) Give reasons for change- use own viewpoint and debate skills (Eng) Focus on school life 	<ul style="list-style-type: none"> Research the life of the Celts and the Iceni tribe Look at the weaponry and battle tactics Compare sources (primary and secondary) Map key events on timelines Compare this and link to previous learning on Roman and Greek soldiers (Y3) 	<ul style="list-style-type: none"> Retell the story of Troy Create Troy horses using gears and pulleys (Sc) Compare life as a soldier Review sources for reliability Make decisions based on artefacts Plot key events on a timeline
Vocabulary	culture Development Changes Environment Locality Perspective Opinion Justify Construction		Ballista Legionary Cohort Cross bow Centurion Catapult Armour Legion Javelin Citizen Soldier Spar Empire Shield Leadership titles Sparta Siege
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> Know how parts of the village have been built, when and how Understand the changes in the architecture in the village and why this happened Share thoughts on the validity of sources Identify significant people who designed or shaped the village	To know physical features of UK coastlines. To understand how the make-up of the United Kingdom has changed over time.	<ul style="list-style-type: none"> Know that after the Stone Age was the Iron Age and the arrival of the Celts BEFORE the Romans. Know the what it meant to be a Roman soldier Know the leaders of the Roman army Know details about Roman civilisations
Previous 	<ul style="list-style-type: none"> Know the Sutton has changed over time Know that York has changed over time 	<ul style="list-style-type: none"> Know that York had 31 hospitals Know that the medieval period came before the Viking Invasions Know that Richard III was defeated in the war of the roses..	<ul style="list-style-type: none"> Know that Queen Elizabeth is our Monarch Know who will rule next Know who ruled before Know what job a ruler has Know key events and key changes with each ruler.

Year A Focus	<ul style="list-style-type: none"> Know that the changes in the village over time are for a reason and know why the village has changed Identify the types of changes and link these to the Geography (physical and human) Know what a good reliable source is and how to check it <p>Understand the relatively short history timeline compared to previous ages studied.</p>	<ul style="list-style-type: none"> Know that the Paleolithic period was 2.5 million years ago <p>Know details about the Paleolithic civilisations</p>	<ul style="list-style-type: none"> That ancient Egyptian people civilisation believed in different Gods to us Understand that death is viewed differently in civilisations <p>To understand why Tutankhamun was so important To name their local rivers: Ouse & Foss.</p>
Next 	<ul style="list-style-type: none"> Know and show that York changed over time due to invaders and settlers Know the changes in name for York from Anglo Saxon, Viking and modern eras Create a settlement in the village Justify choices for new settlements 		<ul style="list-style-type: none"> Know that Know what a settlement is and what different settlements looked like Compare settlements with historical settlements that came before and after

Year A - YEAR 5/6

	York	Discover	Me, Myself and I
	York – Settlements Over the Centuries	Titanic and Industrial Revolution	Mayans
	Autumn 2	Spring 2	Summer 2
	Local History	British History	Contrasting Cultures
Chronological understanding	<ul style="list-style-type: none"> I can place events from the time period studied on a timeline with increasing confidence I use relevant dates and terms related to the period of study 	<ul style="list-style-type: none"> I can position time periods studied to other time periods taught across the school in previous years I can make more considered comparisons between a growing range of different time periods 	<ul style="list-style-type: none"> I can position time periods studied to other time periods taught across the school I can make more considered comparisons between a growing range of different time periods
Historical Knowledge	<ul style="list-style-type: none"> I can compare an aspect of life with the same aspect in another life 	<ul style="list-style-type: none"> I can give an explanation of past events in terms of cause and effect using evidence to support an explanation I can compare and contrast themes between different time periods 	<ul style="list-style-type: none"> I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings I can give an explanation of past events in terms of cause and effect using evidence to support an explanation I can compare and contrast themes between different time periods
Interpretation <i>Compare, link, evaluate</i>		<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I am aware that different evidence will lead to different conclusions 	<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I am aware that different evidence will lead to different conclusions

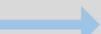
Enquiry <i>Ask, discuss, Explain</i>	<ul style="list-style-type: none"> I can begin to discuss primary and secondary sources I can use the library and internet for research independently with a given brief 	<ul style="list-style-type: none"> I can discuss the relevance of primary and secondary sources I can bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> I can discuss the relevance primary and secondary sources I can bring knowledge gathered from several sources together in a fluent account
Suggested tasks	<ul style="list-style-type: none"> Create maps of settlements Create diagrams of the city walls, towers and castles Recall the story of King Arthur and his capture of York Look at the changing name of York over time (Eoferwic- Saxon) to Jorvik to York Compare settlements 	<ul style="list-style-type: none"> Research and present key industrial revolution events on a time line Know without an industrial revolution there would be no Titanic Decide on and justify the benefits of the industrial revolution Understand the ‘firsts’ for the industrial revolution such as the Titanic and the flaws behind the progress made in industry Distinguish between industrial and handmade 	<ul style="list-style-type: none"> Plot a timeline of Mayan key events/dates and work match to British History Make comparisons using sources of: food and farming, religion/ beliefs, housing, music and clothing Look at legacies left by the Mayans and Ancient Britain (Viking/Saxon history)
Vocabulary	Thatched Site Cauldron Sword Brooch Agriculture Braunches (hazel pegs) Settlers Communities	Vessel Industry Factories Craft Liberating Mass production Steel Iron works Labour Textiles Europe Ireland Docks Sources Primary secondary	Civilisation Legacy Ahau Batab Bacabs (gods) Cacao Atlatl Temple Symbols Modern Ancient Day of dead Ancestors Sacrifice origin
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> Know and show that York changed over time due to invaders and settlers Know the changes in name for York from Anglo Saxon, Viking and modern eras Create a settlement in the village Justify choices for new settlements 	<ul style="list-style-type: none"> Identify and explain the impact of the Industrial revolution (both positive and negative) Know that there were two revolutions (wool, textiles, cotton etc and a second for steel and mass production) Distinguish between man-made, hand- crafted and industry produced techniques and products <p>Understand and plot a short timeline (the sinking of the Titanic) understanding that timelines can cover huge periods or time or shorter periods of time</p>	<ul style="list-style-type: none"> Know that the Myans were from Central America and were well established at the same time that Vikings were in England Know that there are legacies left behind, just like in Britain, like celebrations such as Day of the Dead Show the differences and similarities between the two time periods <p>Using resources justify own opinion of the origin of Day of the Dead celebrations</p>
Previous 	<ul style="list-style-type: none"> Know that the changes in the village over time are for a reason and know why the village has changed Identify the types of changes and link these to the Geography (physical and human) Know what a good reliable source is and how to check it <p>Understand the relatively short history timeline compared to previous ages studied.</p>	<p>To know physical features of UK coastlines.</p> <p>To understand how the make-up of the United Kingdom has changed over time.</p>	<ul style="list-style-type: none"> That ancient Egyptian people civilisation believed in different Gods to us Understand that death is viewed differently in civilisations <p>To understand why Tutankhamun was so important To name their local rivers: Ouse & Foss.</p>

Year B Focus	<ul style="list-style-type: none"> Know how the war affected those close to home Know how York compares with other far away Show and use research to prove, explain or justify a point <p>Evidence comparisons and differences with more than one source</p>	<ul style="list-style-type: none"> Know about the events leading to war Know how developments in industry had a positive impact on the war outcome Know key facts about the chosen leader Know how the war affected the world from different perspectives <p>Understand the main causes of the war</p>	<ul style="list-style-type: none"> Know what a settlement is and what different settlements looked like Compare settlements with historical settlements that came before and after
Next 	<p>KS3</p> <ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	<p>KS3</p> <ul style="list-style-type: none"> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>KS3</p> <ul style="list-style-type: none"> Use fieldwork in contrasting locations. Understand how human & physical processes interact to influence & create change

Year B - YEAR 5/6

	York	Discover	Me, Myself and I
	York – In the War and Now	World War	Ancient Greece
	Autumn 2	Spring 2	Summer 2
	British History	British History and Significant Figures	Significant Historical Events
Chronological understanding	<ul style="list-style-type: none"> I can position time periods studied to other time periods taught across the school in previous years I can make more considered comparisons between a growing range of different time periods 	<ul style="list-style-type: none"> I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings I can give an explanation of past events in terms of cause and effect using evidence to support an explanation 	<ul style="list-style-type: none"> I can place events from the time period studied on a timeline with increasing confidence I use relevant dates and terms related to the period of study
Historical Knowledge	<ul style="list-style-type: none"> I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings I can compare and contrast themes between different time periods 	<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at I am aware that different evidence will lead to different conclusions 	<ul style="list-style-type: none"> I can examine causes and results of important events and the impact on people
Interpretation	<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at 	<ul style="list-style-type: none"> I can discuss the relevance of primary and secondary sources 	<ul style="list-style-type: none"> I can offer some reasons for different versions of events

Compare, link, evaluate	<ul style="list-style-type: none"> I am aware that different evidence will lead to different conclusions 	<ul style="list-style-type: none"> I can bring knowledge gathered from several sources together in a fluent account 	
Enquiry Ask, discuss, Explain	<ul style="list-style-type: none"> I can discuss the relevance of primary and secondary sources I can bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> Make comparisons and links from previous learning (Y4 Boudicca, Y3 Tutankhamun, Y1-2 Kings and Queens) Sort events and rank causes of the war Explore life in the war and compare to soldiers from previous learning (Y4 Roman and Greek, Y5 Viking) Justify or argue war scenarios Write about events which reflect feelings and beliefs during the war 	<ul style="list-style-type: none"> I can begin to discuss primary and secondary sources I can begin to discuss primary and secondary sources and rank their quality and reliability I can use the library and internet for research independently with a given brief
Suggested tasks	<ul style="list-style-type: none"> Explain the impact of war on the city of York Compare York to a chosen non- European location Independently gather research, defining own brief and presenting the outcome Create questions and lines of enquiry to research 	<ul style="list-style-type: none"> Use grid references to link to battlegrounds, <i>e.g. deaths in each square, section of the square.</i> Crack a wartime code using grid references. Where can the enemy be found? Take a map of wartime Sutton. Children to add or locate OS symbols and give locations via 6-figure grid references. Then & now, e.g. OS symbols. Analyse population of Sutton/York over the war & give conclusions, <i>e.g. lives lost.</i> Provide conclusions to the comparison, e.g. fewer houses, increase in transport links... 	<ul style="list-style-type: none"> An in depth study of the Ancient Greeks, rating sources and drawing conclusions Creation of timelines and cause and effect tables
Vocabulary	<p>Changes Consequences Environment Impact Legacy Development Sources Primary Secondary Account witness</p>	<p>Leadership Army Forces Troops Civilians Home counties Home county Tactics Propaganda Persecution Borders Camps Prisoners of war Sources Primary Secondary Account witness</p>	<p>Greece Ancient Greek Hoard Settlement trade</p>
Outcomes: Historical Knowledge	<ul style="list-style-type: none"> Know how the war affected those close to home Know how York compares with other far away Show and use research to prove, explain or justify a point <p>Evidence comparisons and differences with more than one source</p>	<ul style="list-style-type: none"> Know about the events leading to war Know how developments in industry had a positive impact on the war outcome Know key facts about the chosen leader Know how the war affected the world from different perspectives <p>Understand the main causes of the war</p>	<ul style="list-style-type: none"> Know what a settlement is and what different settlements looked like Compare settlements with historical settlements that came before and after

<p>Previous</p> 	<ul style="list-style-type: none"> • Know how parts of the village have been built, when and how • Understand the changes in the architecture in the village and why this happened • Share thoughts on the validity of sources <p>Identify significant people who designed or shaped the village</p>	<ul style="list-style-type: none"> • Know that the changes in the village over time are for a reason and know why the village has changed • Identify the types of changes and link these to the Geography (physical and human) • Know what a good reliable source is and how to check it <p>Understand the relatively short history timeline compared to previous ages studied..</p>	<ul style="list-style-type: none"> • Know that after the Stone Age was the Iron Age and the arrival of the Celts BEFORE the Romans. • Know the what it meant to be a Roman soldier • Know the leaders of the Roman army <p>Know details about Roman civilisations</p>
<p>Year A Focus</p>	<ul style="list-style-type: none"> • Know and show that York changed over time due to invaders and settlers • Know the changes in name for York from Anglo Saxon, Viking and modern eras • Create a settlement in the village • Justify choices for new settlements 	<ul style="list-style-type: none"> • Identify and explain the impact of the Industrial revolution (both positive and negative) • Know that there were two revolutions (wool, textiles, cotton etc and a second for steel and mass production) • Distinguish between man-made, hand- crafted and industry produced techniques and products <p>Understand and plot a short timeline (the sinking of the Titanic) understanding that timelines can cover huge periods or time or shorter periods of time</p>	<ul style="list-style-type: none"> • Know that the Myans were from Central America and were well established at the same time that Vikings were in England • Know that there are legacies left behind, just like in Britain, like celebrations such as Day of the Dead • Show the differences and similarities between the two time periods <p>Using resources justify own opinion of the origin of Day of the Dead celebrations</p>
<p>Next</p> 	<p>KS3</p> <ul style="list-style-type: none"> • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	<p>KS3</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>KS3</p> <ul style="list-style-type: none"> • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>