

HISTORY

History Skills and Progression Map – Year 1 and 2		
	2022-23	2021-22
Chronological Understanding	<p>Year 1</p> <ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages <p>Year 2</p> <ul style="list-style-type: none"> • Sequence artefacts closer together in time – check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<p>Year 1</p> <ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages <p>Year 2</p> <ul style="list-style-type: none"> • Sequence artefacts closer together in time – check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts
Range and Depth of Historical Knowledge Interpretations of History	<p>EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON</p> <ul style="list-style-type: none"> • Learn about events beyond living memory that are significant nationally. • Understand where the people and events fit within a chronological framework. • Identify similarities and differences between ways of life in different periods. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. (National Curriculum) 	<p>CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT</p> <ul style="list-style-type: none"> • Learn about events which were significant nationally or globally. • Know where people and events fit within a chronological framework. • Ask and answer questions, understand some ways we find out about the past. (National Curriculum) <p>1. How has transport changed? How was it different in the past? 2. How did people travel in the past? 3. How have cars changed? To learn about the development of the car over time.</p>

1. What do we mean by the 'Great Fire'?
2. What do the children want to know and find out about the Great Fire?
3. Where is London, and what does it look like now? What is significant about London?
4. How can we find out what it is like in London?
5. What was London like in the past (people / houses / way of life)?
6. What sources can we use to imagine what life might have been like in the past?
7. What happened to London during the 'Great Fire'? Why did the fire spread so quickly?
8. What did the residents of London do? How did they try to put out the fire? How/did they escape the fire?
9. How much of London was destroyed? How was London rebuilt? How long did this all take?
10. What happened after the fire?

EVENTS BEYOND LIVING MEMORY- A HISTORY OF TOYS

- Develop an awareness of the past, use common words and phrases relating to the passing of time.
- Begin to understand chronological framework.
- Develop a curiosity about changes within living memory and the ways in which we can find out about these changes.
- Understand historical concepts such as continuity and change.
- Learn about changes in living memory.

4. Who invented the train?
5. What did the Wright Brothers do to make them famous? Who was Yuri Gagarin, Neil Armstrong and Buzz Aldrin? What did they achieve and how? What impact did they have on the future of space travel? What happened afterwards?
6. How will transport develop in the future?

SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS CASTLES – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY

- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
 - Compare aspects of life, identifying similarities and differences between different periods.
 - Learn about significant historical places in their own locality (castles). **(National Curriculum)**
1. Who was Queen Elizabeth I and what did she achieve as Queen?
 2. What were the key roles of a monarch?
 3. What were the values of Queen Elizabeth I and Queen Victoria from their portraits?
 4. What sort of castles do we have in England and why were they built?
 5. How were castles attacked and defended?
 6. Where was the best place to build a castle?

SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE

- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

- Identify similarities and differences between ways of life in different periods. **(National Curriculum)**

1. What are our favourite toys?
2. What toys did our parents and grand-parents play with?
3. What were toys like in the past?
4. How are toys today different to toys of the past? Can you become toy history detectives and identify differences?
5. Toy museum – what have you learnt?

CHANGES WITHIN LIVING MEMORY - BUCKETS AND SPADES – GOING TO THE SEASIDE

- Develop an awareness of the past, use common words and phrases relating to the passing of time.
- Begin to understand chronological framework.
- Develop a curiosity about changes within living memory and the ways in which we can find out about these changes.
- Learn about changes in living memory.
- Identify similarities and differences between ways of life in different periods. **(National Curriculum)**

1. What was going to the seaside like in the past?
2. What kind of things did people do at the seaside in the past? 3. How do we know what holiday were like in the past?

- Develop an awareness of the past, use common words and phrases relating to the passing of time.
- Begin to understand chronological framework.
- Identify similarities and differences between ways of life in different periods.

- Compare aspects of life, identifying similarities and differences between different periods. **(National Curriculum)**

1. Who was Florence Nightingale? Why is Florence Nightingale remembered today and what did she do in her life?
2. What did Florence do to improve the lives of the soldiers when she arrived in the Crimea? Identify similarities and difference between the periods- nurses now and then.
3. What was Florence Nightingale’s most important contribution to healthcare?
4. What makes Mary Seacole so special? what did she do in her life?
5. Did Florence Nightingale and Mary Seacole have anything in common? Compare and Contrast.
6. Should we still remember Florence Nightingale and Mary Seacole? Why.
7. Does Mary Seacole deserve a memorial?

	<p>4. Do we go to the seaside for the same reasons as people in the past? 5. How have seaside holiday changed? 6. Do you like the earlier seaside holidays or do you prefer them now?</p>	
<p>EYFS Development Matters Curriculum Links</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Children talk about past and present events in their own lives and in the lives of family members. • They know about similarities and differences between themselves and others, and among families, communities and traditions. 		
<p>Vocabulary</p>	<p>EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON</p> <ul style="list-style-type: none"> • Destroyed • Thatched roof • Ruined • Pudding Lane • Disaster • Samuel Pepys • King Charles II • Bakery • Fire hook • Christopher Wren • John Evelyn <p>EVENTS BEYOND LIVING MEMORY – A HISTORY OF TOYS</p>	<p>CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT</p> <ul style="list-style-type: none"> • Vehicle • Axel • Wheels • Aviator • Pilot • Modes of transport (e.g. bus, car, train, plane, tram) • Inventor • Invention <p>SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY</p> <ul style="list-style-type: none"> • The Queen

- Modern
- New
- Old
- Before
- After
- When parents/carers were young
- When grandparents were young

CHANGES WITHIN LIVING MEMORY - BUCKETS AND SPADES – GOING TO THE SEASIDE

- Seaside
- Sand
- Cliff
- Beach
- Shingle
- Windbreak
- Picnic
- Sun hat
- Sun cream
- Sunglasses
- Flip-flops
- Souvenirs
- Bucket
- Spade
- Sandals
- Luggage
- Swimsuit
- Sandcastle
- Steam boat
- Punch and Judy show
- Amusement arcade

- Buckingham Palace
- Union Jack Flag
- Throne
- Crown
- Corgi
- Prince Charles
- Duchess of Cornwall
- Prince William
- Prince Harry
- Prince Phillip
- Windsor Castle
- Heir
- Catherine, Duchess of Cambridge
- Elizabeth I/II

SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE

- Florence Nightingale
- Mary Seacole
- Medicine
- Crimean War
- Turkey
- Lantern
- Nurse
- Soldier
- Wounds
- Jamaica
- Kingston
- Battle
- Hospital
- Prejudice

	<ul style="list-style-type: none"> • Steam train • Pier 	<ul style="list-style-type: none"> • Caring • Travel • Medals • Supplies • Injured • Monument • Scutari • Red Cross • Cleaning • Humanitarian
<p>Person, place or event of historical significance in the local area</p>	<p>EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON</p> <ul style="list-style-type: none"> • Pudding Lane - monument • King Charles II • Samuel Pepys <p>EVENTS BEYOND LIVING MEMORY– A HISTORY OF TOYS</p> <ul style="list-style-type: none"> • Make a class toy museum • Visit the toy museum Bethnal Green, London <p>CHANGES WITHIN LIVING MEMORY - BUCKETS AND SPADES – GOING TO THE SEASIDE</p> <ul style="list-style-type: none"> • Visit Hastings – fishermen’s museum, RNLI (lifeboats), old town of Hastings in contrast to the new town, beach huts 	<p>CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT</p> <ul style="list-style-type: none"> • Neil Armstrong • Buzz Aldrin • Amelia Earhart • Garrett Morgan (traffic light inventor) • Yuri Gagarin • Visit to London Transport Museum <p>SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY</p> <ul style="list-style-type: none"> • Visit to a castle – Leeds/Bodiam • Compare British monarchs <p>SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE</p> <ul style="list-style-type: none"> • National Portrait Gallery • British Red Cross • Bicentenary 2020

<p>Historical Enquiry</p>	<p>EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON Find answers to simple questions about the past from sources of information, e.g. why the fire spread so quickly, using diary entries, paintings, photographs, newspaper reports and eye witness accounts.</p> <p>EVENTS BEYOND LIVING MEMORY- A HISTORY OF TOYS Find answers to simple questions about the past from sources of information, e.g. old toys, grandparents, parents, photographs.</p> <p>CHANGES WITHIN LIVING MEMORY – BUCKETS AND SPADES – GOING TO THE SEASIDE Find answers to simple questions about the past from sources of information, e.g. photographs, eyewitness accounts, paintings, seaside visit.</p> <p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research 	<p>CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT Find answers to simple questions about the past from sources of information, e.g. Photographs, paintings, artefacts.</p> <p>SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY Find answers to simple questions about the past from sources of information, e.g. photographs, paintings, visit, newspapers and videos.</p> <p>SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE Find answers to simple questions about the past from sources of information, e.g. photographs, paintings, visits and newspaper articles.</p> <p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research
<p>British Values</p>	<p>EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON</p>	<p>CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT</p>

	<p>Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>EVENTS BEYOND LIVING MEMORY- A HISTORY OF TOYS</p> <p>Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>CHANGES WITHIN LIVING MEMORY – BUCKETS AND SPADES – GOING TO THE SEASIDE</p> <p>Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY</p> <p>Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE</p> <p>Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p>
<p>Collier Street Curriculum Aims</p>	<p>EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON</p> <p><u><i>Concern for the environment</i></u></p> <p>Foundation stage</p> <ul style="list-style-type: none"> • Sense of wonder and curiosity about the world and its past. <p>Key stage 1</p> <ul style="list-style-type: none"> • Concern about the local environment and willingness to care for it e.g. Australian fires. • Taking care of resources and not wasting them. <p><u>Self-awareness and reflection</u></p> <p>Foundation stage</p>	<p>CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT</p> <p><u>Globalisation and Interdependence</u></p> <p>Foundation stage</p> <ul style="list-style-type: none"> • Immediate and local environment. • Simple links with other places (e.g. through transport) <p>Key Stage 1</p> <ul style="list-style-type: none"> • Similarities and differences in transport between places in various parts of the world, including own setting. • Links between local community and wider world. <p><u>Critical and Creative Thinking</u></p> <p>Foundation stage</p> <ul style="list-style-type: none"> • Ask questions

- Notice some effects of own actions on others.
- Identify how people are feeling (e.g. happy, sad, worried.)

Key stage 1

- Recognise effects of own behaviour on others and use this to help make choices.
- Identify matters that are important to self and others.
- Learn from mistakes and use feedback.

Empathy

Foundation stage

- Show sensitivity to people’s feelings and needs in the past and now.

Key Stage 1

- Show interest in, and concern for, others outside immediate circle and in contexts different to own e.g. Australian fires, Grenfell tower

Critical and Creative Thinking

Foundation stage

- Ask questions
- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

EVENTS BEYOND LIVING MEMORY- A HISTORY OF TOYS

- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

Concern for the environment

Foundation stage

- Sense of wonder and curiosity about the world.
- Appreciation of, and care for, living things and own environment.
- Starting to value resources

Key stage 1

- Concern about the local environment and willingness to care for it e.g. transport pollution
- Taking care of resources and not wasting them.

SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY

Globalisation and Interdependence

Foundation stage

- Immediate and local environment- English Queens and Kings

	<p><u>Globalisation and Interdependence</u></p> <p>Foundation stage</p> <ul style="list-style-type: none"> • Immediate and local environment. • Simple links with other places (e.g. through toys) <p>Key Stage 1</p> <ul style="list-style-type: none"> • Similarities and differences in toys between places in various parts of the world, including own setting. • Links between local community and wider world. <p><u>Critical and Creative Thinking</u></p> <p>Foundation stage</p> <ul style="list-style-type: none"> • Ask questions • Suggest a way to solve a problem • Wonder about ideas. <p>Key Stage 1</p> <ul style="list-style-type: none"> • Ask relevant questions. • Consider merits of different viewpoints. • Use different approaches to solve problems. <p>CHANGES WITHIN LIVING MEMORY – BUCKETS AND SPADES – GOING TO THE SEASIDE</p> <p><u>Globalisation and Interdependence</u></p> <p>Foundation stage</p> <ul style="list-style-type: none"> • Immediate and local environment. • Simple links with other places (e.g. through holidays) <p>Key Stage 1</p>	<ul style="list-style-type: none"> • Simple links with other places (e.g. though Monarchy abroad) <p>Key Stage 1</p> <ul style="list-style-type: none"> • Similarities and differences in monarchy between places in various parts of the world, including own setting. • Links between local community and wider world. <p><u>Critical and Creative Thinking</u></p> <p>Foundation stage</p> <ul style="list-style-type: none"> • Ask questions • Suggest a way to solve a problem • Wonder about ideas. <p>Key Stage 1</p> <ul style="list-style-type: none"> • Ask relevant questions. • Consider merits of different viewpoints. • Use different approaches to solve problems. <p>Identity and diversity</p> <p>Foundation stage</p> <ul style="list-style-type: none"> • Uniqueness and value of every person. • Similarities and difference between self and others. <p>Key Stage 1</p> <ul style="list-style-type: none"> • Similarities and differences between Monarchy in England and also in wider contexts in history. • What contributes to self-identity and belonging? <p>SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE</p> <p><u>Self-awareness and reflection</u></p> <p>Foundation stage</p> <ul style="list-style-type: none"> • Notice some effects of actions on others.
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- Similarities and differences in holidays between places in various parts of the world, including own setting.
- Links between local community and wider world.

Critical and Creative Thinking

Foundation stage

- Ask questions
- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

- Identify how people are feeling (e.g. happy, sad, worried.)

Key stage 1

- Recognise effects of behaviour on others and use this to help make choices.
- Identify matters that are important to self and others.

Empathy

Foundation stage

- Show sensitivity to people's feelings and needs in the past

Key Stage 1

- Show interest in, and concern for, others outside immediate circle and in contexts different to own.

Critical and Creative Thinking

Foundation stage

- Ask questions
- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

Globalisation and Interdependence

Foundation stage

- Immediate and local hospitals.
- Simple links with other places (e.g. through medicine and hospitals)

Key Stage 1

		<ul style="list-style-type: none">• Similarities and differences in hospitals between places in various parts of the world in the past and now• Links between local hospitals and wider world.
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Lower Key-Stage 2

Local History 2021-2022

Chronology

- Place the time studied on a time line (Hop picking, events/changes in Maidstone/St Margaret's school)
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefacts
- Place events from period studied on time line
- Use terms related to the period and begin to date events

Range and Depth of Historical Knowledge

- Find out about everyday lives of people in time studied
- Identify reasons for and results in people's actions
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Look for links and effects in the time studied
- Offer a reasonable explanation for some events
- Compare with our life today

Interpretations of History

- Identify and give reasons for different ways in which the past is represented
- Distinguish between and begin to evaluate the usefulness of different sources – compare different versions of the same story
- Look at representations of the period, museum, cartoons, news reports etc.
- Look at the evidence available
- Use of text books and historical knowledge

Historic Enquiry

- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Use evidence to build up a picture of the past
- Ask a variety of questions
- Select and record information relevant to the study

Vocabulary

Local, county, village, regional, locality, heritage, trade, hop picking, chronological order, sources, industry

Collier Street Curriculum

Globalisation and Interdependence –
Understand how local actions affect the wider world

Geography

- Analyse evidence and draw conclusions – make comparisons between maps including changes in land use and population

Victorians 2022-2023

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
(Changing power of monarchs and the first railways)

<p><u>Chronology</u></p> <ul style="list-style-type: none"> • Place the time studied on a time line • Place events from period studied on a time line • Use terms related to the period and begin to date events 	<p><u>Vocabulary</u> Workhouse, poverty, factory, Queen Victoria, railways, industrial, reign, servant, maid, cane, orphan, Charles Dickens, peg doll</p>
<p><u>Range and Depth of Historical Knowledge</u></p> <ul style="list-style-type: none"> • Find out about everyday lives of people in the time studied and how this changed during the period • Compare with our life today • Study change through the lives of significant individuals (Queen Victoria/Barnardo) • Offer a reasonable explanation for some events • Make links between changes and the resulting effect 	<p><u>Collier Street Curriculum</u> Critical and Creative Thinking – Imagine alternative possibilities and suggest new ideas to solve problems Give evidence for an argument, assess different viewpoints and present counter-arguments Globalisation and Interdependence– Global connections between people and countries (trade and communication) Concern for the Environment – Self-awareness and Reflection- Explore reasons for negative feelings towards others and in new or difficult situations Understand impact of prejudice and discrimination Identify and diversity – Nature of prejudice, racism and sexism and ways to combat these</p>
<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • Understand the difference between primary and secondary sources • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources and evaluate their usefulness 	<p><u>British Values</u> Democracy, Rule of law and Individual liberty</p>
<p><u>Historic Enquiry</u></p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period/use evidence to build up a picture a past event • Use the library and internet for research • Observe small details – artefacts and pictures • Ask and answer a variety of questions • Choose relevant material to present a picture of one aspect of life in time past 	

Early Civilisations – Iron Age and Stone Age 2022-2023

- Late Neolithic hunter-gathers and early farmers, for example, Skara Brae
 - Bronze Age religion, technology and travel (Stonehenge)
 - Iron Age hill forts: tribal kingdoms, farming, art and culture

Chronology

- Place events from period studied on a timeline
- Use terms related to the period and begin to date events
- Understand more complex terms (BCE/AD)
- Understand the passing of time

Range and Depth of Historical Knowledge

- Use evidence to reconstruct life in time studied
- Identify key features and events
- Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes. Explore changes within this period
- Suggest reasons for why there were differences between periods

Interpretations of History

- Look at the evidence available
- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources and evaluate their usefulness

Historic Enquiry

- Ask and answer a variety of questions
- Use evidence to build up a picture of the past
- Use the library and internet for research

Vocabulary

Prehistory, hunter-gatherer, nomad, Palaeolithic, Mesolithic, Neolithic, tribe, Neanderthal, Celt, bronze, roundhouse, hill fort, smelting, hunting, hunter

Collier Street Curriculum

Critical and Creative Thinking – Give evidence for an argument, assess different viewpoints and present counter-arguments

Concern for the Environment – Sense of responsibility for the environment and the use of resources

British Values

Democracy and Rule of law

Upper Key-Stage 2

Ancient Civilizations 2021-2022

- The achievements of the earliest civilizations: A depth study of Ancient Egypt
- Ancient Greece - a study of Greek life and achievements and their influence on the western world

Chronology

- Place current study on a timeline in relation to other studies
- Relate current studies to previous studies

Range and Depth of Historical Knowledge

- Compare beliefs and behaviour with another period studied
- Study an ancient civilization in detail (Egypt)

Interpretations of History

- Make comparisons between the periods of history studied
- Understand that the type of information available depends on the period of time studied
- Evaluate the usefulness of different sources
- Consider ways of checking the accuracy of information - link to fact, fiction or opinion.
- Understand that the type of information available depends on the period and society.
- Understand how some vocabulary from the period is still used today although meanings may have

Historical Enquiry

- Use a range of sources to find out about an aspect of the past. Suggest omissions and means of finding out.

Collier Street Curriculum

Interdependence - How reliant were the city states on each other?

Critical thinking - analysing information and facts to make a judgement when comparing these civilizations.

Concern for the environment - Aristotle and his careful observations of the world around him.

British Values

Rule of Law - differences in type of rule, laws and punishments between different Greek city states.

Tolerance of those with different faiths and beliefs.

Deeper thinking questions:

What similarities are there between these two ancient civilizations?

What are the most important differences between these two ancient civilizations? How will you justify your choices?

Ancient Egypt Vocabulary:

archaeologist

pyramid

sphinx

Valley of the Kings

pharaoh

sarcophagus

mummification

canopic jars

edicts

hieroglyphs/hieroglyphics

afterlife

River Nile

fertile

Tutankhamun

Nefertiti

Anubis

Ancient Greece Vocabulary:

city states polis

Sparta spartan

Athens

government

acropolis

democracy

oligarchy

aristocracy

tyrant

citizens

agora

commerce

hoplites

trireme

Aristotle

Homer

Plato

Titans

Olympians

Invaders 2022-2023

- Britain's settlement by Anglo Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

<p><u>Chronology</u></p> <ul style="list-style-type: none">• Place current study on a timeline in relation to other studies• Know and sequence key events of the time studied, using dates (including century), terms and period labels• Relate previous studies to current study	<p><u>Collier Street Curriculum</u></p> <p>Globalisation and Interdependence: Vikings as pioneers of globalisation</p>	<p><u>Vocabulary - Anglo Saxons</u></p> <p>Picts Scots Hadrian's Wall Vortigern Hengist Horsa Angles Saxons Jutes North Sea Scandinavia ruins weregilds blood feuds Alfred the Great Winchester</p>
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<p><u>Range and Depth of Historical Knowledge</u></p> <ul style="list-style-type: none"> • Examine causes and results of great events and the effect on people • Study different aspects of the life of different people e.g. differences between men and women • Use appropriate historical terms such as culture, religious, political when talking about the past • Compare an aspect of life with the same aspect in another period 	<p><u>British Values</u></p> <p>Individual Liberty - Effects on individual liberty of Britons</p> <p>Tolerance - Was there tolerance shown to the beliefs of the countries invaded?</p> <p>Mutual respect - Did the Britons and the invaders live in harmony?</p>	<p><u>Vocabulary - Vikings</u></p> <p>invasion</p> <p>raid</p> <p>sacked</p> <p>plundered</p> <p>Lindisfarne</p> <p>monastery</p> <p>longship</p> <p>Norse</p>
<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • Make comparisons between the periods of history studied and the present day • Understand that the type of information available depends on the period of time studied • Evaluate the usefulness of different sources 	<p><u>Deeper thinking questions:</u></p> <p>Were Vikings savage and brutal warriors? What evidence is there of this? How reliable is this evidence?</p>	<p>mythology</p> <p>Valkyrie</p> <p>Odin</p> <p>Valhalla</p> <p>Ragnarök</p> <p>Danegeld</p>
<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Use knowledge and research to answer historical questions • Select relevant sections of information from several sources • Confidently use library and online research 		<p>runes</p>

How did the Romans influence our lives? – 2022-23

The Roman Empire and its impact on Britain

<p><u>Chronology</u></p> <ul style="list-style-type: none">• Place current study on a timeline in relation to other studies• Know and sequence key events of the time studied, using dates (including century), terms and period labels• Understand and use BC and AD on a timeline• Relate previous studies to current study	<p><u>Collier Street Curriculum</u></p> <p>Globalisation - the spread of Roman ideas, technology and influence across the world. Make links with modern globalisation.</p>	<p><u>Vocabulary</u></p> <p>Celt</p> <p>hill fort</p> <p>republic</p> <p>empire</p> <p>emperor</p> <p>invasion</p> <p>forum</p> <p>basilica</p> <p>amphitheatre</p> <p>taxes</p> <p>strategy</p> <p>tactics</p> <p>legionnaire</p> <p>artefact</p> <p>chronology</p> <p>legacy</p>
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<p><u>Range and Depth of Historical Knowledge</u></p> <ul style="list-style-type: none"> • Know key dates, characters and events of the period studied e.g. Caesar, Claudius • Compare life in early and late times of the period studied • Examine the causes of great events and their effects e.g. Boudicca's Revolt • Find out about the beliefs, behaviour and characteristics of different people, recognising that not everyone shares the same views and feelings (different views on Roman occupation) 	<p><u>British Values</u></p> <p>Rule of Law - the introduction of laws and punishments to the countries in the Roman Empire. Influences in our legal system today. Tolerance for those with different faiths and beliefs - Constantine and Christianity.</p>	
<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • Compare accounts from different sources • Consider ways of checking the accuracy of different sources 	<p>Deeper thinking questions: What was the legacy of the Roman Empire? Did the Romans regret extending their empire into Britain?</p>	
<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Recognise primary and secondary sources • Identify the value and limitations of different sources • Use knowledge and research to answer historical questions • Confidently use library and online research 		