



History components and Assessment checkpoints YEAR A







If you have faith as small as a mustard seed, you can say to this mountain, move from here to there and it will move; nothing would be impossible. Matthew 17:20

EYFS key knowledge and skills	
Overview	<p>The foundations for History in Reception are laid through ongoing development of the Prime Areas (developing language and vocabulary, and physical and social/emotional skills for learning). These skills are then strengthened and applied through the Specific Area of Understanding the World. This includes exploration on themes related to Past and Present, and also linking to People and Communities and The Natural World. Children begin to learn about the passing of time through exploring a range of personal experiences, and through books and stories. Building on familiar experiences and vocabulary, children’s knowledge of the past develops through a deepening understanding of time itself, and observations of changes over time. As this develops, children’s concept of ‘long ago’ and how people used to live in the past is expanded, often captured by comparing what is the same, and what is different. These learning experiences commonly draw together skills and knowledge from across the EYFS Areas of Learning, laying the foundations for future learning in History by creating a natural curiosity about what has gone before, and what has changed since then.</p>
What History might look like in our classroom	<p>Children will talk about people and objects which are important to them. They will be able to show objects or photographs from home. Children will talk about what has happened to them in the past and what will happen to them through our daily routine (Now/Next and visual timetable). They will be able to talk about photos of themselves as babies and develop a sense of their own timeline. Children will use historical vocabulary (such as past, long ago, then/now, timeline) and words relating to passing of time (day, week, month, year). Children will share stories about the past. They will develop an understanding of the past through stories set in different times, featuring people and events relevant to that time. They will show awareness that some stories come from the past (long ago) and that life was different in the past. They will look at pictures from the past and talk about what is the same and different.</p>
Knowledge in EYFS	<p>I know the past means events that have happened to me or to others. I know that I was a baby once, and that over time babies grow into children and then adults. I understand the range of things that babies /children / adults can do as they grow. I can observe the changes of the seasons marking the passage of time. I can use time related words such as before/after, yesterday/today/tomorrow, last week/year, past/present. I can observe life cycles in different living things and relate this to a human life cycle. I can remember past events that I have experienced or ask questions about events that happened to others. I can find out about events and people from objects and pictures. I can ask questions about people and objects.</p>

Reception Year	<p>AUTUMN 1: What makes me special?</p> <ul style="list-style-type: none">- Talk about and sequence events in our daily routine.- Talk about members of their immediate family and community.- Name and describe people who are familiar to them.- Talk about photos of themselves, past and present.-Ask questions about objects. <p>What happens in Autumn?</p> <ul style="list-style-type: none">-Observe the changes of the seasons marking the passage of time.-Use time-related words. (days of the week, months of the year, seasons) <p>AUTUMN 2 What can you see in the dark?</p> <ul style="list-style-type: none">- Talk about and sequence events in our daily routine.- Comment on images of familiar situations in the past.- Compare and contrast characters from stories, including figures from the past. <p>SPRING 1 Where in the world do you want to explore?</p> <ul style="list-style-type: none">- Talk about and sequence events in our daily routine.- Learn about significant people from the past through stories.- Look at objects and ask questions about what they are and how they are used. <p>SPRING 2 What makes a great superhero?</p> <ul style="list-style-type: none">- Talk about and sequence events in our daily routine.- Learn about significant people from the past through stories.- Comment on images of familiar situations in the past.- Compare and contrast characters from stories, including figures from the past.- Compare pictures from the past and present, talking about what is the same and different. <p>SUMMER 1 How does your garden grow?</p> <ul style="list-style-type: none">- Talk about and sequence events in our daily routine.-Observe the changes of the seasons marking the passage of time.- Compare pictures from the past and present, talking about what is the same and different.- Look at objects and ask questions about what they are and how they are used. <p>SUMMER 2 How do we know about prehistoric creatures?</p> <ul style="list-style-type: none">- Talk about and sequence events in our daily routine.-Talk about photos and pictures of themselves.- Compare pictures from the past and present, talking about what is the same and different.- Look at objects and ask questions about what they are and how they are used.
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Vocabulary	Now/next, old/new, present/past, long ago, then/now, timeline, day, week, month, year, picture, photo, evidence, history, historian, prehistoric
Early Learning Goal	Talk about the lives of the people around them and their roles in society.
Early Learning Goal	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Early Learning Goal	Understand the past through settings, characters and events encountered in books read in class and storytelling.
EYFS: Understanding the world	

Year 1	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Was the 1950s a good time to live?		Why do we remember Grace Darling and Henry Trengrouse?		Who explored our wonderful universe? Where is there left to explore? Neil Armstrong Christopher Columbus	
Golden Threads	Perseverance, compassion, courage. believing, belonging.		Courage, perseverance, aspiring, achieving		Courage, perseverance, aspiring, achieving	
Disciplinary knowledge	<p>Past events are remembered in special celebrations.</p> <p>Historians sequence events have happened.</p> <p>Kings and queens (monarchy) are an important part of British history.</p> <p>Historians can find out about the past in living memory by asking people who lived at that time.</p> <p>Historians find out about history through pictures and writing from that time (sources).</p> <p>Historians compare life in the past and life in the present.</p>		<p>Historians know where people /events studied fit into a chronological framework e.g. on timeline.</p> <p>Historians use objects, photos and documents (sources) to find out about the past.</p> <p>Museums look after sources to help people now and un the future to learn about the past.</p> <p>Historians observe and compare items from the past and present to help them learn about the past.</p> <p>Historians offer facts as well as opinions with own reasoning.</p>		<p>People from the past are remembered for what they achieved. They can be remembered in different ways.</p> <p>Historians should place significant people on a timeline to help understand their achievements.</p> <p>Historians compare people from the recent past to those from the more distant past.</p> <p>Historians use facts and opinions to explain why they think someone is significant and how they could be remembered.</p> <p>Historians do not always agree who should be remembered and who is more significant.</p> <p>Historians use different sources to find out about the past.</p>	

<p>Tier 3 Vocabulary</p>	<p>Coronation Monarchy Timeline Past Present King/queen (monarch) School transport homes toys Living memory</p>	<p>Past present Legacy Significant Source</p>	<p>Commemorate Explorer exploration Voyage polar space lunar Significant Source artefact</p>
<p>Learning Objectives (Components)</p>	<ol style="list-style-type: none"> 1. What significant events have occurred since the 1950s? 2. What was school like in the 1950s? 3. How have homes changed since the 1950s? 4. How easy was it to travel in the 1950s? 5. How have toys changed since the 1950s? 6. Would you have liked to live in the 1950s? Why? 	<ol style="list-style-type: none"> 1. What are lighthouses and why are they important? 2. What is the story of Grace Darling 3. What is Grace Darling’s legacy 4. What is the story of Henry Trengrouse? 5. What is the legacy of Henry Trengrouse? 6. How do we find out about Grace Darling and Henry Trengrouse? 	<ol style="list-style-type: none"> 1. What makes someone a Significant Person? 2. Who is Ibn Batutta/ Matthew Henson/ Christopher Columbus and how do we know about what he did? 3. What did Neil Armstrong achieve? 4. Why was Neil Armstrong so successful? 5. How can we remember important people from the past? 6. Assessment - Who should we remember?
<p>Assessment checkpoints</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain what a coronation is and talk about Queen Elizabeth II’s coronation. • Describe some features of 1950s school, homes, transport or toys. • Compare life now to life in the 1950s. • Describe an object or photos and explain why they know it is from the past or the present. • Explain why they would / would not like to have lived in 1950s 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Know some of the ways we can find out about the recent past • Make some simple comparisons between items from the past and present. • Have an understanding of the chronology of some of the different events that have occurred since the Darling and Trengrouse . . 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain why someone might be significant. • Recall key events about one of the explorers they have learned about. • Explain how people can find out about different explorers from the past. • Compare explorers from different times in the past.

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		<ul style="list-style-type: none"> Recall some facts about how people lived during their time 	
When do Assessment checkpoints happen?	<p>Week 2- recall key facts about Queen Elizabeth II's coronation.</p> <p>Week 5 – Compare different aspects of life in the 1950s with life in the present day.</p> <p>Week 6 – Explain why they would / would not like to have lived in 1950s, backed up by facts they have learned.</p> <p>SPRING 1– check</p> <p>SUMMER 2 Reflection lesson</p>	<p>Week 1 – talk about how we can find out about the past</p> <p>Week 5 – recall facts from the lives of Grace Darling and Henry Trengrouse</p> <p>SUMMER 1 – check</p> <p>SUMMER 2 - Reflection lesson</p>	<p>Week 1 – explain why certain people are significant.</p> <p>Week 4 – Explain events in the life of one explorer covered.</p> <p>Week 6 – Explain why and how someone is remembered.</p> <p>SUMMER 2 Reflection lesson</p>

Year 2	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Was the 1950s a good time to live?		Why do we remember Grace Darling and Henry Trengrouse?		Who explored our wonderful world? Neil Armstrong	
Golden Threads	Perseverance, compassion, courage, believing, belonging.		Perseverance, compassion, courage, achieving,		Courage, perseverance, aspiring, achieving	
Disciplinary knowledge	Past events are remembered in special celebrations. Kings and queens (monarchy) are an important part of British history. Historians know where people / events studied fit into a chronological framework e.g. on timeline. Historians find out about history through pictures and writing from that time (sources). We can find difference and similarities between life in the past and life in the present. Historians offer facts as well as opinions with own reasoning.		Historians know where people or events studied fit into a chronological framework e.g. on a timeline. Historians use objects, photos and documents (sources) to find out about the past. Museums look after sources to help people now and in the future to learn about the past. Historians observe and compare items from the past and present to help them learn about the past. Historians offer facts as well as opinions with own reasoning.		People from the past are remembered for what they achieved. They can be remembered in different ways. Historians place significant people on a timeline to help understand their achievements. Historians compare people from the recent past to those from the more distant past. Historians use facts and opinions to explain why they think someone is significant and how they could be remembered. Historians do not always agree who should be remembered and who is more significant. Historians use different sources to find out about the past.	

<p>Tier 3 Vocabulary</p>	<p>Timeline Source Past Present Monarchy School transport homes toys Living memory Similarities/ differences</p>	<p>Timeline Past present Legacy Significant Source Museum</p>	<p>Commemorate Explorer exploration Voyage polar space lunar Significant Source artefact</p>
<p>Learning Objectives (Components)</p>	<p>1. What significant events have occurred since the 1950s? 2. What was school like in the 1950s? 3. How have homes changed since the 1950s? 4. How easy was it to travel in the 1950s? 5. How have toys changed since the 1950s? 6. Would you have liked to live in the 1950s? Why? How will our lives be viewed in the future?</p>	<p>1. What are lighthouses and why are they important? 2. What is the story of Grace Darling 3. What is Grace Darling's legacy 4. What is the story of Henry Trengrouse? 5. What is the legacy of Henry Trengrouse? 6. How do we find out about Grace Darling and Henry Trengrouse? .</p>	<p>1. What makes someone a Significant Person? 2. Who is and how do we know about what he did? 3. What did Neil Armstrong achieve? 4. Why was Neil Armstrong so successful? 5. How can we remember important people from the past? 6. Assessment - Who should we remember? How should we remember them?</p>
<p>Assessment checkpoints</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain what a coronation is and talk about Queen Elizabeth II's coronation. • Describe some features of 1950s school, homes, transport or toys. • Compare life now to life in the 1950s. • Describe an object or photos and explain why they know it is from the past or the present. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Know some of the ways we can find out about the recent past • Make some simple comparisons between items from the past and present. • Have an understanding of the chronology of some of the different events that have occurred since the Darling and Trengrouse events. . 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain why someone might be significant and order reasons why people might be considered to be significant; • Independently explain why it is more difficult to find out about explorers from long ago than about those in the recent past;







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	<ul style="list-style-type: none"> • Explain why they would / would not like to have lived in 1950s 	<ul style="list-style-type: none"> • Recall some facts about how people lived during their time • Talk about how the development of transport and technology impacts people's lives. · • Think of some questions for their own enquiries into life at the times of Darling and Trengrouse. 	<ul style="list-style-type: none"> • Describe the key events and achievements in the lives of the explorers studied. • Write independently about the similarities and differences between explorations in the recent and more distant past. • Discuss a range of ways that we remember significant explorers, explaining how sometimes views about these significant people can change over time.
<p>When do Assessment checkpoints happen?</p>	<p>Week 1 – place personal and significant events on a timeline Week 3 – describe one aspect of life in the 1950s (transport, school, toys) Week 6 – state similarities and differences between society in 1950s and present day. SPRING 1– check SUMMER 2 Reflection lesson</p>	<p>Week 3 – Explain key events in the life of Grace Darling and what her legacy is. Week 5 - Explain key events in the life of Henry Trengrouse and what his legacy is. Week 6 Compare Grace Darling and Henry Trengrouse and give an opinion about which one is more important based on facts learned. SPRING 2 – check SUMMER 2 Reflection lesson</p>	<p>Week 1 – Explain why certain people are significant. Week 4 – Explain key events in the life of explorers covered. Explain how we know about them. Week 6 – Argue why and how someone should be remembered. SUMMER 2 Reflection lesson</p>

Year 3		Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 	
Lead enquiry question. (Composite Outcome)	Stone Age to Iron Age: How did Stone Age people live and how do we know about it?		Why was John Wesley significant in the history of Cornwall?		What do we know about Ancient Egypt? What did the earliest civilisations have in common?		
Golden Threads	Perseverance Courage Belonging Believing		Trust Forgiveness Compassion Belonging, Believing, Aspiring		Respect Courage Believing, Achieving		
Disciplinary knowledge	<p>Historians place the time they study on a timeline.</p> <p>Historians use dates and terms related to the period studied and passing of time within it.</p> <p>Historians think about the impact of events and people over the period studied and across different periods studied.</p> <p>Historians use a range of sources to find out about a period.</p> <p>Archaeology is the study of objects that people made, used, and left behind.</p>		<p>Historians place an individual on a timeline and in the context of the period when they lived.</p> <p>Historians distinguish between fact and opinions and giving reasons.</p> <p>Historians observe small details – artefacts, pictures, places.</p> <p>Historians select, organise and record information relevant to the study.</p> <p>Historians question why something happened and how it impacted people.</p>		<p>Historians place the time studied on a timeline and understand what came before and what came after.</p> <p>Historians use dates and terms related to the period studied and passing of time within it.</p> <p>Historians begin to think about the impact of events and people over the period studied and across different periods studied.</p> <p>Historians use a range of primary and secondary sources to find out about a period.</p> <p>Historians select sources that are most relevant.</p> <p>Historians’ knowledge of the past is constructed from a range of sources.</p>		
Tier 3 Vocabulary	stone skin axe spear nuts berries cave fire flint Neolithic Mesolithic Palaeolithic Skara Brae		Cornwall preacher/preaching Christian Church Methodist		afterlife underworld rebirth mummification Canopic jars Hieroglyphics		







	Bronze Age Iron Age hunter-gatherer dwelling evolve tool-makers forage fire-makers shelter Homo sapiens	Anglican vicar chapel congregation hymn minister preaching pit	Pharaoh Tombs Artefacts Archeologists Sarcophagus agriculture trade irrigation
Learning Objectives (Components)	<ol style="list-style-type: none"> 1. How do we know about ancient history? 2. How were animals used in Stone Age? How do we know? 3. What do we know about people who lived at Skara Brae? 4. What and when was the Bronze Age? 5. What and when was the Iron Age? 6. What is prehistory? assessment 	<ol style="list-style-type: none"> 1. Who was John Wesley? When was he alive? 2. What did John Wesley do when he came to Cornwall? 3. Why did John Wesley come to Cornwall? 4. What local sites are linked to Wesley? 5. How is John Wesley remembered in Cornwall and beyond? 6. How significant is John Wesley in the history of Cornwall? 	<ol style="list-style-type: none"> 1. What did Ancient Egyptians think happened after death? 2. Who did Ancient Egyptians worship? 3. Who was Howard Carter? 4. Where were the earliest civilizations? 5. What is the significance of writing in early civilisations? 6. What did ancient civilizations have in common?
Assessment checkpoints	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Place Stone Age, Bronze Age and Iron Age on a timeline. • Explain what prehistory is and how archaeologists find out about it. • Explain how people lived in the Stone Age • Identify some changes that occurred in the Bronze Age and Iron Age. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Place John Wesley on a timeline, relating him to other historical events. • Recall significant events in John Wesley's life. • Talk about places in Cornwall that relate to John Wesley. • Explain different attitudes towards John Wesley. • Explain the significance of John Wesley in the history of Cornwall. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Place Ancient Egypt on timeline, showing awareness of how long this civilization lasted. Place other ancient civilisations on timeline alongside Ancient Egypt. • Explain some features of the Ancient Egyptian civilization • Identify common features of ancient civilisations
When do Assessment checkpoints happen?	<p><i>Week 2 Explain what prehistory is and how we find out about it</i></p> <p><i>Week 5 Explain some of the differences between life in the Stone Age and life in the Bronze Age</i></p>	<p><i>Week 2 Recall facts about John Wesley.</i></p> <p><i>Week 4 Explain different views of John Wesley relating to sources.</i></p> <p><i>Week 6 Explain why John Wesley was significant.</i></p>	<p><i>Week 2 Explain when Ancient Egyptian civilization existed.</i></p> <p><i>Week 4 Explain key features of Ancient Egyptian civilization</i></p>

			Week 6 Identify common features of some ancient civilizations.
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Year 4	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Stone Age to Iron Age - How did Stone Age people live and how do we know about it?		Why was John Wesley significant in the history of Cornwall?		What do we know about Ancient Egypt? What did the earliest civilisations have in common? Egyptians	
Golden Threads	Perseverance Courage Belonging Believing		Trust Forgiveness Compassion Belonging Believing Aspiring		Respect Courage Believing Achieving	
Disciplinary knowledge	<p>Historians place the time studied on a timeline.</p> <p>Historians place dates and terms related to the period studied and the passing of time within it.</p> <p>Historians can place the Stone, Bronze and Iron Ages into wider chronological contexts.</p> <p>Historians think about the impact of events and people over the period studied and across different periods studied.</p> <p>Historians use a range of sources to find out about a period.</p> <p>Historians use a range of sources to construct a history of the past.</p>		<p>Historians place an individual on timeline and in the context of the period they lived in.</p> <p>Historians distinguish between fact and opinions and giving reasons for their own opinions.</p> <p>Historians observe small details of artefacts, pictures, places. Historians select, organise and record information relevant to the study.</p> <p>Historians question why something happened and how it impacted people.</p>		<p>Historians place the time studied on a timeline.</p> <p>Historians use dates and terms related to the period studied and the passing of time within it.</p> <p>Historians think about the impact of events and people over the period studied and across different periods studied.</p> <p>Historians use a range of primary and secondary sources to find out about a period.</p> <p>Historians select the most useful and relevant sources to help them understand the past.</p>	







<p>Tier 3 Vocabulary</p>	<p>stone skin axe spear nuts berries cave fire flint Neolithic Mesolithic Palaeolithic Skara Brae Bronze Age Iron Age hunter-gatherer dwelling evolve tool-makers forage fire-makers shelter Homo sapiens</p>	<p>Cornwall preacher/preaching Christian Church Methodist Anglican vicar chapel congregation hymn minister preaching pit</p>	<p>afterlife underworld rebirth mummification Canopic jars Hieroglyphics Pharaoh Tombs Artefacts Archeologists Sarcophagus agriculture trade irrigation food source hieroglyphs cuneiform communication recording</p>
<p>Learning Objectives (Components)</p>	<ol style="list-style-type: none"> 1. How do we know about ancient history? 2. How were animals used in Stone Age? How do we know? 3. What do we know about people who lived at Skara Brae? 4. What and when was the Bronze Age? 5. What and when was the Iron Age? 6. What is prehistory? assessment 	<ol style="list-style-type: none"> 1. Who was John Wesley? When was he alive? 2. What did John Wesley do when he came to Cornwall? 3. Why did John Wesley come to Cornwall? 4. What local sites are linked to Wesley? 5. How is John Wesley remembered in Cornwall and beyond? 6. How significant is John Wesley in the history of Cornwall? 	<ol style="list-style-type: none"> 1. What did Ancient Egyptians think happened after death? 2. Who did Ancient Egyptians worship? 3. Who was Howard Carter? 4. Where were the earliest civilizations? 5. What is the significance of writing in early civilisations? 6. What did ancient civilizations have in common?
<p>Assessment checkpoints</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Place Stone Age, Bronze Age and Iron Age on a timeline. • Explain what prehistory is and how archaeologists find out about it. • Explain how people lived in the Stone Age • Identify some changes that occurred in the Bronze Age and Iron Age. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Place John Wesley on a timeline, relating him to other historical events. Recall significant events in John Wesley's life. • Talk about places in Cornwall that relate to John Wesley. • Explain different attitudes towards John Wesley. • Explain the significance of John Wesley in the history of Cornwall. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Place Ancient Egypt on timeline, showing awareness of how long this civilization lasted. • Place other ancient civilisations on timeline alongside Ancient Egypt. • Explain some features of the Ancient Epyptian civilization • Identify common features of ancient civilisations

When do Assessment checkpoints happen?	<p>Week 2 Explain how we know about prehistory.</p> <p>Week 4 Describe some features of the Stone Age.</p> <p>Week 6 Compare Stone Age, Bronze Age and Iron Age.</p>	<p>Week 2 Recall facts about John Wesley.</p> <p>Week 4 Explain different views of John Wesley relating to sources.</p> <p>Week 6 Explain why John Wesley was significant.</p>	<p>Week 2 Explain when Ancient Egyptian civilization existed.</p> <p>Week 4 Explain key features of Ancient Egyptian civilization.</p> <p>Week 6 Identify common features of some ancient civilizations.</p>
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Year 5	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance	Compassion	Respect	Forgiveness	Trust	Courage
						
Lead enquiry question. (Composite Outcome)	How did Invaders and Settlers shape the country we live in? (Anglo Saxons)		How did Invaders and Settlers shape the country we live in? (Vikings)		Why is the period after 750AD known as the Golden Era of Islamic Civilization?	
Golden Threads	Courage Perseverance Belonging Believing		Courage Perseverance Believing Achieving		Compassion Trust Believing Aspiring Achieving	
Disciplinary knowledge	<p>Historians know and sequence key events of time studied.</p> <p>Historians use relevant terms and period labels.</p> <p>Historians use terms like BC/AD or BCE/CE to understand chronology.</p> <p>Historians talk about the impact of events and people over the period studied and across different periods studied.</p>		<p>Historians know and sequence key events of time studied.</p> <p>Historians use relevant terms and period labels.</p> <p>Historians use terms like BC/AD or BCE/CE.</p> <p>Historians talk about the impact of events and people over the period studied and across different periods studied.</p>		<p>Historians know and sequence key events of time studied</p> <p>Historians use relevant terms and period labels.</p> <p>Historians use terms like BC/AD or BCE/CE.</p> <p>Historians make comparisons between different periods in the past.</p> <p>Historians establish clear narratives within and between periods studied.</p>	

	<p>Historians place early civilisations into context – (link to previous topics and to Anglo Saxons and Vikings. Historian use a variety of sources to gain a deeper understanding of period. Historians use primary and secondary sources. Historians construct knowledge of the past from a range of sources. Historians use sources, books and digital resources for research.</p>	<p>Historians place early civilisations into context, linking knowledge of different periods studied. Historians establish clear narratives within and between periods\ studied. Historians identify primary and secondary sources. Historians construct their knowledge of the past from a range of sources. Historians place Anglo-Saxon and Viking Britain into the wider context of historical chronology. Historians use sources, books and digital resources for research.</p>	<p>Historians talk about the impact of events and people over the period studied and across different periods studied. Historians compare people, events and sources over the period studied and across different periods studied. Historians use evidence to build up a picture of a past event. Historians select relevant sections of information. Historians select and organise relevant historical information. Historians use sources, books and digital resources for research.</p>
<p>Tier 3 Vocabulary</p>	<p>Angles Kingdom Saxons Christianity Picts Pagans Scots Mercia invaders settlers Sutton Hoo archaeologist Pope missionary</p>	<p>Kingdom Longship Danegeld, Danelaw Outlawed Pagans Raid Runes Saga Pillage</p>	<p>Empire Islam caliph dynasty Significant Makkah/Mecca Scholar calligraphy vegetal Geometric Silk Road Mosque architecture</p>
<p>Learning Objectives (Components)</p>	<p>1. What happened after the Romans left? 2. Who were the Anglo-Saxons? 3. How was Anglo-Saxon Britain ruled? Why did Anglo-Saxons settle in Britain? 4. Who was Alfred the Great? 5. How did Anglo-Saxons find out about Christianity?</p>	<p>1. Who were the Vikings? 2. What Gods did the Vikings believe in? 3. How did Vikings live? 4. What was it like to be a Viking? 5. How should we remember the Vikings? 6. What have I learned about the Vikings? Assessment</p>	<p>1. Why was Baghdad important in Islamic civilisation? 2. What is the House of Wisdom and why was it important? 3. What were some of the significant discoveries by Islamic scholars? 4.What was everyday life like in rich Islamic cities?</p>

	6. What was the mystery of Sutton Hoo?		5. What were the different forms of Islamic art? 6. How can I investigate a key part of Islamic civilization?
Assessment checkpoints	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Put significant Anglo-Saxon events on a timeline • Explain why Anglo-Saxon settlers came to Britain. • Recall some kings from Anglo-Saxon period. • Explain how Christianity spread in Anglo-Saxon Britain. • Discuss how we know about history of Anglo-Saxon Britain. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Put significant Viking events on a timeline. • Explain what Vikings did in Britain. • Recall what beliefs Vikings had. • Explain how Viking society worked. • Discuss how we should remember the Vikings. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain why Baghdad was important to the Islamic civilization • Discuss some of the significant achievements and discoveries on Islamic civilisation. • Investigate an aspect of Islamic civilisation using a variety of sources. • Compare some of the early civilisations they have learned about. • Compare Islamic civilisation to Anglo-Saxon civilisation of the same period.
When do Assessment checkpoints happen?			

Year 6	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	War past and present: how does it affect us?		What did the Ancient Greeks do for us?		What can we learn from different civilizations? Ancient Mayans	
Golden Threads	Courage Perseverance Forgiveness Belonging Aspiring		Compassion Trust Believing Aspiring Achieving		Trust Compassion Courage Belonging Believing Aspiring	
Disciplinary knowledge	<p>Historians place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Historians summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>Historians summarise how Britain has had a major influence on the world.</p> <p>Historians explain how Britain may have learnt from other countries and civilizations.</p> <p>Historians identify and explain differences, similarities and changes between different periods of history.</p> <p>Historians find out about key events from Britain’s past using a range of evidence from different sources.</p>		<p>Discover the lasting influence of the Ancient Greeks on the western world.</p> <p>Investigate the timeline and four main periods of the Greek Empire.</p> <p>Explore different kinds of historical sources and evaluate their usefulness.</p> <p>Learn about a key figure (Alexander the Great) and the Greek empire under his leadership.</p> <p>Learn about trading and design, research lifestyle and clothing, and study key Ancient Greek buildings.</p> <p>Research the historical background of Aesop and his fables.</p> <p>Learn about the roles and rights of free men, women, children and slaves in Ancient Greece and research</p>		<p>Historians discover the significance of the Mayan civilisation.</p> <p>Historians put the civilisations in chronological and geographical context.</p> <p>Historians explore different kinds of historical sources and evaluate their usefulness.</p> <p>Historians describe Mayan religious and societal beliefs.</p> <p>Historians compare Mayan society with other ancient civilisations.</p> <p>Historians discover how the Mayan civilisation declined.</p> <p>Historians evaluate the legacy of the Mayan civilisation.</p>	

	Historians learn about the features of historical events and way of life from periods studied.	democracy. Examine the exciting Olympics and its modern legacy.	
Tier 3 Vocabulary	Allies Conflict Armistice Propaganda Holocaust Pearl Harbour	Ancient Civilization City states Empire Legacies Democracy Myth	City–state society archaeology Hieroglyphs artefacts Pyramid slave Calendar artisan Astronomer hierarchy Ritual temple acropolis Noble plaza palace
Learning Objectives (Components)	<ol style="list-style-type: none"> 1. The outbreak of war: what are the key facts? 2. Britain takes to the skies: What is the Battle of Britain? 3. What was the home front? 4. The Home Front 2: What were civilians and how did they affect the outcome of the war? 5. How can one person be so negatively influential? 6. What was it like to live through the Blitz? 	<ol style="list-style-type: none"> 1. See Think Wonder 2. What is known about the time periods of Ancient Greece? 3. How were rival city states the same or different? 4. How equal was Greek society? 5. How did the Ancient Greeks; religious beliefs affect their lives? 6. What was the legacy of the Ancient Greeks? 	<ol style="list-style-type: none"> 1. Who were the Mayans? 2. What was Mayan society and daily life like? 3. What was the Mayan calendar? 4. How did a Mayan city function? 5. What do we know about the Mayan religion? 6. What was the decline and legacy of the Mayans?
Assessment checkpoints	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Give the dates of key events in World War II • Describe what the Battle of Britain was • Talk about what happened on the Home Front and why it was important • Name key figures in WWII and why they are important • Describe the effects of the Blitz on people’s daily lives 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Place Ancient Greek civilization on a timeline • Describe society in one of the Greek city states • Describe the roles and rights of free men, women, children and slaves in Ancient Greece and research democracy • Explain the religious beliefs in Ancient Greece 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • Explain who the Mayans were and where they lived • Describe a Mayan artefact and its significance • Discuss the features of Mayan society • Describe a Mayan city • Talk about Mayan religious beliefs • Explain the decline of Mayan civilization

Updated March 24

		<ul style="list-style-type: none">Summarize the legacy of Ancient Greece	<ul style="list-style-type: none">Explain the legacy of the Mayan civilization
When do Assessment checkpoints happen?	Week 2 – place key events of WWII on a timeline Week 4 - Describe one key aspect of WWII (e.g. Battle of Britain, D Day or Home Front) Week 6 – Evaluate the importance of key individual in WWII	Week 2 – place Greek civilization on a timeline Week 4 – describe society in Ancient Greece Week 6 – explain the legacy of the Ancient Greek civilization	Week 2 – describe Mayan society Week 4 – describe a Mayan city and artefacts found there Week 6 – Explain the decline and legacy of the Mayan civilization