

Intent: At Dussindale Primary School we believe that a high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past, the local area and that of the wider world. History inspires pupils' curiosity to know more about the past and to begin to understand how one element of the past influenced the next, and how these have impacted our lives today. At Dussindale Primary School, our History curriculum is designed to inspire pupil's curiosity about the past and what we can learn from it. Pupils will gain clear knowledge and understanding of their world and the chronology of events that have led us to where we are at today. The teaching of History at Dussindale equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation: At Dussindale we take an enquiry-based approach to teaching History whereby each unit of work is framed upon a key question that guides the teaching. Across the whole school curriculum, children study the key historical concepts of: chronology, significance, change and continuity, sources of evidence, cause and consequence and interpretation. These are taught within the historical contexts outlined within the National Curriculum, using **KeyStage History** planning as a guide for teachers. In EYFS, children begin to develop an awareness of past and present through the use of pictures of familiar situations from the past, stories, accounts of the past and studying artefacts, whilst looking for similarities and differences. Our children have opportunities to begin to order events in their own lives to develop a sense of chronology. In KS1 and KS2, writing is woven into History units and enrichment activities are planned in order to help immerse the children in the area of history being studied, helping to make the learning more memorable. Throughout their time at Dussindale children learn in History how aspirational individuals such as Mary Seacole, Rosa Parks and Nelson Mandela helped to shape the world they live in, in addition to learning about key individuals through time in other areas of the curriculum including artists, musicians, explorers and designers. Our History curriculum has been created to ensure our pupils develop an awareness of how the city of Norwich has changed over time, through studies into Robert Kett in KS2 and Norwich Castle in KS1 as well as visits to places of historical interest in the local area.

Impact: Our History Curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Assessments are carried out at the beginning of each unit to assess the children's prior knowledge as well as during the teaching of the History unit, where the children's ability to retain and recall factual knowledge and secure key learning outcomes are assessed. This could be through a low stakes quiz, a short explanation, responding to or interpreting an image, explaining historical vocabulary, a double page spread or a long writing task. Books are monitored throughout the year and pupil voices are conducted to ensure the content/skills are covered as planned and that children are retaining their knowledge and understanding.

In addition, we measure the impact of our curriculum through the following methods:

- Reflecting on standards achieved against the planned outcomes
- Children retaining knowledge that is pertinent to History
- Children's enjoyment of History lessons and keenness to find out more about the past
- Evidence of work showing a range of topics covered, including cross curriculum links

History Progression Map

Subject Discipline Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological Understanding</p> <p>developing an understanding of how historical events fit together over time)</p>	<p>Children will begin to understand the meaning of past and present and be able to use appropriate language to describe them</p>	<p>Children will develop an awareness of the past,</p> <p>Children will be able to sequence key known events including The Gunpowder Plot on a simple timeline.</p> <p>Children will be able to order toys in the time that they were used.</p> <p>Children will be able to sequence events in Mary Seacole's life.</p>	<p>Children can put the building of Norwich castle on a simple timeline with other events studied in Year 1.</p> <p>Children can explain how castles have changed over time and see how they developed/improved.</p> <p>Develop an awareness of the past and look at specific dates (Rosa Parks, Edith Cavell, Great Fire of London).</p> <p>Children know the key events of the Great Fire of London and can sequence these on a timeline, with some dates.</p>	<p>Pupils can locate the move to farming on a simple timeline.</p> <p>Children can grasp that hunter-gatherers were living alongside early farmers about 5,000 years ago.</p> <p>Children understand the size of each stone age.</p> <p>Pupils understand that Stonehenge was built around 5000 years ago, in stages.</p> <p>Pupils appreciate how distant 2-3,000 years is.</p> <p>Pupils use words such as ancient to describe a time thousands of years ago.</p>	<p>Children grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</p> <p>Pupils understand that by the end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.</p> <p>They can locate key periods on a timeline, showing how they overlap.</p> <p>Pupils know that by the end of the 7^C Anglo-Saxons were ruling most of Britain.</p> <p>Children understand chronologically that Kett's Rebellion took place in 1549.</p> <p>Children will establish a clear narrative of Kett's Rebellion.</p>	<p>Children can locate the Vikings in time in relation to the Romans and Saxons.</p> <p>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted.</p> <p>Children can consider how Elizabeth I changed in the way she ruled during the last 10-15 years of her life</p> <p>Children can use some key dates as important markers of events - 1066.</p> <p>Children can show on a timeline the duration of the Golden Age.</p> <p>Children can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age.</p> <p>Children can sequence between 4 and 6 key events leading up to the Break with Rome.</p> <p>Children can sequence key events in the course of the Armada.</p>	<p>Children can understand the series of events which led to WWII</p> <p>Children can sequence the the key events within WWII</p> <p>Children can understand the chronology of black history in Britain.</p> <p>Children can place events experienced by black British people on a timeline.</p> <p>Children can identify c. 900 in chronological events.</p> <p>Children can identify events happening outside of Iraq in c.900. Children can place the Islamic Civilisation in relation to Prophet Muhammad's lifetime.</p>

<p>Cause and Consequence</p>	<p>Children will begin to know some similarities between now and the past drawing on their experiences and those of others.</p> <p>They will begin to compare and contrast characters from stories including figures from the past.</p> <p>Children will understand the past through settings, characters and events encountered in books through storytelling and fiction and non-fiction books</p>	<p>Children will understand that because technology has changed this has meant toys have changed.</p> <p>Children will understand what Guy Fawkes is known for and how this plot went wrong.</p> <p>Children will understand why we celebrate bonfire night today.</p> <p>Children will understand why Mary Seacole is now remembered despite not being famous in her time.</p>	<p>Children will know how castles were developed and improved based on events in time.</p> <p>Explore how events can change people's points of view e.g. attitudes to equality (Rosa Parks).</p> <p>Children will know what the causes of the Great Fire of London and the main consequences.</p>	<p>Pupils can understand the impact of moving to farming from being hunter gatherers.</p> <p>Children can come up with a conclusion as to the possible reasons for the bodies in the Maiden Castle and use evidence to support their answer.</p> <p>They can explain why AE civilization seems advanced.</p> <p>Children predict that buildings were close to the Nile Valley and can explain why, explaining desert, flooding and irrigation.</p> <p>Children grasp the importance of the afterlife to Ancient Egyptian beliefs and the consequences on daily life.</p> <p>Children understand the long lasting impact of Apartheid.</p>	<p>Children understand at least 2 main reasons, eg: raw materials such as corn, iron, and Claudius' personal motivation.</p> <p>Children understand the personal motivation of Boudica and can link it to actions taken by Romans.</p> <p>Some children can make links between ideas e.g. costs of running an empire and need to increase taxation, or use of barbarians in the army and impact on morale.</p> <p>Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking. The kingdom of Mercia (present day Staffordshire) was most important.</p> <p>They understand that Britain was on the cusp of Christianity at the time.</p> <p>Children will establish a clear narrative of Kett's Rebellion.</p> <p>Children will identify causes and consequences of Kett's Rebellion.</p>	<p>Children can identify why the Vikings left Scandinavia and why they travelled so far. Appreciate that this will have an impact on both the country they left and the countries they invaded.</p> <p>Children grasp how the battle affected both Athens and Persia Pupils understand that dominance of Athens was short-lived. Children understand the importance of the victory over Persia in opening up opportunities to focus on domestic issues.</p> <p>Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;</p> <p>Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration;</p> <p>Starts to express explanation in term of relative importance backed up by</p>	<p>Children can understand why Baghdad was established.</p> <p>Children can understand how the city of Baghdad affected Iraq and the Middle East.</p> <p>Children understand the reasons Black people came to Britain during Tudor times.</p> <p>Children can understand the impact of Black Britons during Tudor times.</p> <p>Children understand the reasons for the slave trade.</p> <p>Children can understand the impact of the slave trade.</p> <p>Children understand the reasons Black people became involve in WWII.</p> <p>Children can understand the impact of Black Britons during WWII.</p> <p>Children understand the reasons Black people came to Britain during the post-war period.</p> <p>Children can understand the impact of Black Britons during the post-war period.</p> <p>Children can</p>
------------------------------	--	---	---	---	---	---	---

						<p>reasoned argument e.g. The main reason was... Also important... Some people think;</p>	<p>understand the reasons for war.</p> <p>Children can understand the effect of war.</p> <p>Children can understand the reasons for evacuation.</p> <p>Children can understand the effect of evacuation on communities.</p> <p>Children can understand the effect of propaganda.</p> <p>Children can understand the effect of the home front on the success of the war.</p> <p>Children can understand the cause and effect of rationing.</p> <p>Children can understand the cause and effect of men being sent to war.</p>
--	--	--	--	--	--	---	---

<p>Change and Continuity</p>	<p>Children will compare and contrast objects/images from past and present and begin to use comparative language to talk about them.</p>	<p>Children will understand why we celebrate Bonfire Night.</p> <p>Children will compare toys from the past and how they have changed/improved</p> <p>Children will compare hospitals in the time that Mary Seacole was a nurse with hospitals today.</p>	<p>Children will explain how the features of a castle/ homes are different or similar to those today.</p> <p>Think about different types of change and consider the question of whether change is always a good thing.</p> <p>Children will begin to make several comparisons between life before the Great Fire of London and after.</p>	<p>Pupils understand that Britain was once covered in ice.</p> <p>Children can understand that hunter gathers were living alongside early farmers about 5,000 years ago.</p> <p>Understand the reasons behind a lifestyle change eg. the change from people being hunter gatherers to settlers.</p>	<p>Children are able to see which the most significant changes would have been e.g emergence of towns and villas in countryside.</p> <p>They know that it was not until 8th C that the word English was used to describe people of South Britain.</p> <p>Children can identify similarities and differences between Norwich now and in 1549.</p> <p>Children will predict and identify viewpoints of people from different social standings at the time of Kett's Rebellion.</p>	<p>Children will learn that not all change is welcomed by everyone - reformation</p> <p>Understands what is meant by a turning point.</p> <p>Children explore Vikings' changing fortunes, whilst revisiting earlier work on Alfred and Saxons</p> <p>Pupils grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors</p> <p>They can identify at least one period when the Vikings were successful and another when they were not.</p>	<p>Children understand the widespread changes caused by war.</p> <p>Children understand the changes that war brought for people.</p> <p>Children can evaluate the extent to which the experience for Black people living in Britain has improved in the last 60 years.</p> <p>Children are able to see the influence of the 'Black Lives Matter' Campaign.</p> <p>Children appreciate that the spread of Islam took centuries and Muslims, though rulers, made up a small proportion in the lands they occupied. They should be aware that this did not happen by force.</p>
<p>Sources & Evidence</p>	<p>Children will talk about the lives of people around them and their roles in society.</p> <p>They will comment on images of familiar cultural events from the past.</p>	<p>Children begin to look at photos as clues about the past. What do we notice?</p> <p>Looking at paintings from the Gunpowder Plot-what does it tell us about those times and the Gunpowder Plot.</p> <p>Children will know what a primary source is when looking at evidence.</p>	<p>Children will look at photos/ artefacts as clues about castes. What do they notice?</p> <p>Look at photos and paintings of past events and begin to think about how we can use what we see to make deductions.</p> <p>Begin to use personal accounts as a source of evidence such as Rosa Parks/</p>	<p>Pupils can make deductions about the way of life by studying evidence of buildings left behind.</p> <p>Children to explain how Stonehenge was built.</p> <p>Children use provisional and tentative language (might have, perhaps, possibly, etc).</p>	<p>Children realise that most pictures come from Roman accounts - no surviving pictures.</p> <p>They understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps</p> <p>Pupils learn to ask</p>	<p>Children will become aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings</p> <p>Children will grasp that much evidence comes from pottery and that many of the</p>	<p>Primary sources: Children can use a photograph to understand evacuation</p> <p>Children can use government posters to understand evacuation.</p> <p>Children can identify items from WWII.</p> <p>Children can identify what items from WWII were for.</p>

		<p>Look at photos of toys that our grandparents and great grandparents would have played with.</p> <p>First account -hear our grandparents talk about toys from their childhood.</p>	<p>Edith Cavell. . Understand the term eye-witness account.</p>	<p>Children can draw inferences from archaeological finds.</p> <p>Pupils make inference from a range of visual stimuli.</p> <p>Look at sources of evidence from ancient Egypt and think about how they survived and how they were discovered. What secrets of Ancient Egypt are revealed by the pyramids?</p> <p>From photos of domestic items from Ancient Egypt Pupils make deductions from evidence they know that people were buried with miniature items related to their life/job. They can match objects to their likely owner.</p>	<p>high-quality historical questions. They grasp that we are still finding out about the Saxons 1300 hundred years later.</p> <p>They know that the Staffordshire hoard is the largest collection of gold and silver yet found.</p> <p>Pupils can analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses and more able produce an hypothesis of their own.</p> <p>Children will use a historical map of Norwich to recognise the significance of places during Kett's Rebellion.</p> <p>Children will examine, ask questions and identify objects used in daily life in 1549.</p>	<p>pictures they see in books are scenes from the sides of pots..</p> <p>Children will grasp the significance of archaeological evidence esp. recent finds at Jorvik and if this changes their minds about the vikings.</p> <p>Children learn to be cautious when using the images of Elizabeth, knowing that they were a form of Propaganda. They learn that historians are careful to consider the purpose of sources and do not take them at face value.</p>	<p>Children can identify what items from WWII tell historians about life on the Home Front.</p> <p>Secondary: Children can understand what message a contemporary cartoon delivers about the Home Front.</p> <p>Children can deduce from portraits the role black people played in rich households.</p> <p>Children investigate a range of sources to draw inferences, especially about the status of the featured Individuals in Black History.</p>
--	--	--	---	--	--	---	--

Historical Interpretation

examining a range of sources to investigate how viewpoints and opinions can influence historical knowledge

Children will begin to make sense of their own life story and family history

Children will learn that history is retelling of what happened in the past.

Children will design and make their own castles, drawing upon their knowledge of the features of a castle.

Children can make deductions about the lifestyle of Stone Age man from images.

Children can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.

Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g.

Children understand that life on the Home Front doesn't reflect everyone's experience of war.

Children will be able to recall key events from the Gunpowder Plot and how each person's account may be different.

Children can compare images or photographs of people or events in the past.

Children list a range of characteristics of life in an Iron Age hill fort community.

Children will predict and identify viewpoints of people from different social standings at the time of Kett's Rebellion.

This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too.

Children can explain why it is difficult to be sure what life on the Home Front was really like.

Children will be able to recall key events from Mary Seacole's life and how people had different views of her.

Children begin to discuss the usefulness of photographs / accounts / stories.

Children can weigh up the strengths and weaknesses of each theory about the Iron Age hill fort.

Children will create structured recounts based on relevant historical information and events.

Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders.

Children have an understanding of propaganda.

Children will be able to compare opinions of grandparents and their own about the changes in toys over time.

Children can draw inferences from archaeological finds.

Children can draw inferences from archaeological finds.

Children will appropriately use historical terms to show understanding of viewpoints at the time of Kett's Rebellion.

When studying Ancient Greece children learn that sometimes books disagree, eg: on whether women did the shopping and that it is often difficult to be certain so we have to use tentative language, eg: perhaps

Children have an understanding of censorship.

Pupils use a range of clues to come to independent conclusions as to who built the pyramids.

Children apply their knowledge to an annotated scene from the weighing of the heart ceremony.

Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information.

When looking at portraits of monarchs children can interpret how the artist wanted to represent the King/Queen at this time.

Children can recognise anachronistic features in modern day drawing of Egypt.

Similarities and Differences within and between places/people in different time periods

Children will begin to know some similarities and differences between now and the past drawing on their experiences and those of others.

Children will Compare toys that they play with to toys that their grandparents/ Great grandparents with.

Children will compare Mary Seacole and Florence Nightingale and how they were viewed by others.

Children will compare hospitals in Florence's time to today and how Florence's contributions to improving hygiene/treatment in hospitals.

Children will be able to recognise similarities and differences with those who lived during periods of segregation in society.

Children will be able to recognise similarities and differences with London today and in 1666.

Children can compare the similarities and differences between how the use of buildings materials have changed.

Children can compare how the fire service today is different to 1666.

Children can advance at least two reasons to suggest Stone Age man was interested in art and ceremonials.

Children can describe the changes in periods of time (Neolithic, Mesolithic and Palioithic).

Children understand that Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago.

Children can explain the relationship between people from the Iron Age and Roman settlers.

Children grasp how sophisticated Roman lifestyle was for rich, e.g: evidence Fishbourne (about palaces and villas) and from Silchester (about towns).

Understand that society was diverse and that the poor lived very differently.

They can give a few simple reasons and more able can classify these into push and pull factors referring to pressure on homelands but also wealth of Britain. More able can compare the motivation of Saxons compared to that of Romans.

Children will use a historical map of Norwich to recognise the significance of places during Kett's Rebellion.

Children can identify similarities and differences between Norwich now and in 1549.

Children will identify and recognise how people lived in 1549, including how clothing represented social standing and how weaving and natural

Children compare differences and similarities between different monarchs.

How different life was for people at different levels of society living in Tudor times, and how we know.

How different portray paintings of Elizabeth 1st through her lifetime.

Comparing what Elizabethan people did in their leisure time compared to the Greeks and Vikings.

Comparing everyday life in Greek times to today. (pottery) and the role of Greek women.

Children differentiate between life of people at different levels of society as well as examining authentic evidence from wills and inventories which illuminate how much or little people possessed.

A focus on homes also highlights the massive gulf in daily life of rich and poor.

Children understand that life was different for people in big cities vs the countryside.

Children understand that children had a different experience of evacuation depending on their host family.

Children can identify/evaluate ways in which life has improved for Black people living in Britain over the last 60 years, as well as the issues still facing them.

Children grasp that discriminatory attitudes restricted the roles Black people could play in WW1 and WW2.

Children compare daily life for rich people in islamic cities.

					<p>dye was used for clothing.</p> <p>Children can recognise and show similarities and differences between social classes during Kett's Rebellion.</p>		
<p>Historical Significance</p>	<p>Children will show an awareness of the story connected to the celebration of Bonfire Night.</p> <p>Children will show awareness of why people chose to wear Poppies on Remembrance Day.</p>	<p>Children will know the importance of the Gunpowder Plot failing.</p> <p>Children will recognise how and why hospitals have improved since the time of Mary Seacole and Florence Nightingale.</p> <p>Children to recognise how toys have changed over time.</p>	<p>Children will know the importance of Norwich Castle and how it shaped the lives of people living in Norwich.</p> <p>Rosa Parks Bus Boycott was the start of the Civil Rights Movement-links to MLK.</p> <p>Children will know how the Great Fire of London changed the way that London looked and the way houses and streets were built.</p>	<p>Children can explain the impact of farming and settling on people who lived in the Stone Age.</p> <p>Children grasp that there are still monuments such as pyramids that tell of an ancient civilization in Egypt.</p> <p>In 1948, the South African government made laws which kept white people and black people apart. (apartheid).</p> <p>Apartheid officially came to an end in the early 1990s. Nelson Mandela became the first black president of South Africa. Mandela won a Nobel Peace Prize. He is widely known and respected for his courage in fighting for equality and justice and acts as a role model for people all over the world today. People all over the world celebrate Mandela day every year on the 18th July..</p>	<p>Children understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines.</p> <p>Children are able to see why the Roman army was so powerful including organisation, conditions, pay etc.</p> <p>Children understand range of entertainments that Romans had in society - amphitheatres, baths and forums.</p> <p>Children can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.</p> <p>Pupils understand where Angles, Saxons, Jutes came from.</p> <p>Children will recognise the significance that Kett's Rebellion happened in our local area of Norwich.</p>	<p>The ways in which the Greeks have influenced our lives today:</p> <ol style="list-style-type: none"> Language Architecture Thinkers Buildings <p>Children grasp that many of the words we use today derive directly from the Greek.</p> <p>How many names of our towns/cities were changed by the vikings by adding suffixes to name endings.</p> <p>Children will consider how each monarch changed/impacted British society and why/how we remember them.</p>	<p>The significance of World War 2 on our local area, the UK and the world and how this affected everyday life/society.</p> <p>Children can explain the nature of the transatlantic slave trade and how it worked to Britain's benefit, as one of the world's biggest slave-trading nations.</p> <p>Children understand how some black activists helped bring about the end of the slave trade in 1807.</p> <p>Children are able to see the influence of the 'Black Lives Matter' Campaign.</p> <p>Children can appreciate the extent of human suffering the slave trade caused to Black Peoples of Africa.</p> <p>Children show good understanding of the importance of Islamic contribution to science, literature ,</p>

							<p>medicine, art , architecture and mathematics.</p> <p>Children learn what is meant by historical significance and can apply it to a particular aspect of Islamic life.</p>
Vocabulary	<p>Before After Similar Different Change Nowadays Tomorrow Last year A long time ago ... Past Present Future What Why How Wonder</p>	<p>Source Evidence Artefacts Crimean War Historian Gunpowder plot Past Grandparents time Nurse Guy Fawkes Traitor Government Florence Nightingale Mary Seacole Order Famous Question Photograph Decade/Century Timeline Investigate</p>	<p>Great Fire of London 1666, plague, enquire, Norman, monarch, King, rebuild, resettle, Sequence, order, change, painting, image, importance, observe, historical event, primary evidence, secondary evidence, eyewitness, change, materials, transport</p>	<p>BC, before Christ, AD, Anno Domini, timeline, ancient comparisons, changes, hunter gatherers, settlers cause, consequence, impact, legacy, principles, empire, primary evidence, secondary evidence, archaeologist, bias Ancient Egypt, Egyptian, pyramid mummy, papyrus, sarcophagus, hunter, gatherer, stone age, Ice age, Stonehenge,</p>	<p>Caledonia, Celts, emperor, Icen, Boudicca, legion, Picts, Roman Empire, tribes, Julius Caesar, raid, invasion, settlement, tributes, Claudius, laws, taxes, baths, roads, aqueducts, centurion, bathhouse, Hadrian,</p> <p>Angles, Christianity, missionary, Pagan, Picts, Romans, Saxons, Scots, rituals, Sussex, Wessex, Mercia,</p> <p>Long ships, settlement, invasion, conquest, Sutton Hoo</p>	<p>Catholicism. Protestantism. Reformation. Monarch, Monarchy Primary Evidence Secondary Evidence Ancient Greece, analyse, continuity, change, myth and legend, democracy, sparta, philosopher, Athens, Olympics, argue, disagree, influence, hypothesise, Infer, reliable, historical map, migration, Dane Law, conquer, invader, Warrior, research, historical enquiry</p>	<p>Civilisation Islamic Windrush Generation Migration Blitz World War Holocaust Evacuation/Evacuee Refugee Primary Evidence Secondary Evidence Propaganda Society Significance Interpret Ancient Modern Evaluate Conclusion Cause and effect Record Analyse Bias Account Research Conduct Ally/allies</p>
Settlement		<p>Children consider how some people moved places for their work/job.</p>	<p>How people were left homeless as a result of the fire and had to resettle in other parts of London.</p> <p>People moved to London as it was a capital city/jobs.</p>	<p>Children understand that we began as hunter gatherers and moved to farming.</p> <p>Children predict that buildings were close to the Nile Valley and can explain why, explaining desert, flooding and irrigation.</p>	<p>They learn that it took about 70 years for English kings to give up pagan ways and become Christian. Pupils understand idea of Minsters, and know that towns today</p>	<p>Children will be able to identify where Vikings have settled in the UK.</p>	<p>Children will understand the impact of evacuation on different parts of the United Kingdom.</p>

					still have that suffix e.g, Kidderminster, Ilminster.		
Discovery & Trade			How the River Thames was used to transport goods from other countries in 1666.	How farming changed life in the Stone Age.	Children can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. Children will identify and recognise how people lived in 1549, including how clothing represented social standing and how weaving and natural dye was used for clothing.	Trade in Viking times.	Children understand the reasons for rationing. Children understand how rationing changed shopping for people in Britain. Children grasp that workers came from every city in the empire to build the Baghdad and that the network of canals supplied water to farms and allowed food and other goods to be brought into the city by boat. Children can explain about the range of jobs in Baghdad: herbalist, jeweller, butcher, baker, musician, merchants buying cloth and where these trades might have come from.
Conflict & Invasion					Children understand why the Celts would have been apprehensive about taking on the Roman army.	Children are able to give reasons why England and Spain went to war, (including religion, tension on the high	Children understand the reasons for war. Children understand how Britain prevented invasion

					<p>Children are able to see why the Roman army was so powerful including organisation, conditions, pay etc</p> <p>Pupils grasp significance of Lindisfarne which they refer to in the next question and when looking at Viking raids.</p> <p>Pupils grasp that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 yrs later just one England. There were also separate Scotland, Wales and Ireland.</p> <p>Pupils know that around 955 the kingdom of England was formed but that it was still faced with opposition. By 1016 Vikings were back in control briefly under Cnut, before Edward Confessor took over. And then came 1066. Children will recognise the</p>	<p>seas)</p>	<p>by Axis armies.</p> <p>Children understand the impact of the Blitz.</p> <p>Children understand the impact of the Battle of Britain.</p>
--	--	--	--	--	--	--------------	--

					significance that Kett's Rebellion happened in our local area of Norwich.		
Hierarchy, law and order (Power)		Guy Fawkes attempted to throw parliament by force.	The kings at the time when the Norwich castle was built. Who was in power? Rosa Parks and the law of segregation.. King Charles II as a ruler and changing the law in how houses were built. Great Fire of London.	Egyptian hierarchy Pharaoh's Rule The role of the slaves	They can recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes. They can explain what is meant by Dane Law.	Athens Versus Sparta. Gender Roles Ancient Greeks and how society is structured. Children grasp the diversity of life style depending on position within society and know the influence of the large slave Population.	Children understand that the consolidation of power was the Nazi's key reason for war. Children understand the power of propaganda. Children understand the power of censorship. Children understand the power of the British government in wartime.
Democracy					The fight against the enclosure act and a fairer society during Kett's Rebellion	Ancient Greek politics, Links to democracy.	Children understand that the Nazi regime was anti-democratic.
Culture	Children begin to make sense of their own life story and family history.	Grandparents - how were their lives different to ours today.	Life in the 1950's: segregation and civil rights. School for children in 1666 Great Fire - life in London in	Children understand that people in the Stone Age had time for pleasure. Children understand that art in the Stone Age showed their beliefs.	Children grasp how sophisticated Roman lifestyle was for rich, e.g: evidence Fishbourne (about palaces and villas) and from Silchester	Life in Ancient Greece and Myths and Legends. What ancient Greek people wore, how they made things, use of clay for everyday objects	Children understand that people from different cultures had to work/live together during WWII. Children understand what people did for enjoyment during

			<p>1666-tudor lifestyles-houses/ clothes</p>	<p>Children grasp the importance of the afterlife to Egyptian belief.</p>	<p>(about towns).</p> <p>Children understand range of entertainments that Romans had in society - amphitheatres, baths and forums.</p> <p>Children can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.</p> <p>Pupils know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) and know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona.</p> <p>They understand the importance of Bede 'Father' of English history.</p> <p>Pupils can explain how the Christian message was delivered to the people: role of monasteries and churches</p> <p>Children can explain terminology such as</p>		<p>WWII.</p>
--	--	--	--	---	---	--	--------------

					'landed gentry', 'townsfolk' and 'tenant farmer'.		
--	--	--	--	--	---	--	--

Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;

Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen
e.g. why the Armada sailed linking religion and exploration;

Explain an event with reference to abstract ideas such as long and short-term or events building up;

Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;