

History Curriculum

At Wave, the core aim of our History Curriculum is to give pupils a knowledge and understanding of Britain's past and that of the wider world. We wish to inspire pupils' curiosity and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We run a rolling programme of 3 half termly units a year, complementing our Geography curriculum. We have mixed year classes, so teach a Year A and B spiral curriculum model to ensure coverage.

		Autumn	Spring	Summer
KS1	Year A	How am I making history?	How have toys changed?	How did we learn to fly?
	Year B	What is history?	How was school different in the past?	What is a monarch?
LKS2	Year A	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Why did the Romans settle in Britain?	How hard was it to invade and settle in Britain?
	Year B	How have children's lives changed?	What did the ancient Egyptians believe?	TBC
UKS2	Year A	Were the Vikings raiders, traders or settlers?	What was life like in Tudor England?	What was the impact of WW2 of the people of Britain?
	Year B	What does the Census tell us about our local area?	What did the Greeks do for us?	Who should go on the banknote?

Composite

Our history curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically as historians, ask questions, and be able to explain and analyse historical evidence. Through our curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups.

Studying history allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our scheme aims to support pupils in building their understanding of chronology, making connections over periods of time and developing a chronologically-secure knowledge of history. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in history, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture. We aspire for pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. Through our history curriculum our children flourish into keen historians.

Key Stage 1

Year A

Unit 1A: How am I making history?

Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.

Outcomes:

- ✓ Order three photographs correctly on a simple timeline.
- ✓ Use the terms 'before' and 'after' when discussing their timelines.
- ✓ Talk about three memories and place one of them on a timeline.
- ✓ Explain why memories are special and name four events that they celebrate throughout the year.
- ✓ Think of three ways they celebrate their birthday.
- ✓ Ask a visitor one question about childhood in the past.
- ✓ Know a similarity and a difference between childhood now and in the past.
- ✓ Add three ideas to a time capsule about themselves.
- ✓ Use key vocabulary to compare the present, the past and possible changes in the future.

Learning Objectives	Learning Outcomes
To develop an understanding of personal chronology.	<ul style="list-style-type: none">• I can order three photographs on a simple timeline.• I can use vocabulary such as past, present and memory.• I can discuss similarities and differences.
To learn more about my history.	<ul style="list-style-type: none">• I can talk about three memories.• I can place one memory on a timeline.• I can explain why memories are special, for example, an event or occasion.
To explore how we remember events.	<ul style="list-style-type: none">• I can recall four events celebrated throughout the year.• I know three ways in which I celebrate my birthday.• I can begin to recognise similarities and differences between how people celebrate events.
To find out what childhood was like for our parents and grandparents.	<ul style="list-style-type: none">• I can ask questions about the past.• I can compare the past to today.
To compare childhood now with childhood in the past.	<ul style="list-style-type: none">• I can think of one similarity between childhood now and childhood in the past.• I can think of one difference between childhood now and childhood in the past.
To identify that some things change and some things stay the same.	<ul style="list-style-type: none">• I can use relevant vocabulary to describe what I have found out.

	<ul style="list-style-type: none"> • I can think of three ideas about myself to add to the time capsule. • I can discuss possible changes in the future.
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Unit 2A: How have toys changed?

Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.

Outcomes:

- ✓ Discuss their favourite toy using language related to the past.
- ✓ Ask questions about toys in the past.
- ✓ Make comparisons between toys in the past and present.
- ✓ Sequence artefacts from different periods of time.
- ✓ Identify changes between teddy bears today and those from 100 years ago.
- ✓ Describe how toys have changed over time.

Learning Objectives	Learning Outcomes
To discuss a favourite toy.	<ul style="list-style-type: none"> • I can explain what my favourite toy is and why. • I can recall my past when talking about my favourite toy. • I know why toys are special. • I can use words relating to time (old, new, now, long ago, then, before, after).
To find out what toys our parents and grandparents played with.	<ul style="list-style-type: none"> • I can ask questions about the past. • I can compare the past to today.
To investigate what toys were like up to 100 years ago.	<ul style="list-style-type: none"> • I can sort and sequence artefacts from different time periods. • I can use words relating to the passing of time. • I can ask and answer questions about artefacts.
To compare toys from the past with modern toys.	<ul style="list-style-type: none"> • I can identify similar toys from different periods. • I can identify differences between toys.
To investigate how teddy bears have changed over time.	<ul style="list-style-type: none"> • I can identify changes between teddy bears from now and 100 years ago. • I can identify similarities between teddy bears from now and 100 years ago. • I can explain why teddy bears have been a popular toy for over 100 years.
To know how toys have changed over time.	<ul style="list-style-type: none"> • I can identify toys that children play with now. • I can identify toys that children played with in the past. • I can describe ways in which some toys have changed over time.

Unit 3A: How did we learn to fly?

Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.

Outcomes:

- ✓ Identify important events surrounding the history of flight.
- ✓ Explain how a significant event has changed the lives of others.
- ✓ Ask questions about people and events in the past.
- ✓ Use primary sources to find out about people and events in the past.
- ✓ Correctly order five events on a timeline.

Learning Objective	Learning Outcomes
To find out about the Wright brothers.	<ul style="list-style-type: none">• I can use sources to find out about the past.• I can sequence events.• I can recount events.• I can identify important events.
To develop an understanding of historical significance.	<ul style="list-style-type: none">• I know that a significant person or event can be something that changed the lives of others.• I can explain why some events are more significant than others.• I can give some reasons as to why events or people are significant.
To investigate Bessie Coleman is significant.	<ul style="list-style-type: none">• I can describe the impact of the first flight.• I can explain why Bessie Coleman was significant.• I can use sources to find out more about the past.• I can ask questions about the past.
To develop an understanding of primary sources.	<ul style="list-style-type: none">• I know that a primary source is an object from the time of the event.• I can use a primary source to find out more about the past.
To investigate why we remember the moon landing.	<ul style="list-style-type: none">• I can ask three questions about events in the past.• I can explain why an event in the past is significant.• I can describe the impact of the moon landing on future space explorations.
To place events on a timeline.	<ul style="list-style-type: none">• I can sequence five events correctly on a timeline.• I can recall one change and something that has stayed the same in the history of flight.• I can say which events were significant in the history of flight.• I can explain that changes happen because of new technology.

Unit 1B: What is history?

Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born. Exploring what holidays were like in the past through asking questions and examining photographs.

Outcomes:

- ✓ Create a personal timeline by ordering three events correctly on a simple timeline.
- ✓ Use the vocabulary 'before' and 'after' when talking about their timeline.
- ✓ Recognise what is similar and different between the 'past' and 'now'.
- ✓ Talk about three holiday memories.
- ✓ Place one holiday memory on a timeline.
- ✓ Identify how people spend their holidays differently.
- ✓ Describe what photographs tell us about holidays in the past.
- ✓ Identify similarities and differences between holidays in the past and now.
- ✓ Order photographs on a timeline.
- ✓ Ask one question about holidays in the past.
- ✓ Find answers to simple questions about the past.
- ✓ Identify features of holidays in the past.
- ✓ Describe what holidays in the past were like and compare them to now.
- ✓ Find similarities and differences.
- ✓ Use time vocabulary to talk about their memories.
- ✓ Recognise similarities and differences between their lives now and in the past.

Learning Objective	Learning Outcomes
To recognise the order events happen.	<ul style="list-style-type: none"> • I can explain that 'the past' is events that have already happened and 'the present' is time happening now. • I can use time vocabulary when talking about events. • I can order three events on a simple timeline. • I can discuss similarities and differences.
To identify that people spend their holidays in different ways.	<ul style="list-style-type: none"> • I can talk about my memories using time vocabulary. • I can suggest ways in which people might spend their holidays. • I can add one memory on a timeline.
To compare photographs from the past.	<ul style="list-style-type: none"> • I can identify ways in which people spent their holidays before I was born. • I can sequence four photographs on a timeline. • I can begin to recognise similarities and differences between holidays before I was born and now.

To find out about the past from people who were there.	<ul style="list-style-type: none"> • I can ask questions about the past. • I can discuss different ways to find out about the past. • I can compare the past to now. • I can answer simple questions about the past.
To compare holidays from the past and present.	<ul style="list-style-type: none"> • I can describe some features of holidays in the past. • I can identify similarities and differences between holidays now and in the past.
To recall life events.	<ul style="list-style-type: none"> • I can record some special memories. • I can ask and answer questions about the past. • I can identify changes that have happened between a past event and now. • I can discuss memories using time vocabulary.

Unit 2B: How were schools different in the past?

Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.

Outcomes:

- ✓ Correctly order and date four photographs on a timeline and add some dates.
- ✓ Ask one question about schools in the past.
- ✓ Make one comparison between schools in the past and present.
- ✓ Use sources to research and develop an understanding of what schools were like 100 years ago.
- ✓ Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
- ✓ Recognise two similarities and two differences between schools now and schools in the past.
- ✓ State whether they would have preferred to go to school in the past or not and explain why.

Learning Objectives	Learning Outcome
To find out how schools have changed over time.	<ul style="list-style-type: none"> • I can correctly place four photographs on a timeline. • I can recognise similarities and differences between schools. • I know that schools change over time.
To investigate what school was like in the past.	<ul style="list-style-type: none"> • I can ask questions about the past. • I can compare schools in the past with schools today.
To investigate what schools were like in the 1900s.	<ul style="list-style-type: none"> • I can make some inferences from historical information. • I know how we can find out about schools in the past.
To compare a modern classroom with a classroom 100 years ago.	<ul style="list-style-type: none"> • I can recognise features of modern classrooms. • I can recognise features of classrooms 100 years ago.

	<ul style="list-style-type: none"> I can think of similarities and differences between classrooms now and in the past.
To compare three periods of time.	<ul style="list-style-type: none"> I can find two differences for each period of time. I can find two similarities for each period of time. I can compare schools today with schools from two periods of time.
To express a personal response to history.	<ul style="list-style-type: none"> I can explain whether I would have preferred to go to school in the past or not. I can use facts that I have learnt about schools in the past to make a decision.

Unit 3B: What is a Monarch?

Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.

Outcomes:

- ✓ Recall that a monarch is a king or queen.
- ✓ Explain that recent monarchs in the UK do not have the power to make decisions alone.
- ✓ Identify some of the monarch's roles.
- ✓ Explain that a king or queen is crowned in a special ceremony called a coronation.
- ✓ Name some of the main steps in the coronation ceremony.
- ✓ Explain the use of special objects in the coronation.
- ✓ Use sources to explain how William the Conqueror became King of England.
- ✓ Know that monarchs in the past had all the power to make decisions.
- ✓ Explain how William the Conqueror kept order and conquered England.
- ✓ Identify the two different types of castles built by the Normans.
- ✓ Compare the similarities and differences between Norman castles.
- ✓ Identify features of Norman castles.
- ✓ Explain how castles have changed over time.
- ✓ Recognise that we still have castles today.
- ✓ Sequence castles on a timeline.
- ✓ Describe characteristics of the monarchy in the past.
- ✓ Identify that the monarchy has changed over time.
- ✓ Make comparisons between past and present monarchy.

Learning Objectives	Learning Outcomes
To describe what a monarch is.	<ul style="list-style-type: none"> I can recognise what a monarch is. I can recall who rules the UK. I can identify some of the monarch's duties.
To explain why coronations take place.	<ul style="list-style-type: none"> I can identify steps in the coronation ceremony. I can explain the use of special objects in a coronation.

To explain how William the Conqueror became King of England.	<ul style="list-style-type: none"> I can use sources to find out about the past. I can recall that the monarchy was different in the past England.
To identify how William the Conqueror built castles while ruling England.	<ul style="list-style-type: none"> I can name the two types of castle built by the Normans. I can recognise similarities and differences between Norman castles.
To identify features of a castle that would be effective when defending against attacks.	<ul style="list-style-type: none"> I can sequence castles on a timeline. I can describe how castles have changed over time. I can identify the features of a castle.
To suggest what a monarch was like in the past.	<ul style="list-style-type: none"> I can describe what kind of monarch William the Conqueror was. I can compare the monarchy in the past to the monarchy today. I can recognise that the monarchy has changed.

Lower Key Stage 2

Year A

Unit 1A: Would you prefer to live in the Stone Age, the Bronze Age or Iron Age?

Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.

Outcomes:

- ✓ Understand that prehistory was a long time ago.
- ✓ Accurately place AD and BC on a timeline.
- ✓ Identify conclusions that are certainties and possibilities based on archaeological evidence.
- ✓ Explain the limitations of archaeological evidence.
- ✓ Use artefacts to make deductions about the Amesbury Archer's life.
- ✓ Identify gaps in their knowledge of the Bronze Age.
- ✓ Explain how bronze was better than stone and how it transformed farming.
- ✓ Explain how trade increased during the Iron Age and why coins were needed.
- ✓ Identify changes and continuities between the Neolithic and Iron Age periods.
- ✓ Explain which period they would prefer to have lived in, providing evidence for their choice.

Learning Objective	Learning Outcome
To recognise that prehistory was a long time ago and was the beginning of the history of mankind.	<ul style="list-style-type: none"> I can explain why prehistory was a long time ago. I can find BC and AD on a timeline and explain why history is split into sections.
To use archaeological evidence to learn about prehistoric houses.	<ul style="list-style-type: none"> I can use evidence to make observations about Stone Age houses. I can explain my observations.

	<ul style="list-style-type: none"> I can explain the limitations of archaeological evidence.
To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.	<ul style="list-style-type: none"> I can make deductions about a Bronze Age man using evidence. I can identify limitations of archaeological evidence.
To explain how bronze transformed prehistoric life.	<ul style="list-style-type: none"> I can describe how bronze came to Britain. I can state three areas of life that bronze changed. I can identify similarities and differences between the Stone Age and Bronze Age.
To understand the importance of trade during the Iron Age.	<ul style="list-style-type: none"> I can explain how trade increased during the Iron Age. I can identify which items were exchanged during the Iron Age. I can explain why coins were introduced.
To compare settlements in the Neolithic and Iron Age.	<ul style="list-style-type: none"> I can use pictures as historical sources. I can identify changes and continuities between Neolithic and Stone Age settlements. I can explain in which prehistoric period I would prefer to live.

Unit 2A: Why did the Romans settle in Britain?

Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.

Outcomes:

- ✓ Explain the meaning of empire and invasion.
- ✓ Understand the chronology of the Roman invasion of Britain.
- ✓ Identify the consequences of the Roman invasion.
- ✓ Create an interpretation of Boudicca using sources.
- ✓ Explain why the Romans needed a powerful army.
- ✓ Identify a soldier's equipment.
- ✓ Explain how the Roman army was organised and perform simple manoeuvres and drills.
- ✓ Make observations about an artefact.
- ✓ Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Learning Objective	Learning Outcome
To understand why the Romans invaded Britain.	<ul style="list-style-type: none"> I can explain the meaning of empire and invasion. I can understand the chronology of the Roman invasion. I can explain why the Romans invaded Britain.
To create a visual interpretation of Boudicca.	<ul style="list-style-type: none"> I can identify the consequences of the Roman invasion for the Britons.

	<ul style="list-style-type: none"> • I can use sources to make inferences about Boudicca's personality. • I can create an interpretation of Boudicca using sources.
To understand how Roman soldiers were equipped for war.	<ul style="list-style-type: none"> • I can explain why the Romans needed a powerful army. • I can identify the equipment of a Roman soldier. • I can create a replica Roman shield.
To understand Roman army battle formations.	<ul style="list-style-type: none"> • I can explain how the Roman army was organised. • I can perform simple manoeuvres and drills. • I can explain why the Roman army was successful.
To make inferences about life in Roman times.	<ul style="list-style-type: none"> • I can describe an artefact. • I can make observations about the artefact. • I can make deductions about Roman life.
To identify the Roman legacy in Britain.	<ul style="list-style-type: none"> • I can explain the meaning of a legacy. • I can identify how the Romans changed Britain. • I can identify and explain the impact of the most significant Roman legacy.

Unit 3A: How hard was it to invade and settle in Britain?

Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.

Outcomes:

- ✓ Explain how the Britons felt when the Romans left Britain.
- ✓ Suggest reasons for the Anglo-Saxon invasion of Britain.
- ✓ Name the key features of Anglo-Saxon settlements.
- ✓ Identify changes and continuities in settlements from prehistoric Britain.
- ✓ Make inferences about artefacts.
- ✓ Describe how Anglo-Saxon beliefs changed.
- ✓ Explain how missionaries spread Christianity.
- ✓ Explain the threat the Vikings posed to the Anglo-Saxons.
- ✓ Identify the qualities needed to be a monarch in 1066.

Learning Objective	Learning Outcome
To understand why the Anglo-Saxons invaded Britain.	<ul style="list-style-type: none"> • I can explain how Britons felt when the Romans left Britain. • I can identify where Angles, Saxons and Jutes came from. • I can explain the reasons for the Anglo-Saxons invading Britain.
To identify the features of Anglo-Saxon settlements and how they	<ul style="list-style-type: none"> • I can name the key features of Anglo-Saxon settlements. • I can identify changes and continuities in settlements from prehistoric Britain.

changed from prehistoric times.	<ul style="list-style-type: none"> I can evaluate the effectiveness of the wattle and daub-making process.
To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.	<ul style="list-style-type: none"> I can explain the importance of Sutton Hoo. I can make deductions from artefacts. I can make a prediction about who was buried at Sutton Hoo and provide supporting evidence.
To understand how Anglo-Saxons converted to Christianity.	<ul style="list-style-type: none"> I can understand how Anglo-Saxon beliefs changed. I can research how a missionary spread Christianity in Britain. I can select symbols to represent the missionary.
To create an interpretation of Alfred the Great.	<ul style="list-style-type: none"> I can understand the threat the Vikings posed to the Anglo-Saxons. I can create an interpretation of Alfred the Great. I can evaluate whether Alfred was a great king.
To understand how Anglo-Saxon rule ended.	<ul style="list-style-type: none"> I can suggest the qualities a British ruler would have needed in Anglo-Saxon times. I can understand what the candidates' claims to the English throne were. I can select and justify who was the best candidate for the throne.

Year B

Unit 1B: How have children's lives changed?

Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.

Outcomes:

- ✓ Make observations and deductions from sources.
- ✓ Suggest how children's lives have changed.
- ✓ Explain why children needed to work.
- ✓ Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
- ✓ Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- ✓ Use sources to identify leisure activities and compare them over time.
- ✓ Identify diseases from the past and discuss how effective the treatments were.

Learning Objective	Learning Outcome
To identify how children's lives have changed using a range of sources.	<ul style="list-style-type: none"> I can make observations and deductions from sources. I can suggest how children's lives have changed. I can ask enquiry questions about children's lives.
To understand why children worked in Tudor times and what working conditions were like.	<ul style="list-style-type: none"> I can explain why Tudor children needed to work. I can identify the kinds of jobs Tudor children had. I can create questions to identify the working conditions of Tudor children.
To understand the types of jobs Victorian children had and their working conditions.	<ul style="list-style-type: none"> I can identify and understand the different types of jobs Victorian children had. I can make observations and inferences about the jobs children had. I can write a letter explaining the conditions Victorian children experienced.
To understand how Lord Shaftesbury changed children's lives.	<ul style="list-style-type: none"> I can identify how Lord Shaftesbury changed the lives of children. I can evaluate the impact of his work. I can explain which of his achievements was the most important.
To understand how and why children's leisure time has changed.	<ul style="list-style-type: none"> I can use sources to identify historical leisure activities. I can compare leisure activities over time. I can explain the reasons for leisure activities changing.
To understand which diseases children caught and how they were treated.	<ul style="list-style-type: none"> I can identify some of the diseases from the past and their symptoms. I can identify how effective treatments for diseases were. I can explain why some treatments worked and others did not.

Unit 2B: What did the Ancient Egyptians believe?

Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.

Outcomes:

- ✓ Identify the ancient civilisations and key periods in ancient Egypt.
- ✓ Describe the physical features of Egypt.
- ✓ Explain the Egyptian creation story.
- ✓ Identify the characteristics of important gods or goddesses.
- ✓ Explain why the pyramids were built.
- ✓ Identify the stages and challenges of building a pyramid.
- ✓ Explain the links between ancient Egyptian beliefs and mummification.
- ✓ Name sources that can be used to find out about ancient Egyptian beliefs.

- ✓ Explain some Egyptian beliefs about the afterlife.

Learning Objective	Learning Outcome
To know when and where the ancient Egyptians lived.	<ul style="list-style-type: none"> • I can identify ancient civilisations. • I can describe the features of Egypt. • I can sequence key periods on a timeline. • I can identify other events that happened at the same time as the ancient Egyptian civilisation.
To explain the importance of the Egyptian gods and goddesses.	<ul style="list-style-type: none"> • I can explain the Egyptian creation story. • I can identify the characteristics of important gods and goddesses. • I can explain the meanings of the symbols and characteristics of my god or goddess.
To evaluate the challenges of building an Egyptian pyramid.	<ul style="list-style-type: none"> • I can explain why the ancient Egyptians built pyramids. • I can suggest how the ancient Egyptians built pyramids. • I can identify the problems of building a pyramid and suggest solutions.
To explain how and why the Egyptians mummified people.	<ul style="list-style-type: none"> • I can explain the link between ancient Egyptian beliefs and mummification. • I can describe the stages involved in mummification.
To make inferences about Egyptian beliefs, using primary sources.	<ul style="list-style-type: none"> • I can explain which sources are used to discover Egyptian beliefs. • I can identify the meaning of symbols from Egyptian papyrus. • I can explain some Egyptian beliefs about the afterlife.

Unit 3B: TBC

Outcomes:

Learning Objective	Learning Outcome
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Upper Key Stage 2

Year A

Unit 1A: Were the Vikings raiders, traders or settlers?

Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.

Outcomes:

- ✓ Explain where the Vikings came from and why they invaded Britain.
- ✓ Sequence events according to their significance for groups of people.
- ✓ Find evidence and make inferences from sources.
- ✓ Name Viking trade routes.
- ✓ Explain why trade routes were important to the Vikings.
- ✓ Identify the differences between Viking sagas.
- ✓ Evaluate the impact of Viking achievements.

Learning Objective	Learning Outcome
To explain when and why the Vikings came to Britain.	<ul style="list-style-type: none">• I can give reasons why the Vikings invaded Britain.• I can create a timeline using a scale to represent the time period.• I can categorise and sequence events relating to the Vikings and Anglo-Saxons.
To evaluate Viking stereotypes using sources.	<ul style="list-style-type: none">• I can identify Viking stereotypes.• I can make inferences from historical sources.• I can explain how my understanding of the Vikings has changed.• I can write a conclusion supported by evidence.
To investigate the importance of Viking trading routes.	<ul style="list-style-type: none">• I can name Viking trading routes.• I can identify which items were exchanged.• I can explain why trade routes were important to the Vikings.• I can represent the challenges of trading on a board game.
To compare different versions of Viking sagas and create a saga.	<ul style="list-style-type: none">• I can name differences between two Viking sagas.• I can suggest reasons for different versions of the same saga.• I can create a new saga by selecting significant details from each.• I can justify my selections for the combined version using evidence from the sagas.

To evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies.	<ul style="list-style-type: none"> • I can name some Viking settlements. • I can analyse primary sources. • I can explain the impact of Viking invasions and settlements.
To evaluate achievements of the Vikings.	<ul style="list-style-type: none"> • I can identify significant achievements of the Vikings. • I can explain why Viking achievements were important. • I can present my understanding of Viking achievements.

Unit 2A: What was life like in Tudor England?

Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.

Outcomes:

- ✓ Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.
- ✓ Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.
- ✓ Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.
- ✓ Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.
- ✓ Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.
- ✓ Make deductions using inventories and making judgements as to whether a person was rich or poor.
- ✓ Explain how inventories are useful to historians and create a realistic inventory.

Learning Objective	Learning Outcome
To use different types of evidence to interpret the character of Henry VIII.	<ul style="list-style-type: none"> • I can extract information from portraits and written sources of evidence. • I can explain my interpretation of Henry VIII providing supporting evidence. • I can identify the bias of sources of evidence.
To make deductions about Anne Boleyn from a range of primary and secondary sources.	<ul style="list-style-type: none"> • I can make deductions from sources. • I can interpret historical sources. • I can support my interpretations with evidence.
To understand why Henry VIII had many wives.	<ul style="list-style-type: none"> • I can use sources to make deductions. • I can use evidence to support deductions. • I can evaluate who was the best wife for Henry.

To extract evidence from primary sources about the Royal Progresses of Elizabeth I.	<ul style="list-style-type: none"> • I can identify primary sources. • I can highlight evidence in a source. • I can make historical deductions from available evidence.
To reconstruct a Royal Progress using a range of primary sources.	<ul style="list-style-type: none"> • I can assess the reliability of primary sources. • I can select the relevant evidence required from sources. • I can recreate Elizabeth's entrance into Worcester.
To make deductions about the people in Tudor England using inventories.	<ul style="list-style-type: none"> • I can make deductions using inventories. • I can make a judgement as to whether a person was rich or poor. • I can use evidence to support my judgement.
To create a realistic inventory for a person living in Tudor times.	<ul style="list-style-type: none"> • I can explain how inventories are useful to historians. • I can create a realistic inventory for a person. • I can explain why items were included in an inventory.

Unit 3A: What was the impact of WW2 on the people of Britain?

Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.

Outcomes:

- ✓ Identify the causes of World War 2.
- ✓ Identify the different phases in the Battle of Britain.
- ✓ Make inferences and deductions about a photograph.
- ✓ Describe how children may have felt when evacuated.
- ✓ Evaluate the accuracy and reliability of sources.
- ✓ Describe the impact WW2 had on women's lives.

Learning Objectives	Learning Outcomes
To understand the causes of World War 2.	<ul style="list-style-type: none"> • I can identify the causes of WW2. • I can place events on a timeline. • I can evaluate how significant the causes were.
To understand how the Battle of Britain was won.	<ul style="list-style-type: none"> • I can identify the different phases of the Battle of Britain. • I can compare the different strengths of the RAF and Luftwaffe. • I can understand the feelings of the aircrew.
To make inferences about the Blitz using images.	<ul style="list-style-type: none"> • I can describe the important details on a photograph. • I can make inferences from a photograph.

	<ul style="list-style-type: none"> I can use inferences to make some deductions about the Blitz.
To understand the emotions and experiences of children during the evacuation.	<ul style="list-style-type: none"> I can identify the reasons for evacuation. I can make observations and inferences about how children thought and felt about evacuation. I can demonstrate the feelings and thoughts of evacuees in a 'freeze frame'.
To evaluate the accuracy and reliability of sources.	<ul style="list-style-type: none"> I can make inferences from a primary source. I can create my own primary source describing evacuation. I can evaluate the reliability of a primary source.
To identify the impact of WW2 on women's lives.	<ul style="list-style-type: none"> I can explain why women's roles changed. I can describe job roles fulfilled by women during WW2. I can research and present information.
To explain why migrants come to Britain.	<ul style="list-style-type: none"> I can name the groups who came to Britain pre-1066. I can explain why people came to Britain pre-1066. I can explain some push and pull factors for coming to Britain. I can describe some experiences of migrants to Britain.

Year B

Unit 1B: What does the census tell us about our local area?

Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.

Outcomes:

- ✓ Identify the type of information the census gives about people.
- ✓ Use the census to make inferences about people from the past, providing supporting evidence for their statements.
- ✓ Make observations from the census and identify changes between periods of time.
- ✓ Identify the dangers of working in a textile mill.
- ✓ Create questions to identify the thoughts and feelings of a Victorian working child.
- ✓ Identify the key events of Mary's life and interpret her thoughts and feelings.
- ✓ Extract information from the census to recreate the lives of people who lived in a household from the local area.
- ✓ Extract information from the census and decide whether a family was rich or poor.
- ✓ Describing change throughout time.

Learning Objectives	Learning Outcomes
To use the census to make inferences about people from the past.	<ul style="list-style-type: none"> I can use the census to make inferences about people from the past. I can provide supporting evidence for statements. I can interpret evidence and explain answers.
To use the census to investigate how the lives of people in the past changed.	<ul style="list-style-type: none"> I can make observations from the census. I can identify changes between periods of time on the census. I can make inferences to explain the changes.
To use primary sources to find out about the working conditions of children in factories.	<ul style="list-style-type: none"> I can identify the dangers in a textile mill. I can create questions to identify the thoughts and feelings of a Victorian working child. I can create a realistic interpretation of Mary Bucktrout's experiences.
To recreate the thoughts and feelings of Mary Bucktrout.	<ul style="list-style-type: none"> I can identify the key parts of Mary's life. I can reconstruct Mary's thoughts and feelings. I can create a diary extract for a key event in Mary's life.
To reconstruct the lives of people in a household using the census.	<ul style="list-style-type: none"> I can extract information from the census. I can recreate the lives of people in a household from the local area. I can summarise details of the household.
To compare census returns and identify continuities and changes in a household.	<ul style="list-style-type: none"> I can extract information from the census. I can decide whether a family was rich or poor. I can compare census extracts to identify continuities and changes.

Unit 2B: What did the Greeks do for us?

Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.

Outcomes:

- ✓ Describe the features of ancient Greece.
- ✓ Identify the key periods in the ancient Greek civilisation.
- ✓ Make inferences about Greek gods.
- ✓ Research a Greek god.
- ✓ Compare Athens and Sparta.
- ✓ Understand the different types of democracy.
- ✓ Explain how Athenian democracy worked.
- ✓ Explain what philosophy is.
- ✓ Identify the achievements of the ancient Greek philosophers.
- ✓ Identify the ancient Greeks' legacies and their impact.

Learning Objectives	Learning Outcomes
To understand where and when the ancient Greeks lived.	<ul style="list-style-type: none"> I can describe the features of Greece. I can identify the key periods in the ancient Greek civilisation. I can identify other events that happened at the same time as the ancient Greek civilisation.
To understand the importance of the Greek gods.	<ul style="list-style-type: none"> I can make inferences about Greek gods from a primary source. I can research a Greek god. I can explain the importance of gods to the ancient Greeks.
To identify similarities and differences between Athens and Sparta.	<ul style="list-style-type: none"> I can explain how the city-states developed. I can identify similarities and differences between Athens and Sparta. I can explain which city-state I would live in and why.
To understand how Athenian democracy worked.	<ul style="list-style-type: none"> I can identify the different types of democracy. I can compare democracy in Athens and modern Britain. I can explain how Athenian democracy worked.
To understand the importance of the ancient Greek philosophers.	<ul style="list-style-type: none"> I can explain what philosophy is. I can participate in philosophical discussions. I can explain the significance of ancient Greek philosophers.
To identify and explain the achievements of the ancient Greeks.	<ul style="list-style-type: none"> I can identify the Greek letters that appear in the modern alphabet. I can identify Greek legacies and explain their impact. I can select the most significant legacies and explain my reasoning.

Unit 3B: Who should go on the banknote?

This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3. The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.

Outcomes:

- ✓ Name the features of a banknote.
- ✓ Make inferences about a person using a banknote.
- ✓ Explain the significance of historical figures.
- ✓ Make inferences from sources.

- ✓ Apply criteria to decide if a person is historically significant and explain why.
- ✓ Explain the significance of William Tuke.
- ✓ Research important aspects of a person's life.
- ✓ Explain what makes a person significant.

Learning Objectives	Learning Outcomes
To explain the significance of people on banknotes.	<ul style="list-style-type: none"> • I can name the features of a banknote. • I can make inferences about people featured on banknotes. • I can explain the contributions of historically significant individuals.
To decide whether a person is historically significant.	<ul style="list-style-type: none"> • I can make deductions from sources. • I can apply criteria when deciding on the historical significance of a person. • I can explain why a person is historically significant.
To evaluate the significance of historical figures.	<ul style="list-style-type: none"> • I can make deductions from a source about the characteristics of a person. • I can evaluate a person's achievements to decide if they are significant. • I can create criteria for selecting a historical person for a banknote.
To explain the significance of William Tuke.	<ul style="list-style-type: none"> • I can make inferences from sources. • I can compare the living conditions in hospitals over a period of time. • I can explain the legacy of William Tuke.
To explain the significance of Mary Seacole.	<ul style="list-style-type: none"> • I can identify important phrases that tell me about Mary Seacole. • I can make inferences about Mary Seacole from primary sources. • I can explain why Mary Seacole could be considered remarkable.
To evaluate the significance of sporting people.	<ul style="list-style-type: none"> • I can research important aspects of a person's life. • I can create a fact file. • I can explain what makes a person significant.
To evaluate the significance of historical figures.	<ul style="list-style-type: none"> • I can identify the achievements of a historical figure. • I can explain why a historical figure is significant. • I can evaluate and explain which historical figure should be on a banknote.