St Paul's CE Primary School

St Paul's History curriculum

Intent

Our history curriculum is coherent, planned, sequenced, progressive, challenging and aims to meet all the requirements of the National Curriculum from EYFS to year 6. It gives opportunities for mastery in history, helping all children to aspire, to achieve the best they can in all the learning they explore.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip 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. *National Curriculum 2014.*

History teaches pupils to look back at the past of Britain and the wider world with a critical, curious and reflective mind. It stimulates and encourages pupils to find similarities and differences between different periods of time and to recognise change.

At St Paul's, we aim for our children to be masters of their own learning in History. In order to do this, the aims of History at our school are:

- To stimulate the pupils' interest and understanding about the lives of people who lived in the past.
- To support pupils in gaining a sense of chronology.
- To develop, within the pupils, a sense of identity and cultural understanding based on their historical heritage.
- To motivate pupils to understand and value other people's cultures and traditions.
- To prompt pupils to understand how events in the past have influenced our lives today.
- To embolden pupils to note connections, contrasts and trends over time.
- To encourage pupils to consider change, cause, similarity and difference, and significance in relation to different historical periods.

In order to meet the above aims and for children to deepen their understanding and become masters of their learning, all children should be taught to:

- Investigate past events
- Develop skills of enquiry, analysis, interpretation and problem solving
- Generate and ask perceptive questions
- Think critically
- Weigh evidence
- Examine arguments
- Develop perspective and judgement

Rights Respecting articles

Article 28 – you have the right to an education **Article 12 – You have the right to be heard** **Article 17 – The right to reliable information**

How teaching and planning is supported

The medium term plans below are the cover pages for each unit and teachers/teams use these to write short term plans – ensure coverage and progression
Progression document – support misconceptions and memory
Curriculum statements – support the implementation of the coverage
Resources on network
Subject leader/SENDCO – available to support planning/adaptations and CPD
Monitoring – feedback from Subject leader and SLT to support developments- to support developments
Memory mates – used at the end of each lesson and refer to the learning that has taken place – EYFS&KS1 this will be whole class

St Paul's History curriculum

Long term Plan

	Autumn	Spring	Summer
Nursery & Reception (see website for Long term plan and progression documents)	EYFS lays the foundations for learning in the specific subject of History through the specific area of learning: Understanding the world: Past and Present. Please see EYFS Curriculum and Progression/Long Term Plan documents that set out teaching and learning across the year in Nursery and Reception.		
Ks1			
Cycle 1	**Significant events from the past: The Great fire of London/The Gunpowder Plot**	**All Around the World: Significant events from the past/Significant People from the Past - Ernest Shackleton/Antarctic Explorers/Neil Armstrong**	**Magnificent Manchester: Local History… History of St. Paul's School**
Cycle 2	**Ourselves: Compare life to lives of Grandparents**	**Journeys Significant events from the past/Significant People from the Past – The Wright Brothers, Amelia Earhart**	**Real Life Superheroes: Significant events from the past/Significant People from the Past – Rosa Parks, Marcus Rashford**
LKS2			
Cycle 1	**Changes in Britain from the Stone Age to the Iron Age**	**Famous Mountain explorers**	**Roman Empire and its impact of Britain**
Cycle 2	**Britain settlements by Anglos Saxons and Scots**	**Industrial revolution, famous inventions and timelines – Manchester**	**Ancient Greece**
UKS2			
Cycle 1	**The Battle of Britain**	**Pompeii – artefacts and chronology**	**The Maya**
Cycle 2	**The Ancient Egyptians**	**Cause and consequence of exploration**	**The Kingdom of England (Anglo Saxons and Vikings)**

The following pages are the medium term unit plans for year 1-6 – see website for EYFS progression and long term plan

St Paul's Medium term plan History

Year 1/2			
	Cycle 1	Unit: **Significant events from the past –The Great Fire of London/The Gunpowder Plot**	Theme: **Significant events from the past**
	Linked texts used in English where appropriate	Toby and the Great Fire of London	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St. Paul's CE**	**NC**
	Range and depth of knowledge	Can I talk about The Great Fire of London? Can I talk about Samuel Pepys? Can I talk about why we celebrate Bonfire Night? Can I explain who Guy Fawkes was? Can I recall the events of The Gunpowder Plot?	Know and can recount stories from the past. Describe significant people from the past. Recognise dates are used to identify when events happened in the past.
	Chronology	Can I use words like: before I was born, past, then, now, a long time ago, a very long time ago, old, present, modern to talk about The Great Fire of London and The Gunpowder Plot? Can I place events that I have learnt about on a simple timeline?	Look at and sequence artefacts from similar and different time periods. Use dates where appropriate and label a timeline. Use words relating to the passing of time.
	Historical concepts	Can I spot similarities and differences in photographs/drawings between ways of life during the 1600s and now?	Identify similarities and differences between ways of life at different times. Describe why and how people from the past were significant. Describe what happened in important events and why they are significant.
	Interpretation	Can I find out about The Great Fire of London and The Gunpowder Plot? Can I talk about the diaries of Samuel Pepys?	Give basic interpretation of a past event, justified by talking about simple sources such as pictures, photos or what they have read/seen. Recognise that we can find out about the past by watching videos, looking at painting/drawings and objects. Understand that we can use written witness accounts to find out about things that have happened in the past.
	Enquiry	Can I ask and answer simple questions about The Great Fire of London? Can I ask and answer simple questions about The Gunpowder Plot? Can I explain how The Great Fire of London led to a change in the fire service and the construction of buildings?	Ask and answer simple questions about the past. Find answers to simple questions about the past from sources. Draw simple conclusions and deduce information on the past from information given. Begin to give simple reasons why changes occurred in the past.
	Vocabulary (unit specific)		
	Past, present, The Gunpowder Plot, House of Parliament, catholic, treason, plotters, gunpowder, Bonfire Night, Guy Fawkes, King James, The Great Fire of London, artefact, Thomas Farriner, Samuel Pepys, Pudding Lane, River Thames, London, St, Paul's Cathedral, eye witness, diary		
	Revisited components *Remembering more and building on knowledge*		
	EYFS: Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. Remember and talk about past events and celebrations.		

Year 1/2			
	Cycle 1	Unit**: Significant events from the past/Significant People from the Past - Ernest Shackleton/Antarctic Explorers/Neil Armstrong**	Theme**: All Around the world (Explorers)**
	Linked texts used in English where appropriate	The Great Explorer Chris Judge Emperors Egg	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St. Paul's CE**	**NC**
	Range and depth of knowledge	Can I talk about Antarctic expeditions from the past? Can I talk about Ernest Shackleton? Can I recall the events of the Moon Landing? Can I explain who Neil Armstrong was?	Know and can recount stories from the past. Describe significant people from the past. Recognise dates are used to identify when events happened in the past.
	Chronology	Can I place events that I have learnt about on a simple timeline?	Look at and sequence artefacts from similar and different time periods. Use dates where appropriate and label a timeline. Use words relating to the passing of time.
	Historical concepts	Can I explain how life was different when The Antarctic Explorers/Neil Armstrong went on their explorations? Can I talk about why the moon landing was so important? Can I explain the importance of the Antarctic expeditions?	Identify similarities and differences between ways of life at different times. Describe why and how people from the past were significant. Describe what happened in important events and why they are significant?
	Interpretation	Can I talk about Antarctic expeditions? Can I talk about the moon landing?	Give basic interpretation of a past event, justified by talking about simple sources such as pictures, photos or what they have read/seen.
	Enquiry	Can I ask and answer questions about Ernest Shackleton and Antarctic expeditions? Can I ask and answer questions about Neil Armstrong and the moon landing?	Ask and answer simple questions about the past. Find answers to simple questions about the past from sources. Draw simple conclusions and deduce information on the past from information given. Begin to give simple reasons why changes occurred in the past.
	Vocabulary (unit specific)		
	Expedition, exploration, living memory, beyond living memory. Antarctic Explorers, Ernest Shackleton, Neil Armstrong, The Moon Landing, significant		
	Revisited components *Remembering more and building on knowledge*		
	EYFS: Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. Remember and talk about past events and celebrations.		

Year 1/2			
	Cycle 1	Unit: **Local History: History of St. Paul's School**	Theme: **Magnificent Manchester**
	Linked texts used in English where appropriate	Children's History of Manchester by Tracy J Holroyd	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St. Paul's CE**	**NC**
	Range and depth of knowledge	Do I know when the original St. Paul's school was built? Do I know when the new St. Paul's school building was built?	Recognise dates are used to identify when events happened in the past.
	Chronology	Can I place events that I have learnt about on a simple timeline?	Use words relating to the passing of time. Use dates where appropriate and label a timeline.
	Historical concepts	Can I explain how St. Paul's school was different in the past?	Identify similarities and differences between ways of life at different times.
	Interpretation	Can I find out about the (past) old St. Paul's building by talking to people who were there? Can I explain how the change to St. Paul's building has impacted the local environment?	Identify some of the ways in which we find out about the past. Give basic interpretation of a past event.
	Enquiry	Can I find out about the old St. Paul's building by looking at photographs? Can I ask and answer questions about the old St. Paul's building?	Ask and answer simple questions about the past. Find answers to simple questions about the past from sources. Draw simple conclusions and deduce information on the past from information given.
	Vocabulary (unit specific)		
	Past, present, modern, new, old, St. Paul's, building, environment, local		
	Revisited components *Remembering more and building on knowledge*		
	EYFS: Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. Remember and talk about past events and celebrations.		

Year 1/2			
	Cycle 2	Unit: **My Heritage**	Theme: **Ourselves**
	Linked texts used in English where appropriate	I like bees, I don't like Honey – Sam Bishop Poem that describes me and what I like to do Explanation Text My Family	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St. Paul's NC**	**NC**
	Range and depth of knowledge	Do I know my date of birth?	Recognise dates are used to identify when events happened in the past.
	Chronology	Can I talk about events that have happened in my own life? Examples: My birthdays, when I was born, holidays in the past…	Use words relating to the passing of time. Talk about memories of keys events in their own lives.
	Historical concepts	Can I compare what life was life for my parents/grandparents to my own life? Examples: toys, homes, technology (how the CD player or telephone has changed)	Identify similarities and differences between ways of life at different times.
	Interpretation	Can I find out about the past by looking at photographs? Can I find out about the past by talking to my parents/grandparents?	Give basic interpretation of a past event, justified by talking about simple sources such as pictures, photos or what they have read/seen. Recognise that we can find out about the past by watching videos, looking at painting/drawings and objects.
	Enquiry	Can I find out about what life was like before I was born? Can I find about what life was like for my parents/grandparents?	Ask and answer simple questions about the past. Find answers to simple questions about the past from sources.
	Vocabulary (unit specific)		
	when I was born, when I was younger, when my parents were little, when my grandparents were little, family history, heritage, past, present, modern, old		
	Revisited components *Remembering more and building on knowledge*		
	EYFS: Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. Remember and talk about past events and celebrations.		

Year 1/2			
	Cycle 2	Unit: **Significant People from the Past: The Wright Brothers & Amelia Earhart**	Theme: **Journeys**
	Linked texts used in English where appropriate	My Planet Oliver Jeffers Fact File Amelia Earhart	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St. Paul's NC**	**NC**
	Range and depth of knowledge	Can I talk about The Wright Brothers? Can I talk about Amelia Earhart?	Describe significant people from the past. Recognise dates are used to identify when events happened in the past.
	Chronology	Can I place events and people I have learnt about on a simple timeline?	Use words relating to the passing of time. Use dates and label a timeline.
	Historical concepts	What makes a person significant? Can I explain why The Wright Brothers are significant? Can I explain why Amelia Earhart is significant? Can I compare Amelia Earhart to Dame Ellen MacArthur?	Identify similarities and difference between ways of life at different times. Describe why and how people from the past were significant. Describe what happened in important events and why they are significant.
	Interpretation	Can I talk about The Wright Brothers inventions? Can I talk about Amelia Earhart's achievements? Can I explain how inventors and explorers have influenced modern life?	Explain why people did things and what happened as a result. Give basic interpretation of a past event by talking about simple sources.
	Enquiry	Can I ask and answer questions about The Wright Brothers? Can I ask and answer questions about Amelia Earhart?	Ask and answer simple questions about the past. Find answers to simple questions about the past from sources.
	Vocabulary (unit specific)		
	significant people, past, present, future, modern, old, timeline, inventor, invention, explorer, expedition, The Wright Brothers, Amelia Earhart, aviation, Dame Ellen MacArthur, influenced, modern life		
	Revisited components *Remembering more and building on knowledge*		
	EYFS: Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. Remember and talk about past events and celebrations.		

Year 1/2			
	Cycle 2	Unit**: Significant People from the Past: Rosa Parks, Marcus Rashford**	Theme**: Real Life Superheroes**
	Linked texts used in English where appropriate	Little People, Big Ideas: Marcus Rashford/Rosa Parks	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St. Paul's NC**	**NC**
	Range and depth of knowledge	Can I talk about Rosa Parks? Can I talk about Marcus Rashford?	Describe significant people from the past. Recognise dates are used to identify when events happened in the past.
	Chronology	Can I place events and people that I have learnt about on a simple timeline?	Use words relating to the passing of time. Use dates and label a timeline.
	Historical concepts	Can I explain why Rosa Parks is significant? Can I explain why Marcus Rashford is significant? Can I compare Rosa Parks to Marcus Rashford?	Identify similarities and difference between ways of life at different times. Describe why and how people from the past were significant. Describe what happened in important events and why they are significant.
	Interpretation	Can I explain how Marcus Rashford has had an impact on children's lives in the UK?	Explain why people did things and what happened as a result.
	Enquiry	Can I ask and answer questions about Rosa Parks? Can I ask and answer questions about Marcus Rashford?	Ask and answer simple questions about the past. Find answers to simple questions about the past from sources.
	Vocabulary (unit specific)		
	Rosa Parks, Marcus Rashford, significant, impact, African-America, racism, activist, rights, equality, local, charity, parliament, MBE		
	Revisited components *Remembering more and building on knowledge*		
	EYFS: Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past. Remember and talk about past events and celebrations.		

Year 3/4			
	Cycle 1	Unit: **Changes in Britain from the Stone Age to the Iron Age**	Theme: **Stone Age**
	Linked texts used in English where appropriate	Stone Age Boy	

Components of unit

Knowing more (essential knowledge and skills)

Skills and knowledge	St Paul's CE	N/C
Range and depth of knowledge	Where did stone age man live, how did they live and can we see their influence in our lives today? Where is Skara Brae?	Changes in Britain from the Stone Age to the Iron Age. Have knowledge of different times in the past that have been studied Have some awareness of how people's lives have shaped this nation.
Chronology	Can I use historical terms and dates correctly in my work? Can I locate and place the periods of time I have studies on a time line? Can I use vocabulary relating to the passing of time?	Name the date of significant events from the past and place in approximately the right place on a timeline Place a few events from periods studied on a timeline Use precise dates Understand BC and AD
Historical concepts	Can I understand and describe how homes changed during the stone age? Can I describe shelters from Palaeolithic, Mesolithic and Neolithic ages? Can I understand how people in the stone age fed themselves in order to survive? Can I understand and research how everyday life changed for people during the Neolithic age? Which tools did Stone Age man use and how do we know this? How and why did tools change during the bronze age? Can I compare the stone age life to iron age life?	Identify key features and events in the time period studied and explain what happened because of them / what caused them Explain some of the main events and give reason or cause for change overtime
Interpretation	Can I work things out from different sources of information to answer questions about the past, offering my own ideas when I do this? Can I explore different ways in which I find out about the past? Can I understand why pictures/photographs of artefacts are being used in place of real artefacts? Can I understand what an archaeologist is?	Understand primary and secondary sources and select appropriate information to find out about the past such as novels, information books, artefacts - Explain why the past is represented in different ways
Enquiry	What was life like for hunter gatherers during the early and middle stone age? What was life like for people during the Iron age?	Answer and sometimes devise own historically valid questions Use a range of sources of information to help answer question about the past With confidence, use the internet for research with purpose

Vocabulary (unit specific) non exhaustive list

Iron age, stone age, bronze age, crops, hunter, gatherer, research, sources (primary/secondary), smelting, tools, flint, Palaeolithic, Mesolithic, Neolithic, woodland, period of time, caves, settlement, archaeologist, compare/contrast, historian, significant events, timeline,

Revisited components

Remembering more and building on knowledge

Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to discuss progression document to support misconceptions/gaps and memory work.

1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new
2. Recount changes in their own life and in the lives of their parents/ grandparents.
3. Place people and events they learn correctly onto a timeline
4. Ask and answer questions
5. Choose and use parts of stories and other sources to show their understanding of key features and events
6. Identify similarities and differences between ways of life at different times
7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.
8. Use objects and evidence to ask/ answer simple questions
9. Identify different ways in which the past is represented
10. Use a wide vocabulary of everyday historical terms
11. Demonstrate an understanding of some of the concepts they learn about in their studies – monarch, war and peace, parliament, democracy.

Year 3/4			
	Cycle 1	Unit: **Famous Mountain Explorers**	Theme: **Mountain Environment and climate around the world**
	Linked texts used in English where appropriate	Mountain Environment a mountain study	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St Paul's CE**	**N/C**
	Range and depth of knowledge	Who was Edmund Hilary and how has he changed the development of exploration?	Study of an aspect or theme (explorers) that extend beyond 1066 Have knowledge of different times in the past that have been studied Have some awareness of how people's lives have shaped this nation.
	Chronology	Can I write a chronological narrative of Edmund Hilary's successes and where these fit in a world timeline?	Name the date of significant events from the past and place in approximately the right place on a timeline Place a few events from periods studied on a timeline
	Historical concepts	What lessons have future explorers learned from Edmund Hilary's successes and failures?	Ask questions about the past. Identify reasons for, and the results of, people's actions
	Interpretation	Can I use sources to write a comprehensive report about Edmund Hilary's successes and challenges?	Understand primary and secondary sources and select appropriate information to find out about the past such as novels, information books, artefacts
	Enquiry	What do I need to find out to understand Edmund Hilary's successes and failures? Which other mountain explorers have achieved greatness?	Answer and sometimes devise own historically valid questions Use a range of sources of information to help answer question about the past With confidence, use the internet for research with purpose
	Vocabulary (unit specific) non exhaustive list		
	Edmund Hilary, explorer, biography, autobiography, climber, explorer, expedition, mount Everest, summit, Tenzing, photography, diaries, trans-Atlantic, knighted, success, failure, impact, equipment, post war		
	Revisited components *Remembering more and building on knowledge*		
	Pupils in year 1/2 focussed on explorers – Amelia Earhart, Ernest Shackleton, Neil Armstrong **Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to discuss progression document to support misconceptions/gaps and memory work.** **1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new** **2. Recount changes in their own life and in the lives of their parents/ grandparents.** **3. Place people and events they learn correctly onto a timeline** **4. Ask and answer questions** **5. Choose and use parts of stories and other sources to show their understanding of key features and events** **6. Identify similarities and differences between ways of life at different times** **7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.** **8. Use objects and evidence to ask/ answer simple questions** **9. Identify different ways in which the past is represented** **10. Use a wide vocabulary of everyday historical terms** **11. Demonstrate an understanding of some of the concepts they learn about in their studies – monarch, war and peace, parliament, democracy.**		

Year 3/4			
	Cycle 1	Unit: **The Roman Empire and it's impact on Britain**	Theme: **The Romans**
	Linked texts used in English where appropriate	Gladiator Boy	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and knowledge	**St Paul's CE**	**N/C**
	Range and depth of knowledge	How successful were the Roman army when invading Britain and what legacy have they left?	The Roman empire and its impact on Britain The Roman empire by AD 42 and the power of its army Romanisation of Britain Have knowledge of different times in the past that have been studied Have some awareness of how people's lives have shaped this nation.
	Chronology	Can I chronologically map out the different attempts of invasion by the Romans? Can I place the invasion by the Roman army on a time line with other events studied at St Paul's?	Name the date of significant events from the past and place in approximately the right place on a timeline Place a few events from periods studied on a timeline Use precise dates Understand BC and AD
	Historical concepts	Can I use my interpretation skills to research Roman influence on Britain today? Can I find links between Latin and English? Can I understand the differences between the Roman Army and The Iceni (Boudica)?	Describe why events, people or individuals are significant Make connections and describe similarities and differences between time period Look for links throughout the time period studied Identify key features and events in the time period studied and explain what happened because of them / what caused them
	Interpretation	Can I use roman artefact to learn about life in the past? Can I interpret sources to understand what Hadrian's wall tell us about the Roman army?	Understand primary and secondary sources and select appropriate information to find out about the past such as novels, information books, artefacts - Explain why the past is represented in different ways
	Enquiry	Why were the Roman army so successful? Can the city of Chester tell us about Roman life?	Answer and sometimes devise own historically valid questions Use a range of sources of information to help answer question about the past With confidence, use the internet for research with purpose
	Vocabulary (unit specific) non exhaustive list		
	Roman empire, invasion, AD/BC, Boudica, Chester, Hadrian's wall, army (all words linked to Roman soldiers), Romanisation, conquest, artefacts, sources, reliable sources, Iceni, Roman numerals, Latin, influence, legacy,		
	Revisited components *Remembering more and building on knowledge*		
	Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to discuss progression document to support misconceptions/gaps and memory work. **1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new** **2. Recount changes in their own life and in the lives of their parents/ grandparents.** **3. Place people and events they learn correctly onto a timeline** **4. Ask and answer questions** **5. Choose and use parts of stories and other sources to show their understanding of key features and events** **6. Identify similarities and differences between ways of life at different times** **7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.** **8. Use objects and evidence to ask/ answer simple questions** **9. Identify different ways in which the past is represented** **10. Use a wide vocabulary of everyday historical terms** **11. Demonstrate an understanding of some of the concepts they learn about in their studies – monarch, war and peace, parliament, democracy.**		

Year 3/4			
	Cycle 2	Unit: **Britain's settlements – Anglo Saxons and Scots**	Theme: **Anglo Saxons**
	Linked texts used in English where appropriate	Folk Tales Instructions on making an Anglo Saxon Shield Non Chronological Reports on Anglo Saxons	

Components of unit

Knowing more (essential knowledge and skills)

Skills and knowledge	St Paul's CE	N/C
Range and depth of knowledge	Why did the Romans leave Britain? Who came next? What was their plan?	Britain's settlement by Anglo-Saxons and Scots Have knowledge of different times in the past that have been studied Have some awareness of how people's lives have shaped this nation.
Chronology	Can I place the time Anglo Saxons settled in Britain on a time line and fit this with the periods of history I have studied and know world history?	Name the date of significant events from the past and place in approximately the right place on a timeline Place a few events from periods studied on a timeline Use precise dates Understand BC and AD
Historical concepts	Can I show an awareness of the other groups of people who came to Britain during the Anglo-Saxon times? Can I give reasons for why other groups of people may have come to Britain? Can I identify the typical features of an Anglo – Saxon village? Can I identify the jobs people did in Anglo Saxon times and understand that everyone had to play their play and why? Can I understand why the materials used for clothes are different in Anglo Saxon times? Can I compare how life for a child today to that of an Anglo Saxon child?	Describe why events, people or individuals are significant Make connections and describe similarities and differences between time period Look for links throughout the time period studied
Interpretation	Can I use secondary sources to gather relevant information to understand what it was like to live in a typical Anglo Saxon village? Can I use secondary sources to gather relevant information to identify the jobs during Anglo Saxon village? Can I use secondary sources to ask questions and to gather relevant information to identify the ways Anglo Saxons relaxed and had fun?	Understand primary and secondary sources and select appropriate information to find out about the past such as novels, information books, artefacts - Explain why the past is represented in different ways
Enquiry	Why did Anglo Saxons settle in Britain? How do Anglo Saxon clothes differ to the ones we wear today?	Answer and sometimes devise own historically valid questions Use a range of sources of information to help answer question about the past With confidence, use the internet for research with purpose

Vocabulary (unit specific) non exhaustive list

Anglo-Saxon, Romans, settled, Jutes, village life (words associated), Jobs (words associated), materials linked to the land,

Revisited components

Remembering more and building on knowledge

Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to discuss progression document to support misconceptions/gaps and memory work.

1. **Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new**
2. **Recount changes in their own life and in the lives of their parents/ grandparents.**
3. **Place people and events they learn correctly onto a timeline**
4. **Ask and answer questions**
5. **Choose and use parts of stories and other sources to show their understanding of key features and events**
6. **Identify similarities and differences between ways of life at different times**
7. **Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.**
8. **Use objects and evidence to ask/ answer simple questions**
9. **Identify different ways in which the past is represented**
10. **Use a wide vocabulary of everyday historical terms**
11. **Demonstrate an understanding of some of the concepts they learn about in their studies – monarch, war and peace, parliament, democracy.**

Year 3/4			
	Cycle 2	Unit: **Industrial Revolution in Manchester and timelines**	Theme: **What's great about Manchester?**
	Linked texts used in English where appropriate	Cotton Mill Kate Race to Freedom Persuasive Leaflets for Manchester	

Components of unit

Knowing more (essential knowledge and skills)

Skills and knowledge	**St Paul's CE**	**N/C**
Range and depth of knowledge	What can we recall about Manchester form Year 1/2? Why is the industrial revolution significant to Manchester?	Local history study
Chronology	Where does the Industrial revolution fit on a time line? What are the significant events during the industrial revolution in Manchester?	Use basic timelines (i.e. when the period was) to place events Use language associated with the passing of time e.g. century, decade, BC, after, during
Historical concepts	Can I compare life of a child in the cotton mills to a child's life today? Can I identify the impact the Industrial Revolution has on life in Manchester now and in the past?	Describe why events, people or individuals are significant Make connections and describe similarities and differences between time period Identify key features and events in the time period studied and explain what happened because of them / what caused them Explain some of the main events and give reason or cause for change overtime
Interpretation	What sources are available for us in Manchester to teach us about life in the industrial revolution? Can I spot the impact of the Industrial revolution on my Manchester walk?	Identify key features and events in the time period studied and explain what happened because of them / what caused them Explain some of the main events and give reason or cause for change overtime
Enquiry	What was life like in the cotton Mills? Why is Manchester so significant to the industrial revolution?	Answer and sometimes devise own historically valid questions Use a range of sources of information to help answer question about the past With confidence, use the internet for research with purpose

Vocabulary (unit specific) non exhaustive list

Industrial revolution, agriculture, manufacturing, rural, Withington, Style Mill, locomotive, spinning Jenny, transport, telegraph, canal, River Irwell, textile,

Revisited components

Remembering more and building on knowledge

Year 1/2 - Magnificent Manchester: Local History… History of St. Paul's School

Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to discuss progression document to support misconceptions/gaps and memory work.

1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new
2. Recount changes in their own life and in the lives of their parents/ grandparents.
3. Place people and events they learn correctly onto a timeline
4. Ask and answer questions
5. Choose and use parts of stories and other sources to show their understanding of key features and events
6. Identify similarities and differences between ways of life at different times
7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.
8. Use objects and evidence to ask/ answer simple questions
9. Identify different ways in which the past is represented
10. Use a wide vocabulary of everyday historical terms
11. Demonstrate an understanding of some of the concepts they learn about in their studies – monarch, war and peace, parliament, democracy.

Year 3/4			
	Cycle 2	Unit: **Ancient Greece**	Theme: **Greece**
	Linked texts used in English where appropriate	Greek Myths Non Chronological reports Greeks	

Components of unit

Knowing more (essential knowledge and skills)

Skills and knowledge	**St Paul's CE**	**N/C**
Range and depth of knowledge	Who were the ancient Greeks?	**Ancient Greece – a study of Greek life and achievements and their influence on the western world.** Have knowledge of different times in the past that have been studied Have some awareness of how people's lives have shaped this nation.
Chronology	Can I place Ancient Greek successes (key events) on a timeline and link this in with periods of history studied?	Name the date of significant events from the past and place in approximately the right place on a timeline Place a few events from periods studied on a timeline Use precise dates Understand BC and AD
Historical concepts	Can I understand how the Ancient Greek empire was organised? Can I explain what daily life was like for different families in Ancient Greece? How has the leisure time in Ancient Greece influenced my leisure time today? Can I understand how The Olympics originated and have changed over time?	Describe why events, people or individuals are significant Make connections and describe similarities and differences between time period Identify key features and events in the time period studied and explain what happened because of them / what caused them Explain some of the main events and give reason or cause for change overtime
Interpretation	Can I use different sources to interpret what: life was like in Ancient Greece, what leisure time was like?	Understand primary and secondary sources and select appropriate information to find out about the past such as novels, information books, artefacts - Explain why the past is represented in different ways
Enquiry	How did Alexander the Great change Ancient Greece?	Answer and sometimes devise own historically valid questions Use a range of sources of information to help answer question about the past With confidence, use the internet for research with purpose

Vocabulary (unit specific) non exhaustive list

Civilisation, Ancient Greece, Sparta, empire, Alexander the Great, Athens, enslavement, tunic, Olympics, Hippocrates, slave,

Revisited components

Remembering more and building on knowledge

Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to discuss.

1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new
2. Recount changes in their own life and in the lives of their parents/ grandparents.
3. Place people and events they learn correctly onto a timeline
4. Ask and answer questions
5. Choose and use parts of stories and other sources to show their understanding of key features and events
6. Identify similarities and differences between ways of life at different times
7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.
8. Use objects and evidence to ask/ answer simple questions
9. Identify different ways in which the past is represented
10. Use a wide vocabulary of everyday historical terms
11. Demonstrate an understanding of some of the concepts they learn about in their studies – monarch, war and peace, parliament, democracy.

Year 5/6

Cycle 1	Unit: **The Battle of Britain**	Theme: **The Battle of Britain**
Linked texts used in English where appropriate	Blitz Poetry – Pie Corbett Letters from a Lighthouse	

Components of unit
Knowing more (essential knowledge and skills)

Skills and knowledge	**St Paul's CE**	**NC**
Range and depth of knowledge	Can I explain and research how, why and where the Battle of Britain took place?	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066
Chronology	Can I chronologically order periods of history studied at St Paul's and include the Battle of Britain?	Place events, people and changes of British, local and world history, on a timeline, using appropriate dates / chronological conventions e.g. BC, BCE and AD Tell the story of events within and across the time periods studied Identify specific changes within and across different periods over a long arc of development Make appropriate use of dates and specialist terms
Historical concepts		
Similarity, difference and significance	Can I explain the similarities and differences between air forces from Germany and Britain and how these difference have impacted on the outcome of BOB?	Understand and compare differences and similarities.
Cause and consequence	Can I explain how and why WWII began? Can I explain and understand the tactics of Operation Sea- Lion? Can I explore the cause and effect of the failure of Operation Sea Lion?	Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. Examine the causes and results of great events, with a range of evidence, and the impact.
Interpretation	Can I select relevant historical information to verbalise? What plans would a war committee need to make? Where shall we invade next? Why could this cause a problem? How are we going to get there? How will the British defend? Where do we attack first?	Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.
Enquiry	How did Britain defend itself during the Battle of Britain?	Devise own historically valid questions. Answer more complex questions about the past Know how our knowledge of the past is constructed from a range of sources. Collate knowledge from a range of sources in a fluent account

Vocabulary (unit specific) non exhaustive list

Battle of Britain, eras, Germany, declaration of war, Hitler, Luftwaffe, RAF, operation Sea Lion, war committee, Poland, blitzkrieg, defence, approach Spitfire, Messerschmitt, Strategy, Allies, Hurricane, surround, Hermann Goering, Invade, Attack, Tactics, air raid, blackouts, dog fight,

Revisited components
Remembering more and building on knowledge

Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to link new learning and progression documents (greater details and 3/4 concepts) for gaps and misconceptions.

1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new
2. Recount changes in their own life and in the lives of their parents/ grandparents.
3. Place people and events they learn correctly onto a timeline
4. Ask and answer questions
5. Choose and use parts of stories and other sources to show their understanding of key features and events
6. Identify similarities and differences between ways of life at different times
7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.
8. Use objects and evidence to ask/ answer simple questions
9. Identify different ways in which the past is represented
10. Use a wide vocabulary of everyday historical terms
11. Demonstrate an understanding of some of the concepts they learn about in their studied

Year 5/6			
	Cycle 1	Unit: **Pompeii – Artefacts and chronology**	Theme: **Natural disasters**
	Linked texts used in English where appropriate	Firenado Hurricane – David Wiesner	

Components of unit

Knowing more (essential knowledge and skills)

Skills and knowledge	**St Paul's CE**	**NC**
Range and depth of knowledge	Can I compare events from history linked to natural disasters?	Inspiring curiosity to know more about the past. Asking perceptive questions.
Chronology	Can I create a timeline of The Boxing Day tsunami?	Place events, people and changes of British, local and world history, on a timeline, using appropriate dates / chronological conventions e.g. BC, BCE and AD Tell the story of events within and across the time periods studied Make appropriate use of dates and specialist terms
Historical concepts	Can I describe the impact of The Boxing Day tsunami and Pompeii on the life of people in the vicinity and what evidence can I find to show me this?	Examine the causes and results of great events, with a range of evidence, and the impact.
Interpretation	Can I use artefacts to learn about a significant volcanic eruption (Pompeii)? Can I use sources to research the Christchurch earthquake?	Recognise primary and secondary sources Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of interpretations Understand how different evidence will lead to different conclusions Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.
Enquiry	How did the Pompeiians prepare for the volcano eruption and how does this compare to how New Zealand prepared for and earthquake?	Answer more complex questions about the past. Know how our knowledge of the past is constructed from a range of sources.

Vocabulary (unit specific) non exhaustive list

Tsunami, earthquake, volcanic, sources, chronology.

Revisited components

Remembering more and building on knowledge

Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to link new learning and progression documents (greater details and 3/4 concepts) for gaps and misconceptions.

1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new
2. Recount changes in their own life and in the lives of their parents/ grandparents.
3. Place people and events they learn correctly onto a timeline
4. Ask and answer questions
5. Choose and use parts of stories and other sources to show their understanding of key features and events
6. Identify similarities and differences between ways of life at different times
7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.
8. Use objects and evidence to ask/ answer simple questions
9. Identify different ways in which the past is represented
10. Use a wide vocabulary of everyday historical terms
11. Demonstrate an understanding of some of the concepts they learn about in their studied

Year 5/6

Cycle 1	Unit: **The Maya**	Theme: **The Maya**
Linked texts used in English where appropriate	Making of a Mayan meal	

Components of unit

Knowing more (essential knowledge and skills)

Skills and knowledge	St Paul's CE	NC
Range and depth of knowledge	Who were the Maya and where did they live?	A non -European society that provides contrast with British history c.900; Mayan civilization Identify features and make links between past societies and periods Study the beliefs, behaviour, attitudes and characteristics of people, recognising that not everyone shares the same views and opinions.
Chronology	Can I organise facts about the Maya civilisation? Can I explain when in the world the Maya civilisation fit on a timeline?	Place events, people and changes of British, local and world history, on a timeline, using appropriate dates / chronological conventions e.g. BC, BCE and AD Tell the story of events within and across the time periods studied Make appropriate use of dates and specialist terms interpretations
Historical concepts	Can I describe what food the land produces and why certain food were significant to the Maya? Did the Maya have a number system? Can I explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people?	Understand the complexity of life in the past and how some societies are very different due to changes or challenges at the time Begin to see the relationship between different periods and the legacy or impacts for me and my identity.
Interpretation	Can I discover facts about the Maya civilisation and explain who the Maya people were? Can I discuss how we know about the history of the Maya? Can I accurately explain where information about the Maya might come from? Can I explain primary and secondary sources? Who were John Stephens and Fredrick Catherwood and how do they support our knowledge of The Maya?	Recognise primary and secondary sources Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of interpretations. Understand how different evidence will lead to different conclusions. Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.
Enquiry	Many statement above	Answer more complex questions about the past. Know how our knowledge of the past is constructed from a range of sources.

Vocabulary (unit specific) – Non exhaustive list

Maya, civilisation, rainforest, central America, Mesoamerica, Maya cities, political, culture, calendars, writing systems, amenities, religion, counting systems, gods, ritual, priests, festival, names of Maya gods,

Revisited components

Remembering more and building on knowledge

Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to link new learning and progression documents (greater details and 3/4 concepts) for gaps and misconceptions.

1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new
2. Recount changes in their own life and in the lives of their parents/ grandparents.
3. Place people and events they learn correctly onto a timeline
4. Ask and answer questions
5. Choose and use parts of stories and other sources to show their understanding of key features and events
6. Identify similarities and differences between ways of life at different times
7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.
8. Use objects and evidence to ask/ answer simple questions
9. Identify different ways in which the past is represented
10. Use a wide vocabulary of everyday historical terms
11. Demonstrate an understanding of some of the concepts they learn about in their studied

Year 5/6

Cycle 2	Unit: **Ancient Egyptians**	Theme: **Ancient Egyptians**
Linked texts used in English where appropriate	Secrets of a Sun King	

Components of unit

Knowing more (essential knowledge and skills)

Skills and Knowledge	**St Paul's CE**	**NC**
Range and depth of knowledge	Can I recall some significant events form the Ancient Egyptian civilisation?	The achievements of the earliest civilizations – Ancient Egypt Identify features and make links between past societies and periods Study the beliefs, behaviour, attitudes and characteristics of people, recognising that not everyone shares the same views and opinions.
Chronology	Can I show where the Ancient Egyptian Civilisation sits on a timeline? Can I explain BC and AD?	Place events, people and changes of British, local and world history, on a timeline, using appropriate dates / chronological conventions e.g. BC, BCE and AD Tell the story of events within and across the time periods studied Identify specific changes within and across different periods over a long arc of development Make appropriate use of dates and specialist terms
Historical concepts	Can I show an understanding of different social classes in Ancient Egypt? Can I recognise the roles of some important groups of people from Ancient Egypt (Soldier, Nobles, Farmers, Craftsmen, Pharaoh, Priest, Slaves, Scribes, Vizier)? Are any Ancient Egyptian inventions still used today?	Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. Can see the relationship between different periods and the legacy or impacts for me and my identity
Interpretation	Can I research the Ancient Egyptian pyramids? (How and why they were built and who were they for?) Can I use historical sources to explain and describe the stages of mummification?	Recognise primary and secondary sources Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of interpretations Understand how different evidence will lead to different conclusions Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.
Enquiry	What would a burial chamber look like and what would be inside? (Can I design a burial chamber using research to ensure it would be historically correct?)	Choose information from different sources and put it together in an organised piece of work so it makes sense

Vocabulary (unit specific) – non exhaustive list

Egypt, pyramid, canopic jar, sickle, Egyptian, pharaoh, desert, Nile, sphinx, mummification, amulet, burial chamber, embalming, Tutankhamun, hieroglyph, sarcophagus, papyrus, Soldier, Nobles, Farmers, Craftsmen, Pharaoh, Priest, Slaves, Scribes, Vizier, temple, afterlife, tomb,

Revisited components

Remembering more and building on knowledge

Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to link new learning and progression documents (greater details and 3/4 concepts) for gaps and misconceptions.

1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new
2. Recount changes in their own life and in the lives of their parents/ grandparents.
3. Place people and events they learn correctly onto a timeline
4. Ask and answer questions
5. Choose and use parts of stories and other sources to show their understanding of key features and events
6. Identify similarities and differences between ways of life at different times
7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.
8. Use objects and evidence to ask/ answer simple questions
9. Identify different ways in which the past is represented
10. Use a wide vocabulary of everyday historical terms
11. Demonstrate an understanding of some of the concepts they learn about in their studied

Year 5/6			
	Cycle 2	Unit: **Cause and consequence of exploration**	Theme: **Rainforests**
	Linked texts used in English where appropriate	The Vanishing rainforest	
	Components of unit Knowing more (essential knowledge and skills)		
	Skills and Knowledge	**St Paul's CE**	**NC**
	Range and depth of knowledge	Can I describe how the Amazon rainforest has changed over time?	Inspiring curiosity to know more about the past. Asking perceptive questions. Examine causes and results of great events and the impact on people and explain them using evidence
	Chronology	Can I place the discovery of Amazonian tribes on a timeline and link this to world history?	Place events, people and changes of British, local and world history, on a timeline, using appropriate dates / chronological conventions e.g. BC, BCE and AD
	Historical concepts	Can I research and use a variety of sources to explain why and how humans can/have destroyed the rainforests and how decisions can change the future? Can I compare the positive and negative impacts of exploration of the Amazon rainforest? (medicine, discovery of new plants and species, Co2 etc)	Identify changes that took place within a period of history and across different periods of time. Examine the causes and results of great events, with a range of evidence, and the impact. Discuss trends over time and notice similarities and differences
	Interpretation	Can I understand different views on exploration?	Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.
	Enquiry	When where the tribes of the Amazon rainforest discovered and who by? Who first explored the Amazon Rainforest and why? (gold seekers, botanists, legend and thrill seekers, modern day eco explorers)	Devise own historically valid questions. Answer more complex questions about the past Know how our knowledge of the past is constructed from a range of sources. Suggest evidence / omissions of the historical record and the means of finding out Collate knowledge from a range of sources in a fluent account
	Vocabulary (unit specific) non exhaustive list		
	Tribe, Amazon, exploration, deforestation, medical research, damage, positive and negative impact, environment, climate change, gold seekers, names of explorers discovered, Botanists, tribe names (pupils to research and discover).		
	Revisited components *Remembering more and building on knowledge*		
	Pupils in year 1/2 focussed on explorers – Amelia Earhart, Ernest Shackleton, Neil Armstrong. Year 3/4 Edmund Hilary **Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to link new learning and progression documents (greater details and 3/4 concepts) for gaps and misconceptions.** 1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new 2. Recount changes in their own life and in the lives of their parents/ grandparents. 3. Place people and events they learn correctly onto a timeline 4. Ask and answer questions 5. Choose and use parts of stories and other sources to show their understanding of key features and events 6. Identify similarities and differences between ways of life at different times 7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites. 8. Use objects and evidence to ask/ answer simple questions 9. Identify different ways in which the past is represented 10. Use a wide vocabulary of everyday historical terms 11. Demonstrate an understanding of some of the concepts they learn about in their studied		

Year 5/6

Cycle 2	Unit: **The Kingdom of England**	Theme: **The Kingdom of England**
Linked texts used in English where appropriate	Beowulf	

Components of unit
Knowing more (essential knowledge and skills)

Skills and Knowledge	St Paul's CE	NC
Range and depth of knowledge	Can I describe who lived in Britain before the Viking invasion and what evidence we have to support their way of life?	The Viking and Anglo- Saxon struggle for the Kingdom of England Identify features and make links between past societies and periods Study the beliefs, behaviour, attitudes and characteristics of people, recognising that not everyone shares the same views and opinions.
Chronology	Do I know where 'The Kingdom of England fits in within a historical timeline and events I have previously learned? Can I order the stages in world History I've learned about at St Paul's? Can I identify key dates during the Viking raids and place them chronologically?	Place events, people and changes of British, local and world history, on a timeline, using appropriate dates / chronological conventions e.g. BC, BCE and AD Tell the story of events within and across the time periods studied Identify specific changes within and across different periods over a long arc of development Make appropriate use of dates and specialist terms
Historical concepts	Can I understand and discuss the difference between raids and invasion? Was Alfred the Great successful resisting the Vikings? (was Alfred the Great great?) Can I use historical evidence to support and develop ideas? Can I find and research evidence the Vikings settled in Britain? Can I represent the views and feelings of those involved in raids using relevant sources?	Discuss trends over time and notice similarities and differences between time periods studied Pupils use historical concepts to create their own structured accounts, including written narratives and analyses - Understand and compare beliefs, behaviours and attitudes between different periods Can see the relationship between different periods and the legacy or impacts for me and my identity Examine the causes and results of great events, with a range of evidence, and the impact.
Interpretation	Can I interpret sources to present historical information about different periods of history (stone age, ancient Greece, Vikings, Iron Age, Romans, Anglo Saxons, WW2, Ancient Egypt, Battle of Britain, GFL) Can I research Alfred the great using secondary sources? Can I gather relevant information using a variety of sources (web pages, books, previous knowledge) on periods of History I have already studied and pick the most appropriate information to compare? Can I present my research in systematic way?	Recognise primary and secondary sources Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of interpretations Understand how different evidence will lead to different conclusions Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.
Enquiry	How and why did the Vikings raid Britain? (focus Lindisfarne) Can I ask relevant questions about presented research that teaches me more about periods in history?	Devise own historically valid questions. Answer more complex questions about the past Know how our knowledge of the past is constructed from a range of sources. Suggest evidence / omissions of the historical record and the means of finding out Collate knowledge from a range of sources in a fluent account

Vocabulary (unit specific) non exhaustive list

Viking, Anglo Saxon, timeline, invaded, sources 9primary&secondary), stone age, ancient Greece, Vikings, Iron Age, Romans, Anglo Saxons, WW2, Ancient Egypt, Battle of Britain, GFL, artefacts, raids, Lindisfarne, Holy Island, location, Scandinavia, Denmark, Norway, Sweden, Anglo Saxon Chronical, Monk, Alcuin of York, Kingdoms of Mercia, East Anglia and Northumbria.

Revisited components
Remembering more and building on knowledge

Anglo Saxons taught in year 3/4 – see cycle 2 Autumn term – knowledge used to aid research and interpretation of sources in year 5/6 – the work from this unit will be used by Year 3/4 as a purpose for writing and research.

Taken from end points KS1 to support building on previous knowledge- use Long term plan to support periods of history to link new learning and progression documents (greater details and 3/4 concepts) for gaps and misconceptions.

1. Use common words and phrases relating to the passing of time – now/ then long ago; past/ present; old/ new
2. Recount changes in their own life and in the lives of their parents/ grandparents.
3. Place people and events they learn correctly onto a timeline
4. Ask and answer questions
5. Choose and use parts of stories and other sources to show their understanding of key features and events
6. Identify similarities and differences between ways of life at different times
7. Understand some of the ways in which we find out about the past – through objects and different types of evidence (pictures, stories, ICT based sources, visits to historical sites.
8. Use objects and evidence to ask/ answer simple questions
9. Identify different ways in which the past is represented
10. Use a wide vocabulary of everyday historical terms
11. Demonstrate an understanding of some of the concepts they learn about in their studied