

History Intent and Implementation

At Cavendish Close Junior Academy, we aim to deliver a curriculum that helps children to **Aspire, Collaborate and Experience** a variety of opportunities.

Intent

1	Develop chronologically secure knowledge
2	Develop knowledge of a range of historic significant individuals
3	Devise historically valid questions about change, cause, similarities and differences
4	Develop a knowledge of British, local and world history
5	Investigate knowledge from the past using a range of historical sources
6	Develop the appropriate use of historical terms

Intent explanation

1	Children develop chronologically secure knowledge across British, local and world history that enables them to talk with confidence about the past referring to historical terms, dates and periods, whilst noting connections, contrasts and trends over time.
2	Children develop knowledge about a range of historically significant individuals who have created legacies and who have been influential.
3	Children acquire the necessary skills devise historically valid questions about change, cause, similarities, difference about significant events.
4	Children can develop a secure knowledge of British local and world history to be able to reflect on and be inspired by events that have taken place in the past and discuss how they have impacted on our lives today.
5	Children can investigate knowledge from the past using a range of historical sources to communicate events from the past which are engaging and ignite their curiosity.
6	Children develop a progressive historical vocabulary that enables them to confidently express their ideas and opinions.

Our **ACE** Curriculum

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ACE Curriculum Statement

“A generation which ignores history has no past – and no future.” Robert A. Heinlein

At Cavendish Close Junior Academy, we aspire to help children develop as Historians through a range of learning experiences. It is our intention that all children develop a sense of chronology across British, local and world history that enables them to talk with confidence about the past, referring to historical terms, dates and periods, whilst noting connections, contrasts and trends over time. Throughout the curriculum we focus on five main concepts: Leadership, Settlement, Belief, Invasion and Innovation. In History, our aim is to increase pupils' awareness and knowledge of a range of historical individuals who have created legacies and who have influenced our lives today.

By collaborating with their peers, children develop their curiosity and questioning through enquiry and the use of high-quality sources. Children will investigate and interpret events from the past using a range of historical sources that address questions (some of which children devise themselves) about: change, cause, similarities, difference and significance. In addition to working as a team, children are also encouraged to respectfully challenge each other's' views and evidence their findings using research.

Our History teaching offers opportunities for children to recall and organise historical knowledge which engages and ignites their curiosity. All children develop a progressive historical vocabulary that enables them to confidently express their ideas and opinions. Through the History curriculum, children gain a range of historical experiences via themed days, educational visits and external specialists' visits. They experience a wide range of practical activities which encourage them to challenge historical views and question theories. Children are able to build upon their prior knowledge and embed this into their long-term memory through a range of retrieval tasks.

Through all of these, our children are able become ACE Historians.

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Implementation

Long term curriculum coverage

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3		Stone Age		Romans	Railways	
4	Anglo Saxons		Monarchs		Ancient Greece	
5	Vikings			Mayans	Egyptians	
6	WW2		Inventions (Victorians)	Shackleton		

Key Concepts

Innovation
Leadership
Invasion
Belief
Settlement

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Skills progression

Skill	Year 3	Year 4	Year 5	Year 6
Chronology	Place the different events/eras of the Stone Age, Roman empire and the early railways on a history timeline.	Place the significant events of the ancient Greeks, Anglo-Saxons and different monarchs on a historical timeline explain the events and why they happened.	Place the events of the Mayan civilisation, Vikings and ancient Egyptians on a historical timeline as well as the topics learned in previous year groups covered.	Place the significant event learned throughout year 3, 4 5 and 6 on a historical timeline with the in-depth knowledge of how long has passed between each era/event and why each event is significant.
Source investigation	To use primary and secondary sources to investigate enquiry questions and evaluate the reliability of each sources used.	To use primary and secondary sources to ask and answer historical questions, evaluating the reliability of the sources to understand which ones are the best to use to answer questions about the past.	To use primary and secondary sources to ask and answer historical questions and evaluate the reliability of the sources deciding which ones are the best to use as a source of information. To use research to find their own sources of information and discover further information about different Eras of times.	To use primary and secondary sources to ask and answer historical questions and evaluate the reliability of the sources deciding which ones are the best to use as a source of information. To understand how we know about the past and who might provide us with information about the past by finding different sources for us to investigate. To use research to find their own sources of information and discover further information about different Eras of times.
Questioning	To ask and answer enquiry questions to investigate the key historical Eras.	To ask and answer enquiry questions to investigate the key historical Eras.	To ask and answer enquiry questions to investigate the key historical Eras.	To ask and answer enquiry questions to investigate the key historical Eras.
Knowledge of significant events	To be able to understand the significance of the Roman empire and the Stone Age on our lives today. To be able to evaluate the changes in the	To be able to explore the significant event of the Anglo-Saxons and understand how they influence life today by exploring the legacy they left	To investigate the significant events of the Viking Era in Britain. To explore the significant events of the Ancient Mayans and	To know the significant events of the Titanic disaster and Shackleton's expedition.

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	railway systems over time with specific attention to the history of Derby's railways.	behind. To be able to place significant events from Greek history on a timeline and understand why these events were significant to the time.	Ancient Egyptian civilisation including their beliefs.	To place on a timeline the events of WW2 and how this influenced life today.
Knowledge of significant individuals	To ask questions about Boudicca and how she was a successful leader. To be able to understand how the leadership of significant individuals comes to an end. To explore the significant individuals in the invention and creation of the earliest locomotives.	To be able to compare and evaluate different monarchs and begin to ask questions about why they were successful or not. To be able to research the significant individuals from ancient Greece and understand the difference they made to life in Ancient Greece.	To know the significant individuals of the Viking era and how they were successful. To understand who made a significant impact of the lives of people in Mayan and Ancient Egyptian civilisation.	To know how the significant individuals on WW2 were and understand their impact on the war. To explore Shackleton and how he was successful using his leadership qualities. To know the significant individuals from the Victorian Era and how they impacted our life today.
British, local and world history	To explore where the Romans came from before building an Empire in Britain. To conduct a local history study focussing on the history of the railways in Derby. To understand the Stone Age developments which have influenced our lives today.	To explore British monarchs and what life was like in Britain during their reigns. To understand the lives of ancient Greeks including their beliefs and what they did to change our lives today. To understand where the Anglo-Saxons came from before they settled in Britain and where in Britain they settled.	To understand where in the world the Vikings came from before settling in Britain and where they settled when they arrived in Britain including how we know this. To explore the life of Ancient Mayans including their beliefs. To explore ancient Egyptian life and the significant individuals that influenced how they lived.	To know about the significance of WW2 and how this changed life in Britain from that time onwards. To discuss the significant British inventions from the Victorian Era and why they are important to us today. To understand Shackleton's expedition and what this would have been like for him. To understand the Titanic disaster and how this has influenced the rules on modern day voyages.

Key Lesson Outcomes

Autumn term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description		Anglo-Saxons In this unit, children will learn about the settlement of Anglo-Saxons in Britain and how their lives influence our lives today.	Vikings In this unit, children will learn about the Viking raids and invasion including where the Vikings came from before they came to Britain. Children will be able to understand how Viking life is still clearly influencing our lives in Britain today and where we can find evidence of this.	WW2
Crucial Curriculum Content		Britain's settlement by Anglo-Saxons and Scots - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture	The Viking and Anglo-Saxon struggle for the Kingdom of England. - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld	World War II - to understand key dates in the war and the significant individuals and countries involved. - To understand the explore what life would be like for a child during the war. - To link to local history of Derby and Rolls Royce.

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Key Concepts		Settlements-Anglo Saxon and the seven kingdoms. Invasion – the invasion of the Anglo-Saxons against the Scots. Leadership- Alfred the Great	Settlement - Settlement of the Vikings Invasion - Viking Invasion	Innovation – Computers (enigma), Atomic bomb, penicillin Invasion – how the War started, why the war started, what life was like during the war, what life was like on the home front. Leadership – key leaders during the war and their impact Belief – How the Jews were treated
Lesson outcomes		1. To place significant events in history of the Anglo-Saxons on a timeline. 2. To understand which regions the Anglo-Saxons came from and why they settled in Britain. 3. To know why the Anglo Saxons settled in Britain 4. To use a range of sources to ask and respond to historical questions. 5. To explain the legacy left behind by the Anglo-Saxons	1. To be able to place significant events from the Viking era on a timeline 2. To explain when and where the Vikings came from. 3. To investigate why the Vikings raided Britain. 4. To understand how history has stereotypically presented the Vikings 5. To explore how place names gives us information about Viking settlements. 6. To explore the historical context of Danelaw and	1. To place key events from WW2 on a timeline. 2. To identify the main countries involved in WW2 and their leaders. 3. To identify significant people who were involved in WW2 4. To identify item used on the Homefront. 5. To analyse the life of a WW2 key figure 6. To understand what life would have been like for a

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		6. To understand why Anglo-Saxon villagers settled in certain places 7. To explain the significance of the Anglo-Saxons seven kingdoms on the Early history of England.	recognise its lasting effects.	child during the war when they were evacuated. 7. To understand the concept of make do and mend and how this helped people cope with war on the Homefront.
Key Vocabulary		Kingdom Invasion Settlement Warrior Conflict Migration	Raids Settlement Invasion Vikings Anglo-Saxons	Alliance Propaganda Evacuee Nazi Blitz Holocaust Ration Homefront
ACE (Aspire, Collaborate, Experience) links		Aspire – Children to explore the legacy left behind by the Anglo-Saxons in Britain. Collaborate – Children will use different sources to investigate questions as a class looking at the changes the Anglo-Saxons made to our life today. Experience – Anglo-Saxon Day	Aspire – Children to explore the legacy the Vikings left behind in Britain. Collaborate – The use of historical sources to answer class enquiry questions. Experience – Vikings day	Aspire – How has WW2 impacted life in Britain today. Exploring The life of Churchill and how this is significant to our life today. Collaborate – Children to work together to generate questions and ideas about what life would have been like for children being evacuated. Experience – WW2 day (school visit)

Autumn term 2

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Stone Age to Iron Age In this unit, children will learn about the development from the Stone Age to the Iron Age with a particular focus on how people lived in these eras.			
Crucial Curriculum Content	Children should be taught about changes in Britain from the Stone Age to the Iron Age. - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture			
Key Concepts	Settlement – Nomadic to farming and a study of Skara Brae Belief – The study of Stonehenge Innovation – Stone Age tools to the iron age			

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Lesson outcomes	1. To place the different eras of the Stone Age on a history timeline. 2. To ask and respond to questions using historical sources. 3. To explore why Stonehenge is a significant historical landmark. 4. To investigate what Stone Age Humans used to hunt or build. 5. To understand how the Stone Age developed into the Iron age. 6. To explain the ways in which Stone Age humans found food.			
Key Vocabulary	Neolithic Palaeolithic Mesolithic Chronology Settlements Artefacts			
ACE (Aspire, Collaborate, Experience) links	Aspire – Children will aspire to be historians by asking enquiry questions about The Stone Age Collaborate – Children will use different sources to investigate questions as a class. Experience – Stone Age Day			

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Spring term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description		Monarchs In this unit, children will learn how to compare the lives of different monarchs throughout history. Children will be able to understand how different monarchs were successful and how their reigns influenced our lives today.		Inventions (Victorians) In this unit, children in explore how the inventions from the Victorian Era have impacted and influenced our lives today including the work of significant individuals from this era.
Crucial Curriculum Content		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 which can include: - the changing power of monarchs using case studies such as John, Anne and Victoria		Victorian inventions – a local history study - A depth study linked to one of the British areas of study listed above - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
Key Concepts		Leadership –Was Henry VIII a good leader? Beliefs – How Henry VIII Beliefs change Britain.		Innovation – study of sources and how they have impacted our lives today.

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				Settlement – rich and poor, Wilmott family in Derby, workhouses and Alms houses Belief – Christianity
Lesson outcomes		1. To place significant British monarchs on a timeline of events in British, World and local history. 2. To ask and respond to questions using historical sources 3. To understand Henry VIII impact on modern Britain 4. Why was Queen Victoria a significant monarch? 5. To compare two significant monarchs (Elizabeth II and Victoria I). 6. To compare the reign of two significant monarchs.		1. To learn the key facts and dates of the Industrial Revolution and place them on a timeline. 2. To identify the significance of key inventors in the Industrial Revolution. 3. To know key transportation inventions which assisted the Industrial Revolution. 4. To investigate sources of information of how innovations have impact society in the modern day. 5. To understand how the Industrial Revolution affected the growth of settlements in the local area. 6. To recognise the significance and the work of Richard Arkwright.
Key Vocabulary		Empire Reign Monarch Heir Queen		Industrial Revolution Patent Reliability Agriculture Industrialisation

		King		Mechanism Production
ACE (Aspire, Collaborate, Experience) links		Aspire – Children will investigate different Monarchs and understand why they were/weren't successful. Collaborate – Children will use a range of historical sources to answer questions about whether Henry VIII was a great leader as a class. Experience – Monarchs Day		Aspire – How have the inventions from the Victorian era impacted our life in Britain today. Collaborate – Children to collaborate in their learning about the inventions from the Victorian era using primary and secondary sources to investigate. Experience – School visit about the history of the television.

Spring term 2

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Romans and the Roman Empire In this unit, children will learn about how the Romans came to Britain and influenced the life of people in Britain today. They will also learn about the end of the Roman empire, how this happened and who ruled Britain after this.		Mayan civilisation In this unit, children will learn about the beliefs of the Mayan civilisation and the different Gods and goddesses the believed in with an aim to be able to compare them. Children will also learn to understand the demise of the Mayan civilisation.	Shackleton / Titanic
Crucial Curriculum Content	Children should be taught about the Roman Empire and its impact on Britain. - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - British resistance, for example, Boudica		Children should be taught about a non-European society that provides contrasts with British history which could include: - early Islamic civilization, including a study of Baghdad c. AD 900; - Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	
Key Concepts	Leadership and Invasion – Invading Britain, Boudicca Belief – Roman Gods Innovation – The legacy the Romans left in Britain		Belief – Mayan Gods and sacrifice Leadership – Mayan Rule	

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Lesson outcomes	- To place significant events of the Roman Empire on a timeline. - To ask and respond to questions using historical sources (Roman Day) - To investigate why Britain resisted Roman invasion. - To understand the legacy the Romans left in Britain. - To discover how religion impacted Roman life. - To understand Julius Caesar as a leader		- To identify and use a range of evidence sources to understand more about the Maya civilisation. - To explain the religious beliefs of the Maya people and understand how they worshipped. - To describe similarities and differences between Gods and Goddesses across periods of history. - To evaluate the leadership of King Pakal the Great. - To explore the demise of the Maya Civilisation and its rulers.	- To place key events of Shackleton's expedition to the Antarctic on a timeline. - To be able to use sources of information to begin to understand what it was like to survive in the Antarctic on Shackleton's expedition - To be able to place key events of the Titanic's disaster on a timeline. - To question, using historical sources, who they believe to be responsible for the sinking of the Titanic. - To be able to explain what happened during the disaster, giving reasons for their viewpoints from a range of sources about how the sinking of the Titanic has influenced boat laws on voyages today.
Key Vocabulary	Empire Invasion Celt Tribe Rebellion Ancient		Chichen Itza Sacrifice Glyphs Itzamna Codices Meso America	



THE HARMONY TRUST

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ACE (Aspire, Collaborate, Experience) links	Aspire – Children will learn about great Roman leaders and why they were so successful. Collaborate – Children will use source investigations as a class to answer enquiry questions Experience – Roman Day/making Roman Scutums		Aspire – Children to learn about why Gods and Goddesses were worshipped by the Mayans and Mayan leaders. Collaborate – Children to compose questions to investigate sources about Mayan Civilisation Experience – Mayans Day	Aspire – explore Shackleton's leadership qualities and how he was successful. Collaborate – Work as teams to be successful on Shackleton experience day by applying leadership qualities. Experience – Shackleton experience day
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Summer term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Railways – A Local history study In this unit, children will learn about the development of the railways over time. There will be a particular focus on the development of the railway systems on Derby.	Ancient Greece In this unit, children will learn about the life and beliefs of ancient Greeks and these influenced our life today.	Egyptians In this unit, children will learn about the significant individuals, events and beliefs of the ancient Egyptians.	
Crucial Curriculum Content	Children should be taught about a local history study. - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a significant turning point in British history, for example, the first railways or the Battle of Britain	Children should be taught about Ancient Greece - a study of Greek life and achievements and their influence on the western world	Children should be taught about the achievements of the earliest civilizations - An overview of where and when the first civilizations appeared and a depth study of one of the following: - Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	
Key Concepts	Settlement - Local arena study. What did it the railways do for Derby Belief – positives and negatives of the railways Innovation – Steam	· Beliefs – Gods and goddesses · Settlements – Athens and Sparta · Innovation – How has Greek innovation impacted Britain today.	Belief – Egyptian Gods Innovation – The river Nile, Pyramids, Hieroglyphics, papyrus	

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Lesson outcomes	1. To place significant events of the invention of the railways on a timeline. 2. To find out how steam locomotives developed over time 3. To ask and respond to questions using historical sources 4. To find out what the positive and negative impact of the railways were on Derby. 5. To understand how the introduction of steam changed the way people travelled in the East Midlands. 6. To understand the advantages and disadvantages of the different train types	1. To place key events on a historical timeline. 2. To identify significant people in Ancient Greek history 3. To compare two different Ancient Greek Settlements 4. To understand the beliefs of the Ancient Greeks 5. To understand the influence Ancient Greek culture had on modern day Britain 6. How does Ancient Greek innovation impact modern day Britain?	1. To place significant leaders on a timeline of events in British, World and local history. 2. To use a range of sources to understand what was important to people during ancient Egyptian times. 3. To understand and explain the beliefs of ancient Egyptian ritual of mummification 4. To use sources to explore the significance of Tutankhamun. 5. To make connections, and notice contrasts and trends over time by exploring Egyptian writing. 6. To compare the powers of different Egyptian gods from different eras.	
Key Vocabulary	Locomotive Network Industry Revolution Machinery Technology	Athens Sparta Gods Goddesses Olympics	Leader Pharaoh Egypt Cleopatra Tutankhamun	



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ACE (Aspire, Collaborate, Experience) links	Aspire – The children will learn about the invention of the railways and how this developed over time. Collaborate – The children will work together to investigate how the railways in Derby have changed over time using historical sources. Experience – Trip to the great central railways	Aspire – Children to research significant people in Greek history and the impact they have left behind. Collaborate – Children to compose and answer enquiry questions about Greek settlements. Experience – Greek Day	Aspire – children to understand what was important to people in the Egyptian times compared to the present day. Collaborate – use sources to explore the significance of Tutankhamun and the discovery of his tomb Experience – Egyptian day	
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How each intention is met across units of work

Intention 1: Develop chronologically secure knowledge			
Year 3	Year 4	Year 5	Year 6
Place key events from the Stone Age, Romans and the development of the Railway on a timeline using dates.	Place the periods in History taught across school on a timeline using dates. Compare and contrast how people lived in Ancient Greece to Britain during the same time.	Place the periods in History taught across school on a timeline using dates and key events. Place key events, artefacts and key figures (for Ancient Egypt, Mayans and Vikings) in order on a timeline using date.	Create a scaled timeline based on the periods of history studied and include additional periods not studied at Cavendish Close Place a wider variety of events, artefacts and key figures for WWII in order on a detailed timeline using dates and annotated key event/facts.

Intention 2: Develop knowledge of a range of historic significant individuals			
Year 3	Year 4	Year 5	Year 6
Develop their knowledge of Boudicca and understand why she was an important figure.	Develop their knowledge of Alexander the Great Alfred the Great and King Raedwald and understand why they were important figures. Develop their knowledge of different monarchs and how these became successful.	Understand how Howard Carter's discovery of Tutankhamun's tomb was so significant in finding out about life in Ancient Egypt and understand the influence and significance of key figures on life today.	To understand the influence and significance of key Victorians and their impact on our lives today through their inventions.

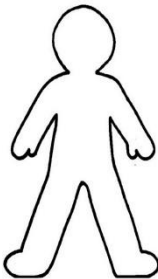
Intention 3: Devise historically valid questions about change, cause, similarities and differences			
Year 3	Year 4	Year 5	Year 6
Use their historical knowledge and understanding to show, describe, explain and start to debate on topics related to the Anglo Saxons and Ancient Greeks.	Use their historical knowledge and understanding to show, describe, explain and start to debate on topics related to the Anglo Saxons and Ancient Greeks.	Use their historical knowledge and understanding to show, describe, explain and start to debate in a variety of ways ideas related to Ancient Egypt, The Vikings and Mayan civilisation.	Children to describe, explain and debate, in depth, in a variety of ways different issues from the past and how they feel about them expressing their own opinions from a range of sources found.

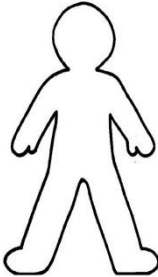
Intention 4: Develop a knowledge of British, local and world history			
Year 3	Year 4	Year 5	Year 6
Reflect on and explain how the Stone Age, Romans and the Industrial Revolution have influenced life in the Western world.	Reflect on and explain how the Ancient Greeks, Anglo Saxons and Vikings have influenced life today.	Children will compare Ancient Egyptian, Viking and Mayan Civilisation and understand how they influenced life in Britain today.	Evaluate and assess the reason, impact and significance of wartime events and apply their knowledge to think about what would happen if events happened differently.

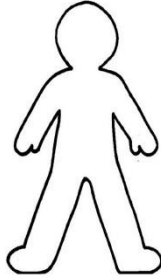
Intention 5: Investigate knowledge from the past using a range of historical sources			
Year 3	Year 4	Year 5	Year 6
Children will use different primary and secondary sources to find out about the people from the periods of History studied using source investigations	Understand how our knowledge of the past is constructed from a range of different primary sources and will use both primary and secondary sources to generate a hypothesis in answer to an enquiry question.	Understand the difference between primary and secondary sources and how these can give us different information and use both primary and secondary sources to generate a hypothesis in answer to an enquiry question and generate their own enquiry questions.	Recognise and compare a range of primary and secondary sources of evidence to make evaluations and deduce information and use and analyse a range of different primary and secondary sources to generate a hypothesis in answer enquiry questions which they have generated themselves.

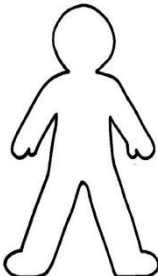
Intention 6: Develop the appropriate use of historical terms			
Year 3	Year 4	Year 5	Year 6
Develop and improve their historical vocabulary so they can express their ideas and opinions.	Develop and improve their historical vocabulary so they can express their ideas and opinions as well as finding new key vocabulary throughout their learning.	Develop and improve their historical vocabulary so they can express their ideas and opinions clearly and effectively to express own historical ideas.	Develop and improve their historical vocabulary so they can express their ideas and opinions. clearly and effectively to express historical ideas with influence and impact on the audience.

End Points/Impact

Place the periods in History taught across school on a timeline using dates. Place key events from the Stone Age, Romans and the development of the Railway on a timeline using dates.	<u>A great Historian in Year 3</u> 	Develop their knowledge of Boudicca and understand why she was an important figure.
		Develop and improve their historical vocabulary so they can express their ideas and opinions.
		Reflect on and explain how the Stone Age, Romans and the Industrial Revolution have influenced life in the Western world.

Place the periods in History taught across school on a timeline using dates. Compare and contrast how people lived in Ancient Greece to Britain during the same time.	<u>A great Historian in Year 4</u> 	Develop their knowledge of Alexander the Great Alfred the Great and King Raedwald and understand why they were important figures. Develop their knowledge of different monarchs and how these became successful.
Understand how our knowledge of the past is constructed from a range of different primary sources and will use both primary and secondary sources to generate a hypothesis in answer to an enquiry question.		Develop and improve their historical vocabulary so they can express their ideas and opinions.
Use their historical knowledge and understanding to show, describe , explain and start to debate on topics related to the Anglo Saxons and Ancient Greeks.		Reflect on and explain how the Ancient Greeks, Anglo Saxons and monarchs have influenced life today.

Place the periods in History taught across school on a timeline using dates and key events. Place key events, artefacts and key figures (for Ancient Egypt, Mayans and Vikings) in order on a timeline using date.	<u>A great Historian in Year 5</u> 	Understand how Howard Carter's discovery of Tutunkhamun's tomb was so significant in finding out about life in Ancient Egypt and understand the influence and significance of key figures on life today.
Understand the difference between primary and secondary sources and how these can give us different information and use both primary and secondary sources to generate a hypothesis in answer to an enquiry question and generate their own enquiry questions.		Develop and improve their historical vocabulary so they can express their ideas and opinions. clearly and effectively to express historical ideas.
Use their historical knowledge and understanding to show, describe, explain and start to debate in a variety of ways ideas related to Ancient Egypt, The Vikings and Mayan civilisation.		Children will compare Ancient Egyptian, Viking and Mayan Civilisation and understand how they influenced life in Britain today.

Create a scaled timeline based on the periods of history studied and include additional periods not studied at Cavendish Close Place a wider variety of events, artefacts and key figures for WWII in order on a detailed timeline using dates and annotated key event/facts.	<u>A great Historian in Year 6</u> 	To understand the influence and significance of key Victorians and their impact on our lives today through their inventions.
Recognise and compare a range of primary and secondary sources of evidence to make evaluations and deduce information and use and analyse a range of different primary and secondary sources to generate a hypothesis in answer to an enquiry question.		Develop and improve their historical vocabulary so they can express their ideas and opinions. clearly and effectively to express historical ideas with influence and impact on the audience.
Children to describe, explain and debate, in depth, in a variety of ways different issues from the past and how they feel about them expressing their own opinions from a range of sources found.		Evaluate and assess the reason, impact and significance of wartime events and apply their knowledge to think about what would happen if events happened differently.

National Curriculum for KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

National Curriculum for KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

What the subject looks like at Cavendish Close

What do History and Geography lessons at Cavendish Close Junior Academy look like?

Expected pupils outcomes for each unit of work will include the following:

- Front cover at start of every topic including: I wonder, key outcomes, key vocabulary, the big question (share and complete 'I wonder' in lesson 1)
- Pre-learning and post learning task sheet following front cover. Children self assess using smiley, neutral and sad faces (first lesson and final lesson)
- Date and Learning objective (underlined) all lessons
- At least 2 Quadrant grids per unit: These should include (History example): previous year group (History); previous term (Geography); previous week (History) and last lesson (History).
- At least two examples of low stakes quizzing per unit, to recap main knowledge skills and concepts with long term memory retention in mind. (Mini quizzes, kahoot quiz etc...).
- At least two 'Thinkers' keys per unit with a written response from children
- At least one extended writing opportunity per unit with differentiated structure strips related to English and History/Geography.
- At least one single/double page spread per unit (Y5 & Y6 expectation is double).
- At least one knowledge/graphic organiser per unit (Year 3: Single Bubble, Year 4: Double Bubble, Year 5: Flow Chart/Multi-Flow Chart, Year 6: Brace Chart)
- Post learning task to be completed and self-assessed in final lesson on the other half of the original sheet.
- Remember to utilise the iPads as a tool for learning

Displays will include the following:

- The Big Question
- Key vocabulary
- Key concepts (see concepts document on website under curriculum tab)
- Questions based on the unit of work that children will answer throughout the unit

Proformas to be provided: Pre/post learning, Quadrant grids, Thinkers' keys.

Our **ACE** Curriculum

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