



Knowledge	Skills	Literacy links				
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>During Reception we plan our Curriculum to provide opportunities to develop children who:</p> <ul style="list-style-type: none"> • are confident investigators. <ul style="list-style-type: none"> • Are observers. • can make predictions • can show classification skills. <ul style="list-style-type: none"> • can interpret events. • have an understanding and knowledge of events. • have an understanding of people and changes in the past. <ul style="list-style-type: none"> • show curiosity. • are able to think things through. • can communicate their understanding. <ul style="list-style-type: none"> • are open-minded. • show empathy. • are beginning to be able to reflect. 					
1		<p>How was life different 100 years ago? Did our water always come from taps? How did we make a cup of tea 100 years ago? How did we wash our clothes 100 years ago? How was daily life different 100 years ago? Would you rather be a child 100 years ago or today? Changes within living memory, making links to changes within national life</p>		<p>Who were Florence Nightingale and Mary Seacole? Why is Florence Nightingale remembered today and what did she do in her life? Why do you think Florence took the brave choice to go to the Crimea and who influenced her? What did People really think of Florence Nightingale? What were the most important</p>		



		<p>Changes in life in the home</p> <p>Identify some of the ways in which the past is represented e.g. in stories, songs, pictures, artefacts, written documents and recordings <i>Polly Put the Kettle On, Jack and Jill</i></p> <p>Compare aspects of life now and then, looking at similarities and differences</p> <p>Sequence events or related objects in order of time</p> <p>Answer questions related to different artefacts</p>		<p>achievements of Florence's life?</p> <p>Who is Mary Seacole?</p> <p>How are Florence Nightingale and Mary Seacole similar?</p> <p>Explain the lives of significant individuals in the past who have contributed to national and international achievement</p> <p>Answer questions related to different sources</p> <p>Place historical people and events on a timeline</p>		
2		<p>Why do we call it the <i>Great Fire of London</i>?</p> <p>What was London like in 1666?</p> <p>What were the key events of the 'Great Fire of London'?</p> <p>What happened after the Great Fire of London?</p> <p>How do we know so much about the Great Fire of London?</p>	<p>How were the stories of Emily Davison and Rosa Parks similar and different?</p> <p>Why do we remember Emily and Rosa today?</p> <p>Why and how did Emily and the Suffragettes protest?</p> <p>What did Emily do in 1913 and what were the consequences?</p> <p>Why were Rosa and</p>			<p>Who was Ann Glanville?</p> <p>Who was Ann Glanville?</p> <p>Why was Ann different to other women at the time?</p> <p>What kind of boat did Ann race in?</p> <p>How are the stories of Ann and Emily Davison similar and different?</p>



		<p>Describe events beyond living memory that are significant nationally or globally</p> <p>Recognise and explain why events happened and the impact that they had</p> <p>Place historical people and events on a chronological timeline</p> <p>To be able to consider the reliability of memories</p> <p>Explore and interpret sources of evidence discussing the effectiveness of the sources</p>	<p>other African Americans ready to protest?</p> <p>What did Rosa do in 1955 and what were the consequences?</p> <p>How were the stories of Emily and Rosa similar and different?</p> <p>Explain the lives of significant individuals in the past who have contributed to international and national achievement</p> <p>Place historical people and events on a chronological timeline</p> <p>Sequence events or related objects in order of time</p>			<p>How does Ann `still race on today'?</p> <p>To explain significant historical events, people and places in their locality.</p> <p>To ask and answer questions related to different sources and objects</p> <p>Begin to make suggestions about historical artefacts</p> <p>Use correct vocabulary when talking about the past and the passing of time.</p> <p>Identify fact and fiction</p>
3	<p>How did Britain change from the Stone Age into the Iron Age?</p> <p>What was the Stone Age, where does it fit in Britain's History and how do we know?</p> <p>How different was life in the Stone Age when man started to farm?</p>		<p>What was life like during the Ancient Egyptian Civilisation?</p> <p>When did the Ancient Egyptian civilisation exist and where is Egypt?</p> <p>What sources of evidence have survived and how were they discovered?</p>			<p>What have the Romans ever done for us?</p> <p>Who were the Romans?</p> <p>Why did Claudius leave hot, sunny Italy to invade cold, wet Britain?</p> <p>The Roman invasion – have the books got it right?</p> <p>Should the Celts take on the Romans?</p>



<p>What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change the Iron Age and how do we know? How did life in Britain change from the Stone Age through the Bronze Age and into the Iron Age?</p> <p>Explain what life was like in the Stone Age Describe changes in life in Britain from Stone Age to the Iron Age Sequence events or artefacts on a timeline Identify key features of historical periods Compare and contrast aspects of life in different periods</p> <p>Stone Age Boy</p>		<p>What can we learn about Ancient Egypt from the Pyramids? What does the evidence tell us about what life was like for men, women and children in Ancient Egypt? What can we learn about the beliefs of the Ancient Egyptians from evidence that has survived? Why were hieroglyphics significant in Ancient Egypt?</p> <p>Describe the achievements of the earliest civilisations e.g. Ancient Egyptians Identify key features and beliefs of historical periods Analyse beliefs, behaviours and characteristics of people in the past.</p>			<p>What image do we have of Boudicca today? How were the Romans able to keep control over such a vast Empire? What have the Romans ever done for us?</p> <p>Describe who Emperor Claudius was and his role in the Roman Empire. Describe the impact of the Roman Empire on Britain Explain Britain's resistance to invasion Explain the impact of invasion of Britain. Understand the difference between BC/BCE/AD/CE Identify reasons for and the results of people's actions Begin to evaluate the effectiveness of different sources</p>
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4		<p>Who were the Tudors and what was life like in Tudor Britain?</p> <p>Who were the Tudors and when did they reign?</p> <p>How did the events at the battle of Bosworth change the future of Tudor Britain?</p> <p>How was life different for the rich and the poor in Tudor Britain and how do we know?</p> <p>Why was Henry married so many times and how did his marriages impact England?</p> <p>How did Christianity in Britain change throughout the Tudor reign?</p> <p>How did Tudor explorers change the future of Britain?</p> <p>How was Elizabeth able to defeat the mighty Spanish Armada?</p> <p>Understand an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>		<p>Who were the Anglo- Saxons and what was life like in Anglo-Saxon Britain?</p> <p>Who were the Anglo-Saxons and why did they invade?</p> <p>What can we learn about the Anglo-Saxons from historical artefacts?</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>How effective was Anglo-Saxon justice and how does it compare with justice now? Who was Alfred the great and why is he significant?</p> <p>Ask historical questions.</p> <p>Use artefacts to understand the past.</p> <p>Compare and contrast aspects of life in different periods using a</p>	<p>What was life like in the city of Benin by 1200 CE?</p> <p>Where was the Benin Kingdom located and how did its civilisation begin?</p> <p>What were some of the key events in the timeline of the Benin Kingdom?</p> <p>What inspired the artists and craftsmen of Benin?</p> <p>Should the Benin Bronzes be returned to Nigeria?</p> <p>How was Benin civilization different to or the same as British culture at the time?</p> <p>How has the Benin Civilisation impacted life today?</p> <p>How has the Benin Civilisation impacted life today for us and for the people of Nigeria?</p> <p>Describe aspects of life in a non-European society that provides contrast with British history- Benin</p>
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			<p>Justify explanations by making references to appropriate evidence. Identify and give different reasons for the way the past is represented.</p>		<p>range of sources and understand their reliability. Explore and interpret sources of evidence, discussing the effectiveness of the sources of evidence. Describe the key events in the settlement of Britain by the Anglo Saxons. Explain the struggle for the kingdom of England from Saxon times.</p>	<p>To understand how the achievements of early civilisations has impacted on our lives today Recall/list key historical dates and facts Compare and contrast aspects of life in different periods and different cultures, exploring similarities and differences</p>
5	<p>Were the Vikings always victorious and vicious? What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our view of the Vikings? (Focus on Jorvik) What can we learn about Viking settlement from a</p>		<p>What was life like in Britain during the Victorian era? What was life like in the Victorian cities? Why did people move to the towns and cities? Children working in Victorian factories – was it as bad as they tell us? Would you rather be a Victorian school child? How did the railway change Victorian Cornwall? Was the Victorian Era a Golden Age or Dark Age?</p>		<p>Why was Greece one of the most important places in the world 2500 years ago? How can we possibly know so much about the Ancient Greeks who lived over 2500 years ago? What can we work out about everyday life in Ancient Athens from pottery evidence? Why was Athens able to be so strong at this time?</p>	



	<p>study of place name endings? Raiders of settlers: How should we remember the Vikings? Explain the Viking struggle for the kingdom of England to the time of Edward the Confessor Analyse beliefs, behaviours and characteristics of people, recognising that not everyone had the same views and opinions. Identify cause and consequence including impact on society over time.</p> <p>Viking Boy</p>		<p>To recall influences and events within Britain and the wider world leading to significant turning points in British history as well as the impact on the nation Identify changes within and across the time period studied Investigate how a period of time can have both continuity and change and the result of this</p> <p>Oliver Twist</p>		<p>What was so special about life in 5th century Athens? In what ways have the Ancient Greeks influenced our everyday lives?</p> <p>Describe aspects of life in Ancient Greece List the achievements of the Ancient Greek civilisation Explain the influence of the ancient civilisations on the Western World e.g art, architecture and literature.</p> <p>To evaluate the effectiveness of different sources. Ask and answer a range of questions about the past. Use a range of sources in their answers. Make predictions about artefacts and their uses.</p>	
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<p>6</p>	<p>What were the causes and consequences of WW2 and how did this change life in Britain? Why did Britain have to go to war in 1939? Why was it necessary for children to be evacuated and what was evacuation really like? How was Britain able to stand firm against the German threat? How did people manage to carry on normal life during the war and how do we know? Why is it so difficult to be sure what life on the Home Front was really like? What was VE day really like? Describe key events in WW2 and what life was like on the Home Front Explain differing viewpoints of historical events or people and offer reasons for these different versions of events Identify the difference between fact and fiction and be able to give reasons for the use of propaganda Suggest and investigate hypotheses about the past e.g. use of artefacts, ways of life and reasons for events Frame questions carefully to access specific and accurate information Memorise dates of key events</p>		<p>Cornwall – peaceful or rebellious ? Was the Cornish Rebellion of 1497 justified? What was life like in Cornwall in the 1400s? Who were the main protagonists? Did people think of themselves as 'Cornish or English'? Why was An Gof angry and what did he do? What happened at Blackheath? Was the Cornish Rebellion justified? How did Henry VIII punish the leaders? Will 'An Gof' have a 'name perpetual'? Offer reasoned explanations for the cause of effect of main events, situations and changes in the period studied Understand and explain an historical event of significance in the local area (Cornish Rebellion) Understand historical bias Employ a wide range of historical vocabulary when presenting information about the past To be able to distinguish between different sources e.g. different versions of the same story and recognise historical bias</p>		
<p>Year 7 @Penrice</p>	<p>The Vikings Did the 'Vicious Vikings' deserve their nickname?</p>	<p>Battle of Hastings and Norman Conquest Why did William win the Battle of Hastings? How did William control England?</p>	<p>Medieval World - religion/the Church, Thomas Becket, Magna Carta, Black Death, Peasant's Revolt, Silk Roads</p>	<p>Tudor England Was the 'break from Rome' a disaster for England? Who really experienced a Golden Age in Tudor England?</p>	<p>The Stuarts, the English Civil War and witch trials Why did England execute its king? Was Oliver Cromwell a villain?</p>



			Who held the power in Medieval England? How did the "rhythms of life" change for people in the Medieval world?		
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