



An Daras Multi Academy Trust Windmill Hill Academy, Launceston

Integrated Curriculum Scheme of Work – 2017-18	
Domain of Learning:	History
National Curriculum Subjects:	History
Domain Leader:	Mrs Carter
Agreed and Approved:	Sept 2015
Leader In Year Review Dates:	Sept 2016, Sept 2017
Related Documents and Guidance:	National Curriculum 14
	Dimensions Skill Ladders 14
	Non-Negotiables 14
	History Policy 15
	History Curriculum Statement 15

Windmill Hill Academy

History *Scheme of Work – 2017-18*

Curriculum Statement

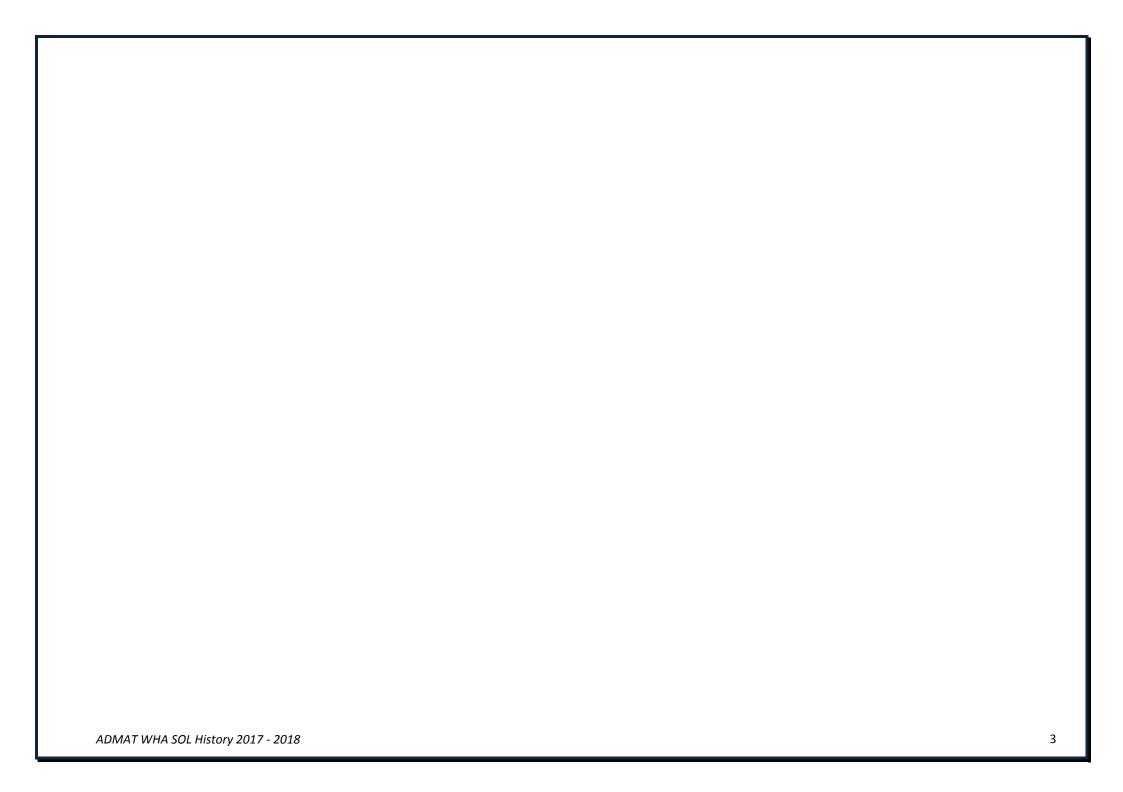
History, at Windmill Hill Academy, forms an important part of the curriculum. We believe the study of history encourages the children not only to enjoy learning about the past, but it enables them to have a better understanding of the society in which they live. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught individually as well as incorporated within other curriculum subjects as part of our cross- curricular learning approach. History is also an important area for children to develop their key skills in English.

Below you will find an overview of what your child will be expected to learn in each of the Key Stages. In **Key Stage 1** children will develop an awareness of the past using common words and phrases relating to the passing of time. They will learn about significant individuals who have contributed to national and international

achievements. They will also study changes within living memory as well as events beyond living memory that are nationally or globally significant. They identify similarities and difference between ways of life in different periods and ask and answer questions using different sources of information. They develop an awareness of the people and events that they study within a chronological framework.

In **Key Stage 2** the children will continue to appreciate history in a chronological context. They will develop a secure understanding of British, local and world history. Indeed, in upper Key Stage 2 they will study Ancient Greece, whilst in lower Key Stage 2 they will study Launceston and the surrounding area. The children will consider connections, contrasts and trends over time and develop the appropriate use of historical terms. They will also learn to understand how our knowledge of the past is constructed from a range of different sources and spend time looking at, and dealing with, different sources.

Progression in history will be assessed through listening to children's responses and contributions to discussions and evaluating their written work. A final assessment statement for each child will be included in an annual report to parents.



Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 Year A-Unit	'Shiver Me Timbers'		'Can we Fix it? Yes			'Oh I do like to be by
Title			we Can!'			the Seaside!'
110.0	Event beyond living					
	memory (national or		Change within living			Changing within
	global)		memory (Houses and			living memory
	g.e.e,		Homes)			(Seaside)
	Focus: Spanish		110111007			(Geasiae)
	Armada		Historical Skill:			Historical skill:
	Ailliaua					Communication
	Historical scout in		<u>Historical Enquiry</u>			Communication
	Historical event in					
	locality					
	Focus: Francis Drake					
	Historical Skill:					
	<u>Collecting Evidence</u>					
Nat Curriculum 14	PP 188-189		PP 188-189			PP 188-189
Academy Aims Link	ADMAT: Ensuring children		ADMAT: Ensuring children			ADMAT: Ensuring children
-	are equipped for the next		are equipped for the next			are equipped for the next
	phase of learning. Creating		phase of learning. Creating			phase of learning. Creating
	an enjoyable and creative		an enjoyable and creative			an enjoyable and creative
	curriculum that meets the		curriculum that meets the			curriculum that meets the
	learning needs of children.		learning needs of children.			learning needs of children.
	Providing for children a		Providing for children a			Providing for children a
	safe, stimulating, caring but		safe, stimulating, caring but			safe, stimulating, caring but
	challenging learning		challenging learning			challenging learning
	environment.		environment.			environment.
	WHA: Challenge,		WHA: Challenge,			WHA: Challenge,
	citizenship, community and		citizenship, community and			citizenship, community and
	creativity.		creativity.			creativity.
Scheme Reference	National		National			National
-	Curriculum		Curriculum			Curriculum
	• Links to		 Links to 			 Links to
	Windmill Hill		Windmill Hill			Windmill Hill
	Academy		Academy			Academy
	Project Planning		Project Planning			Project Planning

Key Knowledge	I know where the people	I can develop an awareness	I can develop an awareness
	and events that I study fit	of the past, using common	of the past, using common
	within a chorological	words and phrases relating	words and phrases relating
	framework	to the passing of time	to the passing of time
	I ask and answer questions,	I can identify ways of life in	I know similarities and
	choosing and using parts of	different periods	differences between the
	stories to show	I can use a wide vocabulary	way of life in different
	understanding of key	of everyday historical terms	periods
	events	I can ask and answer	I can use a wider variety of
	2 I can recall events beyond	questions using sources to	everyday historical terms
	living memory that are	show what they know and	I can ask and answer
	significant nationally or	understand key features of	questions and other
	globally	events	sources to show that they
	3a I know about the lives of	I know some of the ways in	know and understand key
	a significant individual in	which we find out about	features of events
	the past who has	the past and identify	I know some of the ways in
	contributed to	different ways it is	which we find out about
	international and national	represented	the past and identify
	achievements		different ways in which the
	3b I can use the life of a		past is represented
	significant individual to		I know about changes
	compare aspects of life		within my living memory
	between then and now		
	4 I know about significant		
	historical events and		
	people and places in my		
	own locality		
Key Skills and	I can talk about my own life	I can talk about and share	I can talk about events in
Understanding:	and those of people I know	my experiences of the past	my life and the lives of
Year 1	I can use the terms 'now'	and present	people I know
	and 'then'	I can talk about and	I can talk about and
	I can talk about and	describe artefacts from the	describe my home and the
	describe the events in the	past and present	way I live
	life of a well-known	I can place objects and	
	historical person	events within my	
		experience in time order	
		I can use simple everyday	
		terms to describe the	
		passing of time	

Key Skills and	I can use a range of sources	I can give reasons for and	I talk about and describe in
Understanding:	of information to find out	describe changes that have	simple terms features of
Year 2	about a significant	taken place within my	events in my past and that
	historical person	experience	of members of my family
	I can identify and describe	I can use simple sources of	I can talk about similarities
	key events in their life from	information to answer	and difference between my
	a range of sources of	questions about the past	life and someone I know
	information	I can compare aspects of	I can talk about my
		the present with the past and describe similarities	thoughts about life in the past based on first and
		and differences	experiences
		I can talk about events	I can compare and contrast
		places and people beyond	the ways of life of people
		living memory	from different historical
		I can place objects, people	periods
		and events beyond my own	I can compare and describe
		experience in time order	features of life now and in
		I use an increasing range of	the past beyond living
		historical terms to describe	memory
		the passage of time	I can describe and give
			reasons for changes and
			differences in lifestyle in
			the past and present
Cross Curricular Links	ICT: videos e.g. Francis	ICT: videos/pictures of	ICT: videos/pictures of
(Core non-negotiable	Drake	house	milestones in lives
standards)	English: Non-fiction writing	English: Non-fiction writing	English: Non-fiction writing
	(biography)	(instructions – how to	(autobiography)
		make)	PSCHE: Ourselves
		DT: making a house	
Assessment Pathway	Formative assessment	Formative assessment	Formative assessment
•	against key skills and	against key skills and	against key skills and
	understanding	understanding	understanding
	End of unit 'product'	End of unit 'product'	End of unit 'product'
KS1 Year B	'All Aboard'	'Walking with	'Significant
		Dinosaurs'	Individual':
	Significant Individual		King Arthur
	(Brunel/ Stephenson)	Events beyond living	
		memory National or	Historical Event in
	Historical Skill:	(Global) (Dinosaurs)	locality (Castles)
	Communication	(2.22.) (222.)	iodanty (dasties)
	Communication	History and Chille	Historia I of the
		<u>Historical Skill:</u>	<u>Historical Skill:</u>
		Historical Enquiry	Collecting Evidence

Academy Aims Link	ADMAT: Ensuring children	ADMAT: Ensuring children	ADMAT: Ensuring children
	are equipped for the next	are equipped for the next	are equipped for the next
	phase of learning. Creating	phase of learning. Creating	phase of learning. Creating
	an enjoyable and creative	an enjoyable and creative	an enjoyable and creative
	curriculum that meets the	curriculum that meets the	curriculum that meets the
	learning needs of children.	learning needs of children.	learning needs of children.
	Providing for children a	Providing for children a	Providing for children a
	safe, stimulating, caring but	safe, stimulating, caring but	safe, stimulating, caring but
	challenging learning	challenging learning	challenging learning
	environment.	environment.	environment.
	environment.	environment.	environment.
	WHA: Challenge,	WHA: Challenge,	WHA: Challenge,
	citizenship, community and	citizenship, community and	citizenship, community and
	creativity.	creativity.	creativity.
Scheme Reference	National	National	National
	Curriculum	Curriculum	Curriculum
	• Links to	Links to	Links to
	Windmill Hill	Windmill Hill	Windmill Hill
	Academy	Academy	Academy
	Project Planning	Project Planning	Project Planning
Key Knowledge	I know how peoples life	I can show an aware off the	I can develop an awareness
ncy mornicage	have shaped this nation	past, using common words	of time using common
	and how Britain has	and phrases relating to the	words and phrases relating
	influenced and been	passing of time	to the passing of time
	influenced by the wider	I understand where the	I can identify similarities
	world	events that I study fit	and differences between
	I can develop an awareness	within a chronological	ways of life in different
	of the past, using common	framework and can identify	periods
	words and phrases	similarities and differences	I can ask and answer
	I know where people and	between ways of life at	questions about the past
	events fit within a	different times	I understand some of the
	chronological framework	I can use a wide vocabulary	ways in which In find out
	I can ask and answer questions using sources to	of everyday historical terms I can ask and answer	about the past I can identify ways in which
	show that I know and	questions using sources to	the past is represented
	understand key features of	show that In know and	the past is represented
	events	understand key features of	
	I know about the lives of	events	
	significant individuals who	I can understand some of	
	have contributed to	the ways in which we find	
	national and international	out key features	
	achievements	I can learn about events	
		beyond living memory that	
		arte significantly globally	

Key Skills and	I can talk about my own life	I can talk about my own life		I can talk and compare
Understanding:	and those of people I know	and others		events in my life and the
Year 1	I can use the terms now	I can use the terms now		lives of people in the past
1	and then	and then		I can talk about and
	I can talk about and	I can talk about and		describe my home and the
	describe the events in the	describe the events in the		way I live in compression to
	life of a well-known	past		lives of people in the past
	historical person			
Key Skills and	I can use a range of sources	I can use a range of sources		I talk about and describe in
Understanding Year 2	of information to find out	of information to find out		simple terms features of
Graciotarianig rear 2	about a significant	about events in the past		events in the past
	historical person	I can identify and describe		I can talk about similarities
	I can identify and describe	key events in their life from		and difference between my
	key events in their life from	a range of sources of		life and someone in the
	a range of sources of	information		past
	information			I can talk about my
				thoughts about life in the
				past based on first and
				experiences
				I can compare and contrast
				the ways of life of people
				from different historical
				periods
				I can compare and describe
				features of life now and in
				the past beyond living
				memory
				I can describe and give
				reasons for changes and
				differences in lifestyle in
				the past and present
				I can know and understand
				about the history of the
				British Islands
Cross Curricular Links	Computing: videos e.g.	Computing: videos/pictures	+	Computing: videos/pictures
	Francis Drake	of dinosaurs		of castles/kings (including
(Core non-negotiable	English: Non-fiction writing	Science: animals		taking their own)
standards)	(biography)	Geography: locations		tuning their own,
	(SioBrabily)	Geography, locations		
Assessment Pathway	Formative assessment	Formative assessment		Formative assessment
A33C33IIICIIL Fatiiway	against key skills and	against key skills and		against key skills and
	understanding	understanding		understanding
	End of unit 'product'	End of unit 'product'		End of unit 'product'
	Life of utilit product	End of unit product	<u> </u>	Ena or unit product

3- Unit Title	'From Stone Age to	'Multi-Cultural Me'	Multicultural Me crosses	'The Romans – The	Launceston study (
	Iron Age'	(Mainly geography	here	Roman Empire and	mainly geography
		with elements of		its impact on Britain'	with elements of
	Historical Skill:	history)			history)
	Communication			Historical Skill:	
		<u>Commonwealth</u>		Historical Enquiry	
		<u>sports</u>			
		<u>Light touch</u>			
		<u>Historical Skill:</u>			
		Collecting Evidence			
Nat Curriculum 14	PP188-192	PP188-192		PP188-192	

Academy Aims Link	ADMAT: Ensuring children	ADMAT: Ensuring children	ADMAT: Ensuring children
Academy Amis Link	are equipped for the next	are equipped for the next	are equipped for the next
	phase of learning. Creating	phase of learning. Creating	phase of learning. Creating
	an enjoyable and creative	an enjoyable and creative	an enjoyable and creative
	curriculum that meets the	curriculum that meets the	curriculum that meets the
	learning needs of children.	learning needs of children.	learning needs of children.
	Providing for children a	Providing for children a	Providing for children a
	safe, stimulating, caring but	safe, stimulating, caring but	safe, stimulating, caring but
	challenging learning	challenging learning	challenging learning
	environment.	environment.	environment.
	WHA: Challenge,	WHA: Challenge,	WHA: Challenge,
	citizenship, community and	citizenship, community and	citizenship, community and
	creativity.	creativity.	creativity.
	creativity.	Cleativity.	creativity.
Schama Dafaranca	National	National	National
Scheme Reference	National Curriculum	National Curriculum	• National Curriculum
	Links to Class	Links to Class	Links to Class
	Topics each	Topics each	Topics each
	term	term	term
	term	term	term
Key Knowledge	I continue to understand	I continue to understand	I continue to understand
. •	where the events that I	where the events that I	where the events that I
	study fit within a	study fit within a	study fit within a
	chronological framework	chronological framework	chronological framework
	I can identify similarities	I can identify similarities	I can identify similarities
	and differences between	and differences between	and differences between
	ways of life in different	ways of life in different	ways of life in different
	periods of British history	periods of world history	periods of world, British
	I can note connections,	I can note connections,	and local history
	contrasts and trends over	contrasts and trends over	I can note connections,
	time	time	contrasts and trends over
	I can develop the	I can develop the	time
	appropriate use of	appropriate use of	I can develop the
	historical terms	historical terms	appropriate use of
	I can ask and answer	I can ask and answer	historical terms
	historically valid questions	historically valid questions	I can ask and answer
	about change, cause, similarity, difference and	about change, cause, similarity, difference and	historically valid questions about change, cause,
	significance.	significance.	similarity, difference and
	I can construct informed	I can construct informed	significance.
	responses that involve	responses that involve	I can construct informed
	thoughtful selection and	thoughtful selection and	responses that involve
	organisation of relevant	organisation of relevant	thoughtful selection and
	historical information	historical information	organisation of relevant
	I understand how our	I understand how our	historical information
	knowledge of the past is	knowledge of the past is	I understand how our

	constructed from a range	constructed from a range	knowledge of the past is
	of sources.	of sources.	constructed from a range
			of sources.
Key Skills and	I understand where the	I understand where Britain	I understand where the
Understanding	'Stone Age' and 'Iron Age'	fits within the history of	'Roman' period fits within a
3	periods fit within a	different cultures	chronological framework
	chronological framework	I can identify and discuss	I can identify and discuss
	I can identify and discuss	similarities and differences	similarities and differences
	similarities and differences	in ways of life between	in ways of life between the
	in ways of life between the	people of different cultures	'Roman' period, as well as
	'Stone Age' and the 'Iron	in various parts of the	comparing this period of
	Age', as well as comparing	world, as well as the history	history to my own life
	these periods of history to	of these cultures, and can	I understand and can
	my own life	compare these cultures to	discuss significant
	I can identify and discuss	my own life	individuals from the
	contrasts and trends over	I can identify and discuss	'Roman' period
	time during the periods of	contrasts and trends over	I can identify and discuss
	the 'Stone Age' and the	time in different cultures	contrasts and trends over
	'Iron Age'	I can develop my	time during the 'Roman'
	I can develop my	knowledge of vocabulary	period
	knowledge of historical	relating to different	· ·
	9	9	I can develop my
	vocabulary relating to the	cultures and use these	knowledge of historical
	'Stone Age' and 'Iron Age'	terms correctly	vocabulary relating to the
	and use these terms	I can ask and answer	'Romans' and use these
	correctly	questions about historical	terms correctly
	I can ask and answer	change, cause, similarity,	I can ask and answer
	questions about historical	difference and significance	questions about historical
	change, cause, similarity,	in different cultures.	change, cause, similarity,
	difference and significance	I can organise relevant	difference and significance
	for the periods of the	historical information	for the 'Roman' period.
	'Stone Age' and the 'Iron	based on different cultures	I can organise relevant
	Age'.	I can use a range of sources	historical information
	I can organise relevant	to develop my knowledge	based on the 'Roman'
	historical information	of different cultures	period
	based on the 'Stone Age'		I can use a range of sources
	and the 'Iron Age'		to develop my historical
	I can use a range of sources		knowledge of the 'Roman'
	to develop my historical		period.
	knowledge of the 'Stone		
	Age' and the 'Iron Age'.		
Cross Curricular Links	*Computing: ; use the	*Geog – where we live	Computing: ; use the
(Core non-negotiable	internet and web-based	Photos across Britain	internet and web-based
standards)	tools as a source of	PPT on a place in Britain	tools as a source of
	information;	Why foods have	information;
	iniornation,	•	, and the second
	h= 1.1	changed in Britain	*English, writing an
	*English – writing an	*Computing: use	explanation on the
	explanation on round	appropriate software to	Romans
	hoses or instructions on	present geographical	Design and Technology

	how to build a	information to an	*Art – Roman mosais
	roundhouse.	audience; use the	Designing a shield
		internet and web-based	*Geography – locating
		tools as a source of	Rome
		information;	*Maths – Roman
		*Art: wish you were	numerals
		here Holiday posters	
Assessment Pathway	Formative assessment	Formative assessment	Formative assessment
Assessment Pathway	against key skills and	against key skills and	against key skills and
	understanding	understanding	understanding
4- Unit Title	'Britain's settlement	'A Local History	'Ancient Egypt – The
	by Anglo-Saxons and	Study'	achievements of the
	Scots'		earliest civilisations'
	Historical Skill:	Historical Skill:	Historical Skill:
	Communication	Collecting Evidence	Historical Enquiry
	Communication	concerning Evidence	This concur Enquiry
Nat Curriculum 14	PP 188-192	PP 188-192	PP 188-192
Academy Aims Link	ADMAT: Ensuring children	ADMAT: Ensuring children	ADMAT: Ensuring children
	are equipped for the next	are equipped for the next	are equipped for the next
	phase of learning. Creating	phase of learning. Creating	phase of learning. Creating
	an enjoyable and creative	an enjoyable and creative	an enjoyable and creative
	curriculum that meets the	curriculum that meets the	curriculum that meets the
	learning needs of children.	learning needs of children.	learning needs of children.
	Providing for children a	Providing for children a	Providing for children a
	safe, stimulating, caring but	safe, stimulating, caring but	safe, stimulating, caring but
	challenging learning	challenging learning	challenging learning
	environment.	environment.	environment.
	WHA: Challenge,	WHA: Challenge,	WHA: Challenge,
	citizenship, community and	citizenship, community and	citizenship, community and
	creativity.	creativity.	creativity.
Scheme Reference	National	National	National
Scheme Reference	Curriculum	Curriculum	Curriculum
	Links to Class	Links to Class	Links to Class
	Topics each	Topics each	Topics each
	term	term	term
Key Knowledge	I continue to understand	I continue to understand	I continue to understand

	where the events that I	where the events that I	where the events that I
	study fit within a	study fit within a	study fit within a
	chronological framework	chronological framework	chronological framework
	I can identify similarities	I can identify similarities	I can identify similarities
	and differences between	and differences between	and differences between
	ways of life in different	ways of life in different	ways of life in different
	periods of British history	periods of local history	periods of world history
	I can note connections,	I can note connections,	I can note connections,
	contrasts and trends over	contrasts and trends over	contrasts and trends over
	time	time	time
	I can develop the	I can develop the	I can develop the
	appropriate use of	appropriate use of	appropriate use of
	historical terms	historical terms	historical terms
	I can ask and answer	I can ask and answer	I can ask and answer
	historically valid questions	historically valid questions	historically valid questions
	about change, cause,	about change, cause,	about change, cause,
	similarity, difference and	similarity, difference and	similarity, difference and
	significance.	significance.	significance.
	I can construct informed	I can construct informed	I can construct informed
	responses that involve	responses that involve	responses that involve
	thoughtful selection and	thoughtful selection and	thoughtful selection and
	organisation of relevant	organisation of relevant	organisation of relevant
	historical information	historical information	historical information
	I understand how our	I understand how our	I understand how our
	knowledge of the past is	knowledge of the past is	knowledge of the past is
	constructed from a range	constructed from a range	constructed from a range
	of sources.	of sources.	of sources.
Key Skills and	I understand where the	I understand where my	I understand where the
Understanding	period of the 'Anglo-Saxons	local area fits within the	'Ancient Egyptian' period
Onderstanding	and Scots' fit within a	history of Britain	fits within a chronological
	chronological framework	I can identify and discuss	framework
	I can identify and discuss	similarities and differences	I can identify and discuss
	similarities and differences	in ways of life in my local	similarities and differences
	in ways of life between the	area in the past and in the	in ways of life between the
	'Anglo-Saxons and Scots',	present	'Ancient Egyptian' period,
	as well as comparing this	I can identify and discuss	as well as comparing this
	period of history to my	contrasts and trends over	period of history to my
	own life	time in my local area	own life
	I can identify and discuss	I can develop my	I can identify and discuss
	contrasts and trends over	knowledge of vocabulary	contrasts and trends over
		, , , , , , , , , , , , , , , , , , ,	
	time in the period of the	relating to my local area	time during the period of
	'Anglo-Saxons and the	and use these terms	'Ancient Egypt'
	Scots'	correctly	I can develop my
	I can develop my	I can ask and answer	knowledge of historical
	knowledge of historical	questions about historical	vocabulary relating to
	vocabulary relating to the	change, cause, similarity,	'Ancient Egypt' and use
	period of the 'Anglo-Saxons	difference and significance	these terms correctly
	and Scots' and use these	in my local area.	I can ask and answer
	terms correctly	I can organise relevant	questions about historical
1	I can ask and answer	historical information	change, cause, similarity,

	questions about historical change, cause, similarity, difference and significance for the 'Anglo-Saxons and the Scots'. I can organise relevant historical information based on the 'Anglo-Saxons and the Scots' I can use a range of sources to develop my historical knowledge of the period 'Anglo-Saxons and Scots'	based on my local area I can use a range of sources to develop my historical knowledge of my local area.	difference and significance for 'Ancient Egypt'. I can organise relevant historical information based on 'Ancient Egypt' I can use a range of sources to develop my historical knowledge of the 'Ancient Egyptian' period.	
Cross Curricular Links (Core non-negotiable standards)	Use of Computing – Publish Kennings Computing / English - Research & note-taking Anglo-Saxon recounts	Use of Computing — research and publish findings Geography — map work	Use of Computing – Egyptian wiki reports English – Reports on Ancient Egypt Maths – timelines, chronology Design and Technology- making Egyptian masks Geography – River Nile study	
Assessment Pathway	Formative assessment against key skills and understanding	Formative assessment against key skills and understanding	Formative assessment against key skills and understanding	
5- Unit Title	'Saxons and Vikings- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor' Historical Skill: Communication	A Non-European Society: 'China and The Shang Dynasty of Ancient China' Historical Skill: Historical Enquiry		'A Local History Study' Focus: Changes in land use and developments such as railways Historical Skill: Collecting Evidence
Nat Curriculum 14	PP 188-192	PP 188-192		PP 188-192
Academy Aims Link	ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative	ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative	a p	ADMAT: Ensuring children re equipped for the next whase of learning. Creating n enjoyable and creative

	curriculum that meets the	curriculum that meets the	curriculum that meets the
	learning needs of children.	learning needs of children.	learning needs of children.
	Providing for children a	Providing for children a	Providing for children a
	safe, stimulating, caring but	safe, stimulating, caring but	safe, stimulating, caring but
	challenging learning	challenging learning	challenging learning
	environment.	environment.	environment.
	WHA: Challenge,	WHA: Challenge,	WHA: Challenge,
	citizenship, community and	citizenship, community and	citizenship, community and
	creativity.	creativity.	creativity.
	,	,	,
Scheme Reference	 National 	National	 National
	Curriculum	Curriculum	Curriculum
	 Links to Class 	Links to Class	 Links to Class
	Topics each	Topics each	Topics each
	term	term	term
Kov Knowledge	I continue to understand	I continue to understand	I continue to understand
Key Knowledge	where the events that I	where the events that I	where the events that I
	study fit within a	study fit within a	study fit within a
	chronological framework	chronological framework	chronological framework
	I can identify similarities	I can identify similarities	I can identify similarities
		-	
	and differences between	and differences between	and differences between
	ways of life in different	ways of life in different	ways of life in different
	periods of British history	periods of world history	periods of local history
	I can note connections,	I can note connections,	I can note connections,
	contrasts and trends over	contrasts and trends over	contrasts and trends over
	time	time	time
	I can develop the	I can develop the	I can develop the
	appropriate use of	appropriate use of	appropriate use of
	historical terms	historical terms	historical terms
	I can ask and answer	I can ask and answer	I can ask and answer
	historically valid questions	historically valid questions	historically valid questions
	about change, cause,	about change, cause,	about change, cause,
	similarity, difference and	similarity, difference and	similarity, difference and
	significance.	significance.	significance.
	I can construct informed	I can construct informed	I can construct informed
	responses that involve	responses that involve	responses that involve
	thoughtful selection and	thoughtful selection and	thoughtful selection and
	organisation of relevant	organisation of relevant	organisation of relevant
	historical information	historical information	historical information
	I understand how our	I understand how our	I understand how our
	knowledge of the past is	knowledge of the past is	knowledge of the past is
	constructed from a range	constructed from a range	constructed from a range
	of sources.	of sources.	of sources.
Var. Chille and	I understand where the	I understand where the	I understand where my
Key Skills and			,
Understanding	period of the 'Vikings and	period of 'The Shang	local area fits within the
	Anglo-Saxons' fit within a	Dynasty of Ancient China'	history of Britain
	chronological framework	fits within a chronological	I can identify and discuss

	I can identify and discuss	framework	similarities and differences
	similarities and differences	I can identify and discuss	in ways of life in my local
	in ways of life between the	similarities and differences	area in the past and in the
	'Viking and Anglo-Saxons',	in ways of life between the	present, focusing on
	as well as comparing this	'The Shang Dynasty of	changes in land use and
	period of history to my	Ancient China' and China in	developments such as
	own life	the present day, as well as	railways
	I understand and can	comparing this period of	I can identify and discuss
	discuss significant	history to my own life	contrasts and trends over
	individuals from the 'Viking	I can identify and discuss	time in my local area
	and Anglo-Saxon' period	contrasts and trends over	I can develop my
	I can identify and discuss	time during the period of	knowledge of vocabulary
	contrasts and trends over	'The Shang Dynasty of	relating to my local area
	time in the period of the	Ancient China'	and use these terms
	'Vikings and Anglo-Saxons'	I can develop my	correctly
1	I can develop my	knowledge of historical	I can ask and answer
1	knowledge of historical	vocabulary relating to 'The	questions about historical
ı	vocabulary relating to the	Shang Dynasty of Ancient	change, cause, similarity,
	period of the 'Vikings and	China' and use these terms	difference and significance
ı	Anglo-Saxons' and use	correctly	in my local area.
	these terms correctly	I can ask and answer	I can organise relevant
	I can ask and answer	questions about historical	historical information
	questions about historical	change, cause, similarity,	based on my local area
	change, cause, similarity,	difference and significance	I can use a range of sources
	difference and significance	for 'The Shang Dynasty of	to develop my historical
	for the 'Vikings and Anglo-	Ancient China'.	knowledge of my local
	Saxons'.	I can organise relevant	area.
	I can organise relevant	historical information	4.64
	historical information	based on 'The Shang	
	based on the 'Vikings and	Dynasty of Ancient China'	
	Anglo-Saxons'	I can use a range of sources	
	I can use a range of sources	to develop my historical	
	to develop my historical	knowledge of the period	
	knowledge of the period	'The Shang Dynasty of	
	'Vikings and Anglo-Saxons'	Ancient China'	
	Vikings and Anglo-Saxons	Andent China	
Cross Curricular Links	Literacy – drama and	Literacy – drama and	Literacy – drama and
(Core non-negotiable	writing (Beowulf)	writing (Story from	writing
standards)		another culture)	
Julian aj	Computing – use of ICT	unother culture/	Computing – use of ICT
		Communities and office.	1 ' -
	for research	Computing – use of ICT	for research
		for research	
	Numeracy – comparing		Numeracy – comparing
	numbers up to 1 000	Numeracy – comparing	numbers up to 1 000
	000	numbers up to 1 000	000 ; degrees of turn
		000	about a point
			about a point
1			PE – OAA – map reading
			TE - OAA - Iliap reauling

Assessment Pathway		Formative assessment	Formative	assessment
Assessment rathway	Formative assessment	against key skills and		y skills and
	against key skills and	understanding	_	tanding
	understanding			
6– Unit Title	'World War 2'	'Ancient Greece'	'Early Islamic	
o- onit ritie	World Wal 2	Andene dreece	Civilization'	
			Civilization	
	Historical Skill:	<u>Historical Skill:</u>		
	Collecting Evidence	Communication	<u>Historical Skill:</u>	
			Historical Enquiry	
Nat Curriculum 14	PP 188-192	PP 188-192	PP 188-192	
Academy Aims Link	ADMAT: Ensuring children	ADMAT: Ensuring children	ADMAT: Ensuring children	
Academy Allis Link	are equipped for the next	are equipped for the next	are equipped for the next	
	phase of learning. Creating	phase of learning. Creating	phase of learning. Creating	
	an enjoyable and creative	an enjoyable and creative	an enjoyable and creative	
	curriculum that meets the	curriculum that meets the	curriculum that meets the	
	learning needs of children.	learning needs of children.	learning needs of children.	
			_	
	Providing for children a	Providing for children a	Providing for children a	
	safe, stimulating, caring but	safe, stimulating, caring but	safe, stimulating, caring but	
	challenging learning	challenging learning	challenging learning	
	environment.	environment.	environment.	
	WHA: Challenge,	WHA: Challenge,	WHA: Challenge,	
	citizenship, community and	citizenship, community and	citizenship, community and	
	creativity.	creativity.	creativity.	
Scheme Reference	National	National	National	
	Curriculum	Curriculum	Curriculum	
	Links to Class	 Links to Class 	 Links to Class 	
	Topics each	Topics each	Topics each	
	term	term	term	
Key Knowledge	I continue to understand	I continue to understand	I continue to understand	
	where the events that I	where the events that I	where the events that I	
	study fit within a	study fit within a	study fit within a	
	chronological framework I can identify similarities	chronological framework I can identify similarities	chronological framework I can identify similarities	
	and differences between	and differences between	and differences between	
	ways of life in different	ways of life in different	ways of life in different	
	periods of British, world	periods of world history	periods of world history	
	and local history	I can note connections,	I can note connections,	
	I can note connections,	contrasts and trends over	contrasts and trends over	
	contrasts and trends over	time	time	
	time	I can develop the	I can develop the	

	I can develop the	appropriate use of	appropriate use of
	appropriate use of	historical terms	historical terms
	historical terms	I can ask and answer	I can ask and answer
	I can ask and answer	historically valid questions	historically valid questions
	historically valid questions	about change, cause,	about change, cause,
	about change, cause,	similarity, difference and	similarity, difference and
	similarity, difference and	significance.	significance.
	significance.	I can construct informed	I can construct informed
	I can construct informed	responses that involve	responses that involve
	responses that involve	thoughtful selection and	thoughtful selection and
	thoughtful selection and	organisation of relevant	organisation of relevant
		historical information	historical information
	organisation of relevant		
	historical information	I understand how our	I understand how our
	I understand how our	knowledge of the past is	knowledge of the past is
	knowledge of the past is	constructed from a range	constructed from a range
	constructed from a range	of sources.	of sources.
	of sources.		
Key Skills and	I understand where the	I understand where the	I understand where the
Understanding	period of 'World War 2' fits	period of 'Ancient Greece'	period of 'Early Islamic
- Chacistananig	within a chronological	fits within a chronological	Civilization' fits within a
	framework	framework	chronological framework.
	I can identify and discuss	I can identify and discuss	I can identify and discuss
	similarities and differences	similarities and differences	similarities and differences
	in ways of life during the	in ways of life in the period	in ways of life in the period
	period of 'World War 2', as	of 'Ancient Greece', as well	of 'Early Islamic
	well as comparing this	as comparing this period of	Civilization', as well as
	period of history to my	history to my own life	comparing this period of
	own life	I can identify and discuss	history to my own life
	I understand and can	contrasts and trends over	I can identify and discuss
	discuss significant	time during the period of	contrasts and trends over
		ū .	
	individuals from the 'World	'Ancient Greece'	time during the period of
	War 2' period	I can develop my	'Early Islamic Civilization'
	I can identify and discuss	knowledge of historical	I can develop my
	contrasts and trends over	vocabulary relating to	knowledge of historical
	time during the period of	'Ancient Greece' and use	vocabulary relating to
	'World War 2'	these terms correctly	'Early Islamic Civilization'
	I can develop my	I can ask and answer	and use these terms
	knowledge of historical	questions about historical	correctly
	vocabulary relating to the	change, cause, similarity,	I can ask and answer
	period of 'World War 2'	difference and significance	questions about historical
	and use these terms	for 'Ancient Greece'	change, cause, similarity,
	correctly	I can organise relevant	difference and significance
	I can ask and answer	historical information	for 'Early Islamic
	questions about historical	based on 'Ancient Greece'	Civilization'
	change, cause, similarity,	I can use a range of sources	I can organise relevant
	difference and significance	to develop my historical	historical information
	during 'World War 2'	knowledge of the period of	based on 'Early Islamic
	I can organise relevant	'Ancient Greece'	Civilization'
	historical information		I can use a range of sources
	based on 'World War 2'		to develop my historical
	Dased OII WOIIU Wal Z		to develop my mistorical

	I can use a range of sources to develop my historical knowledge of 'World War		knowledge of the period 'Early Islamic Civilization'
Cross Curricular Links (Core non-negotiable standards)	2' Literacy – Recount of the Blitz Letter - Evacuee Debate – whether parents should of sent pupils to be evacuated Diary – Anne Frank diary.	Literacy – Ancient Greek alphabet Description – Ancient Greek homes Computing – word processing skills to present	Numeracy – shape and space Art – Islamic patterns Geography – mapping skills
	Computing – word processing skills to present written text. Geography – mapping skills	written text. Geography – mapping skills.	
	- locating countries Music – WW2 songs	Design technology – using a range of techniques and skills to make an Ancient Greek mask.	
Assessment Pathway	Formative assessment against key skills and understanding	Formative assessment against key skills and understanding	Formative assessment against key skills and understanding