



An Daras Multi Academy Trust
Windmill Hill Academy, Launceston

Integrated Curriculum Scheme of Work – 2017-18	
Domain of Learning:	<i>History</i>
National Curriculum Subjects:	<i>History</i>
Domain Leader:	<i>Mrs Carter</i>
Agreed and Approved:	<i>Sept 2015</i>
Leader In Year Review Dates:	<i>Sept 2016, Sept 2017</i>
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	<p>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.</p> <p>Below you will find an overview of what your child will be expected to learn in each of the Key Stages.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
KS1 Year A-Unit Title	'Shiver Me Timbers' Event beyond living memory (national or global) Focus: Spanish Armada Historical event in locality Focus: Francis Drake Historical Skill: <u>Collecting Evidence</u>		'Can we Fix it? Yes we Can!' Change within living memory (Houses and Homes) Historical Skill: <u>Historical Enquiry</u>			'Oh I do like to be by the Seaside!' Changing within living memory (Seaside) Historical skill: <u>Communication</u>
Nat Curriculum 14	PP 188-189		PP 188-189			PP 188-189
Academy Aims Link	ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.		ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.			ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.
Scheme Reference	<ul style="list-style-type: none"> National Curriculum Links to Windmill Hill Academy Project Planning 		<ul style="list-style-type: none"> National Curriculum Links to Windmill Hill Academy Project Planning 			<ul style="list-style-type: none"> National Curriculum Links to Windmill Hill Academy Project Planning

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

Key Skills and Understanding: Year 2	I can use a range of sources of information to find out about a significant historical person I can identify and describe key events in their life from a range of sources of information		I can give reasons for and describe changes that have taken place within my experience I can use simple sources of information to answer questions about the past I can compare aspects of the present with the past and describe similarities and differences I can talk about events places and people beyond living memory I can place objects, people and events beyond my own experience in time order I use an increasing range of historical terms to describe the passage of time			I talk about and describe in simple terms features of events in my past and that of members of my family I can talk about similarities and difference between my life and someone I know 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	
Cross Curricular Links (Core non-negotiable standards)	ICT: videos e.g. Francis Drake English: Non-fiction writing (biography)		ICT: videos/pictures of house English: Non-fiction writing (instructions – how to make) DT: making a house			ICT: videos/pictures of milestones in lives English: Non-fiction writing (autobiography) PSCHE: Ourselves	
Assessment Pathway	Formative assessment against key skills and understanding End of unit 'product'		Formative assessment against key skills and understanding End of unit 'product'			Formative assessment against key skills and understanding End of unit 'product'	
KS1 Year B	'All Aboard' Significant Individual (Brunel/ Stephenson) <u>Historical Skill:</u> Communication		'Walking with Dinosaurs' Events beyond living memory National or (Global) (Dinosaurs) <u>Historical Skill:</u> Historical Enquiry			'Significant Individual': King Arthur Historical Event in locality (Castles) <u>Historical Skill:</u> Collecting Evidence	
Nat Curriculum 14	PP 188-189		PP 188-189			PP 188-189	

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

Key Skills and Understanding: Year 1	I can talk about my own life and those of people I know I can use the terms now and then I can talk about and describe the events in the life of a well-known historical person		I can talk about my own life and others I can use the terms now and then I can talk about and describe the events in the past			I can talk and compare events in my life and the lives of people in the past I can talk about and describe my home and the way I live in comparison to lives of people in the past
Key Skills and Understanding Year 2	I can use a range of sources of information to find out about a significant historical person I can identify and describe key events in their life from a range of sources of information		I can use a range of sources of information to find out about events in the past I can identify and describe key events in their life from a range of sources of information			I talk about and describe in simple terms features of events in the past I can talk about similarities and difference between my life and someone in the past 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 (Core non-negotiable standards)	Computing: videos e.g. Francis Drake English: Non-fiction writing (biography)		Computing: videos/pictures of dinosaurs Science: animals Geography: locations			Computing: videos/pictures of castles/kings (including taking their own)
Assessment Pathway	Formative assessment against key skills and understanding End of unit 'product'		Formative assessment against key skills and understanding End of unit 'product'			Formative assessment against key skills and understanding End of unit 'product'

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

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Scheme Reference	<ul style="list-style-type: none"> • National Curriculum • Links to Class Topics each term 		<ul style="list-style-type: none"> • National Curriculum • Links to Class Topics each term 		<ul style="list-style-type: none"> • National Curriculum • Links to Class Topics each term 	
Key Knowledge	<p>I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in different periods of British history I can note connections, contrasts and trends over time I can develop the appropriate use of historical terms I can ask and answer historically valid questions about change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I understand how our knowledge of the past is</p>		<p>I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in different periods of world history I can note connections, contrasts and trends over time I can develop the appropriate use of historical terms I can ask and answer historically valid questions about change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I understand how our knowledge of the past is</p>		<p>I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in different periods of world, British and local history I can note connections, contrasts and trends over time I can develop the appropriate use of historical terms I can ask and answer historically valid questions about change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I understand how our</p>	

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

	how to build a roundhouse.		information to an audience; use the internet and web-based tools as a source of information; *Art: wish you were here Holiday posters		*Art – Roman mosaics Designing a shield *Geography – locating Rome *Maths – Roman numerals	
Assessment Pathway	Formative assessment against key skills and understanding		Formative assessment against key skills and understanding		Formative assessment against key skills and understanding	
4– Unit Title	‘Britain’s settlement by Anglo-Saxons and Scots’ <u>Historical Skill:</u> <i>Communication</i>		‘A Local History Study’ <u>Historical Skill:</u> <i>Collecting Evidence</i>		‘Ancient Egypt – The achievements of the earliest civilisations’ <u>Historical Skill:</u> <i>Historical Enquiry</i>	
Nat Curriculum 14	PP 188-192		PP 188-192		PP 188-192	
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Key Knowledge	I continue to understand		I continue to understand		I continue to understand	

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

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

	curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.		curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.			curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.	
Scheme Reference	<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 		<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 			<ul style="list-style-type: none"> National Curriculum Links to Class Topics each term 	
Key Knowledge	<p>I continue to understand where the events that I study fit within a chronological framework</p> <p>I can identify similarities and differences between ways of life in different periods of British history</p> <p>I can note connections, contrasts and trends over time</p> <p>I can develop the appropriate use of historical terms</p> <p>I can ask and answer historically valid questions about change, cause, similarity, difference and significance.</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p>		<p>I continue to understand where the events that I study fit within a chronological framework</p> <p>I can identify similarities and differences between ways of life in different periods of world history</p> <p>I can note connections, contrasts and trends over time</p> <p>I can develop the appropriate use of historical terms</p> <p>I can ask and answer historically valid questions about change, cause, similarity, difference and significance.</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p>			<p>I continue to understand where the events that I study fit within a chronological framework</p> <p>I can identify similarities and differences between ways of life in different periods of local history</p> <p>I can note connections, contrasts and trends over time</p> <p>I can develop the appropriate use of historical terms</p> <p>I can ask and answer historically valid questions about change, cause, similarity, difference and significance.</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p>	
Key Skills and Understanding	I understand where the period of the 'Vikings and Anglo-Saxons' fit within a chronological framework		I understand where the period of 'The Shang Dynasty of Ancient China' fits within a chronological			I understand where my local area fits within the history of Britain I can identify and discuss	

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

Assessment Pathway	Formative assessment against key skills and understanding		Formative assessment against key skills and understanding			Formative assessment against key skills and understanding
6– Unit Title	‘World War 2’ <u>Historical Skill:</u> <i>Collecting Evidence</i>		‘Ancient Greece’ <u>Historical Skill:</u> <i>Communication</i>		‘Early Islamic Civilization’ <u>Historical Skill:</u> <i>Historical Enquiry</i>	
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 curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.		ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.		ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of children. Providing for children a safe, stimulating, caring but challenging learning environment. WHA: Challenge, citizenship, community and creativity.	
Scheme Reference	<ul style="list-style-type: none"> • National Curriculum • Links to Class Topics each term 		<ul style="list-style-type: none"> • National Curriculum • Links to Class Topics each term 		<ul style="list-style-type: none"> • National Curriculum • Links to Class Topics each term 	
Key Knowledge	I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in different periods of British, world and local history I can note connections, contrasts and trends over time		I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in different periods of world history I can note connections, contrasts and trends over time I can develop the		I continue to understand where the events that I study fit within a chronological framework I can identify similarities and differences between ways of life in different periods of world history I can note connections, contrasts and trends over time I can develop the	

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

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