An Daras Multi Academy Trust



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Windmill Hill Academy

Scheme of Learning – History

Integrated Curriculum Scheme of Learning - 2015	
Scheme of Learning:	History
National Curriculum Subjects:	History
Subject Leader:	J. Young
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14
	WHA Year Group Non-Negotiable 14
	WHA History Policy 15
	WHA History Curriculum Statement 15
	WHA Geography Scheme of Learning 15

Windmill Hill A	
History Scheme	of Learning – 2015
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 b taught individually as well as incorporated within other curriculum subjects as part of our cross- curricular learning approach. History is als 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 ove 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	Sum 2
					1	
KS1 Year A - Unit Title	'Shiver Me Timbers'		'Can we fix it? Yes we can!'			'Oh I do like to be by the Seaside!'
	Event beyond living memory (national or global)		Change within living memory (Houses and Homes)			Changing within living memory (Seaside)
			Historical Chills Historical Consum			Historical skill: <u>Communication</u>
	Focus: Spanish Armada		Historical Skill: <u>Historical Enquiry</u>			
	Historical event in locality					
	Focus: Francis Drake					
	Historical Skill: <u>Collecting Evidence</u>		DD 400 400			DD 400 400
A. Nat Curriculum 14	PP 188-189		PP 188-189			PP 188-189
B. Academy Aims Link	ADMAT: Ensuring children are equipped for the next phase of learning. Creating an		ADMAT: Ensuring children are equipped for the next phase of learning. Creating an			ADMAT: Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative
	enjoyable and creative curriculum that		enjoyable and creative curriculum that			curriculum that meets the learning needs of children.
	meets the learning needs of children.		meets the learning needs of children.			Providing for children a safe, stimulating, caring but
	Providing for children a safe, stimulating,		Providing for children a safe, stimulating,			challenging learning environment.
	caring but challenging learning		caring but challenging learning			
	environment.		environment.			WHA: Challenge, citizenship, community and creativity.
	WHA: Challenge, citizenship, community		WHA: Challenge, citizenship, community			
	and creativity.		and creativity.			
C. Scheme Reference	National Curriculum		National Curriculum			National Curriculum
	Links to Windmill Hill Academy		Links to Windmill Hill Academy Project			Links to Windmill Hill Academy Project Planning
	Project Planning		Planning			
D. Key Knowledge	I know where the people and events that I		I can develop an awareness of the past,			I can develop an awareness of the past, using
	study fit within a chorological framework		using common words and phrases relating			common words and phrases relating to the passing
	I ask and answer questions, choosing and		to the passing of time			of time
	using parts of stories to show		I can identify ways of life in different periods			I know similarities and differences between the way
	understanding of key events		I can use a wide vocabulary of everyday			of life in different periods
	can recall events beyond living memory that are significant nationally or globally		historical terms I can ask and answer questions using			I can use a wider variety of everyday historical terms I can ask and answer guestions and other sources to
	I know about the lives of a significant		sources to show what they know and			show that they know and understand key features of
	individual in the past who has contributed		understand key features of events			events
	to international and national achievements		I know some of the ways in which we find			I know some of the ways in which we find out about
	I can use the life of a significant individual		out about the past and identify different			the past and identify different ways in which the past
	to compare aspects of life between then		ways it is represented			is represented
	and now		,			I know about changes within my living memory
	I know about significant historical events					, , , , , , , , , , , , , , , , , , , ,
	and people and places in my own locality					
E. Key Skills and	I can talk about my own life and those of		I can talk about and share my experiences of			I can talk about events in my life and the lives of

Understanding - Year 1	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	the past and present I can talk about and describe artefacts from the past and present I can place objects and events within my experience in time order I can use simple everyday terms to describe the passing of time	people I know I can talk about and describe my home and the way I live
F. 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
G. 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
H. 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'

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum	Sum 2
KS1 Year B – Unit	'All Aboard'		'Walking with Dinosaurs'		-	'Significant Individual':
Title	Significant Individual (Brunel/ Stephenson)		Events beyond living memory National or (Global) (Dinosaurs)			King Arthur Historical Event in locality (Castles)
	Historical Skill: Communication		Historical Skill: Historical Enquiry			Historical Skill: Collecting Evidence
A. Nat Curriculum 14	PP 188-189		PP 188-189			PP 188-189
B. 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.
C. Scheme Reference	National Curriculum Links to Windmill Hill Academy Project Planning		National Curriculum Links to Windmill Hill Academy Project Planning			 National Curriculum Links to Windmill Hill Academy Project Planning
D. Key Knowledge	I know how peoples life have shaped this nation and how Britain has influenced and been influenced by the wider world I can develop an awareness of the past, using common words and phrases I know where people and events fit within a chronological framework I can ask and answer questions using sources to show that I know and understand key features of events I know about the lives of significant individuals who have contributed to national and international achievements		I can show an aware off the past, using common words and phrases relating to the passing of time 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 I can use a wide vocabulary of everyday historical terms I can ask and answer questions using sources to show that In know and understand key features of events I can understand some of the ways in which we find out key features I can learn about events beyond living memory that arte significantly globally			I can develop an awareness of time using common words and phrases relating to the passing of time I can identify similarities and differences between ways of life in different periods I can ask and answer questions about the past I understand some of the ways in which In find out about the past I can identify ways in which the past is represented
E. 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 compression to lives of people in the past
F. Key Skills and	I can use a range of sources of information		I can use a range of sources of information			I talk about and describe in simple terms features of

Understanding - Year 2	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	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		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
G. Cross Curricular Links (Core non-negotiable standards)	ICT: videos e.g. Francis Drake English: Non-fiction writing (biography)	ICT: videos/pictures of dinosaurs Science: animals Geography: locations		ICT: videos/pictures of castles/kings (including taking their own)
H. 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'

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3 – Unit Title	'From Stone Age to Iron		Multi-Cultural Me'	Multicultural Me crosses	'The Romans – The	Launceston study
5 - Onit Title	Age'		(Mainly geography with	here	Roman Empire and its	(mainly Geography with
	Age			nere	•	
			elements of history)		impact on Britain'	elements of history so
	Historical Skill:					see Geography SOL)
	Communication		Commonwealth sports		Historical Skill:	
			Light touch		Historical Enquiry	
			Historical Skill:			
			Collecting Evidence			
A. Nat Curriculum 14	PP188-192		PP188-192		PP188-192	
B. 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.	
C. Scheme Reference	National Curriculum		National Curriculum		National Curriculum	
	Links to Class Topics		Links to Class Topics		Links to Class Topics	
	each term		each term		each term	
D. 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 quartiens	historically valid quastions	Lean ask and answer
	historically valid questions	historically valid questions	I can ask and answer
	about change, cause,	about change, cause,	historically valid questions
	similarity, difference and	similarity, difference and	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.
E. Key Skills and	I understand where the	Lunderstand where Britain	I understand where the
	'Stone Age' and 'Iron Age'	fits within the history of	'Roman' period fits within a
Understanding	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	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' I can use a range of sources to develop my historical knowledge of the 'Stone Age' and the 'Iron Age'.		to develop my historical knowledge of the 'Roman' period.	
F. Cross Curricular Links (Core non-negotiable standards)	Computing - use the internet and web-based tools as a source of information; English – writing an explanation on round hoses or instructions on how to build a roundhouse.	Geography – where we live Photos across Britain PPT on a place in Britain Why foods have changed in Britain Computing - use appropriate software to present geographical information to an audience; use the internet and web-based tools as a source of information; Art - wish you were here Holiday posters	Computing - use the internet and web-based tools as a source of information; English - writing an explanation on the Romans Design and Technology Art – Roman mosaics Designing a shield Geography – locating Rome Maths – Roman numerals	
G. Assessment Pathway	Formative assessment against key skills and understanding	Formative assessment against key skills and understanding	Formative assessment against key skills and understanding	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4 – Unit Title	'Britain's settlement by Anglo-Saxons and Scots' <u>Historical Skill:</u> <i>Communication</i>		'A Local History Study' Historical Skill: Collecting Evidence		'Ancient Egypt – The achievements of the earliest civilisations' <u>Historical Skill:</u> Historical Enquiry	
A. Nat Curriculum 14	PP 188-192		PP 188-192		PP 188-192	
B. 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.		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.		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.		WHA: Challenge, citizenship, community and creativity.		WHA: Challenge, citizenship, community and creativity.	
C. Scheme Reference	 National Curriculum Links to Class Topics each term 		 National Curriculum Links to Class Topics each term 		 National Curriculum Links to Class Topics each term 	
D. 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 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,		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 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,		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	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.
E. 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
	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
	I can ask and answer	historical information	change, cause, similarity,
	questions about historical	based on my local area	difference and significance
	change, cause, similarity,	I can use a range of sources	for 'Ancient Egypt'.
	difference and significance	to develop my historical	I can organise relevant
	for the 'Anglo-Saxons and	knowledge of my local	historical information
	the Scots'.	area.	based on 'Ancient Egypt'
	I can organise relevant		I can use a range of sources
	historical information		to develop my historical
	based on the 'Anglo-Saxons		knowledge of the 'Ancient
	and the Scots'		Egyptian' period.
	I can use a range of sources		
	to develop my historical		
	knowledge of the period		

	'Anglo-Saxons and Scots'			
F. Cross Curricular Links (Core non-negotiable standards)	Use of IT – publish Kennings IT / English - research & note-taking - Anglo-Saxon recounts	Use of IT – research and publish findings Geography – map work	Use of IT – Egyptian wiki reports English – reports on Ancient Egypt Maths – timelines, chronology Design Technology - making Egyptian masks Geography – River Nile study	
G. Assessment Pathway	Formative assessment against key skills and understanding	Formative assessment against key skills and understanding	Formative assessment against key skills and understanding	

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5 – Unit Title	'Saxons and Vikings-The		A Non-European			'A Local History Study'
J – Onic Ticle	Viking and Anglo-Saxon		Society:			Focus: Changes in land
	struggle for the		'China and The Shang			use and developments
			U U			· · ·
	Kingdom of England to		Dynasty of Ancient			such as railways
	the time of Edward the		China'			
	Confessor'					Historical Skill:
			Historical Skill:			Collecting Evidence
	Historical Skill:		Historical Enquiry			
	Communication					
A. Nat Curriculum 14	PP 188-192		PP 188-192			PP 188-192
B. 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.
C. Scheme Reference	National Curriculum		National Curriculum			National Curriculum
	 Links to Class Topics 		Links to Class Topics			Links to Class Topics
	each term		each term			each term
D. 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 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.
E. Key Skills and	I understand where the	I understand where the	I understand where my
Understanding	period of the 'Vikings and	period of 'The Shang	local area fits within the
onderstanding	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
	I can develop my	knowledge of historical	I can ask and answer
	knowledge of historical	vocabulary relating to 'The	questions about historical
	vocabulary relating to the	Shang Dynasty of Ancient	change, cause, similarity,
	period of the 'Vikings and	China' and use these terms	difference and significance
	Anglo-Saxons' and use		in my local area.
		correctly I can ask and answer	
	these terms correctly		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	

	historical information based on the 'Vikings and Anglo-Saxons' I can use a range of sources to develop my historical knowledge of the period 'Vikings and Anglo-Saxons'	based on 'The Shang Dynasty of Ancient China' I can use a range of sources to develop my historical knowledge of the period 'The Shang Dynasty of Ancient China'		
F. Cross Curricular Links (Core non-negotiable standards)	Literacy – drama and writing (Beowulf) Computing – use of IT for research Numeracy – comparing numbers up to 1 000 000	Literacy – drama and writing (Story from another culture) Computing – use of IT for research Numeracy – comparing numbers up to 1 000 000		Literacy – drama and writing Computing – use of IT for research Numeracy – comparing numbers up to 1 000 000 ; degrees of turn about a point PE – OAA – map reading
G. Assessment Pathway	Formative assessment against key skills and understanding	Formative assessment against key skills and understanding		Formative assessment against key skills and understanding

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6 – Unit Title	'World War 2'		'Ancient Greece'		'Early Islamic	
					Civilization'	
	Historical Skill:		Historical Skill:			
	Collecting Evidence		Communication		Historical Skill:	
					Historical Enquiry	
A. Nat Curriculum 14	PP 188-192		PP 188-192		PP 188-192	
B. Academy Aims Link	ADMAT: Ensuring children		ADMAT: Ensuring children		ADMAT: Ensuring children	
B. 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.	
C. Scheme Reference	National Curriculum		National Curriculum		National Curriculum	
c. Scheme Reference	Links to Class Topics		Links to Class Topics		Links to Class Topics	
	each term		each term		each term	
D. Key Knowledge	I continue to understand		I continue to understand		I continue to understand	
D. Key Klowledge	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, 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	
	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.	or sources.	or sources.	
E. Key Skills and	I understand where the	I understand where the	I understand where the	
-	period of 'World War 2' fits	period of 'Ancient Greece'	period of 'Early Islamic	
Understanding		· •	•	
	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	
	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	
	I can use a range of sources		knowledge of the period	
	to develop my historical		'Early Islamic Civilization'	
	knowledge of 'World War			

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