



An Daras Multi Academy Trust

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 Academy

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 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 Title | <p>‘Shiver Me Timbers’</p> <p>Event beyond living memory (national or global)</p> <p>Focus: Spanish Armada</p> <p>Historical event in locality Focus: Francis Drake</p> <p>Historical Skill: <u>Collecting Evidence</u></p> | | <p>‘Can we fix it? Yes we can!’</p> <p>Change within living memory (Houses and Homes)</p> <p>Historical Skill: <u>Historical Enquiry</u></p> | | | <p>‘Oh I do like to be by the Seaside!’</p> <p>Changing within living memory (Seaside)</p> <p>Historical skill: <u>Communication</u></p> |
| A. Nat Curriculum 14 | PP 188-189 | | PP 188-189 | | | PP 188-189 |
| B. 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> |
| C. 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 |
| D. 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>can recall events beyond living memory that are significant nationally or globally</p> <p>I know about the lives of a significant individual in the past who has contributed to international and national achievements</p> <p>I can use the life of a significant individual to compare aspects of life between then and now</p> <p>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> |
| 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 1 | Sum 2 |
|---|---|-------|---|-------|-------|--|
| KS1 Year B – Unit Title | ‘All Aboard’ Significant Individual (Brunel/ Stephenson) Historical Skill: <i>Communication</i> | | ‘Walking with Dinosaurs’ Events beyond living memory National or (Global) (Dinosaurs) Historical Skill: <i>Historical Enquiry</i> | | | ‘Significant Individual’: King Arthur Historical Event in locality (Castles) Historical Skill: <i>Collecting Evidence</i> |
| 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 | <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 |
| 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 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 so see Geography SOL) |
| A. Nat Curriculum 14 | PP188-192 | | PP188-192 | | PP188-192 | |
| 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. 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 | <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 | |
| 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 | | 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 | | 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 | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | 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 constructed from a range of sources. | | 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 constructed from a range of sources. | | 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 constructed from a range of sources. | |
| E. Key Skills and Understanding | I understand where the 'Stone Age' and 'Iron Age' periods fit within a chronological framework 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 I can identify and discuss contrasts and trends over time during the periods of the 'Stone Age' and the 'Iron Age' I can develop my knowledge of historical vocabulary relating to the 'Stone Age' and 'Iron Age' and use these terms correctly 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'. I can organise relevant historical information based on the 'Stone Age' | | I understand where Britain fits within the history of different cultures 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 I can identify and discuss contrasts and trends over time in different cultures I can develop my knowledge of vocabulary relating to different cultures and use these terms correctly I can ask and answer questions about historical change, cause, similarity, difference and significance in different cultures. I can organise relevant historical information based on different cultures I can use a range of sources to develop my knowledge of different cultures | | I understand where the 'Roman' period fits within a chronological framework 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 I understand and can discuss significant individuals from the 'Roman' period I can identify and discuss contrasts and trends over time during the 'Roman' period I can develop my knowledge of historical vocabulary relating to the 'Romans' and use these terms correctly I can ask and answer questions about historical change, cause, similarity, difference and significance for the 'Roman' period. I can organise relevant historical information based on the 'Roman' period 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 hoes 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> Communication | | ‘A Local History Study’ <u>Historical Skill:</u> 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. 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 | <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 | |
| 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, | |

| | | | | | | |
|--|---|--|---|--|--|--|
| | <p>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>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>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> | |
| E. 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 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</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 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>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, 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> | |

| | | | | | | |
|---|--|--|---|--|--|--|
| | '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 | <p>'Saxons and Vikings-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor'</p> <p>Historical Skill: Communication</p> | | <p>A Non-European Society: 'China and The Shang Dynasty of Ancient China'</p> <p>Historical Skill: Historical Enquiry</p> | | | <p>'A Local History Study' Focus: Changes in land use and developments such as railways</p> <p>Historical Skill: Collecting Evidence</p> |
| A. Nat Curriculum 14 | PP 188-192 | | PP 188-192 | | | PP 188-192 |
| B. 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> |
| C. 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 |
| D. 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</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</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 local history I can note connections, contrasts and trends over time 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 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 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> |
| E. Key Skills and Understanding | <p>I understand where the period of the 'Vikings and Anglo-Saxons' fit within a chronological framework</p> <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</p> | | <p>I understand where the period of 'The Shang Dynasty of Ancient China' fits within a chronological 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</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, 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> |

| | | | | | | |
|---|--|--|--|--|--|--|
| | 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’ <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> | |
| 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. 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 | <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 | |
| 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, world 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 | | 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 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. | |

| | | | | | | |
|--|---|--|--|--|--|--|
| | <p>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 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 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> | |
| E. 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 can use a range of sources to develop my historical knowledge of 'World War</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 knowledge of the period 'Early Islamic Civilization'</p> | |

| | | | | | | |
|---|---|--|---|--|---|--|
| | 2' | | | | | |
| F. 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 | |
| G. Assessment Pathway | Formative assessment against key skills and understanding | | Formative assessment against key skills and understanding | | Formative assessment against key skills and understanding | |