

Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. This knowledge and skills organiser for history demonstrates the progression through the year groups. It includes regular opportunities to revisit prior learning and build upon this.

Diversity: we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in **orange**.

| Art and Design | Term | | Term | | Term | |
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| EYFS | 3-4 years | | Reception | | Early Learning Goal (ELG) | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge | <u>Understanding the world</u> <ul style="list-style-type: none"> ▪ Show interest in different occupations | | <u>Understanding the world</u> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community. | | <u>Understanding the world</u> <u>Past and present</u> | |

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| | | | <ul style="list-style-type: none"> Name and describe people who are familiar to them. | | <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | |
| Skill Progression | <p>Understanding the world</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. | | <p>Understanding the world</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. | | <p>Understanding the world Past and present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. | |
| Meta Cognition | | | | | | |
| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Concept | Rebellion and Invasion | Natural elements | Civilisation | Environmental | Discoveries | Culture |
| Knowledge | <p>Events beyond Living Memory: Great Fire of London</p> <ul style="list-style-type: none"> Why is the Great fire of London significant? When was the Great Fire of London and what happened? (timeline of events) | | <p>Lives of Significant Individuals: British Monarchs (Kings, Queens and Castles) (Revisit learning from Year 1: Autumn 1 - Rebellion and Invasion Learning Concept (including London and King Charles II))</p> <ul style="list-style-type: none"> How many countries make up the United Kingdom? | | <p>Changes within Living Memory: Transport (Trains)</p> <ul style="list-style-type: none"> How has transport changed? How has the invention of trains changed people's lives today? Who was Richard Trevithick? | |

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| | <ul style="list-style-type: none"> ▪ <i>How did the fire start and why did London burn?</i> ▪ <i>How do we know what happened? (Historical sources – including Samuel Pepys’ diary as an eyewitness account)</i> ▪ <i>How did they try to stop the fire? (Compare with modern day fire services)</i> ▪ <i>What happened to the people who lost their homes in London? (how does this compare to modern day)</i> <p>(Historical Context – 1665 Great Plague of</p> | | <ul style="list-style-type: none"> ▪ <i>What are the names of these countries?</i> ▪ <i>Where are they? (locate on a map)</i> ▪ <i>What is the Union Jack? What countries does it represent? (How have the St George’s Cross, St Andrew’s cross, St Patrick’s cross been combined?)</i> ▪ <i>What is a king / queen? What do they do?</i> ▪ <i>Who is our Queen at the moment? (HRH Queen Elizabeth II)</i> ▪ <i>What special items do kings and queens wear / hold / sit on? (crown, sceptre, orb, ring, throne) Why?</i> ▪ <i>What happens at a Coronation?</i> ▪ <i>Who was King John? What</i> | | <ul style="list-style-type: none"> ▪ <i>What did he invent?</i> ▪ <i>What do you know about George Stephenson’s life and inventions?</i> ▪ <i>What is Isambard Kingdom Brunel famous for?</i> ▪ <i>What impact did he have on travel?</i> ▪ <i>What did Brunel design?</i> ▪ <i>What contribution did he make to the railways?</i> ▪ <i>Which bridges and railway stations do we still use today?</i> ▪ <i>Can you compare travel and transport of the past, present and future?</i> | |
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| | <p>London / 1660 Restoration of Stuart Monarchy / 1642 - 1651 English Civil War / 1649 Execution of King Charles I and the Abolition of the Monarchy / 1605 Gunpowder Plot)</p> <p>Diversity – xenophobia – caused by the fear that fire had been started deliberately by Dutch or French arsonists (as a result of the Anglo-Dutch war). And / or that it was because of religious terrorism (due to Reformation in Europe and ongoing Catholic / Protestant unrest - which links back to King Henry VIII (Roman Catholic and then Church of England), Queen Mary I (Catholic), Queen Elizabeth I (Church of England) and The Spanish Armada (studied in Y2)</p> | | <p><i>promises did he make?</i></p> <ul style="list-style-type: none"> ▪ <i>What was the Magna Carta? Why was it important?</i> ▪ <i>Who was King Charles I? Why did the people of England get angry with him? Why was he executed?</i> ▪ <i>Why was there a time where there was no King of England?</i> ▪ <i>Who became King next? (King Charles II – link to what they already know about the Great Fire of London in 1666).</i> ▪ <i>What is parliament? What does it do? How is the parliament chosen?</i> ▪ <i>What are the Houses of Parliament? Where are they? When /why were they formed? (Make links to</i> | | <p><i>Wagon/Tramways were used in 1560s to transport ore tubs to and from mines pulled by horses along wooden rails</i> <i>Richard Trevithick – (born in Cornwall) - first steam-powered railway journey in 1804 (Penydarren ironworks, Merthyr Tydfil, Wales) (5 mph)</i> <i>'Puffing Billy' (1813 - Blckett and Hedley)</i> <i>George Stephenson – 1814 'Blucher' / 1829 locomotive 'Rocket' won the Rainhill Trials (30mph)</i> <i>1825 / 1830 – First Public Railways</i> <i>1863 – London Underground</i> <i>1883 – Volk's Electric Railway opened in Brighton</i> <i>1902 – Automatic Signalling</i> <i>1950s – Diesel trains</i> <i>1976 – High-Speed Train (125mph)</i> <i>1987 – Fire at King's Cross Station</i> <i>1994 – Channel Tunnel / Eurotunnel</i></p> <p>Diversity –</p> | |
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| | <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> ▪ Thought / Speech bubbles ▪ Great Fire of London Diary Extracts (linked to Samuel Pepys) ▪ Why did the fire spread so quickly? Explanations (using the conjunction 'because') | | <p>our school pupil parliament)</p> <ul style="list-style-type: none"> ▪ What is a Prime Minister? What jobs do they do? ▪ Why do we have a prime minister? ▪ Where do they live? ▪ Why did King George I want to have a Prime Minister? ▪ What other famous Kings do we know? <p>Diversity – Explore diversity within the Commonwealth countries (and explore / compare British Monarchy with Kings and Queens of other countries).</p> <p>54 Commonwealth countries: Africa (19) - including Kenya, Uganda, Botswana, Tanzania, Mozambique, South Africa, Nigeria Asia (8) – including India, Pakistan, Bangladesh, Singapore, Sri Lanka Caribbean and Americas (13) - including Canada,</p> | | <p>Karen Harrison (first female train driver in 1960) Wilston Samuel Jackson (who emigrated from Jamaica, was Britain's first black train driver in 1961. He drove the Flying Scotsman, the Mallard and The Elizabeth. In 1964 both his legs were severed in a train collision, but they were surgically reattached, and he returned to train driving after two years of rehabilitation) Asquith Xavier (West Indian Guard who fought Whites-only policy at Euston Station, which was consequently scrapped in 1966) Hannah Dadds (first women driver on London Underground in 1978 – after 1975 Sex Discrimination act) Trudy Aarons (who was born in Barbados, was one of Britain's first black female train drivers 1989/90)</p> | |
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| | | | <p>Belize, Jamaica, Guyana, Saint Lucia Europe (3) - UK, Malta and Cyprus Pacific (11) - including Australia, New Zealand, Papua New Guinea, Malaysia, Brunei, Thailand, Fiji</p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> ▪ Coronation Labels and Captions (crown, sceptre, orb, throne etc) ▪ King and Queen Fact Files ▪ Questions and Answers (using ?!) | | <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> • Train Labels and Captions • Comparing Trains - Old v New • Recount (Launceston Railway Visit) | |
| Skill Progression | <p>Constructing the Past - Pupils study historical periods some of which they will study later.</p> <ul style="list-style-type: none"> ▪ Know and recount episodes from stories about the past. ▪ Identify difference | | <p>Constructing the Past - Know where people and events fit within a chronological framework.</p> <ul style="list-style-type: none"> ▪ Can briefly describe features of particular themes, events and people from family, local, national and global history. | | <p>Constructing the Past - Know where people and events fit within a chronological framework.</p> <ul style="list-style-type: none"> ▪ Can briefly describe features of particular themes, events and people from family, local, | |

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| | <p><i>between ways of life at different times.</i></p> <p>Sequencing the Past – Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <ul style="list-style-type: none"> ▪ <i>Can understand time securely and use a wide range of term terms.</i> <p>Cause and Effect – Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> ▪ <i>Can identify a few relevant causes and effects for some of the main events covered.</i> <p>Significance and Interpretation – Understand some of the ways in which</p> | | <ul style="list-style-type: none"> ▪ <i>Know and recount episodes from stories about the past.</i> ▪ <i>Identify difference between ways of life at different times.</i> <p>Planning and Carrying out Historical Enquiry Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday events.</p> <ul style="list-style-type: none"> ▪ <i>Can plan questions and produce answers to a few historical enquiries using historical terminology.</i> | | <p><i>national and global history.</i></p> <ul style="list-style-type: none"> ▪ <i>Identify difference between ways of life at different times.</i> <p>Sequencing the Past Know where people and events fit within a chronological framework.</p> <ul style="list-style-type: none"> ▪ <i>Sequence artefacts for different periods of time and match artefacts to the people of different ages.</i> | |
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| | <p>they find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> Compare different versions of events from the past. <p>Planning and Carrying out Historical Enquiry Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> Can plan questions and produce answers to a few historical enquiries using historical terminology. | | | | | |
| Meta Cognition | | | | | | |
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Concept | Rebellion and Invasion | Natural elements | Civilisation | Environmental | Discoveries | Culture |

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| <p>Knowledge</p> | <p>Events beyond Living Memory: Drake / Spanish Armada (1588) (Revisit learning from Year 1: Autumn 1 - Rebellion and Invasion Learning Concept)</p> <ul style="list-style-type: none"> ▪ <i>What was the Spanish Armada?</i> ▪ <i>When was the Spanish Armada?</i> ▪ <i>What were the causes of the Spanish Armada?</i> ▪ <i>Why was Spain the wealthiest country?</i> ▪ <i>Who was the Queen of England, during the Spanish Armada?</i> ▪ <i>Who was the King of Spain during the Spanish Armada?</i> | | <p>Significant Individual: Queen Victoria (1837 – 1901) (Revisit learning from Year 1: Spring 1 - Civilisation Learning Concept - British Monarchs)</p> <ul style="list-style-type: none"> ▪ <i>What is the role of a monarch?</i> ▪ <i>When was Queen Elizabeth I queen? (1558 – 1603)</i> ▪ <i>What was Queen Elizabeth I like as a queen?</i> ▪ <i>What was England like in the Tudor times? When was Queen Victoria queen? (1837 – 1901)</i> ▪ <i>What was Queen Victoria like as a queen?</i> ▪ <i>What was England like in the Victorian times?</i> ▪ <i>What was life like as a Victorian school child?</i> | | <p>Lives of Significant People: The Wright Brothers Diversity – Amelia Earhart (Revisit learning from Year 1: Summer 1 - Discoveries Learning Concept - Transport)</p> <ul style="list-style-type: none"> ▪ <i>How did people try to fly before the first aeroplane flight?</i> ▪ <i>Who were the Wright Brothers and when were they alive?</i> ▪ <i>What were they famous for?</i> ▪ <i>When was the first aeroplane flight?</i> ▪ <i>Can you order events in flight history, understanding how aeroplanes changed over time?</i> ▪ <i>What are aeroplanes used for?</i> | |
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| | <p>Opportunities for Cross Curricular Writing -</p> | | <ul style="list-style-type: none"> ▪ <i>What were the fashion and make-up trends like in Tudor and Victorian England?</i> ▪ <i>What were the important values of Queen Victoria as a queen?</i> <p>Diversity – Florence Nightingale / Mary Seacole (Crimean War nurses)</p> <p>Pablo Fanque (Victorian circus performer / proprietor)</p> <p>Opportunities for Cross Curricular Writing -</p> | | <ul style="list-style-type: none"> ▪ <i>How is the aeroplane from the first aeroplane flight different from our aeroplanes today?</i> <p>Diversity – Amelia Earhart (first female aviator to fly solo across the Atlantic Ocean in 1932)</p> <p>Opportunities for Cross Curricular Writing -</p> | |
| <p>Skill Progression</p> | <p>Significance and Interpretation – Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> ▪ <i>Can identify a range of significant</i> | | <p>Significance and Interpretation - Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> ▪ <i>Compare different pictures/ photographs of people and</i> | | <p>Change and Development - Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p> <ul style="list-style-type: none"> ▪ <i>Can identify independently a range of similarities,</i> | |

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| | <p><i>aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</i></p> <p>Constructing the Past – Know where people and events fit within a chronological framework.</p> <ul style="list-style-type: none"> ▪ <i>Can briefly describe features of particular themes, events and people from family, local, national and global history</i> <p>Planning and Carrying out Historical Enquiry Ask and answer questions. Choose and use parts of stories and other</p> | | <p><i>events in the past.</i></p> <ul style="list-style-type: none"> ▪ <i>Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</i> <p>Planning and Carrying out Historical Enquiry - Ask and answer questions. Use a wide vocabulary of everyday events.</p> <ul style="list-style-type: none"> ▪ <i>Can plan questions and produce answers to a few historical enquiries using historical terminology.</i> | | <p><i>differences and changes within a specific time period.</i></p> <p>Using Sources as Evidence - Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p> <ul style="list-style-type: none"> ▪ <i>Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.</i> ▪ <i>Observe and handles sources of evidence to answer questions about the past on the basis of simple observations.</i> | |
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| | <p>sources to show that they know and understand key features of events.</p> <ul style="list-style-type: none"> Can plan questions and produce answers to a few historical enquiries using historical terminology. | | | | <p>Sequencing the Past - Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <ul style="list-style-type: none"> <i>Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.</i> <i>Can understand time securely and use a wider range of time terms.</i> <p>Cause and Effect - Study the lives of significant individuals who contributed to national and</p> | |
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| | | | | | international achievements. Can identify a few relevant causes and effects for some of the main events covered. | |
| Meta Cognition | | | | | | |
| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Concept | Rebellion and Invasion | Natural elements | Civilisation | Environmental | Discoveries | Culture |
| Knowledge | <p>Local History Study: Castles (Revisit learning from Year 2: Autumn 1 - Rebellion and Invasion Learning Concept)</p> <ul style="list-style-type: none"> ▪ Who built the castle? When? How? Why? What with? ▪ How old is Launceston? ▪ What came first? Castle or Church? ▪ What was the castle used for? ▪ Any famous people jailed? Why? | | <p>Achievements of early civilisations: Ancient Egypt</p> <ul style="list-style-type: none"> ▪ Who were the Ancient Egyptians? ▪ What was life like in Ancient Egypt? ▪ Why was Mummification so important to the Ancient Egyptians? ▪ Can you compare the lives of some of the well know pharaohs? ▪ Why did hieroglyphs develop? ▪ Can you compare and | | <p>Changes in Britain: Stone Age to Iron Age</p> <ul style="list-style-type: none"> ▪ Where does the Stone Age get its name from? ▪ Which tools were crucial to the survival of Early man? ▪ Can you explain how Stonehenge changed from the Stone Age onwards? ▪ How was Skara Brae discovered? ▪ How did homes change from the stone age to the iron age? | |

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| | <p>Opportunities for Cross Curricular Writing -</p> | | <p><i>contrast the powers of some of the Egyptian Gods?</i></p> <p>Diversity – Queen Hatshepsut (1478 BC) Queen Nefertiti (1370 BC)</p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> Mummification Instructions | | <p>Opportunities for Cross Curricular Writing -</p> | |
| Skill Progression | <p>Sequencing the Past - Develop chronologically secure knowledge and understanding of British, local and world history.</p> <ul style="list-style-type: none"> <i>Can sequence a number of the most significant events, objects, the mes, societies, periods and people using</i> | | <p>Constructing the Past Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p> <ul style="list-style-type: none"> <i>Can identify details from local, national and global history to demonstrate some overall awareness of themes,</i> | | <p>Change and Development Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> <i>Can make valid statements about the main similarities, differences and changes occurring.</i> | |

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| | <p><i>some dates, period labels and terms.</i></p> <ul style="list-style-type: none"> Place events from the period studies on a timeline. Use terms related to the period and begin to date events. <p>Cause and Effect - Address and devise historically valid questions about cause.</p> <ul style="list-style-type: none"> Can comment on the importance of causes and effects for some of the key events and developments. | | <p><i>societies, events and people.</i></p> <ul style="list-style-type: none"> Identify reasons for a result of people's actions. Understand why people may have wanted to do something. Use evidence to reconstruct life in the time studied. | | <p>Significance and Interpretation - Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> Can explain why some aspects of historical accounts, themes or periods are significant. Can comment on a range of possible reasons for differences in a number of accounts. Evaluate the usefulness of different sources of evidence. | |
| Meta Cognition | | | | | | |
| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Concept | Rebellion and Invasion | Natural elements | Civilisation | Environmental | Discoveries | Culture |

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| <p>Knowledge</p> | <p>Roman Empire: Invasions (Revisit learning from Year 3: Autumn 1 - Rebellion and Invasion Learning Concept)</p> <ul style="list-style-type: none"> ▪ How quickly did the Roman Empire spread? ▪ How successful were the Romans in their invasions of Britain? ▪ What was the timeline of the Roman Empire spreading over Europe? ▪ What were the key elements of religion for Romans? ▪ Who were the Celts? | | <p>Roman Empire: Impact on Britain (Revisit learning from Year 4: Autumn Term 1)</p> <ul style="list-style-type: none"> ▪ What did the Romans bring to Britain? ▪ Can you explain why the Romans wanted new roads in Britain? ▪ Can you explain how the roads were made? ▪ What is a Roman bathhouse? Who used then? ▪ Can you describe the different features of a Roman bathhouse? ▪ What religious beliefs did the Romans have? ▪ Can you explain what mosaics are made from? <p>Opportunities for Cross Curricular Writing -</p> | | <p>Study of Ancient Greek Life (Revisit learning from Year 3: Spring 1 - Ancient Egypt)</p> <ul style="list-style-type: none"> ▪ Who were the Ancient Greeks? ▪ What was life like in Ancient Greece? ▪ Why was the Greek Empire so successful? ▪ What do you know about the Ancient Greek Gods and Goddesses? ▪ Can you explain the significance of the Ancient Greek Olympics? ▪ How did the political system work? ▪ Can you explain what led to the Battle of Marathon and | |
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| | <ul style="list-style-type: none"> ▪ <i>Why did Boudicca rebel?</i> ▪ <i>Why didn't more of the Celts rebel?</i> <p>Diversity – significance of North Africans within the army (including those reaching high ranks) Multi-cultural mix of Roman Empire (included people from Africa, Europe and the Middle East)</p> <p>Septimus Severus (African-born) became Emperor in 193 CE and moved to Britain in 208 CE (Hadrian's Wall and Antonine Wall)</p> <p>Opportunities for Cross Curricular Writing -</p> <p>(NB: liase with Y5 about introducing the Anglo-Saxons in</p> | | | | <p><i>the Trojan war?</i></p> <p>Opportunities for Cross Curricular Writing -</p> | |
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| | Y4 to ensure curriculum coverage) | | | | | |
| Skill Progression | <p>Sequencing the Past - Develop chronologically secure knowledge and understanding of the Roman empire in Britain.</p> <ul style="list-style-type: none"> Can sequence a number of the most significant events, objects, the mes, societies, periods and people using some dates, period labels and terms. Place events from the period studies on a timeline. Use terms related to the period and begin to date events. | | <p>Using Sources as Evidence - Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> Can recognise possible uses of a range of sources for answering historical enquiries. Begin to use the library and internet to research a specific enquiry. Use sources of evidence to build up a picture of a past event. <p>Cause and Effect - Address and devise historically valid questions about cause.</p> <ul style="list-style-type: none"> Can comment on the importance of causes and effects for some of the key events and developments. | | <p>Planning and carrying out Historical Enquiry - Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <ul style="list-style-type: none"> Can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. | |



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| | <p>Significance and Interpretation - Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> ▪ <i>Can explain why some aspects of historical accounts, themes or periods are significant.</i> ▪ <i>Can comment on a range of possible reasons for differences in a number of accounts.</i> ▪ <i>Evaluate the usefulness of different sources of evidence.</i> | | | | | |
| Meta Cognition | | | | | | |
| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |

| Concept | Rebellion and Invasion | Natural elements | Civilisation | Environmental | Discoveries | Culture |
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| Knowledge | <p>British Settlements: Anglo Saxons / Vikings / Scots (Revisit learning from Year 4: Autumn 1 - Rebellion and Invasion Learning Concept) (Revisit learning from Year 4: Spring 1 - Romans)</p> <ul style="list-style-type: none"> ▪ Why did the Anglo-Saxons invade Britain? ▪ Why did the Vikings invade Britain? ▪ How and when did the invaders become Christians? ▪ Were there any major differences between the Anglo-Saxon and Viking invaders? | | <p>A local history study: Study over Time on Locality (Revisit learning from Year 3: Autumn 1 - Launceston Castle) (Also make links to Geography Mapping Unit in the Year 5 Spring Term)</p> <ul style="list-style-type: none"> ▪ How has Launceston town centre changed over time? ▪ What significant changes have taken place? ▪ What was medieval Launceston like? ▪ What was trade like in Victorian Launceston? ▪ Why was the Butter market demolished? ▪ The war memorial and the effects of WW2 ▪ Launceston cattle market – why did it cease trading? | | <p>Non-European Study: Mayan Civilization (Revisit learning from Year 4: Summer 1 - Discoveries Learning Concept - Ancient Greeks)</p> <ul style="list-style-type: none"> ▪ Where did the Maya live? ▪ Can you provide some key facts about the Maya Civilisation? ▪ Can you describe the similarities and differences between ancient religions and different religions today? ▪ Can you describe the key characteristics of Maya Gods? | |



Windmill Hill Academy History Knowledge and Skills Organiser



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| | <ul style="list-style-type: none"> ▪ <i>What can archaeology tell us about the invaders? How are we to interpret the historical sources, including surviving primary sources?</i> <p>Opportunities for Cross Curricular Writing -</p> | | <ul style="list-style-type: none"> ▪ <i>Significant town buildings</i> ▪ <i>Compare with Launceston today.</i> ▪ <i>What do different history sources of evidence tell us?</i> ▪ <i>Which sources are most reliable?</i> <p>Opportunities for Cross Curricular Writing -</p> | | <ul style="list-style-type: none"> ▪ <i>How did the Maya number system work?</i> ▪ <i>How does it compare to our number system today?</i> ▪ <i>How was the Maya diet different to what we eat today? Why?</i> ▪ <i>What do you know about Chichen Itza?</i> <p>Opportunities for Cross Curricular Writing -</p> | |
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| <p>Skill Progression</p> | <p>Sequencing the past - Develop chronologically secure knowledge and understanding of British, local and world history.</p> <ul style="list-style-type: none"> Can sequence with independence the key events, objects, the mes, societies and people covered using date, period labels and terms. <p>Cause and effect - Address and devise historically valid questions about cause.</p> <ul style="list-style-type: none"> Can explain the role and significance of different causes and effects of a range of events and developments. | | <p>Change and Development - Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> Can compare similarities, differences and changes within and across History, e.g. in terms of importance, progress or the type and nature of the change. <p>Using Sources as Evidence - Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> Identify primary and secondary sources of information. Can comment with confidence on the value of a range of different types of sources for enquiries, including | | <p>Using Sources as Evidence - Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. Select relevant sections of information using research with increasing confidence to answer a line of enquiry. | |
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An Daras Trust
Igniting Curiosity Growing Capabilities

Windmill Hill Academy
History Knowledge and Skills Organiser



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| | | | <i>extended enquiries.</i> | | | |
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| Meta cognition | | | | | | |
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| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Concept | Rebellion and Invasion | Natural elements | Civilisation | Environmental | Discoveries | Culture |
| Knowledge | <p>Study of aspect/ themes of British History: WW2 (1939 – 1945) (Revisit learning from Year 5: Autumn 1 - Rebellion and Invasion Learning Concept)</p> <ul style="list-style-type: none"> ▪ Why did WW2 start? ▪ When did it start/end? ▪ Which countries were involved? ▪ Who were the main leaders? ▪ What were the main battles in WW2? ▪ What was the Blitz? ▪ How did people | | <p>Study of an aspect in British History: changing power of the Monarchs (Revisit learning from Year 2: Spring 1 - British Monarchs)</p> <ul style="list-style-type: none"> ▪ Why was King John an important Monarch in British history? ▪ What is the significance of the Magna Carta today? ▪ Can you describe changes during the reign of Henry viii? ▪ Why was it so important for Henry to have an heir? ▪ Why did Henry want a divorce? ▪ Why couldn't he have one? | | <p>Study of an aspect/ themes in British History: Post War (Decades) (Revisit learning from Year 6: Autumn 1 - WW2)</p> <ul style="list-style-type: none"> ▪ Why and how were young people so different to their parents in the 1960? ▪ Choose an aspect of leisure or entertainment to investigate ▪ How has technology developed through the decades? ▪ How has music changed through the decades? | |

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| | <p><i>protect themselves during the war?</i></p> <ul style="list-style-type: none"> ▪ <i>What was evacuation?</i> ▪ <i>Why did rationing take place?</i> ▪ <i>Why were Jewish people targeted by the Nazis?</i> | | <ul style="list-style-type: none"> ▪ <i>What did Henry do when the Pope wouldn't agree to the divorce?</i> ▪ <i>Can you describe changes during the reign of Queen Elizabeth I?</i> ▪ <i>How might she have felt at different points in her life?</i> ▪ <i>What have you learnt about the life and decisions of Queen Elizabeth I?</i> ▪ <i>What do these events and the way she reacted to them tell you about what she was like as a person and a Queen?</i> ▪ <i>Can you describe changes during the reign of Queen Victoria?</i> ▪ <i>Why did she become Queen?</i> ▪ <i>What did she do on a daily basis?</i> ▪ <i>Describe the impact of her</i> | | <ul style="list-style-type: none"> ▪ <i>How has fashion changed through the decades?</i> ▪ <i>Can you identify the main events of different decades?</i> ▪ <i>What was home life like in the 50s/60s/70s/80s and 90s?</i> ▪ <i>Can you identify the economic problems of the 70s?</i> ▪ <i>Can you identify the main leaders in Britain through the decades?</i> ▪ <i>Can you identify changes in the work place through the decades?</i> | <p>Diversity – Racial equality / Martin Luther King (1963 'I Have a Dream' Speech)</p> |
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Diversity – Jewish experience of Holocaust
Anne Frank (diary)

Walter Tull (first black officer)
Alan Turing (Bletchley Park codebreaking)

Linked to Jewish Persecution – Michael Rosen 'The Missing: The true story of my family in World War II)

Diversity – Racial equality / Martin Luther King (1963 'I Have a Dream' Speech)

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| | <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> ▪ Evacuee Letter ▪ Anne Frank's diary ▪ Eye witness account | | <p><i>marriage to Prince Albert?</i></p> <ul style="list-style-type: none"> ▪ <i>Can you describe changes during the reign of Elizabeth II?</i> ▪ <i>Include her childhood and when she became Queen?</i> ▪ <i>Can you explain the impact of the Commonwealth? (Link to RRSA)</i> ▪ <i>Can you explain the impact of the Royal family on Britain?</i> <p>Diversity – Explore diversity within the Commonwealth countries</p> <p>Abdul Karim (Munshi – teacher to Queen Victoria – originally hired as a servant but became her Indian Secretary – significant impact on Victorian British Culture – exiled to India by her eldest son Bertie – history edited through destruction of all their photos)</p> | | <p>/ Nobel Peace Prize 1964) 1963 Bristol Bus Boycott (inspired by Rosa Parks in US) Race Relations Act 1965 Nelson Mandela (anti-apartheid / segregation)</p> <p>Women's Rights (link back to Suffragette movement and Women's Vote in 1918) Sex Discrimination Act (1975)</p> <p>Opportunities for Cross Curricular Writing -</p> <ul style="list-style-type: none"> ▪ Write a script for TV show ▪ Biography | |
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| | | | <p>Maharajah Duleep Singh (deposed by British Army in India but came to visit Queen Victoria and her family at Osborne House – he also gifted her children traditional Indian outfits).</p> <p>Opportunities for Cross Curricular Writing - Writing own Magna Carta Letter Character profile Biography Diary</p> | | | |
| Skill Progression | <p>Constructing the Past - Establish clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> Can provide over views of the most significant features of different times, individuals, societies and events covered. | | <p>Significance and Interpretation - Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. | | <p>Planning and carrying out Historical Enquiry - Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <ul style="list-style-type: none"> Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions | |

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| | <ul style="list-style-type: none"> ▪ <i>Examine causes and results of great events and the impact on people.</i> ▪ <i>Compare an aspect of life with the same aspect in another period.</i> ▪ <i>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</i> ▪ <i>Know key dates characters and events of time studied.</i> <p>Using Sources as Evidence - Understand how our knowledge of the</p> | | <ul style="list-style-type: none"> ▪ <i>Can explain how and why it is possible to have different interpretations of the same event or person.</i> ▪ <i>Link sources and work out how conclusions were arrived.</i> ▪ <i>Aware that different evidence may lead to different conclusions.</i> <p>Cause and effect - Address and devise historically valid questions about cause.</p> <ul style="list-style-type: none"> ▪ <i>Can explain the role and significance of different causes and effects of a range of events and developments.</i> | | <p><i>for development or improvement.</i></p> <p>Change and Development - Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> ▪ <i>Can compare similarities, differences and changes within and across History, e.g. in terms of importance, progress or the type and nature of the change.</i> | |
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| | <p>past is constructed from a range of sources.</p> <ul style="list-style-type: none"> ▪ <i>Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries.</i> ▪ <i>Select relevant sections of information using research with increasing confidence to answer a line of enquiry.</i> | | | | | |
| Meta Cognition | | | | | | |