

St Nicholas Primary

History Progression Grid

National Curriculum Key Stage One:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality (e.g. Armed Forces Day, Summer Solstice, Bonfire Night etc and/or

changes within living memory	Travel and Transport- y1 All About me- Y1
events beyond living memory that are significant nationally or globally	Great Fire of London- Yr 2 Castles- Y2
the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	Famous Queens- Y1 Super Scientists- Y2
significant historical events, people and places in their own locality	Armed Forces Day – All yr Groups Bonfire Night- Y1

Key Stage Two:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain’s settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (legacy of Greek and Roman culture on the present day)
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:
Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

changes in Britain from the Stone Age to the Iron Age	Prehistoric Britain+ Local Area study: Stonehenge Y3
the Roman Empire and its impact on Britain	Invaders and Settlers Y3
Britain’s settlement by Anglo-Saxons and Scots	Anglo Saxons, Picts and Scots Y3
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The Vikings Owls Year A
a local history study	Stonehenge Y3 Our Local Area All years
a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (legacy of Greek and Roman culture on the present day)	Invaders and Settler Y3 Medicine and Disease Fox Class Year A The Tudors Fox Greek ideas Owls WW2 Fox The Victorians Owls Titanic Owls

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China	Ancient Egyptians Fox Year A China Owl Class Year B Shang Dynasty Owl Year B
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greece Fox Class Year B Greek Ideas Owls Class A
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	Mayans Fox Baghdad Owls

Key Concepts

Investigate and Interpret the Past	Build an Overview of World History	Understand Chronology	Communicate Historically
This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence	This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.	This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.	This concept involves using historical vocabulary and techniques to convey information about the past.

Intent

As a school we aim to ensure that all children leave us prepared for the world as ‘Global Explorers’ equipped to pursue whichever path they choose. The teaching of History is a key part of this aim. At St Nicholas, one of the big ideas of our Global Explorer Curriculum is to create learners who are ‘Worldly’. This means that our children will have a secure understanding of their world both past, present and future. Children will also develop a secure knowledge of local and world history through allowing them to see the context of their country, culture and politics. Furthermore, studying history will help children to understand 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. At our school, children are engaged, excited and curious to find out more about the lives of children in different countries and societies throughout history!

Key Concepts

Year 1

Investigate and Interpret Past

All about Me

- I can observe or handle evidence to ask questions and find answers to questions about the past. Travel and transport
- I can ask questions (What was it like? What happened? How long ago?) All about me
- I can find out about the past using artefacts, pictures, stories, online sources or databases. Famous queens
- I can identify some of the different ways that the past has been represented. Famous Queens.

Key Question: How have I changed during my life?

Key Links: PSHE and Art

Investigate and Interpret Past: To find out about my family in the past by speaking to relatives asking questions and looking at photos. To draw a family tree.

Build an Overview of World History: To be able to talk about major events in my life or the history of my family.

Understand Chronology: I can place key events in my life in chronological order. I can talk about changes that have occurred in my lifetime.

Communicate Historically: When talking about me and my family history I can use words and phrases such as: a long time ago, recently, when my parents were children, years, decades.

Build an Overview of World History

Travel and Transport

- I can describe historical events All about me
- I can describe significant people from the past. Travel and transport
- I can recognise that there are reasons why people in the past acted as they did. Famous queens

Key Question: What are the different modes of transport and can we place them on a timeline?

Key Links: Visit to transport Museum, Art

Investigate and Interpret Past: I can use photos to describe how travel and transport has changed over time, and to ask and answer questions about travel in the past.

Understand Chronology: I can place different modes of transport on a timeline and label/identify the past and present.

Communicate Historically: I can talk about how travel and transport has changed over time using words such as long time ago, recently, when my parents were children, years, decades and centuries.

Understand Chronology

Famous Queens

- I can place events and artefacts in order on a time line. All about me
- I can label time lines with the words or phrases such as: **Past, present, older and newer.** Travel and transport
- I can recount changes that have occurred in my own life. All about me
- I can use dates where appropriate. Famous Queens

Key Question: What is a monarch and where do monarchs live?

Key Links: Royal family tree to personal family tree in All About Me

<p>Communicate Historically</p>	<p>Investigate and Interpret Past: I can find out about past monarchs by looking at photographs and paintings. I can recognise and talk about how famous monarchs have been represented in photos, paintings, drawings and on coins and stamps.</p>
<ul style="list-style-type: none"> • I can use words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time. All about me / Travel and transport • I can show an understanding of the concept of nation and a nation's history. Famous Queens • I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace. Famous Queens 	<p>Build an Overview of World History: I can talk about how and why Queen Victoria changed the lives of Victorian children.</p> <p>Understand Chronology: I can use dates to talk about Queen Elizabeth II's reign. I can talk about different periods in our nation's history.</p> <p>Communicate Historically: I can talk about our nation's monarchy through key points in history (Tudors, Victorians and the present) I can talk about the nation's monarchy.</p>

Key Concepts	Year 2
Investigate and Interpret Past	<u>Castles</u> Key Question: What type of castle is Old Sarum and why was it built?
<ul style="list-style-type: none"> I can observe or handle evidence to ask questions and find answers to questions about the past. I can ask questions (What was it like? What happened? How long ago?) I can find out about the past using artefacts, pictures, stories, online sources or databases. I can identify some of the different ways that the past has been represented 	Key Links: Visit to Old Sarum Investigate and Interpret the Past To find out about castles and the people who lived in them by asking questions, exploring local surroundings (OS) on-line and by acting out different roles. Build an Overview of World History To be able to describe the events of the Battle of Hastings and William the Conqueror (link to geography with Europe and France) and explain how the different castle features contributed to the Battle. Understand Chronology To be able to place the Battle of Hastings on a time line and describe how castles developed over time (wood to stone)
Build an Overview of World History	Communicate Historically To explain the hierarchy system and how it led to different roles within a castle. To use historical vocabulary to describe the castle structure (e.g. Motte and Bailey, Keep and Bailey)
<ul style="list-style-type: none"> I can describe historical events I can describe significant people from the past. I can recognise that there are reasons why people in the past acted as they did. 	<u>The Great Fire of London</u>
Understand Chronology	Key Question: Why was the Great Fire of London an important event and how did it change London?
<ul style="list-style-type: none"> I can place events and artefacts in order on a time line. I can label time lines with the words or phrases such as: Past, present, older and newer. I can recount changes that have occurred in my own life. I can use dates where appropriate. 	Key Links: Arrange a fire drill and/or a visit from the fire brigade Investigate and Interpret the Past To find out about the GFoL by using artefacts (National Archives) to ask questions and examine evidence e.g. how do we know what it was like and where the fire spread? Build an Overview of World History To be able to write a diary entry from the time of the GFoL in the style of Samuel Pepys and explain why he acted in the way he did.
Communicate Historically	Understand Chronology To be able to place the GFoL on a time line and in relation to The Battle of Hastings.
<ul style="list-style-type: none"> I can use words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time. I can show an understanding of the concept of nation and a nation's history. I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace. 	Communicate Historically To describe the events using historical language and explain how the GFoL has led to the development of our current fire brigade. To describe what houses are built of and why. <u>Superheroes (Super Scientists)</u> Key Question: Can you tell me about a hero from the past? Key Links: Our Amazing World and Science Investigate and Interpret the Past To find out real-life superheroes using pictures, stories and on-line materials (e.g. Newton, Jenner, Earhart)

Build an Overview of World History To understand why the significant individuals acted the way they did (e.g. no vaccination)

Understand Chronology To be able to place the scientists and explorers on a timeline.

Communicate Historically To understand the effects the people have had on modern day life by exploring the obstacles they overcame e.g. equality

Key Concepts	Year 3
Investigate and Interpret Past	Prehistoric Britain
<ul style="list-style-type: none"> • Use evidence to ask questions and find answers about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p>Key Question: How do archaeologists find out about the past when there is no written history?</p> <p>Key Links: Visit to Stonehenge/Salisbury Museum Consolidating understanding of the Stone, Bronze and Iron Ages, and ordering events and changes chronologically.</p> <p>Science: Rocks and Soils/Dinosaurs Year 1: Where do I live? Year 2: Pirates (Map Making)</p> <p>Investigate and Interpret the Past</p> <p>To explain some of the methods archaeologists use to find out about the past. To find out about the lives of early humans in the Palaeolithic period from looking at the evidence. To use evidence to find out about the Mesolithic period. To use evidence to find out about the Neolithic period.</p> <p>Build an Overview of World History</p> <p>To carry out a local history study learning about Stonehenge. To describe how life changed during the Bronze Age and what society was like. To describe what life was like in the Iron Age and how it had changed.</p>
Build an Overview of World History	Understand Chronology
<ul style="list-style-type: none"> • Describe the changes that have happened in the locality of the school throughout history. (covered through whole school local history day.) • Give a broad overview of life in Britain from ancient until medieval times • Compare some of the times studied with those of other area of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women or children. 	<p>To order the Stone Age, Bronze Age and Iron Age on a timeline.</p> <p>Communicate Historically</p> <p>To understand and use the term 'Prehistory'.</p> <p>The Romans (Invaders and Settlers)</p> <p>Key Question: How have the Romans influenced life today?</p> <p>Key Links: Rockbourne Villa- How has humanity evolved since the Stone age? RE: Where do we learn about the Romans in the Bible? RE: What impact did the Romans have on the life of Jesus?</p> <p>Investigate and Interpret the Past</p> <p>To explore the legend of how Rome was founded and investigate how it grew into the Roman Empire. To use different sources to research what daily life was like in Ancient Rome. To explain how we know about life in Roman Britain.</p>
Understand Chronology	Build an Overview of World History
<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line • Use dates and terms to describe events 	<p>To investigate Roman society and hierarchy. To learn about Roman entertainment. To describe Roman religious and spiritual beliefs. To give an overview of life in Ancient Roman times. To explain the impact of the Roman invasion in Britain.</p> <p>Understand Chronology</p>

Communicate Historically

- Use appropriate historical vocabulary to communicate including: **dates, time period, era, change and chronology.**

To explain how the Romans influenced life today.

Communicate Historically

To use appropriate historical vocabulary in how I talk and write about the Romans.

Anglo Saxons, Picts and Scots

Key Question: What conclusions can you make about who was buried at Sutton Hoo from looking at the evidence?

Key Links: Chronology of British History

Investigate and Interpret the Past

To investigate the evidence to ask and answer questions about who is buried at Sutton Hoo. To use different historical sources to find about Anglo-Saxon life.

Build an Overview of World History

To find out about who the Anglo-Saxons and Picts were and where they came from. To explore Anglo-Saxon culture.

Understand Chronology

To explore the spread of Christianity in Britain. To place the Anglo-Saxon era on a timeline alongside Roman Britain, the Iron Age, the Bronze Age and the Stone Age.

<p>Key Concepts</p>	<p style="text-align: center;">Fox A</p>
<p>Investigate and Interpret Past</p>	<p>Ancient Egyptians Key Question: What can we learn about how the Egyptians lived from looking at artefacts? Key Links: Romans (chronology and Empire) Year 4/5 Geography: River Nile Science: Tombs, Torches and Times keepers: Light unit.</p>
<ul style="list-style-type: none"> • Use evidence to ask questions and find answers about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p>Investigate and Interpret the Past</p> <p>To explain what we can learn from the artefacts found in Tutankhamun’s tomb. To explain what the Rosetta stone can teach us.</p> <p>Build an Overview of World History</p> <p>To explain why the River Nile was important. To explain why the pyramids were built. To give an overview of the process of mummification. To explain some of the beliefs of Ancient Egyptians, and how we know about them.</p>
<p>Build an Overview of World History</p> <ul style="list-style-type: none"> • Describe the changes that have happened in the locality of the school throughout history. (covered through whole school local history day.) • Give a broad overview of life in Britain from ancient until medieval times • Compare some of the times studied with those of other area of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women or children. 	<p>Understand Chronology</p> <p>To identify where Egypt is and when ancient Egyptian civilisation existed. To place key features of the Ancient Egyptians on a timeline.</p> <p>Communicate Historically</p> <p>To use appropriate terminology to discuss the Ancient Egyptians, including ‘mummification’, ‘pyramids’, ‘tomb’, and ‘artefacts’.</p>
<p>Understand Chronology</p>	<p>Medicine and Disease</p>
<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line • Use dates and terms to describe events 	<p>Key Question: How have attitudes and beliefs about medicine and disease changed over time? Key Links: Romans. Ancient Egypt, Ancient Greece, Victorians</p>
<p>Communicate Historically</p>	<p>Investigate and Interpret the Past</p>
<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate including: dates, time period, era, change and chronology. 	<p>To investigate medical medicine and events during the Black Plague. To research significant medical advancements and medical figures during Victorian times.</p> <p>Build an Overview of World History</p> <p>To learn about the medical practise of prehistoric civilisations and the Ancient Egyptians. To investigate the Roman attitude towards health and medicine. To explore the medical practises of the Tudor period. To explore medicine in the 20th and 21st century.</p> <p>Understand Chronology</p> <p>To give an overview of how medicine has changed over time.</p> <p>Communicate Historically</p>

To use appropriate historical terminology to discuss medicine and disease throughout history.

WW2

Key Question: What were the effects of the war on everyday people?

Key Links: Europe, United Kingdom, Salisbury Museum, Community Chat, Porton War memorial, Europe- Geography

Investigate and Interpret the Past

To use my learning, research and historical sources to explain the impact of WW2 on everyday people.

Build an Overview of World History

To explain how WW2 began. To explain what life was like in Britain during the war. To explain why children were evacuated. To give an overview of the Battle of Britain.

Understand Chronology

To place key dates from World War 2 on a timeline.

Key Concepts	Fox B
Investigate and Interpret Past	<u>Mayans</u>
<ul style="list-style-type: none"> • Use evidence to ask questions and find answers about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p>Key Question: How do we know about an Ancient Civilisation such as the Maya?</p> <p>Key Links: Year 4/5 Geography: Rainforest Trip: Living Rainforest</p> <p>Interpret and Investigate the Past: To be able to use evidence to ask questions and find answers about the past.</p> <p>To be able to use a range of sources of evidence to draw conclusions about the Mayans.</p> <p>To be able to use evidence to make suggestions about why the Mayans disappeared. Y5: Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Build an Overview of World History: To be able to talk about Mayan rule of Law, religion and everyday life.</p> <p>To be able to talk about experiences of men, women and children in the Mayan period.</p> <p>Understand Chronology: To be able to place the Mayan period on a timeline. Y5: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>
Build an Overview of World History	Communicate Historically: To be able to use historical vocabulary in how I talk and write about the Mayans.
<ul style="list-style-type: none"> • Describe the changes that have happened in the locality of the school throughout history. (covered through whole school local history day.) • Give a broad overview of life in Britain from ancient until medieval times • Compare some of the times studied with those of other area of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women or children. 	<p><u>Ancient Greece</u></p> <p>Key Question: How would someone from Athens describe Sparta after visiting it?</p> <p>Key Links: Ancient Egyptians (Chronology) Romans (gods)</p> <p>Investigate and Interpret the past: To be able to use primary and secondary sources to find out about daily life in ancient Greece. To be able to explain why accounts of the war between Athens and Sparta might differ.</p> <p>Build an Overview of World History: To be able to describe the three types of government in Greece - monarchy, oligarchy and democracy.</p> <p>To be able to talk about the similarities and differences between Athens and Sparta.</p> <p>To be able to talk about the religious beliefs in ancient Greece and how they relate to the Roman gods.</p>
Understand Chronology	To be able to make comparisons between Mayans and Ancient Greece.
<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line • Use dates and terms to describe events 	<p>Understand Chronology: To be able to talk about who the ancient Greeks were and locate their civilisation on a timeline.</p> <p>Communicate Historically: To be able to use historical vocabulary in how I talk and write about Ancient Greece.</p>

Communicate Historically	<u>Tudors</u>
<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate including: dates, time period, era, change and chronology.	<p>Key Question: What was the impact of the Tudor period on medieval Britain?</p> <p>Key Links: United Kingdom</p> <p>Investigate and Interpret the Past- To explore the consequences of Henry's divorce to Catherine of Aragon.</p> <p>Build an Overview of World History- To investigate the differences between rich and poor lifestyles (e.g. childhood and architecture)</p> <p>Understand Chronology: To be able to recall dates for the start of the Tudor era and the reign of Henry VIII. To be able to talk about the impact of the Tudor era on modern life (dissolution of the monasteries and creation of Church England) . To explore the family tree of Henry VIII.</p>

Key Concepts	Owls Year A
Investigate and Interpret Past	Shang Dynasty
<ul style="list-style-type: none"> • Use sources of evidence to deduce information from the past • Select suitable sources of evidence, giving reasons for choices • Use sources of information to form testable hypotheses about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda and how historians must understand the social context studied • Understand that no single source of evidence gives the full answer to questions about the past 	<p>Key Question: What does the evidence tell us about the Shang Dynasty?</p> <p>Key Links: History: Celts- round houses, Tudors: Political system, fear and punishment</p> <p>Stone age: Links to bronze age. How has Civilization developed?</p> <p>Investigate and Interpret the Past</p> <p>To find out about the Shang Dynasty of China and explore how we know about it. To explore the evidence surrounding the Shang Kings. To use historical evidence to investigate Shang Royal burial.</p> <p>Build an Overview of World History</p> <p>To find out about what ordinary life was like for people during the Shang Dynasty. To find out about the writing and the calendar created during the Shang Dynasty.</p> <p>Understand Chronology</p> <p>To give an overview of the Shang Dynasty.</p>
Build an Overview of World History	The Vikings
<ul style="list-style-type: none"> • Identify continuity and change in history of the locality of the school (covered through whole school local history day.) • Give a broad overview of life in Britain from medieval until the Tudor and Stewart times • Compare some of the times studied with those of other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including, beliefs, attitudes and experiences of men, women and children. 	<p>Key Question: What can you tell me about Anglo-Saxon life in England prior to the first Viking invasions?</p> <p>Key Links: Year 3: Invaders and Settlers, Year 4/5: Anglo Saxons, Picts and Scots, Year 5/6 Vikings: Explore Scandinavia, Geography</p> <p>Investigate and Interpret the Past</p> <p>To consider the impact of the Viking Invasion of Lindisfarne in 793, from looking at the evidence. To find out about the continued raids of Anglo-Saxon England by the Vikings and the peace accord they eventually reached. To research facts about the reign and achievements of Alfred the Great.</p> <p>Build an overview of World History</p> <p>To learn about life for Vikings settled in Britain. To compare and contrast Viking settles in England with the Anglo-Saxons. To learn about the unification of England by 1016 under a Viking King.</p>
Understand Chronology	Understand Chronology
<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural.) 	<p>To explore how life changed in England due to the Battle of Hastings.</p> <p>Communicate Historically</p> <p>Use appropriate historical terminology to discuss the Viking era.</p>

<ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events 	<p><u>Titanic</u></p> <p>Key Question: What was the impact of the sinking of the titanic?</p> <p>Key Links: Victorian Era, Britain at war</p> <p>Investigate and Interpret the Past</p> <p>To investigate what sources of information tell us about the Titanic and the people on board. To gather evidence to back up opinions during a debate about why so many people lost their lives in the Titanic disaster.</p>
<p>Communicate Historically</p>	
<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy. 	<p>Build an Overview of World History</p> <p>To investigate what life was like aboard the Titanic for each of the classes. To introduce the people who were on board and find out who they were. Reflect on what has changed since the Titanic disaster and how the incident influenced these changes.</p> <p>Understand Chronology</p> <p>To discuss and explore the timeline of the Titanic and her maiden voyage.</p>

Key Concepts

Owls Year B

Investigate and Interpret Past

- Use sources of evidence to deduce information from the past
- Select suitable sources of evidence, giving reasons for choices
- Use sources of information to form testable hypotheses about the past
- Seek out and analyse a wide range of evidence in order to justify claims about the past
- Show an awareness of the concept of propaganda and how historians must understand the social context studied
- Understand that no single source of evidence gives the full answer to questions about the past

Build an Overview of World History

- Identify continuity and change in history of the locality of the school (covered through whole school local history day.)
- Give a broad overview of life in Britain from medieval until the Tudor and Stewart times
- Compare some of the times studied with those of other areas of interest around the world
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including, beliefs, attitudes and experiences of men, women and children.

Understand Chronology

Islamic Civilisation

Key Question: What were some of the significant discoveries and studies which were led by early Islamic scholars? Can you evaluate the impact they made to the wider world?

Key Links: Islam (RE) Remembrance: links to WW1 and WW2 – to understand the use of propaganda in this time

Investigate and Interpret Past To find out about Baghdad’s role in the early Islamic civilisation. To find out about the House of Wisdom and how it became a centre for learning. To research early Islamic scholars and evaluate how they have shaped the world today.

Build an Overview of World History To identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques. To explain the birth of Islam.

Understand Chronology To describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph using a timeline, adding other events from previous topics and other religions eg. The death of Jesus, formation of Baghdad and the founding of Sikhism etc.

Communicate Historically

To explain using historical vocabulary how the early Islamic civilisation impacted the wider world eg. The Silk Road and early trading methods and what was traded at the time.

Greek ideas

Key Question: How have Greek ideas influenced culture today?

Key Links: Ancient Greece

Investigate and Interpret Past To investigate claims that Greek scholars contributed to our knowledge and understanding of the world using a wide range of evidence

Build an Overview of World History

Understand Chronology To place ancient Greece on a timeline to understand how far away it was in relation to modern times.

- Describe the main changes in a period of history (using terms such as: **social, religious, political, technological and cultural.**)
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events

Communicate Historically

- Use appropriate historical vocabulary to communicate, including: **dates, time period, era, chronology, continuity, change, century, decade and legacy.**

Communicate Historically

To use appropriate historical vocabulary to describe life during Ancient Greece.

Victorian Britain

Key Question:

Can you what changes took place during Victorian times?

Key Links: Famous Queens, Tudor Monarchy, Trip to Milestones

Investigate and Interpret Past To hypothesise from photographic sources what Queen Victoria could have been like. To research Queen Victoria and investigate her life and produce a detailed and accurate family tree.

Build an Overview of World History To compare the lives of people from the Victorian era eg. the rich and poor, children and adults etc.

Understand Chronology To place the Victorian era on a time line in relation to other historical eras. To order key events, using dates accurately, that happened during the Victorian era including social, political, cultural and technological changes. To understand the impact of the Industrial Revolution and compare it to a time of little change eg. The Dark Ages etc.

Communicate Historically To write a non-chronological report about a theme from the Victorian era using appropriate historical language.