

# Beam County Primary School: Progression Map

## Subject: History (Disciplinary)



### Key concepts:

**Community and Culture** (societies, art, homes, religions, life)

**Invaders and Settlements** (conquering, monarchy, land)

**Social Justice** (democracy, empire, government, hierarchy, law, slavery, rulers)

**Chronology** (dates, timelines, key events, significant people)

**Historical Enquiry** (sources, artefacts, interpreting the past)

EYFS	End Points EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points KS2
<p><b>Disciplinary</b> Can describe differences between him or herself as a baby and as he or she is now.</p> <p>Can sort pictures and objects, matching them to babies, children and adults.</p> <p>Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'</p> <p>Realises that images from nursery rhymes are not from nowadays by reference to some period detail,</p> <p>Children can see how life must have been different in the past</p> <p>Can confidently identify old and new toys.</p> <p>Can identify that we have recently had a new King take the throne.</p>	<p><b>1 Know some similarities and differences between things in the past and now</b></p>	<p><b>Disciplinary</b> Realises that images from nursery rhymes are not from nowadays by reference to some period detail,</p> <p>Uses simple timelines to sequence processes, events and objects within their own experience</p> <p>More confident in use of terms 'old' and 'new'.</p> <p>Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</p> <p>Understands that the world was different in the olden days.</p> <p>Identify and place where the Victorian era is compared to modern day.</p> <p>Main concept is then and now. Children should spot significant differences</p> <p>Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail.</p>	<p><b>Disciplinary</b> Can sequence within clock and to some extent in calendar time.</p> <p>Can sequence parts of more complex story where action takes place over a long period of time</p> <p>Realises that we use dates to describe events in time</p> <p>Can use phrases such as 'over 300 years ago' in their writing</p> <p>Can describe change over time using appropriate words and phrases to suggest the more distant past</p> <p>Whenever pupils study a theme, they should be comparing not just 'then' and 'now' but 'then' with another 'then'</p> <p>The depth of period detail children include in their answers.</p> <p>Can also see that not everyone in the past had the same experience</p> <p>Develop understanding that UK and England have been ruled by Kings and Queens for many years.</p>	<p><b>Disciplinary</b> Use timelines to place a small number of key changes during early human development.</p> <p>Differentiate between BC and AD on a timeline.</p> <p>Can confidently spot major anachronisms from most periods studied when compared with today</p> <p>Can sequence events in simple narrative</p> <p>Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while</p> <p>Realises that Ancient means thousands of years ago;</p> <p>Can talk about the past in terms of periods</p> <p>Children understand some of the key characteristics of the period being studied and can spot anachronisms. They are secure in understanding the main differences between today and the period being studied.</p> <p>Children show an understanding of the main ideas associated with that society e.g. can</p>	<p><b>Disciplinary</b> Use timelines to local periods of time within a historical period (e.g – reign of Henry VIII within the Tudor times).</p> <p>Can accurately differentiate within a longer period</p> <p>Can use some key dates as important markers of events</p> <p>Can appreciate ideas of duration and interval.</p> <p>Can talk about three periods of time</p> <p>Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society.</p> <p>Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.</p>	<p><b>Disciplinary</b> Uses more sophisticated time markers within, as well as between 2 periods</p> <p>Can use dates and specific terms confidently to establish period detail</p> <p>Children can make links between different features of a society to make sense of the world lived in by people in the past.</p> <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas.</p>	<p><b>Disciplinary</b> Explore concurrent timelines with events in another place in the world.</p> <p>Can successfully match simple iconic images to each of the periods studied</p> <p>Can make links between three periods in history, comparing, spotting similarities differences.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalisations.</p> <p>Children understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta. They know about the importance of slave culture to that society.</p>	<p><b>1 Have a chronological knowledge and understanding, including the characteristic features, of different historical periods, people, events and developments.</b></p>

				explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same.				
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**NC Alignment**  
 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 characteristic features of past non-European societies; achievements and follies of mankind

<p><b>Disciplinary</b> To talk about changes in your own and the lives of animals</p> <p>Describe and ask questions about old and new.</p> <p>Identify similarities and differences about the past and present.</p> <p>Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'</p> <p>Can explain why they took the action they did when discussing 'myself.'</p>	<p><b>2 Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	<p><b>Disciplinary</b> Develop understanding that some changes in living memory have occurred over time.</p> <p>Recount some changes to a place (e.g. seaside) from the past to modern day.</p> <p>Can give a simple reason why a real person acted as they did in a historical situation</p> <p>Can give simple consequences of somebody’s actions</p>	<p><b>Disciplinary</b> Can offer reasons why simple changes occur</p> <p>Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly</p> <p>Can give a few reasons for more complex human actions,</p> <p>Children’s understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter') or of Florence’s actions (e.g. 'she helped the soldiers to get better, she improved hospitals (making them more hygienic) and she developed the nursing profession').</p>	<p><b>Disciplinary</b> Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age</p> <p>Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone and Age and between the Bronze Age and the Iron Age</p> <p>Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles</p> <p>Analysing actions of people in historical settings; focusing only on what one person wanted</p> <p>Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people;</p>	<p><b>Disciplinary</b> Grasps that change can happen quite quickly and can be reversed</p> <p>Some changes are much more significant than others</p> <p>Some changes are called a revolution because of the scale and widespread nature</p> <p>Moving from two causes to realising that you need to give several causes to explain some events</p> <p>Moves away from simply listing to trying to give a little detail about each cause;</p> <p>Realises that events usually happen for a combination of reasons, even though there is still some element of listing</p>	<p><b>Disciplinary</b> Understands what is meant by a turning point e.g. Battle of Britain in context of World War Two</p> <p>Some changes are relatively slow others happen very rapidly</p> <p>Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled</p> <p>Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe</p> <p>Explains an event using simple form of classification</p> <p>Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently</p> <p>Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen</p>	<p><b>Disciplinary</b> Sees that some changes lead to others</p> <p>Not all change is welcomed by everyone</p> <p>Explain an event with reference to abstract ideas such as long and short-term or events building up</p> <p>Starts to express explanation in term of relative importance backed up by reasoned argument</p> <p>Able to explain some quite complex events using a good range of causes, some of them linked in a simple way.</p>	<p><b>2 Have a range and depth of historical knowledge around developments in the past, including changes, causes and consequences occurring within past periods.</b></p>
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**NC Alignment**  
 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance,

Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires

Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

<p><b>Disciplinary</b> Can find an answer to a question by looking at a simple picture</p> <p>Can say whether a picture is of a baby or a toddler and explain why</p> <p>Can point to familiar images in pictures of themselves and their own family</p>	<p><b>3 Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	<p><b>Disciplinary</b> Can describe the main features of an artefact.</p> <p>Can explain how we know what we were like when we were younger</p> <p>Can make deductions about artefacts, spotting clues to function and use</p> <p>Can consult and use information from two simple sources to find information</p> <p>Can find answers to questions about objects by looking in books.</p> <p>Realises that we can find out about a person's life by using a range of sources</p> <p>Observe photographs to ask and answer questions about the past</p>	<p><b>Disciplinary</b> Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale</p> <p>Can draw simple conclusions about their own lives and others around them by reference to clues in evidence</p> <p>Children are able to gather ideas from a few simple sources when building up their understanding</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view</p> <p>Able pupils will realise that there are potential weaknesses in eyewitness accounts</p>	<p><b>Disciplinary</b> Children extract simple information from text/ pictures/ objects showing basic comprehension</p> <p>Children make simple deductions about what text means based on what is included</p> <p>Children start combining information from more than one source</p>	<p><b>Disciplinary</b> Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p>Children see that some sources are more useful than others and can explain why.</p> <p>Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.</p>	<p><b>Disciplinary</b> Children start to think of reasons why a source might be unreliable</p> <p>Can consider the worthiness of a source by reference to what is known about the topic.</p> <p>Begin to identify primary and secondary sources.</p>	<p><b>Disciplinary</b> Offers substantiated reasons why some sources might be treated cautiously. Shows awareness of the need to think about why the source was produced without prompting</p> <p>Recognise primary and secondary sources and evaluate the usefulness and accurateness of these.</p> <p>Suggest omissions in evidence and means of finding out.</p>	<p><b>3 Possess the use of enquiry skills to understand, analyse and assess different evidence and sources to develop an understanding of the past.</b></p>
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**NC Alignment**

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

<p><b>Disciplinary</b> Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.</p> <p>Can see that there are several versions of a nursery rhyme by comparing pictures</p> <p>Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past.</p>	<p><b>4 Draw on their experiences and what has been read in class</b></p>	<p><b>Disciplinary</b> Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.</p> <p>Can see that there are different versions of real historical situations,</p> <p>Can spot differences between versions, e.g they see that pictures in books vary in how they depict details.</p> <p>Understands that grandparents' recollections of their childhood seaside holidays might vary</p>	<p><b>Disciplinary</b> Realises that there may be more than one way of looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her.</p> <p>Realises that not all sources of information answer the same 2 questions</p> <p>Can see that not all written accounts in the library books give exactly the same reasons for something</p> <p>Understand that people can disagree about what happened in the past without one of them being wrong.</p> <p>Understands that it is not always possible to know for sure what happened.</p>	<p><b>Disciplinary</b> Children can identify differences between versions of the same event</p> <p>Children give a simple reason why we might have more than one version</p>	<p><b>Disciplinary</b> Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past</p> <p>Children realise that history is continuously being rewritten; if we find more we have to rewrite the past</p>	<p><b>Disciplinary</b> Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis</p> <p>Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge</p>	<p><b>Disciplinary</b> Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.</p> <p>Children grasp that interpretations might differ depending on the aspect that people are looking at</p>	<p><b>4 Have a range of skills in understanding, analysing and assessing different interpretations of history.</b></p>
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			People have to use their imagination to reconstruct some events					
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**NC Alignment**  
 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.

<p><b>Disciplinary</b>          Can talk about pictures of themselves using appropriate vocabulary</p> <p>Will write simple captions</p> <p>Can label/annotate simple drawings</p>	<p><b>5. Talk about the lives of the people around them and their roles in society.</b></p>	<p><b>Disciplinary</b>          Can write four or five captions, possibly using connectives, to show sequence</p> <p>Can write simple sentences describing an event</p> <p>Can orally retell the main episodes of famous past events in the correct sequence and write captions to accompany sequenced pictures.</p> <p>Can write simple sentences containing period-specific detail about a day at the seaside 100 years ago.</p> <p>Label and annotate a Victorian seaside picture, showing awareness of significant features not seen today</p>	<p><b>Disciplinary</b>          Make increasing use of period specific vocabulary</p> <p>Retell a complicated story in a simple, structured way, using temporal markers</p> <p>Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas</p> <p>More use of time conventions when writing in history</p> <p>Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire.</p>	<p><b>Disciplinary</b>          Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations</p> <p>Answers contain some simple period-specific references</p> <p>Writes in simple and accurate, sequenced, sentences when narrating what happened in the past</p> <p>Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas</p>	<p><b>Disciplinary</b>          Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs;</p> <p>Can use appropriate ways of communicating their understanding; Answers are structured and provide supporting evidence for statements made;</p> <p>Able to see two sides of a question and can offer arguments on both sides</p> <p>Answers are relevant to the question set</p> <p>Start to raise questions about the evidence, using phrases such as: we cannot tell for sure, most evidence suggests</p>	<p><b>Disciplinary</b>          Widespread use of period specific detail to make the work more convincing and authentic</p> <p>When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes</p>	<p><b>Disciplinary</b>          Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing</p> <p>Able pupils use provisional and tentative language, to express uncertainty</p>	<p><b>5 Using evidence and knowledge to organise and communicate their historical knowledge and skills.</b></p>
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**NC Alignment**  
 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

# Beam County Primary School: Progression Map

## Subject: History (Substantive)



EYFS	End Points EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points KS2
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**Key concepts:**

**Community and Culture** (societies, art, homes, religions, life)

**Invaders and Settlements** (conquering, monarchy, land)

**Social Justice** (democracy, empire, government, hierarchy, law, slavery, rulers)

**Chronology** (dates, timelines, key events, significant people)

**Historical Enquiry** (sources, artefacts, interpreting the past)

<p><b>Knowledge</b> A day is a passing of time. Different events happen in order on a day.</p> <p>Familiar events such as birthdays happen yearly.</p> <p>People from the past may see some of the same livings things that we can see today.</p> <p>Sometimes we forget things that happened in the past that aren't very important to us.</p> <p>Order experiences that have happened to them during the previous week using time language.</p> <p>Houses are where families live. People who might live in a house are a mother, father, brother, sister, aunt, uncle, grandparents, pets etc.</p> <p>Houses were built at different times in the past.</p> <p>Rooms in houses all serve different functions.</p> <p>Items that would have been in houses in the past compared to more modern equivalents (grandfather clock compared to wall clock).</p> <p>People of all different backgrounds with different stories live all over the world.</p> <p>Families are related to each other in different ways (your mother might be another person's sister).</p>	<p><b>1 Know some similarities and differences between things in the past and now</b></p>	<p><b>Knowledge Schools: Victorians</b> A timeline shows a list of events that have taken place during a particular time.</p> <p>Recognise that Victorians were people that lived during the reign of Queen Victoria.</p> <p>Queen Victoria reigned from 1837 – 1901.</p> <p>In 1880, Queen Victoria allowed all children to attend school.</p> <p>The largest Victorian Ragged School, opened by Dr Barnardo in 1877. For thirty years the school served some of the poorest children in the Victorian East End.</p> <p>Identify what a modern school day is like and the equipment that can be found there</p> <p>Identify what a Victorian school day was like and the equipment that could be found there</p> <p>Recognise that boys and girls experiences of school varied in the Victorian period.</p> <p>Recognise that rich and poor children's experiences of school varied in the Victorian period.</p> <p><b>Significant Individuals</b> The Wright brothers were the first people to fly a plane. They invented the powered plane in 1903.</p> <p>Recognise that Hilda Hewlett was the first female to gain a pilot's license in the UK in 1911.</p> <p>In 1910, Hilda Hewlett opened the first flying school in the UK.</p>	<p><b>Knowledge The Plague</b> The Plague was a deadly disease that was spread during 1644-1666.</p> <p>The Plague broke out in Central London, highlight the relativeness to Dagenham.</p> <p>The Plague occurred over 350 years ago.</p> <p>A symptom is a physical or mental feature indicating a condition/ disease.</p> <p>Signs and symptoms of the plague such as fever, coughing, headaches, vomiting, buboes and black finger tips.</p> <p>Reflect on how the plague spread and ways of prevention used to try and protect people from the disease</p> <p>Plague Doctors did not have any qualifications. They were volunteers who wanted to help the victims of the plague. Plague Doctors wore a special outfit to help them avoid contracting the virus when coming into contact with those infected. Plague Doctors worked with watchmen and collectors to ensure sealed houses of the infected and that dead bodies were collected.</p> <p>Symptoms of COVID and Plague: headaches, fever, coughing. However, the plague saw black finger tips and buboes emerge.</p> <p>Preventions of COVID and Plague: isolating</p>	<p><b>Knowledge The Romans</b> Size and timescale of the Roman empire is formed by drawing conclusions from maps and timelines</p> <p>The Roman period in Britain lasted for over 350 years, from the invasion of 43 AD by Emperor Claudius until the end of Roman rule in the early 5th century.</p> <p>Britain contained a lot of goods that the Romans wanted: many cattle, bronze, gold, iron, tin, timber and good land to build houses on.</p> <p>Towns were the administrative centres from which the provinces could be run, controlled and provided with markets, industries and trade.</p> <p>There were a range of entertainments that Romans had in society - amphitheatres, baths and forum. Understand that society was diverse and that poor lived very differently</p> <p>Society was diverse and that poor lived very differently.</p> <p><b>Stone Age Period</b> The prehistoric periods are known as the Stone Age (Palaeolithic, Mesolithic and Neolithic periods); Bronze Age and Iron Age</p> <p>Pupils grasp that the term Stone Age covers an enormous period of time and that the period covered in the lesson is from about 9,000 years ago</p> <p>The Stone Age was a massive period of time and that most finds come from the very late Stone Age</p>	<p><b>Knowledge Dagenham</b> The Dagenham Idol is 4000 years old – carved at the beginning of the Bronze Age</p> <p>Archaeologists have dated it to 2459–2110 BC, which is when the Beaker People were living in this area.</p> <p>Know that Dagenham is in the United Kingdom, London, Borough of Barking &amp; Dagenham.</p> <p>A new train station opened in 1885, making it easy to go to London or the coast.</p> <p>Dagenham Village contains many locational features dating back to the 15th century: Grade 2 listed Parish Church, Grade 2 listed pub, Church hall, Village hall, Old School House, Great exteriors.</p> <p>Identify key features of the village such as notable buildings, little transport, shops/houses through photographs.</p> <p><b>Windrush</b> Haiti led the way to become the first of the Caribbean islands to declare independence in 1804.</p> <p>The Commonwealth was formed in 1931 with the purpose of working together to achieve shared goals.</p> <p>HMT Empire Windrush docked in Tilbury, Essex, in 1948</p> <p>The Notting Hill Carnival is an annual Caribbean Carnival event that has taken place in London since 1966.</p> <p>Jamaica, Barbados, St Kitts &amp; Nevis, Antigua, Trinidad &amp; Tobago, Cuba are all Caribbean nations.</p>	<p><b>Knowledge WW2</b> Recognise how the actions of Hitler threatened European peace</p> <p>They are aware of the dilemma facing Chamberlain and other appeasers.</p> <p>Understand why Chamberlain ultimately took the decision to go to war</p> <p>Rationing was key too. Britain's reliance on imported food meant that rationing was essential otherwise the nation would have suffered food shortages caused by the threat of German warships. It began with petrol in 1939 and was extended to food in January 1940</p> <p>The Phoney War saw no fighting. In fact, people in Britain started to doubt whether or not Germany would attack them at all. It is noted as a big reason why the Allies triumphed as it gave them many months to prepare for the future events of the war.</p> <p>Air raid shelters were vital against the German threat. The shelters were given to people in areas that were at risk of being bombed by the Germans.</p> <p>RAF planes and Luftwaffe planes (two different types – fighters and bombers)</p> <p>The Blitz in and around Dagenham was frightening and caused destruction</p> <p>This would be a war in the air and that there would be vastly more</p>	<p><b>Knowledge Crime &amp; Punishment</b> There was a greater emphasis on humiliation in 1500 – 1750.</p> <p>18<sup>th</sup> century was an era of the Bloody Code when there was a massive increase in the number of capital offences</p> <p>Victorian era saw the start and growth of the Police force</p> <p>Metropolitan Police set up the Criminal Investigation Department (CID) in 1878.</p> <p>The use of fingerprints was developed in the late 19th century. This was pioneered by Sir Edward Henry, and was first used in a criminal case in 1901.</p> <p>Since the 1960s, computers have been used to store the vast amount of information gathered by the police.</p> <p>Describe the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes</p> <p>Know various ways Saxons aimed to get justice by trial: by blessed bread, by hot water, by cold water etc.</p> <p>Justice in the Middle Ages depended almost entirely on the community.</p> <p>During the Tudor period, beheading was a common execution method for wealthy people, such as nobles and members of the royal family, who were</p>	<p><b>1 Have a chronological knowledge and understanding, including the characteristic features, of different historical periods, people, events and developments.</b></p>
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<p>There are several versions of the same nursery rhyme.</p> <p>A King or Queen is the monarch of the country.</p>		<p>In 1914, Hilda Hewlett's aircraft making company made over 800 planes for WW1.</p> <p>Bessie Coleman secured her pilot's license in 1921.</p> <p>Bessie Coleman became the first black woman in 1922 to perform in an air show where she performed loop the loops.</p> <p>Bessie Coleman died in 1926 in a plane crash. In her memory, black female pilots set up the Bessie Coleman Aviators Club.</p> <p>Wright brothers were the first people to fly a plane</p> <p>Hilda Hewlett was the first female to gain a pilot's license in the UK.</p> <p>Bessie Coleman was the first African-American to hold a pilot license</p> <p><b>Changes in living memory:</b> When something happens within the last 100 years, this is known as 'within living memory'.</p> <p>Recognise that the past can be divided into different periods</p> <p>Pupils should use language such as 50 Years ago/the 60s/when my Granny was a little girl etc</p> <p>Key period features of seaside holidays, especially relating to clothes worn by children and adults and the entertainment available.</p> <p>Key Victorian features from seaside holidays</p>	<p>the infected. During the plague measures were more extreme such as killing domestic animals whereas people wore masks during Covid to try to prevent airborne transmission.</p> <p><b>Great Fire of London</b> The fire started in a bakery in Pudding Lane by Thomas Farriner.</p> <p>By early next morning it had spread to more than 300 houses which had been destroyed.</p> <p>King ordered that houses in the fire's path be knocked down to stop the spreading.</p> <p>The spread of the fire stopped when the wind died down.</p> <p>In 1666, Christopher Wren's plans for rebuilding London were put into motion.</p> <p>The houses were made of wood and were located close together.</p> <p>The roofs were thatched meaning the dry material was easily flammable.</p> <p><b>Significant Individuals</b> Florence Nightingale lived around 150-200 years ago.</p> <p>Mary Seacole was Jamaican and lived about 200 years ago.</p> <p>Florence Nightingale had a long life helping soldiers and then developed nursing after the war</p>	<p>Locate the move to farming in the final part of the Stone Age on a simple timeline.</p> <p>The discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago.</p> <p>Skara Brae was discovered in 1850, last seen in 2,000 BC and then excavated.</p> <p>Stonehenge was built about 5,000 years ago, in stages. They can explain how it was built.</p> <p>Pupils understand that Britain was once covered in ice.</p> <p>The earliest settlers were hunter gatherers and lived in caves.</p> <p>Hunter gatherers were living alongside early farmers about 5,000 years ago.</p> <p>Farming had a big impact, especially, taming wild animals, growing wheat etc.</p> <p>There were many similar constructions to Stonehenge at the time.</p> <p>Life was short, harsh and sometimes violent in the Iron Age.</p> <p>At Danebury in the Iron Age people were religious. They were a farming community who made leather goods and wove cloth.</p> <p>Both periods were important for metalworking, but art styles changed from the Bronze Age to the Iron Age.</p> <p>Both periods used farming tools, but bronze ploughs in the Bronze</p>	<p>The Caribbean is situated in the Caribbean Sea, Atlantic Ocean to the east of central America.</p> <p>Caribbean people have been in Britain since before 1940, including descendants of freedmen, university students, and those who served in the British Empire Army.</p> <p>Most Caribbean people knew about the UK through the newspapers and various radio programmes that were broadcast throughout the British West Indies. These first impressions, indoctrinated at a young age, gave an idealistic view of the UK so that many migrants thought they would be going to a fairy-tale land where all was well, with none of the problems that existed at home in the colonies.</p> <p>There were 1027 people on Empire Windrush.</p> <p>802 of the passengers were from the Caribbean, with over 500 from Jamaica.</p> <p>Many of the passengers had skills that would be transferrable to jobs in England.</p> <p><b>Tudors</b> The Tudor period began in 1485 and ended in 1603.</p> <p>The Tudor period can be broken into many sub-periods based on the monarch at the time (Henry VII's, Henry VIII, Edward VI, Mary I, Elizabeth I's etc).</p> <p>Prominent events during the Tudor age – Henry VII victory at Bosworth, Henry VIII broke with Rome – Reformation, Anne Boleyn's execution, Lady Jane Grey's brief reign, Spanish Armada defeated etc.</p>	<p>civilian damage than in the First World War.</p> <p>A typical person's weekly rations: 1 egg, 2 ounces each of tea and butter, an ounce of cheese, eight ounces of sugar, four ounces of bacon and four ounces of margarine.</p> <p>Experiences of some Jewish children growing up under the Nazi regime.</p> <p>How the government used: a. Censorship b. Propaganda</p> <p>Children were evacuated from towns and villages. Half of the overall deaths in Britain during WWII happened in London as it is the capital.</p> <p><b>Anglo Saxons &amp; Scots</b> We are still finding out about the Saxons 1300 hundred years later.</p> <p>By end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.</p> <p>By the end of the 7C Anglo-Saxons were ruling most of Britain.</p> <p>Anglo-Saxons buried their dead all over the East Anglia region which is why we know where they settled.</p> <p>Britain was on the cusp of Christianity at the time.</p> <p>Alfred's main achievements were his military prowess. He weathered the storm against the Vikings. It was on his foundation that descendants built</p>	<p>convicted of serious crimes, especially treason. Sometimes, the executed person's head would be put on a spike and displayed in public places as a warning to others.</p> <p>Beheadings were usually reserved for the nobility as a more dignified way to die and also the 'cleanest' death.</p> <p>Punishments were often for quite trivial offences, usually involving property.</p> <p>Practical forensics: fingerprints; blood patterns; footwear marks; handwriting comparison; paper chromatography; physical fit evidence; weapon examination, DNA, digital forensics, special imaging, code breaking</p> <p><b>Ancient Greece</b> Show when Athens was at its height in C5th - C6th BC-the Golden Age</p> <p>The Minoans were considered the first advanced civilisation during the Bronze Age.</p> <p>Ancient Greece was composed of city-states also known as a polis. The country was not controlled by a central government or by a king. Each city-state operated independently.</p> <p>The Greek city-state of Athens reached its Golden Age between 510-404 BC</p> <p>The Minoans had an advanced social structure and hierarchy, with priest-kings,</p>	
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		<p>such as children watching Punch and Judy shows and people fully clothed on the beach.</p> <p>Recognise differences in clothing, beach activities and method of travel</p>	<p>Florence Nightingale is principally remembered as a nurse, a long time ago and was connected with a major war.</p> <p>Not all people welcomed Florence Nightingale with open arms.</p> <p>Much of Florence's work was to do with her organisation.</p> <p>Mary Seacole was not a trained nurse but helped British soldiers during important battles, especially in the Crimean War</p> <p>Mary showed determination to help despite being rejected many times and having to fund her own way to the Crimea.</p> <p>Mary was exceptionally kind and comforting but was also dynamic.</p>	<p>Age allowed for greater crop yields, and farming tools were more effective in the Iron Age.</p> <p>Settlements were often very different, with Bronze Age farming communities and Iron Age hillforts. Both periods had wattle and daub roundhouses, which were circular structures with walls made of woven wood and mud and straw, or dry stone.</p> <p><b>Ancient Egypt</b> Ancient Egypt lasted from around 3100 B.C. to 332 B.C.</p> <p>Some iconic features of Ancient Egyptian Civilisation include pyramids, sphinxes, temples, tombs etc.</p> <p>Identify features that would NOT have been present in Ancient Egypt</p> <p>The River Nile was important as a source of water for communities..</p> <p>The Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport</p> <p>Pyramids, graveyards and other important monuments we can see today were sited on the desert's edge.</p> <p>Howard Carter discovered the tomb of Tutankhamun in 1922.</p> <p>Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society.</p> <p>There is more than one interpretation about who built the pyramids.</p>	<p>The War of the Roses (ending in 1485) was fought between the House of York and Lancaster for control of the throne.</p> <p>Henry Tudor defeated Richard III at the Battle of Bosworth in 1485 and thus was crowned king at Westminster Abbey.</p> <p>In 1588, King Phillip of Spain sent a fleet of ships (Armada) to invade England.</p> <p>In Elizabeth's reign several new theatres were built, including the famous Globe in London which was finished in 1599.</p> <p>Henry Tudor became Henry VII and married Elizabeth of York – ending the War of the Roses.</p> <p>Catherine of Aragon had a lot of low points in her life – especially with regards to the trauma of a lot of her children dying young.</p> <p>Catherine believed being Queen of England was her divine duty, and she had made a promise before God to be Henry's wife. She also wanted to protect her daughter Mary from being declared illegitimate.</p> <p>The power of the queen over her subjects and how leading gentry needed to keep in with the queen to gain access to court</p> <p>A visit to the theatre was different for different levels of society</p>	<p>kingdom of England. Also his love of learning - no English king could read or write like him for 300 years.</p> <p>The Anglo-Saxons lived in small groups or tribes made up of families related to each other. Usually they had a leader and a council called the Witan to make decisions for the tribe. The hall was important as a place where everyone could meet together. Things which mattered to the whole tribe could be discussed.</p> <p>Monasteries were international centres of learning and art and architecture.</p> <p><b>Vikings</b> Viking contact with Britain lasted nearly 3 centuries from 789 to 1066</p> <p>They can locate the Vikings in time in relation to the Romans and Saxons</p> <p>Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors from 789 to 1066.</p> <p>Around 955 the kingdom of England was formed but that it was still faced with opposition.</p> <p>Events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest.</p> <p>1016 Vikings back in control briefly under Cnut, before Edward Confessor took over.</p>	<p>nobles, and commoners.</p> <p>The Minoans were known for their impressive architecture, including the Palace of Knossos, which featured vibrant frescoes and large palace-like buildings</p> <p>The Minoans were a mercantile people who engaged in overseas trade, and may have dominated international trade in the Mediterranean.</p> <p>The Minoans made technological advances, including the world's first indoor plumbing system, earthquake-resistant buildings, and the first known writing systems in the Aegean.</p> <p>Ancient Greece consisted of city states such as Athens and Sparta who were rivals</p> <p>Daily life in ancient Athens and Sparta differed greatly, with Athenians participating in civic duties and enjoying culture, while Spartans focused on military service and a basic lifestyle</p> <p>Unlike Sparta, in Athens, boys were not forced to join the army. As an Athenian, one could get a good education and could pursue several kinds of arts and sciences.</p> <p>Ancient Greek democracy was a direct democracy, where all adult male citizens over the age of 20 were required to participate in the government.</p> <p>The system was developed in Athens</p>	
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							<p>taken from Benin City without permission during the British Expedition to Benin City in 1897.</p> <p>This was a civilization of cities and towns, powerful kings and a large empire which traded over long distances</p> <p>Craftsmen were skilful in bronze and ivory.</p> <p>The king was the most important person in government and treated with great respect. In the city there were two types of chief – palace chiefs and town chiefs.</p> <p>The importance of the Oba e.g. bronze heads with strings of precious coral beads show his wealth and status.</p> <p>Benin supplied the Portuguese with pepper, ivory, leopard skins and slaves as they were ideally suited for trade both on coast and inland.</p> <p>The Benin bronzes are a testament to the Edo people's artistic heritage and metalworking skills, and they depict important figures, events, and deities from the Kingdom of Benin.</p>	
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**NC Alignment**  
 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 characteristic features of past non-European societies; achievements and follies of mankind

<p><b>Knowledge</b>          Changes in my appearance as I grow older such as height, facial features, haircuts etc.</p>	<p><b>2 Understand the past through settings, characters and events encountered in books read in</b></p>	<p><b>Knowledge Schools: Victorians</b>          Identify what a Victorian and modern school day was like and the equipment that could be found there</p>	<p><b>Knowledge The Plague</b>          The fire destroyed many rat-infested buildings and killed many infected rats and fleas. The central part of London was rebuilt after the fire</p>	<p><b>Knowledge The Romans</b>          The Romans left a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.</p>	<p><b>Knowledge Dagenham</b>          In the mid-1920s, everything changed. The London County Council decided to build a huge Becontree Estate on the fields north of the village. In just 10 years, Dagenham's</p>	<p><b>Knowledge WW2</b>          The RAF had Spitfires and Hurricanes, which were faster than the German planes. They were also better designed and were able to fly away from</p>	<p><b>Knowledge Crime &amp; Punishment</b>          Changes in nature of new crimes e.g. more vagrancy witchcraft religious practices</p> <p>Greatest change in punishments in the</p>	<p><b>2 Have a range and depth of historical knowledge around developments in the past,</b></p>
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<p>Old toys compared to new toys. How have they changed?</p> <p>Places that are left untouched change in their appearance.</p> <p>Living things change over time such as a tadpole changing into a frog.</p> <p>Living things grow as they get older (people, trees, pets etc).</p> <p>Some living things live for longer than we do (Oak trees).</p> <p>Transport has changed dramatically over the last 150 years. From horse and carts to cars/buses.</p> <p>Changes in the last 20 years to cars and buses with the increase in technology.</p> <p>Jobs in the past were different in many ways to jobs of the present.</p> <p>Kings and Queens take over from the previous one.</p>	<p><b>class and storytelling.</b></p>	<p>Compare the similarities and differences between Victorian and present day schools.</p> <p><b>Significant Individuals</b> See why the Wright brothers' invention was so groundbreaking</p> <p><b>Changes in living memory:</b> Children grasp that reasons for going on holiday today are different from 100 years ago</p> <p>Reasons for going on holiday in the past compared to the present: steam train ride, bathing machine, boat trips, Punch and Judy shows, visit to the Music Hall.</p> <p>The invention of the steam train in the Victorian era that meant people could travel to the coast quickly and cheap.</p> <p>Throughout the 19th century, railways were built to serve seaside towns. As rail travel was cheaper, people could afford to go on a seaside break for at least one day.</p>	<p>with an emphasis on better sanitation and drainage.</p> <p>Recognise that although the rats spread the disease, it was the rat fleas that spread the deadly disease to the humans.</p> <p>Many people believed at the time that bad smells caused by animal corpses and rotting food were the cause of the plague.</p> <p>There were many theories by those alive at the time as to what was causing the plague from god punishing them to the planets being in the wrong position.</p> <p>The Great Plague of London in 1665 ended on September 2, 1666, due to a combination of factors, including quarantine measures and the Great Fire of London.</p> <p><b>Great Fire of London</b> They understand the importance of using brick, wider streets, leaving space etc when building houses.</p> <p>In 1666, Christopher Wren's plans for rebuilding London were put into motion.</p> <p>The houses were made of wood and were located close together. Wood is a flammable material.</p> <p>The roofs were thatched meaning the dry material was easily flammable.</p> <p>The weather had been hot and dry with little rain. Strong</p>	<p>The idea that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</p> <p>Julius Caesar tried to invade Britain twice but the poor weather and resistance from local tribes deterred them.</p> <p>Claudius wanted to invade Britain to prove he was as good as Caesar. He also wanted resources such as the land, corn and iron along with more slaves for his empire.</p> <p>The Romans were very cruel to Boudicca and her daughters thus leading her to vengeance against them.</p> <p>Some reasons why the Roman Empire came to an end: costs of running empire and need to increase taxation, or use of barbarians in army and impact on morale.</p> <p><b>Stone Age Period</b> The discovery of bronze caused a big impact in Britain. People arrived in Britain from Europe with knowledge of how to make objects from metal and clay.</p> <p>As a result of the discovery of bronze, changes occurred within the country: Metalwork – flat axes and daggers. Settlements – more civilised lifestyle. Burial customs – barrows Beaker pottery</p> <p>Many new objects were made during the Iron Age for a range of purposes.</p> <p>The Iron Age saw the development of new forms of transportation, such as the chariot, and iron weapons became an</p>	<p>population skyrocketed from 9,127 to 89,362!</p> <p>Fords acquired land in Dagenham in the 1920s and by the 1950s had employed over 40,000 people.</p> <p>Becontree estate had 27000 new homes on 3000 acres of land. Many built in 1920s for soldiers who fought in the war. It took 15 years to build the whole estate.</p> <p>People have been living in Dagenham Village since the year 697! Back then, a king gave the village to an abbey at Barking, and it stayed that way for almost 1,000 years.</p> <p><b>Windrush</b> In the 1600s, England claimed ownership of multiple Caribbean nations including St Kitts, Barbados and Antigua. Many European nations fought over who controlled the various islands for the next 200 years.</p> <p>In the 21st century, Britain is a multi-racial society. The huge contributions made by the various immigrant communities to Britain's economic and social development since the Second World War are beginning to be more widely recognised.</p> <p>Christopher Columbus lands in Bahamas in 1492. He enslaved many of the inhabitants.</p> <p>In the Caribbean, thousands of men and women had served in the British Armed Forces. After the war, some of them answered an advert to come to Britain, where there were lots of different jobs available to help rebuild the country after the war.</p>	<p>Luftwaffe planes very easily.</p> <p>Recognise how the actions of Hitler threatened European peace</p> <p>They are aware of the dilemma facing Chamberlain and other appeasers.</p> <p>Understand why Chamberlain ultimately took the decision to go to war</p> <p>Hitler planned to invade Britain. Operation Sea Lion – invade Britain in September and take over major cities by Xmas</p> <p>Hitler and Germany had lost the Battle of Britain. Therefore, he no longer tried to take out the RAF. Instead, he focused on trying to demoralize Britain by dropping bombs on them every night, especially focusing on London, even Dagenham. This is known as The Blitz.</p> <p>The impact of the Nazi regime on the lives of Jewish families and others in the period 1933-38.</p> <p><b>Anglo Saxons &amp; Scots</b> Took about 70 years for English kings to give up pagan ways and become Christian.</p> <p>Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking.</p> <p><b>Vikings</b> Change in the Viking fortunes through success and failure in the different Viking</p>	<p>18th century at this time was transportation</p> <p>Great period of growth in prisons: 90 new ones in the first 40 years Victoria's reign</p> <p>Forensic techniques have led to huge changes and improvements in crime prevention.</p> <p>Speculate as to the possible reasons for the rise and fall in the crime rate, using prior knowledge and awareness of contemporary issues.</p> <p>Justice in the Middle Ages depended almost entirely on the community.</p> <p>Explain why so many were found not guilty of serious crimes.</p> <p>From the Robin Hood story that justice was loaded in favour of the rich and powerful.</p> <p>Grasp that if you ran away from justice you would be declared an outlaw and could be killed on sight.</p> <p>Robin Hood robbed from the rich, including the church, to give to the poor because society was very unequal; sheriffs made sure the law was obeyed.</p> <p>Continuities during 1500 - 1750 e.g. pillory, stocks, ducking stool whipping, fines</p> <p>Anne Boleyn was beheaded as she was committed of adultery.</p> <p>The paradox that the number of crimes went up but the number of</p>	<p><b>including changes, causes and consequences occurring within past periods.</b></p>
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**NC Alignment**

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance,

Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires

Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

<p><b>Knowledge</b> Images of the past might be in black and white before colour photographs were invented.</p> <p>Sources are used to find out information about the past.</p> <p>There are many celebrations that different people enjoy taking part in for different reasons.</p> <p>Photographs can capture memories such as birthdays and holidays.</p> <p>A plant changes over time from a seed to growing a stem, leaves and flower.</p> <p>Consider 'how' and 'why' events happen in stories read and photos of the past.</p>	<p><b>3 Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	<p><b>Knowledge</b> Items such as photos and copies of newspapers will likely have survived from over 100 years ago.</p> <p>We can use a range of different sources to prove that an event happened in the past.</p> <p>Grandparents' experiences of seaside holidays.</p>	<p><b>Knowledge</b> Samuel Pepys wrote a diary during the Great Fire of London.</p> <p>Sources will show how the streets were narrow and the houses were close together.</p> <p>Sources will show people used buckets of water to try and put out the fire.</p> <p>Sources will show how far the fire spread across London.</p> <p>Sources will show how people fled down the crowded streets and escaped using the river.</p>	<p><b>Knowledge</b> Size and timescale of the Roman empire is formed by drawing conclusions from maps and timelines</p> <p>Children can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.</p> <p>Children realise that most pictures come from Roman accounts – no surviving pictures.</p> <p>The nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps</p> <p>The discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago.</p> <p>Much of our understanding of the Ancient Egyptian civilization came within the last 200 years.</p> <p>Only when hieroglyphics were deciphered about 200 years ago could we fully understand The Book of the Dead.</p>	<p><b>Knowledge</b> Use oral sources of former Dagenham residents to establish information about the past in living memory.</p> <p>Key features of Dagenham village and village life discovered such as the rural landscape, trading, farming, beginning of transport links through the biography.</p> <p>Some archaeologists think the Dagenham Idol represents a god or goddess as the skeleton of a deer next to it could have shown the animal killed as a sacrifice.</p> <p>Pupils grasp that portraits are a product of the time in which they were painted and understand the reasons why Henry wanted a certain type of portrait</p> <p>Portraits of Henry VIII were not always accurate representations of how he looked at the time. This was propaganda and how Henry wanted people to think he looked.</p> <p>Develop skills of historical enquiry using Hampton Court Palace as source material.</p> <p>An inventory is a list of all the possessions and property owned by a person. Historians use these to tell them about life in the past.</p> <p>The wealth of an individual can be determined through making inferences through their inventory.</p> <p>Caution when using the images of Elizabeth I,</p>	<p><b>Knowledge</b> They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.</p> <p>Much of the evidence from this period has to be treated with caution; all is not what it seems.</p> <p>We can use maps to locate Saxon cemeteries which inform us where the Saxons settled.</p> <p>Evidence of Saxon Christianity such as monasteries, early churches, archaeological evidence, preaching crosses, grave goods and religious artefacts</p> <p>Identify that 'dark ages' refers to the lack of sources from this period in addition the continuous invasions and wars</p> <p>The Vikings poor reputation was exaggerated by the accounts written by monks</p> <p>Can identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded.</p> <p>Significance of archaeological evidence esp. recent finds at Jorvik in shaping our</p>	<p><b>Knowledge</b> Pupils can use information about crime rate from a line graph to raise enquiry questions for themselves.</p> <p>Pupils are able to interpret data from a line graph and then raise questions to investigate independently.</p> <p>Awareness of the evidence base, recognising the importance of archaeological evidence as well as written and spoken</p> <p>Legend of Theseus and the Minotaur provides insights into Minoan civilization by suggesting possible cultural aspects though it's essential to recognize that the myth itself is primarily a work of storytelling and mythology rather than a direct historical account.</p> <p>Recognise that historians use pot evidence as a way into exploring aspects of Greek society</p> <p>They learn that sometimes books disagree, eg. on whether women did the shopping and that it is often difficult to be certain so we have to use tentative language</p> <p>Historians now argue over just how much women had to stay at home. It does seem that richer women, at</p>	<p><b>3 Possess the use of enquiry skills to understand, analyse and assess different evidence and sources to develop an understanding of the past.</b></p>
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**NC Alignment**  
 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