



Badsworth Church of England Junior & Infant School
CARE
 Prepare - Believe

History at Badsworth C of E Junior and Infant School

At Badsworth CE J & I School we value history and want our children to be inspired, enthusiastic and curious about the past. History is delivered through a balanced and progressive curriculum where children learn about significant events in British history with links made with their local area. They also learn about history in the wider world, making links and connections across time periods as they develop a sense of chronology.

Early Learning Goal	Historical Enquiry	Organisation and Communication	Historical Interpretation	Chronological Understanding	Knowledge and Understanding
Children at the expected level of development will: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Children know about similarities and differences between themselves, others, and families, and communities and traditions.	Children talk about past and present events in their own lives and family members.	Look at their own families and immediate surroundings.	Children talk about past and present events in their own lives and family members.	Children know that other children don't always enjoy the same things and are sensitive to this.

EYFS

Year 1 - 6

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Coverage					
Invasion	Legacy	Society	Invasion	Government	Legacy
Dungeons and Dragons (Local history) Significant historical events, (invasion of Pontefract castle) people and places in their locality. (core concept -invasion, monarchy, society)	Grace Darling Rescue at Sea life of a significant person contributed to international achievements (core concepts -legacy society)	Prehistoric Britain Changes in Britain from the stone age to the iron age. With a focus on the development of settlements across the period. (core concepts- legacy, society,)	Invaders & Settlers Britain's settlement by Anglo-Saxons and Scots. Why invasion happened and its impact in changing societal views. (core concepts- invasion, society, government, religion)	Benin A non-European study that provides contrasts with British history : Benin (West Africa) c.AD 900-1300 (core concepts- government, religion, society, invasion)	The Victorians (the life of the child) A study of an aspect of British history that extends pupils chronological knowledge since 1066 focused on the development of laws that protect and care for children over the Victorian period. (Core concepts- government, society, legacy, monarchy)
Legacy	Legacy	Invasion	Society	Government	Invasion
On the Move The lives of significant people (Robert Stevenson, Amelia Earhart, Katherine Johnson) who have contributed to international achievements (core concept- legacy, society)	Fire, Fire! Events beyond living memory that are significant nationally. A study of the impact of the great fire of London and the gunpowder plot on modern society (core concepts- legacy, society)	Blood and Sand (local history- Castleford) Why the Romans invaded and what legacy they left in Britain. (core concepts- invasion, government, legacy, society)	Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (core concepts- invasion, society, government, religion)	Crime and Punishment A theme in British history that extends children's chronological knowledge beyond 1066. A study over time of the development of laws. (core concepts- government, society, legacy)	Battle of Britain A study of a significant, historical event. Understanding the battle of Britain as a turning point in the second world war and its impact on British society. (core concepts- invasion, government, society, legacy)
Legacy	Society	Society	Government	Government	
Oh I do like to be Beside the Seaside Changes within living memory. Compare and contrast seaside holidays on the Yorkshire coast in Victorian times and now. (core concept legacy society)	Titanic Events beyond living memory which are significant internationally. (legacy, society, migration)	Into the dark A local history study into the impact of the rise and decline in the mining industry in Wakefield. (core concepts society, legacy, government, migration)	Tudors A period in British history which extends children's chronological knowledge beyond 1066. Comparing the absolute monarchy during the Tudor period to the relationship and part played by the modern monarchy in our government. (core concepts- monarchy,	Time Travellers! Ancient Greece – a study of Greek life and achievements and their influence on the western world? (core concepts - society, legacy, government)	

			government, society, religion)		
Historical Enquiry					
Disciplinary Knowledge					
<p>Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"</p> <p>Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.</p>	<p>Find answers to simple questions about the past from different sources of information – photographs, artefacts, books</p> <p>Ask and answer simple historical questions – why, who, where?</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and visits to sites as evidence about the past.</p>	<p>Ask questions and find answers about the past.</p> <p>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p> <p>Begin to evaluate the usefulness of different sources</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Ask a variety of questions about change, cause, similarity and difference</p> <p>Select relevant sections of information from sources.</p>	<p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</p> <p>Understand the methods of historical enquiry and how evidence is used to make historical claims</p> <p>Investigate own lines of enquiry by posing questions to answer</p> <p>Construct informed responses and make connections from the relevant historical information</p>
Organisation and Communication					
<p>Children communicate their knowledge through:</p> <ul style="list-style-type: none"> ● Discussion ● Drawing pictures ● Role play and drama ● Using ICT ● Making models ● Writing <p>Answering questions</p>	<p>Children communicate their knowledge through:</p> <ul style="list-style-type: none"> ● Discussion ● Drawing pictures ● Role play and drama ● Using ICT ● Making models ● Writing <p>Answering questions</p>	<p>Children organise and communicate their knowledge through:</p> <p>Discussion Pictures Writing Annotations Drama ICT Presenting findings verbally</p>	<p>Children organise and communicate their knowledge through:</p> <p>Discussion Pictures Writing Annotations Drama ICT Presenting findings verbally</p>	<p>Children organise and communicate their knowledge through:</p> <ul style="list-style-type: none"> ● using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT ● Creating their own structured account, including a written narrative and analysis ● Planning and presenting a self-directed project about the studied period 	<p>Children organise and communicate their knowledge through:</p> <ul style="list-style-type: none"> ● using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT ● Creating their own structured account, including a written narrative and analysis ● Planning and presenting a self-directed project about the studied period
Historical Interpretation					

<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Use stories and information books to find out about the past.</p>	<p>Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p> <p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p>	<p>Explore the idea that there are different accounts of history.</p> <p>Identify a range of evidence available about the past.</p> <p>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p>	<p>Begin to evaluate the usefulness of different sources</p> <p>Distinguish between different sources and compare different versions of the story</p>	<p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Compare accounts of events from different sources-fact or fiction and offer some reasons for different versions of events.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p>
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Chronological Understanding

<p>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <p>Sequence events in their life and explain how they have changed since they were born.</p> <p>Place up to three objects in chronological order (recent history) on a time line?</p>	<p>Sequence artefacts closer together in time and give reasons for the order</p> <p>Order events in a famous person's life</p> <p>Label timelines with pictures, words or phrases and give reasons for their order</p> <p>Use dates to talk about people or events from the past? (when appropriate)</p>	<p>Place events from period studied on a timeline</p> <p>Use terms related to the period and begin to date events</p> <p>Understand the terms BC and AD</p>	<p>Use dates and historical terms to describe events</p> <p>Recognise and quantify the different time periods that exist between different groups that invaded Britain</p> <p>Place events, artefacts and historical figures on a timeline using dates</p>	<p>Place the current time studied, in the unit, on a timeline in relation to other studies</p> <p>Know and sequence key events of time studied</p> <p>Use dates and historical terms more accurately in describing events</p> <p>Place features of historical events and people from past societies and periods in a chronological framework</p>	<p>Order significant events, movements and dates on a timeline using dates and historical terms accurately in describing events</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line</p> <p>Understand how some historical events occurred concurrently in different locations</p> <p>Make connections and contrasts between different time periods studied and talk about trends over time</p>
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Knowledge and Understanding of Events and Changes, and People of the Past

Recall facts about people/events within living memory.	Recall facts about people/events within and before living memory.	<p>Begin to use evidence to describe the culture and leisure activities from the past.</p> <p>Begin to use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Begin to use evidence to describe buildings and their uses of people from the past.</p>	<p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use evidence to describe buildings and their uses of people from the past.</p>	<p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Examine causes and results of significant events and the impact on people.</p>
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Substantive knowledge - factual content

Disciplinary knowledge - The actions taken by the children to gain/demonstrate substantive knowledge

History					
Legacy Core concept					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On the Move	Grace Darling Rescue at Sea				The Victorians (the life of the child)
Underlying Concepts					
Society	Society				Government, society, monarchy
How do people travel today?	Who was Grace Darling?				When was the Victorian era?
How has this changed from the past?	Why is Grace Darling remembered today?				What was life like for children in the Victorian era? How

<p>How did Robert Stevenson's invention change society?</p> <p>How did Amelia Earhart's achievements impact technology and travel?</p> <p>Why does nobody know about Katherine Johnson?</p> <p>How have developments in transport changed people's lives?</p>	<p>Why did Grace Darling act the way she did?</p> <p>How do we know about Grace Darling's actions?</p> <p>How did sea rescue improve as a result of Grace Darling's story?</p>				<p>does that compare to the life of a child today? What was life like for deprived children in Victorian times?</p> <p>How does this compare to the lives of affluent or royal children?</p> <p>What are the significant events that changed the lives of children that happened within the Victorian era?</p> <p>What significant changes and laws occurred in Victorian times that positively impacted the lives of children and still impact children today?</p>
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Substantive Knowledge

<p>To compare how people travelled in the past and now.</p> <p>To know how developments in transport have changed people's lives.</p> <p>To explain how rail travel changed peoples lives and the country.</p> <p>To explain how flight has changed travel and tourism.</p> <p>To know that not all innovators gained</p>	<p>To understand how and why Grace Darling is remembered today and give examples of this. <i>-RNLi silver medal for gallantry</i></p> <p>To understand who Grace Darling was and why she is remembered today.</p> <p>To describe why Grace Darling acted the way she did.</p>				<p>To know that children's lives in the Victorian period were often hard.</p> <p>To know that not all children in the Victorian period had difficult lives.</p> <p>To understand the differences between the lives of the rich and the lives of the poor was often significant.</p> <p>To know that certain events led to changes and that key</p>
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<p>recognition for their achievements. To describe how modern travel has improved people's lives, for example the ability to go on holiday further afield.</p>	<p>To identify how we know about Grace Darling. -Newspaper reports -Drawings</p> <p>To explain how rescues at sea have changed as a result of Grace darling.</p>				<p>figures promoted this through the Victorian pastime of Charitable works.</p> <p>To know that laws changed to protect children and provide: -Improved working conditions -Education -Healthcare -Children's laws</p>
Disciplinary Knowledge					
<p>To draw conclusions and learn details about a variety of ways of travelling using a range of sources.</p> <p>To use correct terminology when discussing and explaining their thoughts.</p> <p>To make comparisons between travel in the past and the present.</p> <p>To understand the impact of developments in travel and transport.</p>	<p>To draw conclusions from a range of sources including photographs, artefacts and written evidence from reliable sources.</p> <p>To use correct terminology when discussing and explaining their thoughts.</p> <p>To compare rescues in the past to present day rescues.</p>				<p>To identify when the Victorian era was on a timeline that identifies within the context of other historical periods.</p> <p>To identify and use reliable sources of historical evidence to find out about the changes made within society in Victorian times.</p> <p>To draw conclusions from the changes in Victorian times relating to the lives of children and explain this within the context of other knowledge they have about children through history including the present day.</p>
Vocabulary					
<p>Transport Compare Developments Invention Tourism</p>	<p>Improve Rescue Lighthouse Shipwreck Achievements</p>				<p>British Empire Industrial Revolution Expansion Influence Chronological Affluent</p>

					Workhouse Privy Cholera Typhoid
Oh I Do like to be Beside the Seaside	Fire, Fire!				
Underlying Concepts					
Society	Society				
<p>Where do people go on holiday now and in the Victorian times? How is this similar and different?</p> <p>What did seaside holidays used to be like in the past? Who went on seaside holidays?</p> <p>How did people get to their seaside holiday? How does that compare to now?</p> <p>How did the seaside holidays of the rich compare to those of the working poor?</p> <p>How can we compare seaside holidays from the past to the present?</p>	<p>Why did the Gunpowder plot happen?</p> <p>How did the Gunpowder Plot impact modern Britain?</p> <p>Why was the Great Fire of London a significant event?</p> <p>How has London changed since the Great Fire of London and why?</p> <p>What have people learned from this significant event and how has this changed the way we build towns today?</p>				
Substantive Knowledge					
<p>To know that seaside holidays have changed over time.</p> <p><i>-People often travelled by train to the seaside</i></p> <p><i>-Rich people and poor people had different types of experience</i></p>	<p>To know the events leading up to the Gunpowder plot and how these are remembered today.</p> <p>To know why the Great Fire of London was a significant event.</p>				

<p>-Bathing machines were used to enable modesty</p> <p>-Entertainment (Punch & Judy shows)</p> <p>To know that people go on many different types of holiday now.</p>	<p>To describe what Londoners experienced during the Great Fire of London.</p> <p>To compare how London has changed since the Great Fire of London.</p> <p>To know how the way we build today has been affected by what we learned from the Great Fire of London.</p>				
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Disciplinary Knowledge

<p>To make comparisons with our lives today and the past.</p> <p>To draw conclusions from a range of sources including photographs, artefacts and written evidence from reliable sources.</p>	<p>To know when the Gunpowder Plot took place and identify this on a timeline.</p> <p>To know when the Great fire of London took place and identify this on a timeline.</p> <p>To draw conclusions from a range of sources including photographs, artefacts and written evidence from reliable sources.</p> <p>To use correct terminology when discussing and explaining their thoughts.</p>				
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Vocabulary

<p>Victorian</p> <p>Compare</p> <p>Bathing machine</p> <p>Punch and Judy</p>	<p>Chronological</p> <p>Source</p> <p>Compare</p> <p>Artefact</p> <p>Evidence</p>				
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Invasion Core Concept					
Dungeons and Dragons		Blood and Sand	Invaders and Settlers		Battle of Britain
Underlying Concepts					
Monarchy, society		Government, legacy, society	Society, government, religion		Government, society, legacy
<p>What are the similarities and differences between Pontefract castle and a modern house?</p> <p>What features including the location of Pontefract Castle were designed to defend it?</p> <p>Why was Pontefract castle important?</p> <p>Why was Pontefract castle invaded?</p> <p>Why was Pontefract castle destroyed, leaving the ruin we see today?</p>		<p>What evidence remains that the Romans were in Castleford?</p> <p>Why did the Romans settle in Castleford?</p> <p>Why did the Romans invade Britain and what made this successful?</p> <p>What was life like in Castleford before the Romans invaded and how did this change?</p>	<p>Why did the Anglo-Saxons invade Britain and what made this successful?</p> <p>Why did the Anglo-Saxons not settle in Scotland?</p> <p>How did society change when the Anglo-Saxons settled in Britain?</p> <p>How did Christianity spread in England during this period?</p> <p>What was the importance of Whitby Abbey?</p> <p>What evidence remains in Britain of our Anglo-Saxons past?</p>		<p>Why did the Battle of Britain take place?</p> <p>What was the impact of the Battle of Britain on the people living in Britain?</p> <p>What was the impact of the Battle of Britain on the course of the war?</p> <p>Why was Germany unsuccessful in the battle of Britain?</p> <p>What was the role of leaders in the Battle of Britain (Adolf Hitler, Winston Churchill)?</p>
Substantive Knowledge					
<p>To understand that Pontefract Castle was considered the main castle of the North and why this was.</p> <p>To explain the features and position of the castle that enabled it to defend itself.</p> <p>To know that Pontefract castle was invaded and</p>		<p>To describe how the Romans successfully invaded Britain. <i>-Trained professional army, well equipped and provisioned.</i> <i>-Excellent armour and proven tactics.</i></p> <p>To know why the Romans Invaded Britain.</p>	<p>To know who the Anglo-Saxons were, why they invaded and how they were successful.</p> <p>To know who The Picts and Scots were and where they lived and why the Anglo-Saxons did not invade and settle in Scotland.</p>		<p>To explain the reasons for the Battle of Britain.</p> <p>To know the objectives for the battle and why this failed.</p> <p>To understand the impact of the Battle of Britain on ordinary people in Britain.</p>

<p>destroyed and the reasons behind this.</p> <p>To describe the features of Pontefract castle designed to protect it including;</p> <ul style="list-style-type: none"> -Positioned on a hill -Tall towers - Inner walls 		<p><i>-Roman empire had been building an empire Across Europe for around 100 years.</i></p> <p><i>-Britain's precious metals including gold, tin and iron as well as cattle.</i></p> <p><i>-Glory of conquering Britain and adding it to the empire.</i></p> <p>To describe how the lives of Celtic People, in Castleford, changed as the Romans invaded.</p> <ul style="list-style-type: none"> -Government -Towns (Castleford) - Latin language -Taxes to be paid to Roman rulers -Innovations they brought to Britain (roads, place names etc) <p>To know that Castleford was strategically important to the Romans in a place where the River Aire can be forded as a cross roads between York and Chester, London and Hadrian's Wall. Castleford also gave the Romans direct access to the sea via the River Aire.</p>	<p>To know what a regular day would have been like for an Anglo-Saxon adult/child.</p> <p>To know why Christianity spread in England within the Anglo-Saxon period link this to Whitby and Whitby Abbey.</p> <p>To know and recognise places and buildings from the Anglo-Saxon period such as Whitby Abbey.</p>		<p>To understand the impact of the battle of Britain on the course of the second world war.</p> <p>To understand the impact of the battle of Britain on both sides of the conflict.</p> <p>To explain the impact of leaders on the direction of the battle of Britain.</p>
Disciplinary Knowledge					
<p>To identify the siege of Pontefract castle on a timeline in relation to other key events they might know about.</p>		<p>To know when the Roman empire existed and place this on a timeline.</p>	<p>To identify and use reliable sources of historical evidence to find out about Anglo Saxon life.</p>		<p>To place the second world war on a timeline.</p>

<p>To draw conclusions from a range of sources including photographs, artefacts and written evidence from reliable sources.</p> <p>To use historical language to describe the features of Pontefract Castle.</p> <p>To begin to talk about the causes of the siege of Pontefract castle and the consequences.</p>		<p>To identify and use reliable sources of historical evidence to find out about the changes made within society in Roman times.</p> <p>To describe the impact the Roman invasion had on our lives in Castleford today.</p>	<p>What different historical sources can I use to find out about Anglo Saxon life? To draw conclusions from Anglo-Saxon culture including art, music, legends and poetry</p> <p>To explain how and why Christianity became what it is today referring to evidence they have found.</p> <p>To use what has been discovered at Sutton Hoo.</p>		<p>To place key events including the battle of Britain on a timeline of the period.</p> <p>To use artefacts and sources to find out about the lives of people during the battle of Britain.</p> <p>To use historical vocabulary to describe the events of and impact of the battle of Britain.</p> <p>To understand how events in the battle of Britain can be portrayed and the impact of bias on this.</p>
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Vocabulary

<p>Invade Defence Castle Siege Protect Destroyed</p>		<p>Invade Revolut Roman Empire Conquer Archaeologist</p>	<p>Settle Invade Anglo Saxon Whitby Abbey The Picts and Scots</p>		<p>Conflict Campaign Conquered Pivotal Invasion Surrendered</p>
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Government Core Concept

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Tudors	The Kingdom of Benin	
			Monarchy	Religion, society, invasion	
			<p>What is a monarchy and who are the monarchy today?</p> <p>Why are the monarchy organised into houses and who were the House of Tudor?</p>	<p>Why was Benin Kingdom considered strong and developed?</p> <p>How was society organised and how was the Benin Kingdom ruled?</p>	

			<p>How has the role of monarchy changed from Tudor to modern times?</p> <p>How did the power claimed by the monarch enable Henry VIII to achieve his aims?</p> <p>Why was the church of England founded and what impact has this had?</p> <p>Was Henry VIII a good king?</p>	<p>What was the role of women within the Benin Kingdom?</p> <p>How do we know about the Kingdom of Benin?</p> <p>What did the Benin Empire trade?</p> <p>What was Britain's impact on the Benin empire?</p> <p>Was Britain's impact positive for the people of Benin?</p>	
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Substantive Knowledge

			<p>To know what a monarchy is and that we live in a constitutional monarchy.</p> <p>To know that in Tudor times we lived in an absolute monarchy and this is different to a constitutional monarchy.</p> <p>To know who the monarchs were during Tudor times and describe the events before, within and after their reign.</p> <ul style="list-style-type: none"> - Henry VII (1485-1509) - Henry VIII (1509-1547) - Edward VI (1547-1553) - Jane I (1553) - Mary I (1553-1558) - Elizabeth I (1558-1603) <p>To know about the life of Henry VIII and that Henry</p>	<p>To identify on historic maps where the Kingdom of Benin was and how we can identify that area on a current map (Nigeria, West Africa).</p> <p>To describe how we know about the Kingdom of Benin.</p> <ul style="list-style-type: none"> - <i>Oral histories</i> - <i>Archaeological evidence</i> - <i>British Museum artefacts</i> <p>To accurately identify the leaders of the Kingdom of Benin.</p> <ul style="list-style-type: none"> - <i>Five great warrior kings</i> <ul style="list-style-type: none"> - <i>Oba Ewuare, first of the great warrior kings</i> - <i>Oba Ozolua, believed to have won 200 battles.</i> - <i>Oba Esigie, created an empire</i> 	
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			<p>altered Christianity and founded the church of England in order to achieve his own aims.</p> <p>To know that the founding of the church of England had a profound impact in Tudor times and this impact is still felt today.</p> <p>To consider the question, was Henry VIII a good king. Composing an argument, supported by evidence for or against this.</p> <p>To describe the role of a monarch during Tudor times and compare and contrast this against the role today.</p>	<p><i>and won land from the Kingdom of Ife.</i></p> <ul style="list-style-type: none"> - <i>Oba Orhogbua, during his reign, the empire reached its largest size.</i> - <i>Oba Ehengbuda, last of the Obas.</i> <p>To know the role of women and how women were regarded in the Benin Kingdom.</p> <p>To identify what the Kingdom of Benin traded.</p> <ul style="list-style-type: none"> -<i>Ivory</i> -<i>Palm oil</i> -<i>Pepper</i> <p>To explain how the relationship between Benin and Britain changed over time leading to the fall of Benin.</p>	
Disciplinary Knowledge					
			<p>To draw conclusions about Tudor times from a range of sources including photographs, artefacts and written evidence from reliable sources.</p> <p>To sequence the monarchs within Tudor times accurately.</p> <p>To know when the Tudors lived and place this time</p>	<p>Using the school timeline, describe with chronological accuracy when the Kingdom of Benin existed.</p> <p>To draw conclusions from a range of sources including oral histories and historical artefacts.</p> <p>Compare accounts of events in the Benin period from different sources-fact or</p>	

			<p>period with chronological accuracy on a timeline.</p> <p>Compare accounts of events in the Tudor period from different sources-fact or fiction and offer some reasons for different versions of events.</p>	<p>fiction and offer some reasons for different versions of events.</p>	
Vocabulary					
			<p>Monarch Reign Church of England Reformation Divorce</p>	<p>Benin Government Civilisation Civil war Colonisation Oral histories Crime and Punishment</p>	
Underlying Concepts					
				Crime and Punishment	
				Society, legacy	
				<p>What did crime and punishment look like in the Roman period?</p> <p>What did crime and punishment look like in the Anglo-Saxon and Viking period?</p> <p>What did crime and punishment look like in the medieval and Tudor periods?</p> <p>What did crime and punishment look like in the early modern period?</p>	

				<p>How has crime and punishment changed over time?</p> <p>How have crimes changed over time?</p> <p>How have punishments changed over time?</p>	
Substantive Knowledge					
				<p>To understand the broad trends of crime and punishment from the Romans to the 21st century.</p> <p>To understand how crime and punishment has changed over time.</p> <p>To compare crime and punishment in the past with today.</p>	
Disciplinary Knowledge					
				To draw conclusions from a range of sources including photographs, artefacts and written evidence from reliable sources.	
Vocabulary					
				<p>execution</p> <p>torture</p> <p>medieval</p> <p>jury</p> <p>bribe</p> <p>policy</p>	
				Time Travellers!	
Underlying Concepts					
				Society, legacy	
				Who were the Ancient	

				<p>Greeks? What types of government existed in Ancient Greece? How can we compare Athens and Sparta? What was daily life like in Ancient Greece?</p> <p>Who were Ancient Greek philosophers and scholars? How are our lives today influenced by Ancient Greece?</p>	
Substantive Knowledge					
				<p>To locate Ancient Greece on the map and identify which time period it existed in. To identify the changes in government within Ancient Greece. To give examples of philosophers and scholars who existed within Ancient Greece. To know how people lived in Ancient Greece.</p> <p>To identify and use reliable sources of historical evidence to find out about life in Ancient Greece.</p>	
Disciplinary Knowledge					
				<p>To draw conclusions from a range of sources including photographs, artefacts and written evidence from reliable sources. To make comparisons within our lives and locality.</p>	
Vocabulary					
				Monarchy	

				oligarchy democracy city-states scholars philosophers civilisation Parthenon Sparta Athens	
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Society Core Concept

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Titanic	Prehistoric Britain	Vikings		

Underlying Concepts

	Legacy, migration	Legacy	Invasion, Society, Government, Religion		
	<p>Why was the Titanic voyage special event?</p> <p>Who was on board the Titanic and why were they making the voyage?</p> <p>How were passengers treated differently depending on their social class and gender?</p> <p>How were passengers treated differently during the significant event?</p> <p>How have rescues at sea changed and the rules around safety at sea changed as a result of the Titanic sinking?</p> <p>How do we know about the Titanic?</p>	<p>What is prehistory?</p> <p>What happened during the Palaeolithic period?</p> <p>How did people live in the Mesolithic period?</p> <p>How did people live in the Neolithic period?</p> <p>How did people live in the Bronze Age?</p> <p>How did people live in the Iron age?</p> <p>How did lives change over the course of the prehistoric period?</p> <p>How is the Stone Age and Iron Age evidenced?</p>	<p>Who were the Vikings?</p> <p>What did the Vikings believe?</p> <p>When did the Vikings arrive in Britain?</p> <p>How did the Vikings impact Britain?</p> <p>What was life like in Viking Britain?</p> <p>What happened to the Vikings?</p>		

Substantive Knowledge					
	<p>To know that the Titanic voyage was the largest and most luxurious passenger ship of its time.</p> <p>To understand that there were three classes on the Titanic voyage. Including first, second and third class and these were treated very differently.</p> <p>To chronologically describe the events within the day the Titanic sank.</p> <p>To describe what happened to the passengers as the Titanic began to sink and how class impacted this.</p> <p>To explain how safety at sea and rescues at sea have changed as a result of the titanic disaster.</p> <p>To explain how we know about the Titanic. -Newspaper reports -Passengers and crew recollections -Artefacts</p>	<p>Compare how people lived in the Iron Age and the Stone Age to how people live today.</p> <p>Know about the key development across the stone age such as -heat -tools - weapons (hunting) -living within settlements</p> <p>To know that our understanding of these periods of time are based on evidence including the work of archaeologists and the artefacts found.</p>	<p>To understand who the Vikings were describing where they originated from and why they chose to raid and settle in Britain.</p> <p>To describe what the Vikings believed including the Gods they worshipped and beliefs they had about the afterlife.</p> <p>To accurately identify when the Vikings arrived in Britain.</p> <p>I can describe what life was like in a Viking settlement. I understand the importance of the Danelaw as an area of Viking settlement.</p>		
Disciplinary Knowledge					
	<p>To draw conclusions from a range of sources including photographs, artefacts and written evidence from reliable sources.</p>	<p>To make comparisons with their own lives and those who lived at Starr Carr.</p> <p>To draw conclusions from a range of sources including</p>	<p>To draw conclusions from a range of sources including photographs, artefacts and written evidence from reliable sources.</p>		

	<p>To know when the Titanic voyage took place and locate this accurately on a timeline.</p> <p>To use accurate historical language to describe the events of the Titanic voyage.</p>	<p>photographs, artefacts and written evidence from reliable sources.</p> <p>Use correct terminology when discussing and explaining their thoughts.</p> <p>To know where The Stone Age and The Iron Age fit in terms of time referring to BC and AD (BCE and CE) on a time-line.</p>			
Vocabulary					
	<p>Titanic Voyage Disaster Iceberg Atlantic</p>	<p><i>stone age</i> <i>Neolithic</i> <i>Palaeolithic</i> <i>Mesolithic</i> <i>hunter-gatherer</i> <i>bronze age</i> <i>iron age</i> <i>prehistory</i></p>	<p>Society Settlement Occupation Danelaw</p>		
		Into the Dark			
Underlying Concepts					
		<p>Legacy, Government, Migration</p>			
		<p>What are coal and mining?</p> <p>Where did mining happen locally?</p> <p>What was the life of a miner like?</p> <p>What roles did animals have in mining?</p> <p>What is a mining lamp?</p>			
Substantive Knowledge					

		<p>To know where mining occurred in our locality. specify villages - Upton, Frickley, Fitzwilliam etc</p> <p>To identify and use reliable sources to broadly explain mining.</p>			
Disciplinary Knowledge					
		To draw conclusions from a range of sources including photographs, artefacts and written evidence from reliable sources.			
Vocabulary					
		<p>Mine</p> <p>Mining lamp</p> <p>Pit</p> <p>Shaft</p> <p>underground</p>			