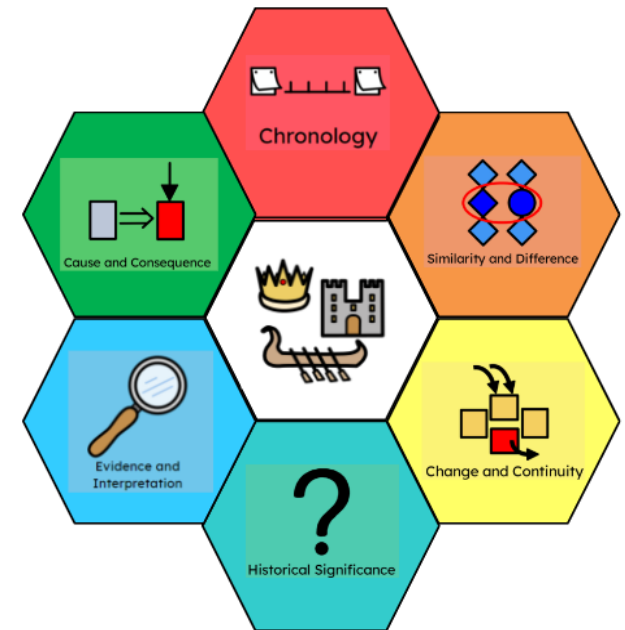




Our Lady & St Patrick's Primary School History Curriculum

This document aims to provide our classroom teachers with an understanding of the rationale for the history curriculum, the core substantive and disciplinary knowledge that will be covered, as well as guidance on how to implement it in classrooms.

1. *Principal aim*
2. *Intent*
3. *Implementation*
 - Curriculum
 - Early years, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6
 - Vertical concepts
 - Disciplinary knowledge
 - Alignment to National Curriculum
4. *Impact*



History principal aim

Our principal aim of History education is to inspire in pupils a curiosity about the past in local, national and worldwide contexts and consider what life was like for different people at different times.

History Curriculum Intent

“A people without the knowledge of their past history, origin and culture is like a tree without roots” — Marcus Garvey

As historians, we would like all children to understand how historic events have influenced, and continue to influence, life today. We will ensure that history is delivered in a practical and meaningful way by making links and appreciating the context of our local area.

Our aspirations are that as our pupils develop their sense and understanding of chronology, they will be able to make links between significant events, ask increasingly perceptive questions and retain invaluable knowledge and facts that will stay forever.

Through a relevant, inspiring and progressive curriculum, Children at OLSP will:

- Foster an enthusiasm and curiosity about history and learning about the past through an engaging and varied curriculum; developing skills and understanding which can be applied to any area of history
- Be taught skills and concepts progressively across the school in line with the National Curriculum
- Develop a secure sense of chronology; acquiring an understanding of time, events and people through the passing of time
- Use research skills to pose questions and investigate the past by making inferences and drawing conclusions.
- Understand how events have occurred concurrently in different locations worldwide in order to compare and contrast
- Study a variety of significant historical figures and events that underpin the diversity of Britain and the wider world

Our teaching of history will allow children to apply this understanding, knowledge and skills across the curriculum, understanding how the world has changed throughout history.

History Curriculum Implementation

At OLSP, our History curriculum follows the National Curriculum and provides children with an array of enriching opportunities. We ensure that children see clear links between different aspects of their learning. They understand the purpose and value of their learning and see its relevance to their past, present and future.

Just some of the ways in which we enrich our curriculum is by providing on and off-site subject related activities, offering opportunities for children to learn outdoors and welcoming parents and carers to take part in children's learning and experiences.

Our Curriculum for History provides all children, regardless of their background with:

- **Coherent and chronological substantive knowledge** of the history of Britain and the wider world that is built gradually from EYFS to Year 6 and beyond through the a concrete lens of four **vertical concepts**:
 - **Society and community**
 - **Exploration and invasion**
 - **Power**
 - **Conflict and Disaster**
- Opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.
- Grounding in core **disciplinary knowledge**, and the ability to approach challenging, historically-valid questions.
- An **excitement** for history, which inspires a curiosity to learn more about the past.

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

September 2026:

	EYFS	Year 1	Year 1/2	Year 3	Year 4	Year 5	Year 5/6
Autumn	All about me <i>(Understanding the world - past and present)</i> How have I changed?	Famous Explorers <i>(Significant individuals and events)</i> Where have humans explored?	Travel <i>(the lives of significant individuals in the past who have contributed to national and international achievements)</i> How has transport changed over time?	Stone Age to Iron Age <i>(Changes in Britain from the Stone Age to the Iron Age)</i> How did daily life change from the Stone Age to the Iron Age?	Ancient Greece <i>(A study of Greek life and achievements and their influence on the world)</i> What were the greatest achievements of the Ancient Greeks?	Anglo-Saxons and Scots <i>(United Kingdom's settlement by Anglo Saxons and Scots)</i> Was the Anglo-Saxon period really a dark age?	WWII <i>(Local History Study)</i> Why was the battle of Britain a significant turning point for the United Kingdom in World War II?
Spring	Superheroes <i>(Understanding the world - past and present)</i> Who was a superhero in the past?	Kings, Queens and Castles <i>(Significant individuals and local places)</i> Where did Kings and Queens live through time?	Communication <i>(Changes within living memory)</i> How has communication changed throughout history?	Early civilisations <i>(The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared)</i> Were early civilizations life changing or life threatening?	The Romans <i>(Roman Empire)</i> What was life like in Roman times?	Vikings <i>(the Viking and struggle for the Kingdom of England to the time of Edward the Confessor)</i> How do people react to invasions?	Teignmouth through time <i>(Local History Study)</i> How are aspects of national history reflected in our locality?
Summer	Old and new toys <i>(Understanding the world - past and present)</i> How have toys changed?	Hospitals and Healthcare <i>(Significant individuals)</i> How did Florence Nightingale, May Seacole and Edith Cavell help to improve hospitals?	Great Fire of London <i>(Events beyond living memory)</i> How did the Great Fire change London?	Ancient Egypt <i>(The achievements of the earliest civilisations)</i> What were the greatest achievements of Ancient Egypt?	Roman Britain <i>(Roman Empire and its impact on Britain)</i> How did the Roman Empire impact Britain?	Ancient Maya <i>(A non-European study that provides contrast with British History)</i> What similarities and differences are there between the Maya civilisation and England from the 8th-10th century?	Crime and Punishment <i>(Post 1066 Study)</i> How has crime and punishment changed through time?

EYFS – Autumn Term – All about me

Understanding the world - past and present

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	My own life story and family history (3-4) The differences between people (3-4) Identify people's age by a number	Members of my immediate family and community - R People who are familiar to me R Notice how my life and a family are similar or different to 'others' in my class. Create a simple chronology of my life from baby until now.	Children will describe and begin to talk about key events of a significant person/time. Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.
DK	Chronology: Evidence and interpretation: Cause and consequence: Change and continuity: Similarity and difference: Historical significance:	Chronology: I can order events of my life so far from baby to now. Evidence and interpretation: I can use photos to learn about my past. Cause and consequence: I know that I have grown as I have gotten older. Change and continuity: I can talk about how I have changed. Similarity and difference: I can look at my baby photo and say what is the same and what is different about me now. Historical significance: I can talk about an important time in my life.	Chronology: I can use the word 'past' to say when something happened. Evidence and interpretation: I can handle evidence to learn about people from the past. Cause and consequence: I can talk about why we need superheroes. Change and continuity: I can use pictures to spot how superheroes' uniforms have changed. Similarity and difference: I can talk about how superheroes are similar. Historical significance: I can name a superhero from the past.
VC	Society and community		

EYFS – Spring Term – Superheroes

Understanding the world - past and present

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	A collection of materials that are similar and different properties How something may appear older due to its condition	A collection of materials that are similar and different properties Objects and images from the past (R) What identifies something as old and new based on material used	Children will describe and begin to talk about key events of a significant person/time. Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.
D K	Chronology: I can order events of my life so far from baby to now. Evidence and interpretation: I can use photos to learn about my past. Cause and consequence: I know that I have grown as I have gotten older. Change and continuity: I can talk about how I have changed. Similarity and difference: I can look at my baby photo and say what is the same and what is different about me now. Historical significance: I can talk about an important time in my life.	Chronology: I can use the word 'past' to say when something happened. Evidence and interpretation: I can handle evidence to learn about people from the past. Cause and consequence: I can talk about why we need superheroes. Change and continuity: I can use pictures to spot how superheroes' uniforms have changed. Similarity and difference: I can talk about how superheroes are similar. Historical significance: I can name a superhero from the past.	Chronology: I can order toys from old to new. Evidence and interpretation: I can look at evidence to decide if a toy is old or new. Cause and consequence: I can think about why toys have changed. Change and continuity: I know how toys have changed. Similarity and difference: I can look at old and new toys and say how they are different. Historical significance: I can talk about why toys changed.
VC	Exploration and invasion		

EYFS – Summer Term – Old and new toys Understanding the world - past and present

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	A collection of materials that are similar and different properties How something may appear older due to its condition	A collection of materials that are similar and different properties Objects and images from the past (R) What identifies something as old and new based on material used	Children will describe and begin to talk about key events of a significant person/time. Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.
DK	Chronology: I can use the word 'past' to say when something happened. Evidence and interpretation: I can handle evidence to learn about people from the past. Cause and consequence: I can talk about why we need superheroes. Change and continuity: I can use pictures to spot how superheroes' uniforms have changed. Similarity and difference: I can talk about how superheroes are similar. Historical significance: I can name a superhero from the past.	Chronology: I can order toys from old to new. Evidence and interpretation: I can look at evidence to decide if a toy is old or new. Cause and consequence: I can think about why toys have changed. Change and continuity: I know how toys have changed. Similarity and difference: I can look at old and new toys and say how they are different. Historical significance: I can talk about why toys changed.	Chronology: I can place explorative events on a timeline. Evidence and interpretation: With support, I can use evidence of explorers' lives to ask questions about the past. Cause and consequence: I can discuss the causes of exploring and what we found out from exploration. Change and continuity: I can describe changes over a period of time. Similarity and difference: I can use pictures and stories to find out about the past and compare different explorations. Historical significance: I can name significant explorers from the past.
VC	Society and community		

Year 1 – Autumn Term – Famous Explorers

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	EYFS- Understanding the world: - Talk about the lives of people around them and their role in society. - Know similarities and differences between the past and now, drawing on experiences and what has been read in class. - Understand the past through settings, characters and events in books and storytelling.	How we find out about the past – images. Why people explore. Important explorers from the past – where they have been and the special equipment needed to survive. Famous explorations of the past – Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary Compare explorations. How explorations have changed over time – consider modern day explorations and whether or not humans will still explore the Earth and beyond in the future.	Children will place events and artefacts on a timeline. Children will use pictures, stories and film footage to find out about the past. Children will observe evidence to ask about the past and come to conclusions based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Children will explain the concept of change over time and represent this with evidence, and begin to discuss the reliability of sources. Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Children will use sources of information to form conclusions about the past.
DK	Chronology: I can order toys from old to new. Evidence and interpretation: I can look at evidence to decide if a toy is old or new. Cause and consequence: I can think about why toys have changed. Change and continuity: I know how toys have changed. Similarity and difference: I can look at old and new toys and say how they are different. Historical significance: I can talk about why toys changed.	Chronology: I can place explorative events on a timeline. Evidence and interpretation: With support, I can use evidence of explorers' lives to ask questions about the past. Cause and consequence: I can discuss the causes of exploring and what we found out from exploration. Change and continuity: I can describe changes over a period of time. Similarity and difference: I can use pictures and stories to find out about the past and compare different explorations. Historical significance: I can name significant explorers from the past.	Chronology: I can place events and some artefacts on a timeline. Evidence and interpretation: With support, I can observe or handle some evidence to ask questions about the past. Cause and consequence: I can begin to explain why monarchs built castles and what the consequences of these actions were. Change and continuity: I can describe changes and historical events. Similarity and difference: I can compare the similarities and differences between different castles. Historical significance: I can begin to talk about key events of a significant king/queen or castle.
VC	Exploration and invasion		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 1—Spring Term—Kings, Queens and Castles

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	EYFS Understanding the world: • Talk about the lives of people around them and their role in society. • Know similarities and differences between the past and now, drawing on experiences and what has been read in class. • Understand the past through settings, characters and events in books and storytelling.	How we find out about the past. Why monarchs built castles: The kings and queens of the past—Queen Elizabeth II Queen Victoria and where she lived: The first Queen Elizabeth: King William I Where kings and queens live through time—why castles were built: Compare monarchs of different times that lived in the same castle and have the opportunity to point out differences between the monarchs of the past.	Children will describe and begin to talk about key events of a significant person/time: Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Children will explain the concept of change over time; represent this with evidence, and discuss the sources' reliability: Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Children will use sources of information to form conclusions about the past.
DK	Chronology: I can place explorative events on a timeline. Evidence and interpretation: With support, I can use evidence of explorers' lives to ask questions about the past. Cause and consequence: I can discuss the causes of exploring and what we found out from exploration. Change and continuity: I can describe changes over a period of time. Similarity and difference: I can use pictures and stories to find out about the past and compare different explorations. Historical significance: I can name significant explorers from the past.	Chronology: I can place events and some artefacts on a timeline. Evidence and interpretation: With support, I can observe or handle some evidence to ask questions about the past. Cause and consequence: I can begin to explain why monarchs built castles and what the consequences of these actions were. Change and continuity: I can describe changes and historical events. Similarity and difference: I can compare the similarities and differences between different castles. Historical significance: I can begin to talk about key events of a significant king/queen or castle.	Chronology: I can place events and people on a timeline. I can begin to use some dates where appropriate. Evidence and interpretation: I can observe or handle some evidence to ask questions about the past. Cause and consequence: I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. Change and continuity: I can describe changes and with support, the historical events they led to. Similarity and difference: With support I can use pictures, stories and film footage to find out about the past. Historical significance: I can describe significant people and events from the past and with support, explain why they are important.
VG	Power		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 1 – Summer Term – Hospitals and Healthcare

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	EYFS – Understanding the world: • I can talk about the lives of people around me and their role in society. • I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. • I understand the past through settings, characters and events encountered in books and storytelling. Year 1: I can look at sources and ask, “What was it like for people?”, “What happened?”, “What was this used for?”, “How long ago?”	How we find out about the past – pictures Who Florence Nightingale was and why she was important. Who Edith Cavell was and why she was important – British Values Why they became significant. Why they acted in the way that they did. How they changed hospitals:	Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Children will explain the concept of change over time, represent this with evidence, and discuss the sources' reliability. Children will discuss whether the evidence is reliable, explain why, and identify periods of rapid change in history. Children will use sources of information to form conclusions about the past.
DK	Chronology: I can place events and some artefacts on a timeline. Evidence and interpretation: With support, I can observe or handle some evidence to ask questions about the past. Cause and consequence: I can begin to explain why monarchs built castles and what the consequences of these actions were. Change and continuity: I can describe changes and historical events. Similarity and difference: I can compare the similarities and differences between different castles. Historical significance: I can begin to talk about key events of a significant king/queen or castle.	Chronology: I can place events and people on a timeline. I can begin to use some dates where appropriate. Evidence and interpretation: I can observe or handle some evidence to ask questions about the past. Cause and consequence: I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. Change and continuity: I can describe changes and with support, the historical events they led to. Similarity and difference: With support I can use pictures, stories and film footage to find out about the past. Historical significance: I can describe significant people and events from the past and with support, explain why they are important.	Chronology: I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate. Evidence and interpretation: With support, I can observe or handle some evidence to ask questions and find answers to questions. Cause and consequence: I can explain some reasons why certain forms of travel were manufactured. Change and continuity: I can describe how travel has changed and how it has continued over time. Similarity and difference: I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented. Historical significance: I can describe and begin to talk about key events of a significant person/time.
VG	Conflict and disaster		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 2 – Autumn Term – Travel

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	EYFS - Understanding the world: - I can talk about the lives of people around me and their role in society. - I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. - I understand the past through settings, characters and events encountered in books and storytelling. Year 1: I can look at sources and ask, "What was it like for people?", "What happened?", "What was this used for?", "How long ago?"	Compare modes of transport now and in the past - think back to before planes, cars and trains and how people may have travelled. Find out about the invention of trains and how this affected travel - how this changed people's lives. Invention of the motor car - how have cars changed from the early 1900s. First flights - The Wright Brothers. First moon landing - Apollo 11 space mission. Explain how travel has changed over time.	Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Children will explain the concept of change over time, represent this with evidence, and discuss the reliability of sources. Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Children will use sources of information to form conclusions about the past.
D K	Chronology: I can place events and people on a timeline. I can begin to use some dates where appropriate. Evidence and interpretation: I can observe or handle some evidence to ask questions about the past. Cause and consequence: I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. Change and continuity: I can describe changes and with support, the historical events they led to. Similarity and difference: With support I can use pictures, stories and film footage to find out about the past. Historical significance: I can describe significant people and events from the past and with support, explain why they are important.	Chronology: I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate. Evidence and interpretation: With support, I can observe or handle some evidence to ask questions and find answers to questions. Cause and consequence: I can explain some reasons why certain forms of travel were manufactured. Change and continuity: I can describe how travel has changed and how it has continued over time. Similarity and difference: I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented. Historical significance: I can describe and begin to talk about key events of a significant person/time.	Chronology: I can place events, artefacts and people on a timeline. I can use some dates where appropriate. Evidence and interpretation: I can observe or handle some evidence to ask questions and find answers to questions. Cause and consequence: I can explain some reasons why certain forms of communication were manufactured. Change and continuity: I can describe how communication has changed and how it has continued over time. Similarity and difference: I can use pictures and film footage to find out about communication in the past compared to now. Historical significance: I can describe and talk about key events of a significant person/time.
VC	Society and community		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 2 – Spring Term – Communication

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	EYFS - Understanding the world: - I can talk about the lives of people around me and their role in society. - I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. - I understand the past through settings, characters and events encountered in books and storytelling. Year 1: I can look at sources and ask, "What was it like for people?", "What happened?", "What was this used for?", "How long ago?"	Living memory is the time that can be remembered by people who are alive today. Communication is different now (the present) and before now, in living memory (the past). To understand that there were early writing systems which have been developed over time. To begin to understand how telegraphs and morse code were invented. To begin to understand how the telephone was developed - Alexander Graham Bell. Know that Tim Berners-Lee invented the WWW. Compare the lives of Alexander Graham Bell and Tim Berners-Lee. Historians learn about the past by interpreting sources.	Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Children will explain the concept of change over time, represent this with evidence, and discuss the reliability of sources. Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Children will use sources of information to form conclusions about the past.
D K	Chronology: I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate. Evidence and interpretation: With support, I can observe or handle some evidence to ask questions and find answers to questions. Cause and consequence: I can explain some reasons why certain forms of travel were manufactured. Change and continuity: I can describe how travel has changed and how it has continued over time. Similarity and difference: I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented. Historical significance: I can describe and begin to talk about key events of a significant person/time.	Chronology: I can place events, artefacts and people on a timeline. I can use some dates where appropriate. Evidence and interpretation: I can observe or handle some evidence to ask questions and find answers to questions. Cause and consequence: I can explain some reasons why certain forms of communication were manufactured. Change and continuity: I can describe how communication has changed and how it has continued over time. Similarity and difference: I can use pictures and film footage to find out about communication in the past compared to now. Historical significance: I can describe and talk about key events of a significant person/time.	Chronology: I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate Evidence and interpretation: I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). Cause and consequence: I can explain the causes of the Great Fire of London and what the consequences were. Change and continuity: I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. Similarity and difference: I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented. Historical significance: I can describe significant people from the past and explain why they are important. I can name a monarch.
VC	Society and community		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 2 – Summer Term – Great Fire of London

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	EYFS - Understanding the world: - I can talk about the lives of people around me and their role in society. - I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. - I understand the past through settings, characters and events encountered in books and storytelling. Year 1: I can look at sources and ask, "What was it like for people?", "What happened?", "What was this used for?", "How long ago?"	What London was like in 1666 and make comparisons to today. The events of 2nd September 1666 and how the fire started. How the fire spread and how we know this. Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren What was left in London after the fire. How London was rebuilt. How the fire impacted the future.	Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history. Children will explain the concept of change over time, represent this with evidence, and discuss the reliability of sources. Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Children will use sources of information to form conclusions about the past.
DK	Chronology: I can place events, artefacts and people on a timeline. I can use some dates where appropriate. Evidence and interpretation: I can observe or handle some evidence to ask questions and find answers to questions. Cause and consequence: I can explain some reasons why certain forms of communication were manufactured. Change and continuity: I can describe how communication has changed and how it has continued over time. Similarity and difference: I can use pictures and film footage to find out about communication in the past compared to now. Historical significance: I can describe and talk about key events of a significant person/time.	Chronology: I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate Evidence and interpretation: I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). Cause and consequence: I can explain the causes of the Great Fire of London and what the consequences were. Change and continuity: I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. Similarity and difference: I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented. Historical significance: I can describe significant people from the past and explain why they are important. I can name a monarch.	Chronology: I can begin to place ages in order of time and understand the meaning of their names. Evidence and interpretation: With support, I can observe evidence to ask about the past and come to conclusions based on what I have seen. Cause and consequence: With support, I can suggest causes and consequences of the main events within Early Civilisations. . Change and continuity: I can describe what has changed since Early Civilisations. Similarity and difference: With support, I can identify differences between Early Civilisations and my life now. Historical significance: With support, I can suggest suitable sources of evidence to find out about significant people/events.
VC	<u>Conflict and disaster</u>		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 3 – Autumn Term – Stone Age to Iron Age

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.	How we find out about prehistory. What life was like in the Paleolithic and Mesolithic. What changed from the Paleolithic to the Mesolithic including what they ate. How the search for food changed in the Neolithic and what tools were used. Who the beaker people were. How the Bronze Age moved into the Iron Age. Roundhouses and hillforts.	The start of civilisation is revisited in Ancient Egypt. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom. Children's understanding of empire is built upon as they study the Greeks and the Romans. Children begin to have a full understanding of a monarchy and understand that this is at the head of an empire. Children will develop further the story of Rome from the point of Julius Caesar and the similarities between Greek and Roman culture. Children will have developed their understanding of migration and know that people explored and invaded different places. Children will know that iron weapons are used to defend and trade with. Children will explore further the concept of settlement. KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts.

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

D K	Chronology: I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate Evidence and interpretation: I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). Cause and consequence: I can explain the causes of the Great Fire of London and what the consequences were. Change and continuity: I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. Similarity and difference: I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.	Chronology: I can begin to place ages in order of time and begin to understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE. Evidence and interpretation: With support, I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence. Cause and consequence: With support, I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. Change and continuity: With support, I can begin to explain the concept of change over a long period of history. Similarity and difference: I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. Historical significance: With support, I can suggest suitable sources of evidence to find out about significant people/events.	Chronology: I can place ages in order of time and understand the meaning of their names. Evidence and interpretation: I can observe evidence to ask about the past and come to conclusions based on what I have seen. Cause and consequence: I can suggest causes and consequences of some of the main events within Early Civilisations. Change and continuity: I can describe what has changed since Early Civilisations. Similarity and difference: I can identify differences between Early Civilisations and my life now. Historical significance: I can suggest suitable sources of evidence to find out about significant people/events.
VC	Society and community		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 3 – Spring Term – Early Civilizations

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.	Explore the Ancient Sumer, Indus Valley and Shang Dynasty civilisations. Look at the similarities and differences in their hierarchy and structure. How the ability to get fresh water and have good farming land was crucial to the ability of people to stay in one place. The writing systems of pictograms/hieroglyphics and cuneiform and how they enabled people to communicate. The concept of trade and how early civilisations traded with each other The first number systems developed in Sumer, Egypt and the Shang Dynasty and how these are different from each other and to the modern number system. Early inventions like the wheel and water transporting systems. The link between technology and the change in buildings e.g. mud houses to pyramids	Children will learn about ancient civilisations and begin to develop further understandings of how settlements flourished. They will continue to develop their understanding of abstract concepts such as empire, monarchy and trade. The children will make links to the Maya and how they made pyramids. Children will now have a well developed understanding of civilisation about monarchy. Children will use their understanding of rebellion, empire and monarchy to explore crime and punishment and world war two. KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts
D K	Chronology: I can begin to place ages in order of time and begin to understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE. Evidence and interpretation: With support, I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence. Cause and consequence: With support, I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. Change and continuity: With support, I can begin to explain the concept of change over a long period of history. Similarity and difference: I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. Historical significance: With support, I can suggest suitable sources of evidence to find out about significant people/events.	Chronology: I can place ages in order of time and understand the meaning of their names. Evidence and interpretation: I can observe evidence to ask about the past and come to conclusions based on what I have seen. Cause and consequence: I can suggest causes and consequences of some of the main events within Early Civilisations. Change and continuity: I can describe what has changed since Early Civilisations. Similarity and difference: I can identify differences between Early Civilisations and my life now. Historical significance: I can suggest suitable sources of evidence to find out about significant people/events.	Chronology: I can place events, artefacts and historical figures on a timeline using dates. With support, I can use BCE and CE. Evidence and interpretation: I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Cause and consequence: I can suggest causes and consequences of some of the main events within Ancient Egypt. Change and continuity: I can begin to explain the concept of change over a long period of history. Similarity and difference: I can begin to compare the similarities and differences between the new and old kingdoms of Ancient Egypt. Historical significance: I can suggest suitable sources of evidence for historical enquiries. I can begin to discuss the importance of people and events in time and the significant impact they had on British archaeological thought.
VC	Society and community		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 3 – Summer Term – Ancient Egypt

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Children will know that early civilisations changed when agriculture began.	The chronology of Ancient Egypt. What life was like in Early Egypt. How the Ancient Egyptians wrote. Afterlife How the pyramids were built. Consequences of the invasion on the Old Kingdom of Ancient Egypt. How the Egyptian Empire ended.	Children will learn about ancient civilisations and begin to develop further understandings of how settlements flourished. They will continue to develop their understanding of abstract concepts such as empire, monarchy and trade. The children will make links to the Maya and how they made pyramids. Children will now have a well developed understanding of civilisation about monarchy. Children will use their understanding of rebellion, empire and monarchy to explore crime and punishment and world war two. KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts
D K	Chronology: I can place ages in order of time and understand the meaning of their names. Evidence and interpretation: I can observe evidence to ask about the past and come to conclusions based on what I have seen. Cause and consequence: I can suggest causes and consequences of some of the main events within Early Civilisations. Change and continuity: I can describe what has changed since Early Civilisations. Similarity and difference: I can identify differences between Early Civilisations and my life now. Historical significance: I can suggest suitable sources of evidence to find out about significant people/events.	Chronology: I can place events, artefacts and historical figures on a timeline using dates. With support, I can use BCE and CE. Evidence and interpretation: I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Cause and consequence: I can suggest causes and consequences of some of the main events within Ancient Egypt. Change and continuity: I can begin to explain the concept of change over a long period of history. Similarity and difference: I can begin to compare the similarities and differences between the new and old kingdoms of Ancient Egypt. Historical significance: I can suggest suitable sources of evidence for historical enquiries. I can begin to discuss the importance of people and events in time and the significant impact they had on British archaeological thought.	Chronology: I can place events, artefacts and historical figures on a timeline using dates. I can begin to use BCE and CE. Evidence and interpretation: I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources. Cause and consequence: I can suggest causes and consequences of some of the main events and changes in Greece and with support use evidence to support my answers. Change and continuity: With support, I can explain the concept of change over time and represent this with evidence. Similarity and difference: I can begin to describe the social, ethnic, cultural and religious diversity of the past. Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
VC	Power		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 4 – Autumn Term – Ancient Greece

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. The start of civilisation is revisited in Ancient Egypt. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom.	What excavations can tell us about early Greece. How Minoans traded in early Greece. What life was like in Athens and Sparta. How the city states overcame the Persian invasion and what life was like after. Who Alexander the Great was and what made him a significant leader. The greatest achievements of Ancient Greece from 3000 BCE.	The Romans Anglo-Saxons and Scots WWII Teignmouth through time Crime and Punishment throughout History KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts
D K	Chronology: I can place events, artefacts and historical figures on a timeline using dates. With support, I can use BCE and CE. Evidence and interpretation: I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Cause and consequence: I can suggest causes and consequences of some of the main events within Ancient Egypt. Change and continuity: I can begin to explain the concept of change over a long period of history. Similarity and difference: I can begin to compare the similarities and differences between the new and old kingdoms of Ancient Egypt. Historical significance: I can suggest suitable sources of evidence for historical enquiries. I can begin to discuss the importance of people and events in time and the significant impact they had on British archaeological thought.	Chronology: I can place events, artefacts and historical figures on a timeline using dates. I can begin to use BCE and CE. Evidence and interpretation: I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources. Cause and consequence: I can suggest causes and consequences of some of the main events and changes in Greece and with support use evidence to support my answers. Change and continuity: With support, I can explain the concept of change over time and represent this with evidence. Similarity and difference: I can begin to describe the social, ethnic, cultural and religious diversity of the past. Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).	Chronology: With support, I can suggest suitable sources of evidence to find out about significant people/events. Evidence and interpretation: I can suggest more than one suitable source for historical enquiry. Cause and consequence: I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. Change and continuity: I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. Similarity and difference: I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).
VC	Society and community		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 4 – Spring Term – The Romans

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Children will know that early civilisations changed when agriculture began.	Story of Romulus and Remus - how Rome was founded Strong trade links and armies used to take over and rule surrounding tribes and villages Social structure and organisation of ancient Rome -Roman emperors Daily life- buildings and facilities Entertainment- chariot racing and gladiator fights. Buildings and gladiators. What the Romans believed - Gods and Goddesses.	Children will learn about ancient civilisations and begin to develop further understandings of how settlements flourished. They will continue to develop their understanding of abstract concepts such as empire, monarchy and trade. The children will make links to the Maya and how they made pyramids. Children will now have a well developed understanding of civilisation about monarchy. Children will use their understanding of rebellion, empire and monarchy to explore crime and punishment and world war two. KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts
D K	Chronology: I can place events, artefacts and historical figures on a timeline using dates. I can begin to use BCE and CE. Evidence and interpretation: I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources. Cause and consequence: I can suggest causes and consequences of some of the main events and changes in Greece and with support use evidence to support my answers. Change and continuity: With support, I can explain the concept of change over time and represent this with evidence. Similarity and difference: I can begin to describe the social, ethnic, cultural and religious diversity of the past. Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).	Chronology: With support, I can suggest suitable sources of evidence to find out about significant people/events. Evidence and interpretation: I can suggest more than one suitable source for historical enquiry. Cause and consequence: I can suggest and evaluate causes and consequences of some of the main events and changes in early Roman times. Change and continuity: I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. Similarity and difference: I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ. Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).	Chronology: I can suggest suitable sources of evidence to find out about significant people/events. Evidence and interpretation: I can begin to discuss the reliability of sources. Cause and consequence: I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. Change and continuity: I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. Similarity and difference: I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.
VC	Power		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 4 – Summer Term – Roman Britain

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Story of Romulus and Remus - how Rome was founded Strong trade links and armies used to take over and rule surrounding tribes and villages Social structure and organisation of ancient Rome -Roman emperors Daily life- buildings and facilities Entertainment- chariot racing and gladiator fights. Buildings and gladiators. What the Romans believed - Gods and Goddesses.	Develop a chronologically secure knowledge and understanding of British history (what Britain was like before the Romans came). Begin to learn about Iron Age culture. find out about the past using evidence from things built and written. the importance of the Roman army in the expansion of the Roman Empire to Britain. the structure of the Roman army and how and why it was so effective. what life was like for Roman soldiers in Britain. Romans used the Latin language and to learn a few Latin commands. artefacts can help us to understand what life was like for people in Roman Britain. life changed in Britain after the Romans invaded. buildings, roads, food and pastimes of the Romans in Britain	Children will learn about ancient civilisations and begin to develop further understandings of how settlements flourished. They will continue to develop their understanding of abstract concepts such as empire, monarchy and trade. The children will make links to the Maya and how they made pyramids. Children will now have a well developed understanding of civilisation about monarchy. Children will use their understanding of rebellion, empire and monarchy to explore crime and punishment and world war two. KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts
D K	Chronology: With support, I can suggest suitable sources of evidence to find out about significant people/events. Evidence and interpretation: I can suggest more than one suitable source for historical enquiry. Cause and consequence: I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. Change and continuity: I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. Similarity and difference: I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).	Chronology: I can suggest suitable sources of evidence to find out about significant people/events. Evidence and interpretation: I can begin to discuss the reliability of sources. Cause and consequence: I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. Change and continuity: I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. Similarity and difference: I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.	Chronology: I can use dates and terms accurately in describing events and people. Evidence and interpretation: I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why. Cause and consequence: I can describe the causes of invasion in Britain and what the consequences were. Change and continuity: I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. Similarity and difference: I can compare similarities and differences between Anglo-Saxon and Viking culture. Historical significance: I can describe the social and cultural significance of a past society.
VC	Power		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 5—Autumn Term—Anglo-Saxons and Scots

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Children will have studied the Stone Age to the Iron Age and have a secure knowledge of the chronology of Ancient Britain. Children will know that different civilisations have different cultures. Children will know the chronology of Ancient Britain up to when the Romans left Britain. They will know that the Celts were a tribal culture and the Romans had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did.	What life was like in England at the end of the 4th century. How life changed after the fall of the Roman Empire. Why the Angles, Saxons and Jutes settled in Britain. Scots invasions from Ireland to North Britain (now Scotland) How the Anglo-Saxons ruled. How the Anglo-Saxons kept control of their kingdoms. The Anglo-Saxons' achievements from 410 CE to 1066 CE. Life in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's shores and decided to settle. How England was ruled during the settlement of the Anglo-Saxons and how they kept control of the 7 different kingdoms across the land.	WWII Teignmouth through time Crime and Punishment throughout History
DK	Chronology: I can suggest suitable sources of evidence to find out about significant people/events. Evidence and interpretation: I can begin to discuss the reliability of sources. Cause and consequence: I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. Change and continuity: I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. Similarity and difference: I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.	Chronology: I can use dates and terms accurately in describing events and people. Evidence and interpretation: I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why. Cause and consequence: I can describe the causes of invasion in Britain and what the consequences were. Change and continuity: I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. Similarity and difference: I can compare similarities and differences between Anglo-Saxon and Viking culture. Historical significance: I can describe the social and cultural significance of a past society.	Chronology: I can suggest suitable sources of evidence to find out about significant people/events. Evidence and interpretation: I can discuss the reliability of sources. Cause and consequence: I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. Change and continuity: I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. Similarity and difference: I can describe the social, ethnic, cultural and religious diversity of the past. Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.
VG	Exploration and invasion		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 5 – Spring Term – Vikings

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom. Children will have a developed understanding of the substantive concepts of empire, civilisation and monarchy and understand that ancient cultures would need to defend themselves against enemy attack.	What Britain was like before the Viking invasions – Romans and seven Anglo-Saxon kingdoms: Viking invasions Lindisfarne Battles between Anglo-Saxons and Vikings Peace treaty – north east of England to the Vikings: Alfred the great Everyday life How England became a unified country	Children will continue to identify periods of rapid change in history and why these changes occurred: KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts:
DK	Chronology: I can use dates and terms accurately in describing events and people. Evidence and interpretation: I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why. Cause and consequence: I can describe the causes of invasion in Britain and what the consequences were. Change and continuity: I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons settled in Britain. Similarity and difference: I can compare similarities and differences between Anglo-Saxon and Scots. Historical significance: I can describe the social and cultural significance of a past society.	Chronology: I can suggest suitable sources of evidence to find out about significant people/events. Evidence and interpretation: I can discuss the reliability of sources. Cause and consequence: I can suggest and evaluate causes and consequences of some of the main events and changes during the Viking times. Change and continuity: I can explain the concept of change over time, when the Vikings invaded and represent this with evidence. Similarity and difference: I can describe the social, ethnic, cultural and religious diversity of the past. Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.	Chronology: I can use dates and terms accurately in describing events and people. Evidence and interpretation: I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past. Cause and consequence: I can describe the causes of events and their consequences in Ancient Maya. Change and continuity: I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time. Similarity and difference: I can compare the similarities and differences between civilisations and cultures. Historical significance: I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.
VG	Power		

Year 5 – Summer Term – Ancient Maya

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom. Children will have a developed understanding of the substantive concepts of empire, civilisation and monarchy and understand that ancient cultures would need to defend themselves against enemy attack.	Where and when the Maya lived. What made the Maya civilisation so successful particularly in the Classic period. How we know about the Maya and how they were ruled (their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming). Compare Maya City states and the Anglo-Saxon kingdoms. How the leaders of the Maya and the Anglo-Saxons compare. The struggle from power in England from the 8th to the 10th century.	Children will study the Anglo-Saxons so that they are able to make a comparison. Children will continue to identify periods of rapid change in history and why these changes occurred. KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts.
DK	Chronology: I can suggest suitable sources of evidence to find out about significant people/events. Evidence and interpretation: I can discuss the reliability of sources. Cause and consequence: I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. Change and continuity: I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. Similarity and difference: I can describe the social, ethnic, cultural and religious diversity of the past. Historical significance: I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.	Chronology: I can use dates and terms accurately in describing events and people. Evidence and interpretation: I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past. Cause and consequence: I can describe the causes of events and their consequences in Ancient Maya. Change and continuity: I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time. Similarity and difference: I can compare the similarities and differences between civilisations and cultures. Historical significance: I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.	Chronology: I can use dates and terms accurately in describing events. I can describe the main changes in a period of history. Evidence and interpretation: I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. Cause and consequence: I can describe some of the causes and consequences of World War 2. Change and continuity: I can identify periods of rapid change in history and contrast them with times of relatively little change. Similarity and difference: I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. Historical significance: I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
VG	Power		

Year 6 – Autumn Term – WWII

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Children will understand how civilisation developed and led to defending themselves and creating weapons. Children will understand the concept of empire through an exploration of the Romans. They will know that certain cultures battle and go to war to gain control and conquer. Children will understand the concept of invasion through the study of the Romans and the Ancient Egyptians, specifically when the Hittites invaded Egypt. Children will understand the struggle for power during the Anglo-Saxon and Viking period. The children will know that countries have to defend themselves against attacking enemies using armies.	Where Germany is and what it is like today. How Hitler came to power and how he became the leader of Germany. How Europe was ruled before the start of WWII How Hitler expanded Germany. How World War Two began. How the Second World War impacted specific localities. How concepts such as empire and rebellion have influenced Hitler and his plan to dominate Europe. The significance of the Battle of Britain The major victories that led to Britain winning the war.	KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts. Children may visit the countries where the war happened and study, in depth, how World War One started and how it may have contributed to the start of World War Two.

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

D K	Chronology: I can use dates and terms accurately in describing events and people. Evidence and interpretation: I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past. Cause and consequence: I can describe the causes of events and their consequences in Ancient Maya. Change and continuity: I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time. Similarity and difference: I can compare the similarities and differences between civilisations and cultures. Historical significance: I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.	Chronology: I can use dates and terms accurately in describing events. I can describe the main changes in a period of history. Evidence and interpretation: I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. Cause and consequence: I can describe some of the causes and consequences of World War 2. Change and continuity: I can identify periods of rapid change in history and contrast them with times of relatively little change. Similarity and difference: I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history. Historical significance: I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Chronology: I can use dates and terms accurately in describing local events. I can describe the main changes in Teignmouth during a period of history. Evidence and interpretation: I can use local sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. Cause and consequence: I can describe some of the causes and consequences of the changes to Teignmouth. Change and continuity: I can identify changes in Teignmouth. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. Similarity and difference: I can compare the main changes in Teignmouth with the present day. Historical significance: I can describe how society has changed in Teignmouth.
VC	Power Conflict and disaster		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 6 – Spring Term – Teignmouth through time

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Periods of history studied throughout KS2: - periods in time within the Stone Age - The Romans in Britain - Anglo-Saxons	-The railway line built 1843 by Isambard Kingdom Brunel (Industrial revolution) - Victorian era - Teignmouth as a tourist hotspot incl pier (how it's changed over time). -Teignmouth in WW2, tip and run air raids, shipyard torpedo boats (link to previous unit). What changes did the war have on the town? - How has Teignmouth changed over time?	Challenges for Britain, Europe and the wider world 1901 to the present day Ideas, political power, industry and empire: Britain, 1745-1901 The development of Church, state and society in Britain 1509-1745 The development of Church, state and society in Medieval Britain 1066-1509

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

D K	Chronology: I can use dates and terms accurately in describing events. I can describe the main changes in a period of history. Evidence and interpretation: I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. Cause and consequence: I can describe some of the causes and consequences of World War 2. Change and continuity: I can identify periods of rapid change in history and contrast them with times of relatively little change. Similarity and difference: I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. Historical significance: I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Chronology: I can use dates and terms accurately in describing local events. I can describe the main changes in Teignmouth during a period of history. Evidence and interpretation: I can use local sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. Cause and consequence: I can describe some of the causes and consequences of the changes to Teignmouth. Change and continuity: I can identify changes in Teignmouth. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. Similarity and difference: I can compare the main changes in Teignmouth with the present day. Historical significance: I can describe how society has changed in Teignmouth.	Chronology: I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Evidence and interpretation: I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate. Cause and consequence: I can describe the social causes of crime and punishment. I can describe the consequences of crimes. Change and continuity: I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity. Similarity and difference: I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day. Historical significance: I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
VC	Society and community		

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 6 – Summer Term – Crime and Punishment

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
SK	Periods of history studied throughout KS2: - periods in time within the Stone Age - The Romans in Britain - Anglo-Saxons	The way our country deals with criminals has changed throughout time. Crime and punishment has changed from one period to the next in Britain. Roman Britain Tudor punishments Victorian punishments Sir Robert Peel set up the first police force in Britain during the Victorian Period. The government changed the law to stop public hangings in 1868, and the prison system became organised and professional. Today, there are larger, more organised police forces and they communicate with each other. There are some national policing departments. Modern technology is used to help prevent crimes and to solve crimes.	Challenges for Britain, Europe and the wider world 1901 to the present day Ideas, political power, industry and empire: Britain, 1745-1901 The development of Church, state and society in Britain 1509-1745 The development of Church, state and society in Medieval Britain 1066-1509

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

D K	Chronology: I can use dates and terms accurately in describing local events. I can describe the main changes in Teignmouth during a period of history. Evidence and interpretation: I can use local sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. Cause and consequence: I can describe some of the causes and consequences of the changes to Teignmouth. Change and continuity: I can identify changes in Teignmouth. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. Similarity and difference: I can compare the main changes in Teignmouth with the present day. Historical significance: I can describe how society has changed in Teignmouth.	Chronology: I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Evidence and interpretation: I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate. Cause and consequence: I can describe the social causes of crime and punishment. I can describe the consequences of crimes. Change and continuity: I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity. Similarity and difference: I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day. Historical significance: I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts
VC	Power Conflict and disaster		

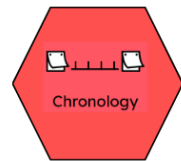
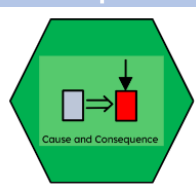
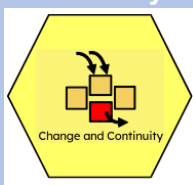
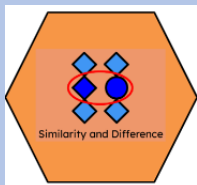
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Vertical

	Society and Community	Exploration and Invasion	Power	Conflict and Disaster
R	All about me Old and New toys	Superheroes		
Y 1	Travel	Famous Explorers	Kings, Queens and Castles	
Y 2	Communication			Hospitals and Healthcare The Great Fire of London
Y 3	Early Civilisation Stone Age to Iron Age		Ancient Egypt	
Y 4	Ancient Greece		The Romans Roman Britain	
Y 5	Vikings	Anglo-Saxons and Scots Vikings	Ancient Maya Vikings	
Y 6	Teignmouth through time	Anglo Saxons and Scots	WWII Crime and Punishment	

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Disciplinary Knowledge (EYFS-KS1)

		Chronology 	Evidence and interpretation 	Cause and Consequence 	Change and continuity 	Similarity and difference 	Historical significance 
Ye ar R	All about me	I can order events of my life so far from baby to now.	I can use photos to learn about my past.	I know that I have grown as I have gotten older.	I can talk about how I have changed.	I can look at my baby photo and say what is the same and what is different about me now.	I can talk about an important time in my life.
	Superheroes	I can use the word 'past' to say when something happened.	I can handle evidence to learn about people from the past.	I can talk about why we need superheroes.	I can use pictures to spot how superheroes' uniforms have changed.	I can talk about how superheroes are similar.	I can name a superhero from the past.
	Old and new toys	I can order toys from old to new.	I can look at evidence to decide if a toy is old or new.	I can think about why toys have changed.	I know how toys have changed.	I can look at old and new toys and say how they are different.	I can talk about why toys changed.
Ye ar 4	Famous explorers	I can place explorative events on a timeline.	With support, I can use evidence of explorers' lives to ask questions about the past.	I can discuss the causes of exploring and what we found out from exploration.	I can describe changes over a period of time.	I can use pictures and stories to find out about the past and compare different explorations.	I can name significant explorers from the past.
	Kings, Queens and Castles	I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.	I can begin to explain why monarchs built castles and what the consequences of these actions were.	I can describe changes and historical events.	I can compare the similarities and differences between different castles.	I can begin to talk about key events of a significant king/queen or castle.
	Hospitals and Healthcare	I can place events and people on a timeline. I can begin to use some dates where appropriate.	I can observe or handle some evidence to ask questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and with support, the historical events they led to.	With support I can use pictures, stories and film footage to find out about the past. With support, I can identify some of the different ways the past has been represented.	I can describe significant people and events from the past and with support, explain why they are important.
Ye ar 2	Travel	I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.	With support, I can observe or handle some evidence to ask questions and find answers to questions.	I can explain some reasons why certain forms of travel were manufactured.	I can describe how travel has changed and how it has continued over time.	I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented.	I can describe and begin to talk about key events of a significant person/time.
	Communication	I can place events, artefacts and people on a timeline. I can use some dates where appropriate.	I can observe or handle some evidence to ask questions and find answers to questions.	I can explain some reasons why certain forms of communication were manufactured.	I can describe how communication has changed and how it has continued over time.	I can use pictures and film footage to find out about communication in the past compared to now.	I can describe and talk about key events of a significant person/time.
	Great fire of London	I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name a monarch.

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

Year 3	Stone Age to Iron Age	I can begin to place ages in order of time and begin to understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.	With support, I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	With support, I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	With support, I can begin to explain the concept of change over a long period of history.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	With support, I can suggest suitable sources of evidence to find out about significant people/events.
	Early Civilisations	I can place ages in order of time and understand the meaning of their names.	I can observe evidence to ask about the past and come to conclusions based on what I have seen.	I can suggest causes and consequences of the main events within Early Civilisations. .	I can describe what has changed since Early Civilisations.	I can identify differences between Early Civilisations and my life now.	I can suggest suitable sources of evidence to find out about significant people/events.
	Ancient Egypt	I can place events, artefacts and historical figures on a timeline using dates. With support, I can use BCE and CE.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can begin to explain the concept of change over a long period of history.	I can begin to compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can suggest suitable sources of evidence for historical enquiries. I can begin to discuss the importance of people and events in time and the significant impact they had on British archaeological thought.
Year 4	Ancient Greece	I can place events, artefacts and historical figures on a timeline using dates. I can begin to use BCE and CE.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and with support use evidence to support my answers.	With support, I can explain the concept of change over time and represent this with evidence.	I can begin to describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
	The Romans	With support, I can suggest suitable sources of evidence to find out about significant people/events.	I can suggest more than one suitable source for historical enquiry.	I can suggest and evaluate causes and consequences of some of the main events and changes in early Roman times.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ.	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).
	Roman Britain	I can suggest suitable sources of evidence to find out about significant people/events.	I can begin to discuss the reliability of sources.				I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.
Year 5	Anglo-Saxons and Seots	I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.	I can describe the causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.
	Vikings	I can suggest suitable sources of evidence to find out about significant people/events.	I can discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events and changes during the Viking times.	I can explain the concept of change over time, when the Vikings invaded and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion.

OUR LADY AND ST PATRICK'S PRIMARY SCHOOL - HISTORY CURRICULUM

	Ancient Maya	I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.	I can describe the causes of events and their consequences in Ancient Maya.	I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.	I can compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.
Year 6	WWII	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of World War 2.	I can identify periods of rapid change in history and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	Teignmouth through time	I can use dates and terms accurately in describing local events. I can describe the main changes in Teignmouth during a period of history.	I can use local sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of the changes to Teignmouth.	I can identify changes in Teignmouth. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.	I can compare the main changes in Teignmouth with the present day.	I can describe how society has changed in Teignmouth.
	Crime and punishment	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Impact

We use a range of strategies to assess what skills and knowledge the children have attained each half-term, including the following:

- Regular feedback each lesson
- Formative assessment in lessons which may lead to lessons being adapted to address misconceptions.
- Book looks
- Pupil voice
- Summative assessment - answering the big question at the end of a unit.
- Teacher assessment against IALTs [History](#)

Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum. It is not about lots of tests, or meticulously comparing pupils' outcomes at the start and end of each unit.

If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!

Key Assessment Criteria

A Year 1 historian	A Year 2 historian	A Year 3 historian
- I know about and can name many of the changes that have happened since I was born. - I know how to ask and answer questions about old and new objects. - I use words and phrases like: old, new and a long time ago. - I spot old and new things in a picture. - I use words and phrases like: before, after, past, present, then and now. - I give examples of things that were different when my grandparents were children. - I know about someone famous who was born or lived near our town. - I know why there is a monument to a famous person or event in the town centre.	- I know about an event that happened before my grandparents were born. - I recount the life of someone famous from Britain who lived in the past and I know about what they did to make the world a better place. - I recount the life of someone famous who lived outside Britain and explain why s/he was famous. - I know about the life of a famous person from the past because I know how to research. - I know how to use books and the internet to find out more information about the past. - I know how to find out things about the past by talking to an older person. - I know about how things were different when my grandparents were children. - I know what certain objects from the past might have been used for.	- I know about how stone age people hunted for their food and what they ate. - I know about many of the differences between the stone, bronze and iron ages. - I know what people learnt from stone aged paintings. - I am able to describe what a typical day would have been like for a stone age man, woman or child. The Greeks - I know about and can talk about the struggle between the Athenians and the Spartans. - I know about some of the things that the Greeks gave the world. - I know that the Greeks were responsible for the birth of the Olympics. - I know that the Greek Gods were an important part of Greek culture. - I know how to locate Greece on a map.

A Year 4 historian

- I know about at least three things that the Romans did for our country.
- I know why the Romans needed to build forts in this country.
- I know that Rome was a very important place and many decisions were made there.
- I know about the lives of at least two famous Romans.
- I know that there were many advanced civilizations on Earth 3000 years ago.
- I summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- I research to find answers to specific historical questions about our locality.
- I research what it was like for children in a given period of history and present my findings to an audience.
- I know how our locality today has been shaped by what happened in the past.
- I know how historic items and artefacts have been used to help build up a picture of life in the past.
- I know about the impact that one of these periods of history had on the world.

A Year 5 historian

- I know where the Anglo-Saxons came from.
- I know at least two famous Anglo-Saxons
- I use a time line to show when the Anglo-Saxons were in England
- I know the link between Anglo-Saxons and Christianity.
- I know that many Anglo-Saxons were farmers.
- I know that the Anglo-Saxons gave us many of the words that we use today.
- I describe events from the past using dates when things happened.
- I know how an event or events from the past has shaped our life today.
- I draw a timeline with different historical periods showing key historical events or lives of significant people
- I know how crime and punishment has changed over a period of time.
- I know how Britain has had a major influence on the world.
- I know how the lives of wealthy people were different from the lives of poorer people.

A Year 6 historian

- I know that Britain was invaded on more than one occasion.
- I know that the Anglo-Saxons and Vikings were often in conflict.
- I know how to use a timeline to show when the Vikings raids started.
- I know why the Vikings often overpowered the Anglo-Saxons.
- I show on a map where the Vikings came from and where they invaded our country.
- I know that many Vikings came to our country as peaceful farmers.
- I research in order to find similarities and differences between two or more periods of history.
- I know how to place features of historical events and people from the past societies and periods in a chronological framework.
- I know about the main events from a period of history, explaining the order of events and what happened.
- I know that many of the early civilizations gave much to the world.