ST THOMAS MORE

VC ACADEMY

History Curriculum

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Intent, Implementation and Impact Statement

Intent

History has always been held in high regard at St. Thomas More VC Academy. We pride ourselves on our creative learning environment and classroom displays. The history curriculum at St. Thomas More makes full use of resources within the immediate and wider local area using the near, far model, enabling children to develop a deep understanding of the history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at St. Thomas More is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. The teaching of historical concepts is a fundamental part of our History curriculum. They are taught alongside the knowledge content, to allow children to analyse and interpret history. They are woven throughout the year groups to allow children to build upon and make connections with their prior learning, knowledge and skill to allow for a deeper understanding of the subject, ensuring children know more, remember more and can do more.

In addition, certain principles such as the use of evidence and interpretations of the past should feature in every topic as they are fundamental to understanding the past. In line with the national curriculum 2014, the curriculum at St. Thomas' aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Implementation:

History is taught in blocks throughout the year, so that children achieve depth in their learning. Consideration has been given to ensure progression across the substantive and disciplinary knowledge for each topic from EYFS to year 6, as well as progression in concepts such as Society, Religion and Belief, Conflict and Invasion and Power.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact:

Outcomes in history books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children are also asked what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips provide further relevant and contextual learning

Curriculum Planning

Long Term Plan

	Autumn Hull focus	Spring	Summer
Year 1	Changes in transport/local area (Year 2 to do this in 2025) HULL	Space Travel	Kings, Queens and Castles
Year 2	Amy Johnson HULL	The Great Fire of London (Year 2 to focus on Neil Armstrong in 2025 only)	Florence Nightingale
Year 3	Changes in the city HULL	The Tudors	Ancient Civilisations: Shang Dynasty
Year 4	Stone Age – Iron Age HULL	Anglo-Saxons	Egyptians (Year 5 spring swap 2025 – do Vikings)
Year 5	Romans HULL	Vikings (Year 4 summer swap 2025 – do Egyptians)	Ancient Greece
Year 6	WWII	Mayans	Slavery: William Wilberforce HULL

Concept Mapping

Across the history curriculum, children will be introduced to 4 main historical concepts: Society, Religion and Belief, Conflict and Invasion and Power.

Within these overarching concepts, other threads will be taught and built upon. Through the development of these concepts, children will have the tools to retrieve information from within their current history topic but also draw comparisons and recognize differences from across other periods of time studied.

		Settlement, Trade, Law, Civilisation, Social Structure	Religion and beliefs	War, Rebellion	Empire, Parliament, Democracy, monarchy
Autumn	Year 1	**Changes in transport** *How society affected by changes in transport*			
	Year 2	**Amy Johnson** • Know what we mean by the term famous and who Amy Johnson was (Societal norms)			
	Year 3	**Changes in the City** • There are different buildings in the town centre today • Shops in our local area have changed to reflect cultural diversity. • The use of buildings over time has altered due to a changing culture. • Parks have been part of people's leisure activities for hundreds of years.			
	Year 4	**Stone Age – Iron Age** • Know that the first people were hunter-gatherers • Know the Neolitic people learned to farm and could settle • Skara Brae is a neolithic village found in the Orkneys • Must Farm is a Bronze Age settlement and contains roundhouses		**Stone Age – Iron Age** In the Iron Age, people developed hillforts to defend their land	•
	Year 5	**Romans** • Roman mosaics can still be seen in museums in Hull. • Roman ideas still have an impact on Britain today.	**Romans** • Ancient Roman religion was a complex system of beliefs and practices centered on a pantheon of gods and goddesses.	**Romans** • The army were successful due to organisation, training and discipline. • Boudicca led a Celtic rebellion against the Romans. • The Romans defended the lands they had settled.	**Romans** • Claudius was a Roman Emperor who wanted to expand the Empire.

	Year 6	**Impact of World War II on Hull** • Rationing was introduced to ensure people had sufficient food. Women had to work in fields and factories to replace men called to war.		**Impact of World War II on Hull** • World War II began in 1939 and lasted until 1945. • Hull was the 3rd most damaged city during the Blitz. Operation Pied Piper involved mass evacuation.	**Impact of World War II on Hull** • Government propaganda encouraged people to behave in certain ways.

		Settlement, Trade, Law, Civilisation, Social Structure	Religion and beliefs	War, Rebellion	Empire, Parliament, Democracy, monarchy
Spring	Year 1	**Great Fire of London** Fire spread quickly because of wooden buildings			
	Year 2	**Space** *Both men and women have gone into space (societal norms)*			
	Year 3		**The Tudors** • Henry VIII broke away from the Catholic church and forms the Church of England. • When Mary I becomes queen she wants to reinstate the Catholic faith in England.		**The Tudors** • The Tudor monarchs are Henry VII, Henry VIII, Edward I, Lady Jane Grey, Mary I, Elizabeth I. • Henry VIII had six wives who were queen of England throughout the Tudor era.
	Year 4	**Anglo-Saxons and Scots** • There were a number of push and pull factors relating to migration. • Artefacts can tell us about what life was like in Anglo-Saxon times. • The discovery at Sutton Hoo changed people's understanding of the Anglo- Saxon age	**Anglo-Saxons and Scots** Anglo-Saxons converted from Paganism to Christianity.	**Anglo-Saxons and Scots** • Scots invaded England from Ireland.	**Anglo-Saxons and Scots** • England became a place of smaller kingdoms ruled by kings.
	Year 5	**Vikings** • Know that the Vikings came from the Scandinavian countries. • Know how Viking society was structured. • Know how the Vikings maintained law and order	**Vikings** Know that the Vikings converted to Christianity.	**Vikings** • Know that the Viking raids began in Lindisfarne and the events of this. • There was conflict between the kingdoms until they were unified under Aethelstan	**Vikings** • Know that under Viking rule there was a United Kingdom of England. • Know how the Vikings maintained law and order
	Year 6	**Mayans** • The Maya civilisation comes into being in Central America in 2000 BC.	**Mayans** • The Maya believed in many gods and goddesses. They thought that the gods/goddesses had a good side and a bad side and that they could help or hurt them.	**Mayans** • The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest.	

		Settlement, Trade, Law, Civilisation, Social Structure	Religion and beliefs	War, Rebellion	Empire, Parliament, Democracy, monarchy
Summer	Year 1	**Kings, Queens and Castles** • Kings and queens live in castles and palaces.		**Kings, Queens and Castles** • In the past, there would be battles to be king or queen.	**Kings, Queens and Castles** • Kings and queens are important people in England. • King Thomas III is our king. • Queen Elizabeth II was the longest reigning queen. • Queen Elizabeth I and Queen Victoria were queens of England in the past.
	Year 2	**Florence Nightingale** • Florence Nightingale made things better through clean hospitals.		**Florence Nightingale** • Florence Nightingale and Mary Seacole were nurses who helped soldiers in war. • Mary Seacole overcame challenges to help the soldiers.	
	Year 3	**Ancient Civilizations: Shang Dynasty** • The Shang dynasty is founded when Cheng Tang overthrows the Xia dynasty. He has the support of 40 other kingdoms.	**Ancient Civilizations: Shang Dynasty** • Their supreme god was called Shang Di, whom they believed communicated only with the king through his royal ancestors.	**Ancient Civilizations: Shang Dynasty** • In 1046 BC Slaves revolt in protest against cruel treatment and increasing taxes. The Shang dynasty is overthrown and replaced by the Zhou dynasty.	**Ancient Civilizations: Shang Dynasty** • In 1250 BC King Wu Ding begins his reign. • IN 1075 BC the last Shang king, Di Xin, begins his reign.
	Year 4	**Ancient Civilizations: Egyptians** • Rulers of Ancient Egypt were divided into families or dynasties led by a Pharoah.	**Ancient Civilizations: Egyptians** • Tutankhamun was a Pharoah and his tomb tells us about belief. • Mummification was used to enable Egyptians to reach the afterlife. • The Ancient Egyptians worshiped many gods and goddesses.		**Ancient Civilizations: Egyptians** • Rulers of Ancient Egypt were divided into families or dynasties led by a Pharoah.
	Year 5	**Ancient Greece** • Sparta and Athens were very different city-states	**Ancient Greece** • The Olympics began in Ancient Greece to honour Zeus. • Religion had an impact on all aspects of Greek life	**Ancient Greece** • Ancient Greece was comprised of a number of city states often in conflict	**Ancient Greece** • Democracy began in Ancient Greece but looked very different to today • Alexander the Great ruled over all of Ancient Greece and the empire he acquired.
	Year 6	**Slavery: William Wilberforce** • The Triangular Trade route was between Europe, Africa and the Americas. • Slavery has been a part of different cultures and how slaves were treated • Understand the legacy of slavery still impacts on today's society.	**Slavery: William Wilberforce** Wilberforce's Christian beliefs • affected his opinion of slavery		**Slavery: William Wilberforce** • Different views were held of slavery and it was ultimately abolished in 1834. • Know that Wilberforce, an MP, was instrumental in the abolition of slavery

Detailed Curriculum Plan

Key Stage One

	Autumn Hull focus	Spring Britain Focus	Summer Wider World Focus
Y1	**Curriculum focus -** Changes within living memory – Focus: changes in Transport in Hull / Beverley Road **Key concept –** Society **Big Question –** How has transport changed near my school?	**Curriculum focus –** Life of a significant individual / Changes beyond living memory- Focus: – Space Travel and exploration **Key concept –** Society **Big Question –** Who can go into space?	**Curriculum focus –** Life of a significant individual / Changes beyond living memory- Focus: – Kings and Queens of England. **Key concept –** Society and Power **Big Question –** Where do kings and queens live?
Y2	**Curriculum focus –** Life of a significant individual / Significant historical people in own locality – Focus: Amy Johnson **Key concept –** Society (women) **Big Question –** How can a pilot change the world?	**Curriculum focus -** Events beyond living memory that are significant nationally – Focus: Fire of London **Key concept –** Society (settlement) **Big Question –** Why did London burn and how was it saved?	**Curriculum focus -** Life of a significant individual / Changes beyond living memory- Focus: – Florence Nightingale **Key concept –** Conflict and Society **Big Question –** Was it just the men who went to war?

Key Stage Two

	Autumn Hull focus	Spring Britain Focus	Summer Wider World Focus
Y3	**Curriculum focus –** a local history study – Focus: Changes in Hull city centre **Key concept –** Society (settlement) **Big Question –** How has Hull City Centre changed?	**Curriculum focus –** changes in Britain from the Stone Age to the Iron Age – Focus: Changes in settlement **Key concepts –** Conflict and Settlement **Big Question –** How did Settlement change over time?	**Curriculum focus –** Achievement of the Earliest civilization – Focus - Ancient Egypt **Key concepts –** Society and Religion **Big Question –** Was everyone an Ancient Egyptian?
Y4	**Curriculum focus –** a local history study - Focus: Hull's fishing industry. **Key concept –** Society **Big Question –** What's so tough about fishing?	**Curriculum focus –** Roman Empire and its impact on Britain **Key concepts –** Conflict, Settlement and society **Big Question –** Why were the Romans successful invaders and how did they change Britain?	**Curriculum focus –** a non-European society that provides contrasts with British history – Focus - The Benin **Key concepts –** Society, Power and Conflict **Big Question –** Should the Benin Bronzes be returned?
Y5	**Curriculum focus –** a local history / a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Focus – World War II **Key concept –** Conflict and Society **Big Question –** How did a war overseas affect the people of Hull?	**Curriculum focus –** Britain's settlements by Anglo Saxons & Scots **Key concepts –** Conflict, Settlement and religion **Big Question –** Were the Dark Ages really dark?	**Curriculum focus –** Ancient Greece – a study of Greek life and achievements and their influence on the western world **Key concepts –** Society and Religion **Big Question –** What is the legacy of the Ancient Greeks?
Y6	**Curriculum focus –** a local history **Key concept –** Society **Big Question –** How did a man from Hull help free man from slavery?	**Curriculum focus –** the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **Key concept –** Conflict and Society **Big Question –** What did it mean for Britain when the Vikings arrived?	**Curriculum focus –** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Focus - Monarchy **Key concept –** Society, religion and Power **Big Question –** Who had the power?

Substantive Knowledge Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• In the past, people travelled on trams. • Horses, carts and carriages were used to move goods and people. • Bicycles have changed over time. • Cars look very different today. • Before people went into space, animals were sent to space. • Neil Armstrong was the first man on the moon • Astronauts took pictures of the Moon. • Helen Sharman was the first British astronaut in space. • Tim Peake was the first British astronaut to visit the International Space Station. • Know that kings and queens are important people in England • King Thomas III is our king • Queen Elizabeth was the longest reigning monarch • Queen Victoria and Queen Elizabeth I were queens from the past • In the past, people have become king by force. • Kings and queens live in castles and palaces	• Know facts about Amy Johnson's life including why she is famous • Know facts about Amy's plane, including its name • Know where Amy travelled to • Know how we know about Amy Johnson today • Bessie Coleman was another famous female pilot of the time who overcame many obstacles. (diversity) • Know that what happened to Amy Johnson remains a mystery • Know why the Great Fire of London happened. • Know that the fire started in Pudding Lane in on the 2nd September 1666 and burned for 4 days. • Know what effect the fire had on the city. • Know that the fire spread quickly because of the wooden buildings in London. • Know that Samuel Pepys kept a diary at the time of the fire. • Know some ways that firefighting has changed over time. • Florence Nightingale and Mary Seacole were nurses who helped soldiers during the war. • Florence and Mary lived over 100 years ago	• There are different buildings in the town centre today and buildings from different time periods. • Identify ways in which Beverley Road and city centre have changed. • Identify some of the ways that the shops have changed to reflect cultural diversity. • Ways the use of buildings in town have altered – banks into shops/coffee shops • Parks have been part of people's leisure activities for hundreds of years. • The first people were hunter-gatherers • The Neolithic people settled and farmed • Skara Brae is a neolithic village in the Orkneys • Must Farm is a Bronze Age Settlement and contains roundhouses • In the Iron Age people developed hillforts to defend their land • Rulers of Ancient Egypt were divided into families or dynasties led by a Pharoah. • Tutankhamun was a Pharoah and his tomb tells us lots about belief • Carter was an Egyptologist who led the excavation of Tutankhamun's tomb.	• Fishing was a major industry for Hull with many workers centred around Hessle Road. • The docks developed with Alexandra Dock becoming the largest dock. • Deep-sea fishing was a dangerous job • The Triple Trawler Disaster caused change to improve safety at sea. • Lilian Bilocca, (who led the Headscarf Revolution) campaigned for better safety on trawlers. • Know who Claudius was and why he invaded Britain. • The army were successful due to their organisation, training and discipline • Boudicca led a rebellion against the Romans • Hadrian's Wall was built to defend England from the Picts • Roman ideas still have an impact on Britain today • Know who the Benin were and where and when they lived. • Much of what is known about the Benin is from artefacts • Obas were kings of the Benin people • The Benin kingdom grew and trade began with other people • The Benin empire came to an end when the British army invaded.	• World War II began in 1939 and lasted until 1945 • Hull was the 3rd most damaged city during the Blitz which began in 1940 and lasted until May 1941. • Operation Pied Piper involved mass evacuation • Rationing was introduced to ensure people had sufficient food. • Propaganda encouraged people to behave in certain ways. • Women had to work in order to replace men called to war. • The Anglo Saxons came to England in 410 from Germany and Denmark. • The Scots invaded from Ireland • England became a place of smaller communities and not big towns again with kings ruling over them • The discovery and contents of the Sutton Hoo treasures • Anglo-Saxons worshiped many gods. • Anglo-Saxons were pagan but converted to Christianity • Ancient Greece was composed of a number of city states who were often in conflict with each other • Although both city states in Ancient Greece,	• The Triangular Trade route was between Europe, Africa and the Americas • Know how slavery has been a part of different cultures and how slaves were treated • Know that William Wilberforce was instrumental in the abolition of slavery • Different views were held of slavery and it was ultimately abolished in 1834 • Understand the legacy of slavery still impacts on today's society. • Vikings came to England from the Scandinavian countries to conquer and settle beginning in 793. • Lindisfarne was the site of the first invasion. • Know how Viking society was structured • Know how the Vikings maintained law and order • Know about the daily life of the Viking people, including religion • There was conflict between the kingdoms until they were unified under Aethelstan • William of Normandy was the last to invade Britain in 1066 • There were 4 contenders for the English throne in 1066 • Henry VIII broke from the Catholic Church in 1534

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• Florence Nightingale made the hospitals better through better hygiene and clean bandages • Florence Nightingale was known as the 'The Lady with the Lamp' • Mary Seacole was born in Jamaica • Mary Seacole had to overcome challenges to nurse the soldiers	• Mummification was used to enable Egyptians to reach the afterlife • The Ancient Egyptians worshiped many different gods.		Sparta and Athens were very different • Democracy of Ancient Greece compared to that of now • Ancient Greek Olympics were part of a festival to honour Zeus and how they differ/are similar to today • Religion had an impact on all aspects of Ancient Greek life • Alexander the Great ruled over all of Ancient Greece and the empire he had acquired.	• The War of the Roses was fought between the houses of Yorkshire and Lancashire • The English Civil War lasted from 1642 – 1651 and was fought between the Royalists and Cavaliers • Queen Victoria ruled over the largest empire in the world.

Disciplinary Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	**Three & Four Year olds:** • Begin to make sense of the own life story and family's history **Reception:** • Comment on images of familiar situations in the past • Compare and contrast characters from stories , including figures from the past **ELG:** • Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• I can label timelines with words such as: past, present, older and newer. • I can recount changes that have occurred in my own life. • I can place events and some artefacts on a timeline. • I can sequence 3 or 4 pictures that show events in space travel.	• I can place events and artefacts about Amy Johnson on a timeline. • I can place events, artefacts and historical figures on a timeline. • I can use dates where appropriate. • I can place events, artefacts and people on a timeline. • I can begin to use some dates where appropriate.	• I can sequence several pictures which show the development of Hull City Centre. • I can place ages in order of time and understand the meaning of their names. • I can place artefacts within their correct age. • I can place events, artefacts and historical figure on a timeline using dates.	• I can sequence key events in Hull's Fishing industry, placing these on a timeline. • I can place events, artefacts and historical figures on a timeline, using dates and time. • I can use dates and terms accurately in describing events and people of the Benin Empire.	• I can use dates and terms accurately in describing events. • I can describe the main changes in a period of history. • I can use dates accurately in describing events and people. • I can place events, artefacts and historical figures on a timeline using dates. • I can use BCE and CE.	• I can sequence events leading up to and including the abolition of slavery on a timeline. • I can use relevant terms and dates. • I can use dates accurately in describing events and people. • 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 look at sources and ask some questions about what I can see.	• I can observe or handle some evidence to ask questions and find answers to	• I can distinguish between different sources which show hoe Hull has changed over	• I can use a range of evidence to reconstruct life for trawler men at sea.	• I can use sources of information to form conclusions about the past. • I can explain that	• I can consider ways of checking the accuracy of interpretations – fact or fiction and

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• With support, I can observe or handle some evidence to ask questions about the past. • I can look at photographs of space explorers and answer questions relating to them. • I can use stories to help know the difference between fact and fiction.	questions. • 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 observe or handle evidence to ask questions and find answers to questions about the past.	time. • 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. • 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 begin to evaluate the usefulness of different sources when finding out about the Trawling industry. • I can suggest more than one suitable source for historical enquiry. • I can begin to discuss the reliability of sources. • I can use sources of evidence to deduce information about what the Benin Empire was like.	no single source of evidence gives the full answer to questions about the past. • I can use sources of evidence, in particular Sutton Hoo discovery, to deduce information about the Saxons. • I can suggest suitable sources for historical enquiry. • I can discuss bias in evidence relating to the rule of Alexander the Great.	opinion and why these might show bias. • I can describe the path to abolition using a range of evidence from different sources. • 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 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 discuss causes that lead to transport changing. • I can begin to explain why monarchs built castles and what the effects of these. • I can begin to say why people went into space.	• I can explain some reasons why Amy Johnson flew. • I can explain the causes of the Great Fire of London and what the effects were. • I recognise reasons why Florence Nightingale acted as she did and what the effects	• I can say why the City Centre has changed and the effect this has had on the buildings. • I can suggest causes and consequences of the main events within prehistory such as agriculture and migration. • I can suggest causes and consequences of	• I can look for links and effects between Triple Trawler Tragedy and changes to health and safety at sea. • I can identify some reasons for the decline of the fishing industry. • I can suggest and evaluate causes and consequences of some of the main	• I can describe some of the causes and consequences of World War 2 on the city of Hull. • I can describe causes of invasion in Britain and what the consequences were. • I can suggest causes and consequences of some of the main	• I can describe the reasons for the slave trade and its consequences along with its subsequent abolition recognising not all people held these views. • I can describe causes of invasion in Britain and what the consequences were.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			of these actions were.	some of the main events within Ancient Egypt.	events and changes in Britain when the Romans invaded. • I can describe causes of events and their consequences in Benin.	events and changes in Greece and use evidence to support my answers.	• I can describe the some of the causes of changes in monarch. I can describe the consequences/ effects of these.
Change and Continuity	•	• I can say which things in my local area have stayed the same and which things have changed overtime. • I can describe changes and historical events. • I can describe some ways in which space travel has changed.	• I can describe how planes have changed and how they have continued over time. • I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. • I can describe changes that were brought about by Florence Nightingale and the improvements they led to.	• I can describe how the city of Hull has changed over time and what has stayed the same. • With support, I can begin to explain the concept of change over a long period of history. • I can begin to explain the concept of change over a long period of history.	• I can identify some of the ways in which the industry changed over time. • I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. • I can identify periods of rapid change in history. • I can explain the concepts of continuity and change over time.	• I can identify periods of rapid change in history and contrast them with times of relatively little change. • 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. • I can explain the concept of change over time and represent this with evidence.	• I can identify changes in people's views towards slavery and why these happened analysing in terms of social, political and religious reasons. • 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 identify changes in monarchy and shifts in power. • I can analyse why these changes happened using terms such as: social, religious, political and cultural.
Similarity and Difference	•	• I can compare my local area using pictures from the past and present. • I can compare similarities/ differences between castles.	• I can use pictures and written evidence to find out about the life of Amy Johnson. • I can use artefacts and diary entries to compare similarities and	• I can recognise the difference between the past and present in the lives of people from Hull. • I can describe similarities and differences	• I can compare the developments within the trawling industry and what difference this made to lives. • I can describe different versions of	• I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. • I can compare	• Can compare similarities and differences between the views of abolitionists and anti-abolitionists. • I can compare similarities and

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• I can say how space travel is different now to in the past.	differences. • I can identify some of the different ways the past has been represented. • I can identify differences between hospitals now and in the past.	between the Stone Age, Bronze Age and Iron Age. • I can compare homes in the past and present, • I can compare the similarities and differences • between the new and old kingdoms of Ancient Egypt.	the Iceni rebellion, explaining reasons why the account may differ • I can compare civilisations and cultures. (Benin and Egyptians)	similarities and differences between Anglo-Saxon and Roman culture. • I can describe the social, ethnic, cultural and religious diversity of the past and how the City States differed.	differences between Anglo-Saxon and Viking culture. • I can compare similarities and differences in the reigns of monarchs over time. • I can compare the main changes in a period of history with the present day.
Historical Significance	•	• I can name some transport from the past. • I can begin to talk about key events of a significant king/queen or castle. • I can talk about Neil Armstrong landing on the Moon.	• I can describe and begin to talk about key events in the life of Amy Johnson. • I can describe significant people from the past and explain why they are important. • I can name a famous nurses. • I can describe events from the life of Florence Nightingale and explain why they are important.	• I can describe events and periods using the dates of when things happened • I can suggest suitable sources of evidence to find out about significant people/events. • I can discuss how uncovered settlement tells us more about the past. • I can suggest suitable sources of evidence for historical enquiries. • I can discuss the part archaeologists have had in helping us to understand more about the past (Carter)	• I can discuss the impact Lilian Biloca had on the trawling industry. • I can discuss how the Roman army were able to successfully invade Britain. • I can describe the characteristic features of the past, including ideas and beliefs.	• I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can describe the social and cultural significance of a past society. • 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).	• I can describe the social, ethnic, cultural or religious diversity of past society. • I can describe the social and cultural significance of a past society. • 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.

Progression in Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Early, modern, • order, • sequence, • tram, • carriage, • cart • Space, • travel, • Apollo 11, • landing, • technology, • astronaut, • evidence, • famous, • flight, • space, • mission launch, • Space Race • king, • queen, • monarch, • coronation, • attack, • protect, • defend, • Battle of Hastings, • William the Conqueror, • Buckingham Palace, • Windsor Castle.	• flight, • pilot, • solo, • journey, • fly, • world, • record • Fire, • Pudding Lane, • diary, • evidence, • Samuel Pepys, • Thames • challenges, • healer, • nurse, • Crimea, • medicine, • field hospital, • soldiers, • battle, • prejudice	• City, • change, • development, • decrease, • decline, • architecture • Pre-history, • Stone Age, • Neolithic, • Bronze Age, • Iron Age, • Pharoah, • ancient, • tomb, • mummy, • mummification, • excavation, • worship, • afterlife	• Headscarf, • Fishermen, • Trawlers, • City, • Actions, • Protest, • Whaler, • Gaul, • Revolution, • Arctic Corsair • Army, • empire, • discipline, • Boudicca, • Iceni, • Hadrian's Wall, • rebellion, • Picts, • Impact • civilization, • hierarchy, • Oba, • Obisa, • Ohen, • artefacts, • trade, • animists, • brass, • Golden Age,	• Home front, • Blitz, • Operation Pied Piper, • evacuation, • air raid, • rationing, • propaganda • settlement, • migration, • invasion, • conquest, • raiding, • Archaeologist, • Shields, • invaders, • tribes, • invade, • kingdom, • Sutton Hoo • ancient, • City State, • civilizations, • democracy, • empire, • legacy, • Philosopher, • Athenians, • University, • Spartan, • hoplite, • City State, • Olympian	• Abolitionists, • Triangular trade, • rebellion, • Human rights, • freedom, • oppression, • abolition, • trade, • plantation, • Caribbean, • emancipation • settlement, • migration, • invasion, • conquest, • raiding, • Archaeologist, • Shields, • invaders, • Britain, • invade, • kingdom, • longship, • outlawed, • pagans, • pillaged, • raid, • wergild • Monarchy, • divine right of kings, • Parliament, • Reformation, • Civil War, • Royalists, • Cavaliers, • empire, • dissolution, • break from Rome

Learning Sequence

Foundation Subject Strategy

The following teaching sequence supports the embedding of key concepts in their long-term memory whilst checking pupils' understanding effectively, and identify and correct misunderstandings so that children will …

Know more, remember more and be able to do more.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
First Lesson		Post quiz for previous unit	Post quiz for previous unit	Post quiz for previous unit	Post Quiz from previous unit	Post Quiz from previous unit
	Retrieval from your last academic year (Tick and Fix)	Retrieval from last academic year / Half term (Tick and Fix)	Retrieval from Autumn units (Tick and Fix)	Retrieval from Autumn/Spring 1 units (Tick and Fix)	Retrieval from Autumn / Spring (Tick and Fix)	Retrieval from Autumn / Spring / Summer 1 (Tick and Fix)
	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)	Brain Buzz (in floor book or on working wall)
	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning	Share Knowledge Mat for new learning
Weekly Lessons Dig Deeper	Teaching of unit content Each lesson to have retrieval practice to previous lesson					
Last Lesson	Remaining content	Remaining content	Remaining content	Remaining content	Remaining content	Remaining content
	Double Page Spread	Double Page Spread	Double Page Spread	Double Page Spread	Double Page Spread	Double Page Spread

First Lesson retrieval practice should be from the previously taught units of that subject, that year e.g. the first lesson in History in Summer 2 should retrieve knowledge from all History units taught that academic year.

If this is the first time you are teaching that subject in the academic year, retrieval should be from the previous academic year's learning. E.g. Autumn 1 history retrieving history from the previous year.

Early Years

Children in the Early Years Foundation Stage at St Thomas are immediately exposed to a high quality environment that allows them the freedom to explore and develop their own interests whilst being supported by adult interaction. Their innate curiosity about the world and the people living in it enables staff to explore crucial early historical skills which form building block for the history curriculum in year 1.

As they enter EYFS, children will be increasingly aware of routines within their day which will extend to cover those within school. They will know that the world around them changes with the seasons and that there are key events which are celebrated throughout the year. They will recognise that these changes impact on their own lives in different ways.

Within the EYFS setting, a timeline supports their knowledge of key events and charts the changing of the seasons. Throughout the year, these seasonal changes are evident within displays and continuous provision. There is a birthday display and celebrations across the year are identified.

Each day, children are involved in the chronology of looking at the days of the week.

Three and Four Year olds	Understanding the World		• Begin to make sense of the own life story and family's history
Reception	Understanding the World		• Comment on images of familiar situations in the past • Compare and contrast characters from stories , including figures from the past
ELG	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key theme	**Let's find out all about me.**	**Let's Celebrate!**	**Let's explore adventure through colour, darkness and the light.**	**Let's go on a journey.**	**Let's find out what's growing outside.**	**Let's find out who can help us.**
Related content	To know how they have changed	Comment on images of familiar situations in the past Know similarities and differences about things in the past and now	Comment on images of familiar situations in the past Know similarities and differences about things in the past and now	Know similarities and differences about things in the past and now	Know similarities and differences about things in the past and now	Have more independence in exploring artefacts and using in imaginative play
Activities	Sequence images that show life cycle Order their day in school and at home	Knowing why we celebrate. How Christmas celebrations were different in the past Poppy making Sequencing the Christmas Story	Know about pancake day origin – make pancakes	Go on a walk – what things in our local area are old and which are new Sequencing the Easter Story	Look at how things in a garden used to be different Observe how plants change over time	Look at images of transport in the past and comment Sort transport into past and present Look at images of nurses/firefighters etc in the past
Related Texts **(sequencing texts will be on-going)**		The Nativity Good Night Moon	Owl babies Whatever Next	Rosie's Walk The Easter Story	I am the Seed that grew the tree.	Suddenly The Three Little Pigs

Year 1

	Autumn - Hull focus	Spring	Summer
	Changes in transport/local area	Space Travel	Kings, Queens and Castles
Substantive knowledge (Know and remember)	• In the past, people travelled on trams. • Horses, carts and carriages were used to move goods and people. • Bicycles have changed over time. • Cars look very different today.	• Before people went into space, animals were sent to space. • Neil Armstrong was the first man on the moon • Astronauts took pictures of the Moon. • Helen Sharman was the first British astronaut in space. • Tim Peake was the first British astronaut to visit the International Space Station.	• Know that kings and queens are important people in England • King Thomas III is our king • Queen Elizabeth was the longest reigning monarch • Queen Victoria and Queen Elizabeth I were queens from the past • In the past, people have become king by force. • Kings and queens live in castles and palaces
Key Vocabulary	Early, modern, order, sequence, tram, carriage, cart	Space, travel, Apollo 11, landing, technology, astronaut, evidence, famous, flight, space, mission launch, Space Race	king, queen, monarch, coronation, attack, protect, defend, Battle of Hastings, William the Conqueror, Buckingham Palace, Windsor Castle.

	Chronology	**Evidence and Interpretation**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Local Area	I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life.	I can look at sources and ask some questions about what I can see.	I can discuss causes that lead to transport changing.	I can say which things in my local area have stayed the same and which things have changed overtime.	I can compare my local area using pictures from the past and present.	I can name some transport 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 effects of these.	I can describe changes and historical events.	I can compare similarities/ differences between castles.	I can begin to talk about key events of a significant king/queen or castle.
Space Travel	I can sequence 3 or 4 pictures that show events in space travel.	I can look at photographs of space explorers and answer questions relating to them. I can use stories to help know the difference between fact and fiction.	I can begin to say why people went into space.	I can describe some ways in which space travel has changed.	I can say how space travel is different now to in the past.	I can talk about Neil Armstrong landing on the Moon.

History Year 1 Knowledge Mat

Enquiry Question: How has transport changed near my school?

Key knowledge
Concepts: Society
In the past, people travelled on trams
Horses, carts and carriages were used to move people and goods
Bicycles have changed over time
Cars look very different today

Vocabulary

Tram

Horse and Cart

Horse and Carriage

Penny Farthing

The first car

Prior Learning
Changes can happen over time.
Things change as technology gets better (toys)

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about their local area and the transport that they can see. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	In the past, people travelled on trams	I can name some transport from the past. I can say which things in my local area have stayed the same and which things have changed overtime. I can label timelines with words such as: past, present, older and newer.	Children will recognise a picture of a tram and know that it was used as a method of travel for people in the past.	Look at a variety of pictures from the local area in the past, including some with trams. Compare pictures from the past and name some of the transports from the past. Discuss which are still used today. Draw and label a tram.
3	Horses, carts and carriages were used to move people and goods	I can name some transport from the past I can discuss causes that lead to transport changing. I can label timelines with words such as: past, present, older and newer.	From a selection of images, children will be able to identify the ways in which people and goods travelled: horses, carts and carriages.	Look at a variety of sources, including pictures and ask questions about the transport in them and their purpose / use as well as why we do/do not use them today. Begin to sort these onto a simple timeline. Create a poster to show how different transport was used.
4	Bicycles have changed over time.	I can look at sources and ask some questions about what I can see. I can name some transport from the past. I can discuss causes that lead to transport changing.	Children will be able to sequence bikes on a timeline to show how they have changed over time.	Look at a variety of sources to explore different types of bikes and make comparison between then and now. Discuss why they have changed over time. Visit streetlife museum to view the bicycle exhibition. Place different bikes on a simple timeline.
5	Cars look very different today	I can look at sources and ask some questions about what I can see. I can name some transport from the past. I can discuss causes that lead to transport changing.	Children will be able to sequence cars on a timeline to show how they have changed over time.	Show children pictures of the first car. What is different and what is the same about cars then and now. Give children set of cars and ask them to order them from earliest to most modern. Create a simple Venn diagram to look at what is the same and what is different about cars in the past and present.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			

Spring Term

History Year 1 Knowledge Mat

Enquiry Question: Who can go into space?

Key knowledge
Concepts: Society
Animals have been into space.
Neil Armstrong was the first man on the moon.
Astronauts took pictures on the Moon
Helen Sharman was the first British astronaut
Tim Peake visited the International Space Station.

Prior Learning
Changes can happen over time.
Important events have happened in the past.

Vocabulary

Laika – the first dog in space

Neil Armstrong – the first man on the moon.

Apollo 11 – the rocket that flew to the Moon

Helen Sharman– the first British astronaut in space

Astronaut – someone trained to travel into space.

Tim Peake – a British astronaut

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Session	Key Knowledge	Key Skills	Outcome	Lesson suggestion / ideas
1	Retrieval from last Autumn 1 unit - How has transport changed near my school? (Tick and Fix) Complete Brain Buzz to explore what the children already know about space and space travel. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Animals have been into space.	I can sequence 3 or 4 pictures that show events in space travel. can look at photographs of space explorers and answer questions relating to them. I can use stories to help know the difference between fact and fiction. I can begin to say why people went into space	Children will be able to say which animals went into space and sequence images to show the order in which they did so.	Find out and describe how Laika went into space and how she trained. Explore other animals (Monkey and cat) that tried to go to space. Sequence pictures onto the timeline of when these animals tried to enter space.
3	Neil Armstrong was the first man on the moon. Astronauts took pictures on the moon.	I can sequence 3 or 4 pictures that show events in space travel. I can look at photographs of space explorers and answer questions relating to them. I can begin to say why people went into space	Children can sequence the events of Neil Armstrong's life and place him onto the timeline of when he went into space.	Sequence the events of Neil Armstrong's life and place him onto the timeline of when he went into space. Create a picture of Neil Armstrong in space and what he could see from his camera.
4	Helen Sharman was the first British astronaut. Tim Peake visited the International Space Station.	I can look at photographs of space explorers and answer questions relating to them. I can begin to say why people went into space I can describe some ways in which space travel has changed I can say how space travel is different now to the past	Children can explain why they went into space. Children can say how travel to space was different for two different astronauts.	Look at and compare photographs from Helen Sharman and Tim Peake's space travels. Fact files and job descriptions for both astronauts - where they are from and why they went into space.
5	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer Term

History Year 1 Knowledge Mat

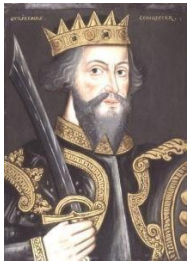
Enquiry Question: Where do kings and queens live?

Key knowledge
Concepts: Society and Power
Kings and queens are important people in England.
King Charles III is our king.
Queen Elizabeth II was the longest reigning queen.
Queen Elizabeth I and Queen Victoria were queens of England in the past.
In the past, there would be battles to be king or queen.
Kings and queens live in castles and palaces.

Prior Learning
Changes can happen over time.
Important events have happened in the past.

King Thomas III – our king

Monarch – a king or queen



William the Conqueror inv aded Britain and became king.

Windsor Castle

Vocabulary

Coronation – a special ev ent where a monarch is crowned

Buckingham Palace – the home of the king in London

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Session	Key Knowledge	Key Skills	Outcome	Lesson suggestion / ideas
1	Retrieval from Autumn - **How has transport changed near my school?** And Spring – Who can go to space? (Tick and Fix) Complete Brain Buzz to explore what the children already know about monarchy / kings / queens in the UK or their own country. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Kings and queens are important people in England. King Thomas III is our king. Queen Elizabeth II was the longest reigning queen.	**Change and Continuity -** I can describe changes and historical events. **Chronology -** I can place events and some artefacts on a timeline.	Children can name and identify kings and queens and place them onto the timeline to show their reign and order. Children can describe the differences from a queen to and king's reign	Look at and name some key kings and queens of England and place them in order on a timeline. How can we see whether they are monarchs from the past or recent times. Compare key events about the kings or queens for what they did. Describe the change of moving from a Queen to a king and QE long reign.
3	Queen Elizabeth I and Queen Victoria were queens of England in the past.	I can describe changes and historical events. 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.	Children can explain how kings and queens came to reign and ask questions about how they did this.	Look at images of Victoria and Elizabeth and identify similarities and differences. Look at clothes/family/duties etc Look at key events that happened in their long reigns through pictures. E.g. Coronation, invention of phone, lightbulb, computers etc. Sort.
4	In the past, there would be battles to be king or queen.	I can describe changes and historical events. 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.	Children will recognise that kings would lead soldiers int battle to win the crown. They will know that the throne is passed on through the family line.	Show children pictures of William the Conqueror, Henry VIII and George II ready for Batte/going into battle. What is happening and why? Look at current monarchy's family tree and line of succession.
5	Kings and queens live in castles and palaces.	I can begin to explain why monarchs built castles and what the effects of these are. I can compare similarities/ differences between castles. I can begin to talk about key events of a significant king/queen or castle.	Children to explain why monarchs built castles. Children can compare different types of castle using their features	Look at the different castles and identify similarities and differences between them. Look at why kings and queens needed a castle and the key features - Outer defences, moat, Walls, towers, gatehouses, drawbridges, etc. Children to design/make a castle for a king or queen and say why they have designed/made it like that.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 2

	Autumn - Hull focus	Spring	Summer
	Amy Johnson	Great Fire of London	Florence Nightingale
Substantive knowledge (Know and remember)	• Know facts about Amy Johnson's life including why she is famous • Know facts about Amy's plane, including its name • Know where Amy travelled to • Know how we know about Amy Johnson today • Bessie Coleman was another famous female pilot of the time who overcame many obstacles. (diversity)	• Know why the Great Fire of London happened. • Know that the fire started in Pudding Lane in on the 2nd September 1666 and burned for 4 days. • Know what effect the fire had on the city. • Know that the fire spread quickly because of the wooden buildings in London. • Know that Samuel Pepys kept a diary at the time of the fire. • Know some ways that firefighting has changed over time. •	• Florence Nightingale and Mary Seacole were nurses who helped soldiers during the war. • Florence and Mary lived over 100 years ago • Florence Nightingale made the hospitals better through better hygiene and clean bandages • Florence Nightingale was known as the 'The Lady with the Lamp' • Mary Seacole was born in Jamaica • Mary Seacole had to overcome challenges to nurse the soldiers
Key Vocabulary	flight, pilot, solo, journey, fly, world, record	Fire, Pudding Lane, diary, evidence, Samuel Pepys, Thames	challenges, healer, overcome, nurse, Crimea, medicine, field hospital, soldiers, battle, prejudice

	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Amy Johnson	I can place events and artefacts about Amy Johnson on a timeline.	I can observe or handle some evidence to ask questions and find answers to questions.	I can explain some reasons why Amy Johnson flew.	I can describe how planes have changed and how they have continued over time.	I can use pictures and written evidence to find out about the life of Amy Johnson.	I can describe and begin to talk about key events in the life of Amy Johnson.
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 effects 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.
Florence Nightingale	I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I recognise reasons why Florence Nightingale acted as she did and what the effects of these actions were.	I can describe changes that were brought about by Florence Nightingale and the improvements they led to.	I can identify differences between hospitals now and in the past.	I can describe events from the life of Florence Nightingale/Mary Seacole and explain why they are important. I can name a famous nurse.

Autumn Term

History Year 2 Knowledge Mat

Who was Amy Johnson?

Key knowledge
Concepts: Society
Know what we mean by the term 'famous' and who Amy Johnson was.
Know that Amy Jonson's plane was called Jason
Know that Amy Johnson flew from England to Australia
Know that Bessie Coleman was another famous female pilot.
Know that what happened to Amy Johnson is still a mystery.

Vocabulary	
Famous	Someone who is known about by many people.
pilot	A person who operates an aircraft
Amy Johnson	A famous female pilot
Jason	The name of Amy's Gipsy Moth aeroplane
Journey	To travel somewhere
Past	Before
Present	Now
Achievement	Something accomplished by special effort

Prior Knowledge–

We know that transport changed over time

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Session	Key Knowledge	Key Skills	Outcome	Lesson suggestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about Amy Johnson Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know what is meant by the term famous. Know who Amy Johnson was and that her plane was called Jason	I can place events and artefacts about Amy Johnson on a timeline. I can describe and begin to talk about key events in the life of Amy Johnson.	Children will be able to describe Amy Johnson as a pilot from Hull who had a plane called Jason.	Show children some artefacts/images which link to Amy Johnson, e.g. goggles, plane. Use clues to find out who she is. Look at pictures of Amy Johnson and make inferences about her and why she is famous. Create a timeline of her life.
3	Know that Amy Johnson flew from England to Australia.	I can explain some reasons why Amy Johnson flew.	Children will be able to identify London and Australia on a map and know about the journey she took. They will identify why she became a celebrity.	Look at a world map and locate London and Australia. Identify hazards on the journey and how she overcame them. Look at sources which show her fame, e.g. newspaper reports. What made Amy so famous? Make a fact file for Amy.
4	Know that what happened to Amy Johnson is still a mystery.	I can describe and begin to talk about key events in the life of Amy Johnson.	Children will know that Amy Johnson's death is a mystery. They will be able to use evidence to say what might have happened to her.	Explain that Amy Johnson disappeared when she was flying over the Thames and that what happened is a mystery. Look at opinions about what happened to Amy Johnson and children to begin to say what they think coud have happened. Fill in a detective file. I think Amy …
5	Know that Besie Coleman was a famous pilot	I can describe and begin to talk about key events in the life of Bessie Coleman.	Children will know the key events in the life of Bessie Coleman. They will know that she faced challenges due to gender and race.	Share the life story of Bessie Coleman and her determination to fly. Look at the challenges which she faced and how she overcame them. Sequence the events in her life. In what ways was she similar/different to Amy Johnson.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Spring Term

History Year 2 Knowledge Mat

Enquiry Question:

Why did London burn and how was it saved?

Key knowledge
Concepts: Society (settlement)
The Great Fire of London happened because an oven was left on.
The fire started in Pudding Lane on the 2nd September 1666.
Know what effect the fire had on the city.
The fire spread quickly because of the wooden buildings in London.
Samuel Pepys kept a diary at the time of the fire.
Know some ways that firefighting has changed over time.

Vocabulary	
Pudding Lane	The fire started here in the bakery
Thomas Farriner	The owner of the bakery
Samuel Pepys	Famous for his diary writing which included the events of the great fire
Leather buckets	These were used to fetch water from the Thamesin order to try and put out the fire
Plague	A terrible disease that is sometimes known as the Black Death which spread in London just before the fire broke out
Thames	The river that runs through London and where they got the water to try and put out the fire

Prior Learning
Important events in history are recorded in different ways.

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about The Gret Fire of London Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	The Great Fire of Londin started because an oven was left on. It started in Pudding Lane on 2nd September 1666.	I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate. I can explain the causes of the Great Fire of London and what the effects were.	Children will know what London was like in 1666 and some of the key events of the Great Fire. They will be able to place events in a chronological order.	Look at pictures of London before the Great Fire and ask children to describe them to a partner. How do we know these pictures are of the past? Share the story of the Great Fire and put the events into a chronological order.
3	Samuel Pepys kept a diary at the time of the fire.	I can place events, artefacts and historical figures on a timeline. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). I can use artefacts and diary entries to compare similarities and differences. I can describe significant people from the past and explain why they are important.	Children will know who Samuel Pepys was and what he did. They will be able to share some of the things that his diary tells us and know that because he wrote at the time, his diary is important and trusted.	Look at an image of Samuel Pepys. Is this a picture of someone from the past or the present? How do we know? Explain key facts about Samuel Pepys and that he kept a diary. Share some of the entries and what they tell us about the fire and its effects. Look at different sources and decide whether they would be helpful or unhelpful. Sort.
4	The fire spread quickly because of the wooden buildings in London Know what effect the fire had on the city	I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate. I can explain the causes of the Great Fire of London and what the effects were.	Children will know that the wooden houses of London allowed the fire to spread rapidly. They will know that because there was no fire brigade people put out the fire by pulling down houses. They will be able to name some effects of the fire.	Look again at the buildings of London. How are they made? What can the children say about the way they are built? (So closely together) Why did it spread quickly? Think also about weather (dry, hot and windy) Look at how fires would be put out today. Discuss possible ways to put the Great Fire out. Show images of people with buckets/pulling homes down with hooks etc. Write an instruction leaflet for stopping a the Great Fire.
5	Know some ways that firefighting has changed over time	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	Children will be able to give examples of how the fire brigade has developed over time.	Invite the fire brigade in to talk about how they help people today. Order images that show the development of the fire brigade, its equipment and uniform.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer Term

History Year 2 Knowledge Mat

Enquiry Question:

Was it just men who went to war?

Key knowledge
Concepts: Cause and Consequence
Florence Nightingale and Mary Seacole were nurses who helped soldiers in war.
Florence and Mary lived over 100 years ago.
Florence Nightingale made things better through clean hospitals.
Florence Nightingale was known as the 'Lady with the Lamp'
Mary Seacole was born in Jamaica
Mary Seacole overcame challenges to help the soldiers.

Vocabulary	
Crimea	A country in Europewere British soldiers were sent to fight in a war.
Field hospital	A hospital that is on a battlefield
Soldiers	People who fight for their country in the army.
Battle	A fight between two armies using weapons
Prejudice	A feeling about a person because of where they come from or their religion
Hygiene	The way we care for ourselves by keeping clean

Prior Learning

Women have an important place in history– Amy Johnson

Bessie Coleman faced and overcame challenges to become a pilot.

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about Florence Nightingale Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Florence Nightingale and Mary Seacole were nurses who helped soldiers during the war. Florence and Mary lived over 100 years ago Florence Nightingale was known as the 'The Lady with the Lamp'	I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate. I can describe events from the life of Florence Nightingale and explain why they are important. I can name a famous nurse.	Children will know that Florence Nightingale was a nurse during the Crimean War and that she was known as the Lady with The Lamp.	Show children images of Florence Nightingale. What can they infer about her (rich family, . Share information about the life and work of Florence Nightingale and place her in a chronology. Sequence the key events of her life story.
3	Florence Nightingale made the hospitals better through better hygiene and clean bandages	I recognise reasons why Florence Nightingale acted as she did and what the effects of these actions were. I can identify differences between hospitals now and in the past.	Children will be able to give examples of how hospitals were improved through the work of Florence Nightingale. Children will be able to say how soldiers were impacted by her work.	What do we need when we are poorly or in hospital? Think about what helps us to get better. Share BBC Bitesize clip with children. Talk about the ways in which she improved the lives of soldiers at war. Create a poster to show what changes Florence made to the hospitals. Sort before and after pictures.
4	Mary Seacole was born in Jamaica Mary Seacole had to overcome challenges to nurse the soldiers	I can name a famous nurse. I can describe events from the life of Florence Nightingale/Mary Seacole and explain why they are important.	Children will know that Mary Seacole led a very different life to Florence Nightingale. They will be able to describe her in relation to her qualities and characteristics. Children will recognise the challenges facing Mary Seacole and the determination she showed in facing them	As with Florence Nightingale, look at images which show that Mary Seacole was an important figure, (image on £50, plaque on her home etc). Look at key facts about Mary ensuring children understand that she was not a nurse in the same way that Florence was. Look at how she was the same as Florence and how she was different. In what ways were Mary Seacole's experiences similar to Bessie Coleman's?
5	Florence Nightingale and Mary Seacole were nurses who helped soldiers during the war.	I can describe events from the life of Florence Nightingale/Mary Seacole and explain why they are important.	Children will be able to give examples of how hospitals were improved through the work of Florence Nightingale and Mary Seacole.	Recap what the children have learnt abot the changes in hospital care during the time of Florence and Mary. Use knowledge to role play before and after.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 3

	Autumn - Hull focus	Spring	Summer
	Changes on Beverley Road and in the City centre	Stone Age and Iron Age	Ancient Civilisations: Egypt
Substantive knowledge (Know and remember)	• What the town centre looks like at present including range of architectural styles • Identify ways in which Beverley Road and city centre have changed. • Identify some of the ways that the shops have changed to reflect cultural diversity. • Impact of online shopping on decrease in footfall in city centre. • Ways the use of buildings in town have altered – banks into shops/coffee shops	• The first people were hunter-gatherers • The Neolithic people settled and farmed • Skara Brae is a neolithic village in the Orkneys • Must Farm is a Bronze Age Settlement and contains roundhouses • In the Iron Age people developed hillforts to defend their land	• Rulers of Ancient Egypt were divided into families or dynasties led by a Pharoah. • Tutankhamun was a Pharoah and his tomb tells us lots about belief • Carter was an Egyptologist who led the excavation of Tutankhamun's tomb. • Mummification was used to enable Egyptians to reach the afterlife • The Ancient Egyptians worshiped many different gods.
Key Vocabulary	City, change, development, decrease, decline, architecture	Pre-history, Stone Age, Neolithic, Bronze Age, Iron Age,	Pharoah, ancient, tomb, mummy, mummification, excavation, worship, afterlife

	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Local Area	I can sequence several pictures which show the development of Hull City Centre.	I can distinguish between different sources which show how Hull has changed over time. I can identify artefacts and what they tell us about the past.	I can say why the City Centre has changed and the effect this has had on the buildings.	I can describe how the city of Hull has changed over time and what has stayed the same. I can describe changes in Pearson Park.	I can recognise the difference between the past and present in the lives of people from Hull.	I can describe events and periods using the dates of when things happened
Stone Age – Iron Age	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age.	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.	I can suggest causes and consequences of the main events within prehistory such as agriculture 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. I can compare homes in the past and present,	I can suggest suitable sources of evidence to find out about significant people/events. I can discuss how uncovered settlement tells us more about the past.
Ancient Egypt	I can place events, artefacts and historical figure on a timeline using dates.	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 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 discuss the part archaeologists have had in helping us to understand more about the past (Carter)

Autumn Term

History Year 3 Knowledge Mat

Enquiry Question:

How has our locality changed over time?

Key knowledge
Concepts: Society
There are different buildings in the town centre today and buildings from different periods of time.
Beverley Road and the city centre have changed overtime
The city centre used to havea number of docks which now serve different purposes.
Parks have been part of people's leisure activities for hundreds of years.
Shops in our local area have changed to reflect cultural diversity.

Vocabulary	
Continuity	When things stay the same
development	changing, growth and progress
docks	a place for ships
local	a place such as a neighbourhood . Somewhere near to us
Era	a period of time in history. An era often begins or ends with an important event.
Culture	the language, customs, ideas, and art of a particular group of people

Prior Learning

Amy Johnson was a famous person from our city

Transport in our city has changed over time.

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about our local area in the past Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	There are different buildings in the town centre today and buildings from different periods of time.	I can distinguish between different sources which show how Hull has changed over time. I can say why the City Centre has changed and the effect this has had on the buildings.	Children will know that over time the architecture and type of buildings changes.	Show children images of different building tyes and identify how they are the same and how they are different. Look at feature specific to a period time, e.g. Georgian pillars (Museum quarter), Edwardian built in stone and statues on biuldings (city hall) etc. Order key buildings in Hull City Centre according to date. Take children on a building hunt in the city centre.
3	Beverley Road and the city centre have changed over time Shops in our local area have changed to reflect cultural diversity.	I can sequence several pictures which show the development of Hull City Centre. I can distinguish between different sources which show how Hull has changed over time. I can describe how the city of Hull has changed over time and what has stayed the same.	Children will be able to place into a chronology images of Hull over time. They will know that some things stay the same and that some things change and the reasons for this.	Using images of the local area and the City Centre, identify the changes over time. In particular, identify how the building along Beverly Road mirror the cultural diversity of our school. Consider why is this important.
4	The city centre used to have a number of docks which now serve different purposes.	I can distinguish between different sources which show how Hull has changed over time. I can say why the City Centre has changed and the effect this has had on the buildings. I can recognise the difference between the past and present in the lives of people from Hull.	Children will know that the docks of Hull were once used for whaling/fishing and trade. They will be able to recognise that due to changes within industry has resulted in most of the docks being used for different purposes: leisure, retail, commercial travel and housing.	Show children images of the docks from different periods of history. Ask them if they can identify different features of the docks. Identify that Hull used to have a thriving fishing industry but as this declined the docks were repurposed. Show images of Queens Gardens, Princes Quay, the Marina, Victoria Dock, St Andrew's Quay, Ferry port etc and compare to their historical counterpart. Match images.
5	Parks have been part of people's leisure activities for hundreds of years.	I can sequence several pictures which show the development of Pearson Park I can say how and why Pearson Park has changed over time.	Children will be able to recognise that Pearson Park has changed over time and identify some of the original features.	Show images of historic artefacts in the park, e.g, Victorian bandstand, monolith to Zachariah Pearson, entrance, statue of Queen Victoria (link to town's statue Victoria Square), drinking fountain,Cupola from old Town Hall etc. Go on a history hunt in the park. Locate and say what they are.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Spring Term

History Year 3 Knowledge Mat

How did settlement change over time?

Key knowledge
Concepts: Society
Know that the first people were hunter-gatherers
Know the Neolitic people learned to farm and could settle
Skara Brae is a neolithic village found in the Orkneys
Must Farm is a Bronze Age settlement and contains roundhouses
In the iron Age, people developed hillforts to defend their land

Vocabulary	
Pre-history	The period of time before we had written records
Hunter-Gatherers	People who moved around to hunt or collect food.
Settlers	A person who moves with a group of others to live in a new country or area.
Stone Age	The period in time when stone was widely used to make stone tools with an edge or a point.
Roundhouse	A type of house which is round, often with a cone shaped roof.
Hill fort	A settlement built on a hill to help defend lands

Prior Knowledge–
Things change over time as technological developments are made
People adapt to use the things that are most suited to their purpose.

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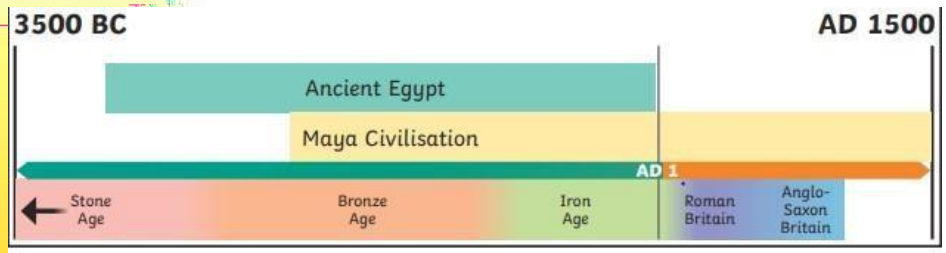
Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about Changes in Britain from Stone Age-Iron Age Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	The first people were hunter gatherers The Neolithic people settled and farmed	I can place ages and artefacts 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 prehistory such as agriculture	They will begin to understand the lifestyle of the first people and the reasons for their nomadic lifestyle. Children will recognise that in order to settle, people had developed the means of farming. They will recognise features of the first settlements.	Place images of food and animals around the school grounds and task children to find them. Explain that this is how people in the Stone Age lived: they hunted and gathered. Why was this and what problems would that cause – poisonous plants, scarcity dependent on seasons etc. Show children a reconstructed image of a Neolithic farm. What would have to happen before this was possible: development of farming implements, ability to domesticate animals etc.
3	Skara Brae is a neolithic village in the Orkneys	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 discuss how uncovered settlement tells us more about the past.	Children will start to understand how people have gained knowledge of neolithic life through the discovery of artefacts.	Show children the settlement at Skara Brae. What do they think it is? Look at the house. Can they ascertain what was there? Make inferences about the ways in which people lived and how they had begun to develop. Create an advert for a neolithic home using key facts.
4	Must Farm is a Bronze Age Settlement and contains roundhouses	I can place ages in order of time and understand the meaning of their names. I can compare homes in the past and present, I can discuss how uncovered settlement tells us more about the past.	Children will identify changes in settlements over time and how farming developed.	Share with children the findings from Must Farm. Look at the developments from the neolithic period. Consider how life changed for people and why. Using evidence recreate roundhouses amd develop a Bronze Age settlement.
5	In the Iron Age people developed hillforts to defend their land	I can place ages in order of time and understand the meaning of their names. I can suggest suitable sources of evidence to find out about significant people/events. I can discuss how uncovered settlement tells us more about the past.	Children will understand that throughout time, people have had to defend their lands. They will recognise features of iron age hill forts and how they were used for defence.	Show children a picture of a hillfort. Decide what it shows and what that tells us about the people living in Iron Age Britain. Ascertain that tribes fought against each other and so hill forts were needed to defend land. Look at position of hillfort and label key features. How do they differ to the castles studied in KS1?
6	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. Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer Term

History Year 3 Knowledge Mat



Enquiry Question:

Was everyone an Ancient Egyptian?

Key knowledge
Concepts: Power Society
Know who the Egyptians were and the period of time in which they lived.
Rulers of Ancient Egypt were divided into families or dynasties led by a Pharoah.
Tutankhamun was a Pharoah and his tomb, excavated by Carter, tells us about his life and Egyptian beliefs.
Know about the daily life of the Ancient Egyptians.
Mummification was used to enable Egyptians to reach the afterlife.
The Ancient Egyptians worshiped many gods and goddesses.

Vocabulary	
Pharoah	Ruler of the Ancient Egyptians
tomb	A place where a body is laid after death
pyramid	Royal tomb in Egypt
mummy	A body that has been preserved and in Ancient Egypt, wrapped in bandages.
excavation	To dig something out – in history, to find information/artefacts from the past
afterlife	A belief that there is a different life after death.

Prior Learning
Kings and Queens rule England

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about the Egyptians Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know who the Egyptians were and the period of time in which they lived.	I can place events, artefacts and historical figures on a timeline using dates. 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.	Children will know that the Ancient Egyptian period spanned over 3000 years. They will be able to name some of the things for which they are famous.	Show children a map of the world and iedntify the country of Egypt. Using a range of evidence about the Egyptians, ask chidlren what they can work out about the people now known as the Ancient Egyptians. In particular, highlight things for which they are famous. Make a timeline to show key developments within the period. Compare to the dates of the Stone Age - Iron Age
3	Know about the daily life of the Ancient Egyptians.	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.	Children will be able to describe some aspects of Ancient Egyptian daily life. Children will be able to select information to answer enquiries.	Provide children with sources about the Ancient Egyptians. Build up a picture of life for the people identifying differences within social status. In groups, prepare presentations about a chosen aspect of daily life which is shared with the rest of the class.
4	Tutankhamun was a Pharoah and his tomb tells us about belief. Pharaohs were rulers of Egypt. Carter was an Egyptologist who led the excavation of Tutankhamun's tomb.	I can place events, artefacts and historical figures on a timeline using dates. I can suggest suitable sources of evidence for historical enquiries. I can discuss the part archaeologists have had in helping us to understand more about the past (Carter)	Children will know that the tomb of Tutankhamun tells us a lot about life in Ancient Egypt. They will know that it was found in a pyramid and that Carter led the excavation.	Share the story of the finding of Tutankhamun's tomb by Carter. Use a 3D recreation to explore the contents of the tomb. Why do they need all of those things? Create a profile for the person in the tomb.
5	Mummification was used to enable Egyptians to reach the afterlife. The Ancient Egyptians worshiped many gods and goddesses.	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 suitable sources of evidence for historical enquiries. I can suggest causes and consequences of some of the main events within Ancient Egypt.	Children will know that the Egyptians believed in the Afterlife and what this meant to them. They will know about the process of mummification. Children will know about some of the Egyptian gods and goddesses. They will recognise that beliefs changed over time.	Think back to the tomb of Tutankhamun. The sarcophagus was for the body of the Egyptian. What do the children already know about mummies. Look at the process of mummification and how the Egyptians would prepare bodies for the afterlife. Research the gods of Ancient Egypt. Note changes in religion polytheism, monotheism (Aten),polytheism, Christianity, mainly Muslim Create a fact file about key aspects of religion in Ancient Egypt.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 4

	Autumn - Hull focus	Spring	Summer
	Fishing industry	Romans	The Benin
Substantive knowledge (Know and remember)	• Fishing was a major industry for Hull with many workers centred around Hessle Road. • The docks developed with Alexandra Dock becoming the largest dock. • Deep-sea fishing was a dangerous job • The Triple Trawler Disaster caused change to improve safety at sea. • Lilian Bilocca, (who led the Headscarf Revolution) campaigned for better safety on trawlers.	• Claudius was a Roman Emperor who wanted to expand the Empire • The army were successful due to their organisation, training and discipline • Boudicca led a rebellion against the Romans • Roman towns were very different to Celtic villages • The Romans defended the lands they had settled • Roman ideas still have an impact on Britain today	• Know who the Benin were and where and when they lived. • Obas were the kings of the Benin people • Much of what is known about the Benin is from artefacts • The Benin kingdom grew and trade began with other people • The Benin empire came to an end when the British army invaded.
Key Vocabulary	Headscarf, Fishermen, Trawlers, City, Actions, Protest, Whaler, Gaul, Revolution, Arctic Corsair	Army, empire, discipline, Boudicca, Iceni, Hadrian's Wall, rebellion, Picts, impact	civilization, hierarchy, Oba, Obisa, Ohen, artefacts, trade, animists, brass, Golden Age,

	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Hull's Fishing Industry	I can sequence key events in Hull's Fishing industry, placing these on a timeline.	I can use a range of evidence to reconstruct life for trawler men at sea. I can begin to evaluate the usefulness of different sources when finding out about the Trawling industry.	I can look for links and effects between Triple Trawler Tragedy and changes to health and safety at sea.	I can identify some of the ways in which the industry changed over time.	I can compare the developments within the trawling industry and what difference this made to lives.	I can discuss the impact Lilian Biloca had on the trawling industry.
The Romans	I can place events, artefacts and historical figures on a timeline, using dates and time.	I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can describe different versions of the Iceni rebellion, explaining reasons why the account may differ	I can discuss how the Roman army were able to successfully invade Britain.
The Benin	I can use dates and terms accurately in describing events and people of the Benin Empire.	I can use sources of evidence to deduce information about what the Benin Empire was like.	I can describe causes of events and their consequences in Benin.	I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.	I can compare civilisations and cultures. (Benin and Egyptians)	I can describe the characteristic features of the past, including ideas and beliefs.

Autumn Term

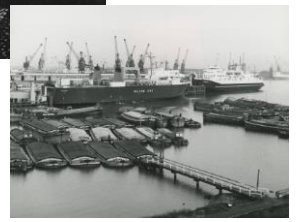
History Year 4 Knowledge Mat

Enquiry Question:

What's so tough about fishing?

Key knowledge
Society

Vocabulary	
Trawler	A large fishing ship designed for deep sea fishing
Arctic Corsair	A trawler that is now a museum in Hull
Dock	An area of water designed for ships
Revolution	A great change that causes other changes to happen
Lillian Bilocca	A fisheries worker who campaigned for improved safety on trawlers.
Deep-Sea fishing	Fishing far from land.
Campaign	Work together in an organized way to achieve a goal



Prior Learning
Transport and the local area have changed greatly over time
The role of some key female figures in history. How the use of docks has changed.

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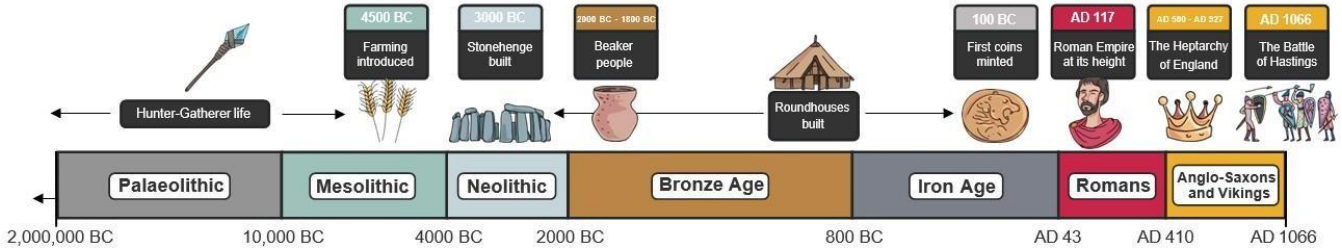
Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about Hull's Fishing Industry Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Fishing was a major industry for Hull with many workers centred around Hessle Road.	I can sequence key events in Hull's Fishing industry, placing these on a timeline. I can use a range of evidence to reconstruct life for trawler men at sea. I can begin to evaluate the usefulness of different sources when finding out about the Trawling industry. I can identify some reasons for the decline of the fishing industry.	Children will know key facts about the fishing industry and why it was centred around Hessle Road.	Show children a variety of sources of evidence: pictures, diaries, letters, log books etc and ask them to infer information about the fishing industry. Look at a map of the Hessle Road area and decide why lots of fishermen and their families lived there. Create a Trawling Trivia page for a class book.
3	The docks developed with Alexandra dock becoming the largest.	I can identify some of the ways in which the industry changed over time.	Children will be able to identify how the docks developed and why Hull had such a growth in industry.	Ask the children to retrieve information about the docks from year 3. Look at a map to show the locations of the docks. What activitiy took place there? Record the uses of the docks
4	Deep-sea fishing was a dangerous job The Triple Trawler Disaster caused change to improve safety at sea.	I can use a range of evidence to reconstruct life for trawler men at sea. I can look for links and effects between Triple Trawler Tragedy and changes to health and safety at sea.	Children will know why life at sea was so dangerous for trawlermen and the result of the Triple Trawler Tragedy.	Using video and images of deep sea trawling, identify why it was such a dangerous job and how people were prepared to work out there. What jobs were there onboard? Using newspaper reports look at the Triple Trawler Tragedy and identify why this would lead to change. Write from the persepective of a trawlerman outlining dangers and how they are faced.
5	Lillian Bilocca and the 'Headscarf Revolutionaries.'	I can compare the developments within the trawling industry and what difference this made to lives. I can discuss the impact Lilian Biloca had on the trawling industry.	Children will be able to describe how the Headscarf Revolution affected change. They will be able to state the improvements made to safety.	From a variety of sources, identify who Lilian Bilocca was and what she did. Use the evidence to investigate the changes that were brought about by the determination of the Headscarf Revolutionaries. Write a pamphlet whouch outlines the issues that the Headscarf revolutionaries wasnted addressed and how.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Spring Term

History Year 4 Knowledge Mat

Enquiry Question:

Why were the Romans successful invaders and how did they change Britain?



Key knowledge

Concepts: Invasion and Conflict Empire Society
Claudius was a Roman Emperor who wanted to expand the Empire.
The army were successful due to organisation , training and discipline.
Boudicca led a Celtic rebellion against the Romans.
Roman towns were very different to Celtic villages.
The Romans defended the lands they had settled.
Roman ideas still have an impact on Britain today.

Vocabulary

Empire	A group of territories under one rule
Invade	Enter a place or land with the intention of occupying it
Picts	People who lived in what is now Scotland.
Legion	A division of 3,000 – 6,000 men and cavalry in the Roman army
Boudicca	Celtic queen of the Iceni tribe who led a revolt against the Romans
Rebellion	People disobeying rules or fighting against authority.
Hadrian's Wall	A fortified wall marking the boundary of the Roman Britain

Prior Learning

Before the Romans, Britain's people lived in tribes

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about the Romans in Britain Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Claudius was a Roman Emperor who wanted to expand the Empire The army were successful due to their organisation, training and discipline	I can place events, artefacts and historical figures on a timeline, using dates and time. I can discuss how the Roman army were able to successfully invade Britain.	Children will know why the Roman invaded Britain. They will know Claudius led a successful invasion in AD43 and give some reason for the success of the Romans.	Look at the size of the Roman empire and consider why Britain might have been of interest to the Romans. Compare images of Celtic warriors and Roman soldiers. Why were Romas successful soldiers. How to be a successful soldier fact file.
3	Roman towns were very different to Celtic villages.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	Children will be able to identify and describe some of the changes brought about by the Roman invasion and settlement. They will know about what remains can tell us about Roman lifestyle.	Compare what Britain was like prior to the invasion of the Romans with what it was like after settlement. Children should identify the changes that the Romans made – roads, large buildings, money, numerals, baths, Create a poster to illustrate the things which the Romans brought to Britain.
4	Boudicca led a rebellion against the Romans	I can suggest more than one suitable source for historical enquiry. I can describe different versions of the Iceni rebellion, explaining reasons why the accounts may differ I can begin to discuss the reliability of sources	Children will know that history is open to interpretation. They will understand bias and how it related to the story of Boudicca.	Look at the tribes which were in England at the time of Roman rule. Ensure children understand that the Romans did not take complete control and worked with the kings of various tribes. Show children images of Boudicca: artistic impressions and the statue found in London. Look at the events of the Iceni rebellion and discuss reliability of evidence. Why are there different interpretations?
5	The Romans defended the lands that they had settled.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	Children will know that the Romans were unable to defeat the Picts. They will describe some of the features of Hadrian's wall.	Introduce Hadrian as the Roman Emperor who wanted to make improvements to, and solidify the empire. Look at the building of the wall and identify that it was not purely defence but also important for trade and a place where new communities thrived. Create a guide to the wall for visitors explaining why was there and how it was manned/used.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer Term

History Year 4 Knowledge Mat

Enquiry Question:

Should the Benin Bronzes be returned?

Key knowledge

Concepts: Conflict
Empire
Society

Vocabulary	
Animists	People who believe all humans, animals and objects have souls or spirits
Brass	A metal from which a number of Benin artefacts are made.
Golden Age	A time when it is believed the greatest achievements were made
Oba	Title used by later rulers of Benin – meaning king
Ogiso	Title used by early rulers
Ohen	Priest who performed religious ceremonies

Prior Learning
Many civilisationshave been ruled by kings.
Trade was important to help development of empiire

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about The Benin Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know who the Benin were and where and when they lived.	I can use dates and terms accurately in describing events and people of the Benin Empire.	Children where the Benin Empire was located and when it developed.	Identify where the kingdom of Benin was located in Africa. Look at the dates of the Benin empire and what was happening elsewhere in that time period. Look at key dates and events in the development of the Benin kingdom and organise into chronological order.
3	Obas were the kings of the Benin people Much of what is known about the Benin is from artefacts	I can use sources of evidence to deduce information about what the Benin Empire was like. I can explain the concepts of continuity and change over time. I can describe the characteristic features of the past, including ideas and beliefs.	Children will know that the Obas were rulers of the Benin and that brass heads show the power they held. Children will be able to make inferences about the life and craftsmanship of the Benin people.	Look at photographs of brass heads from the Kingdom of Benin and discuss the information with the children. Ask children to consider what the brass heads can tell us about life in the Kingdom of Benin. Explain that these depicted the power of the Obas. Look at the work of the guilds for the Obas. Share a range of artefacts with the children. Identify how these add to our knowledge of the Edo people. Prepare exhibition cards to show what each art piece represents and tells us about life in Benin.
4	The Benin kingdom grew and trade began with other people	I can use sources of evidence to deduce information about what the Benin Empire was like. I can describe causes of events and their consequences in Benin.	Children will know that the Golden Age of the Benin Empire saw rapid growth. They will know that trade between the Benin and Portugal supported growth.	Look at how the kingdom of Benin grew and that between 1300-1700, was the Golden Age of the Benin. Look at reasons for the growth of the Empire and consider in relation to importance. Look at the trade between the Edo and Portugal. Create a presentation/news report: The Golden Age of the Benin.
5	The Benin empire came to an end when the British army invaded.	I can describe causes of events and their consequences in Benin. I can identify periods of rapid change in history.	Children will know that the Benin Empire was invaded by the British and that this saw the end of its power.	Look at how the British wanted to take control of the Benin Empire. Discuss why this might have been the case, Identify what happened when the British invaded including the theft of Benin treasure. As a class debate whether these treasures should be returned.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 5

	Autumn - Hull focus	Spring	Summer
	World War II – Home Front	Anglo Saxon and Scots	Ancient Greeks
Substantive knowledge (Know and remember)	• World War II began in 1939 and lasted until 1945 • Hull was the 3rd most damaged city during the Blitz which began in 1940 and lasted until May 1941. • Operation Pied Piper involved mass evacuation • Rationing was introduced to ensure people had sufficient food. • Propaganda encouraged people to behave in certain ways. • Women had to work in order to replace men called to war.	• The Anglo Saxons came to England in 410 from Germany and Denmark. • The Scots invaded from Ireland • England became a place of smaller communities and not big towns again with kings ruling over them • The discovery and contents of the Sutton Hoo treasures • Anglo-Saxons worshiped many gods. • Anglo-Saxons were pagan but converted to Christianity	• Ancient Greece was composed of a number of city states who were often in conflict with each other • Although both city states in Ancient Greece, Sparta and Athens were very different • Democracy of Ancient Greece compared to that of now • Ancient Greek Olympics were part of a festival to honour Zeus and how they differ/are similar to today • Religion had an impact on all aspects of Ancient Greek life • Alexander the Great ruled over all of Ancient Greece and the empire he had acquired.
Key Vocabulary	Home front, Blitz, Operation Pied Piper, evacuation, air raid, rationing, propaganda	settlement, migration, invasion, conquest, raiding, Archaeologist, Shields, invaders, tribes, invade, kingdom, Sutton Hoo	ancient, City State, civilizations, democracy, empire, legacy, Philosopher, Athenians, University, Spartan, hoplite, City State, Olympian

	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
The impact of WWII on Hull	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 on the city of Hull.	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.
Anglo-Saxons	I can use dates accurately in describing events and people.	I can use sources of evidence, in particular Sutton Hoo discovery, to deduce information about the Saxons. I can discuss bias	I can describe 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 settled in Britain.	I can compare similarities and differences between Anglo-Saxon and Roman culture.	I can describe the social and cultural significance of a past society.
Ancient Greece	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I can suggest suitable sources for historical enquiry. I can discuss bias in evidence relating to the rule of Alexander the Great.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past and how the City States differed.	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).

Autumn Term

History Year 5 Knowledge Mat

Enquiry Question:

How did a war overseas affect the people of Hull?

Key knowledge
Concepts: Conflict Society
World War II began in 1939 and lasted until 1945.
Hull was the 3rd most damaged city during the Blitz.
Operation Pied Piper involved mass evacuation.
Rationing was introduced to ensure people had sufficient food.
Propaganda encouraged people to behave in certain ways.
Women had to work in fields and factories to replace men called to war.

Vocabulary	
Home Front	the activities of the people in their home countries, which support the military during a war.
Air raid	An attack by enemy planes, usually dropping bombs
Blitz	The bombing of Britain by German aircraft.
Evacuation	Removing people from a dangerous place
Operation Pied Piper	The name given to the mass evacuation of people in England
Rationing	A fixed portion of food
Propaganda	A way of sharing information designed to influence how people think

Prior Learning
War has affected people throughout history

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about the Home Front during WW2 Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit. **PROPAGANDA will form part of every lesson related to the key content for that session.**			
2	Hull was bombed extensively in 1941 and how people tried to combat this.	I can describe some of the causes and consequences of World War 2.	Children will know that the Blitz caused significant damage to Hull and how people tried to minimise loss of life. They will be able to name some anti-aircraft measures.	Introduce children to the key dates for the Second World War and place in a chronology in relation to other periods studied. Look at a variety of sources: diaries, video, photographs to elicit the reasons for the bombing of England and in particular, Hull. What were the consequences? Find out about the role of the Home Guard and the ARP wardens in helping on the Home Front. Create a fact file: Hull under fire.
3	Operation Pied Piper involved mass evacuation.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can use sources of information to form conclusions about the past.	Children will recognise how the experience of evacuation differed for children and be able to give some positive and negative consequences.	Look at an image of the Pied Piper. What is happening? Why might this link to events on WW2. Share evidence which looks at the effects of evacuation and identify positive and negative consequences. Using sources, write a detailed recount of experoences.
4	Rationing was introduced to ensure people had sufficient food.	I can describe rationing as a major change within the period of WW2 I can describe some of the consequences of WW2.	Children will recognise the effect that the war had on people in the home front through rationing and ways in which they changed their lifestyles.	Ships are being bombed! Food is scarce. What coud the government do? Look at a timeline of rationing alongside the Dig for Victory campaign. Work in groups to develop a strategy for ensuring all people are able to eat.
5	Women had to work in fields and factories to replace men called to war.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Children will understand that societal norms changed as a consequence of war.	Look at propaganda which encouraged men to enlist. What would that mean for the factories, farms etc? Look at propaganda to encourage women to 'play their part'. Use source material to find out how life changed for women in Britain and what their role was within the Home Front.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Spring Term

History Year 5 Knowledge Mat

Enquiry Question:

Were the Dark Ages really dark?

Key knowledge

Concepts: Invasion and Conflict Empire Society

There were a number of push and pull factors relating to migration.
Scots invaded England from Ireland.
England became a place of smaller kingdoms ruled by kings.
Artefacts can tell us about what life was like in Anglo -Saxon times.
The discovery at Sutton Hoo changed people's understanding of the Anglo - Saxon age
Anglo-Saxons converted from Paganism to Christianity.

Vocabulary

Archaeologist	Someone who studies past lives and human culture
Conquest	To get or overcome by force
Kingdom	An area ruled by a king or queen
Migration	To move from one place to another
Pagan	Someone who worships many gods
Sutton Hoo	A place in Sussex where Anglo -Saxon burial mounds were discovered.

Prior Learning
Romans – Year 4

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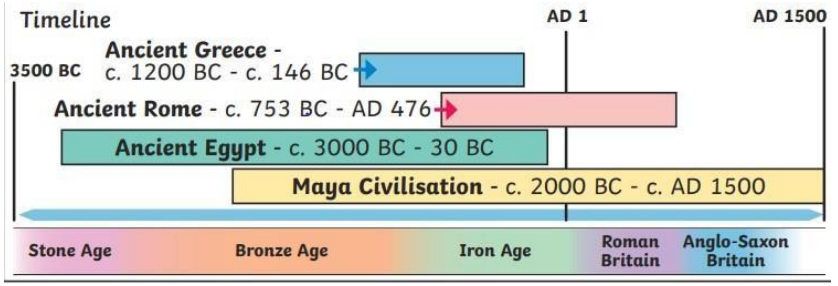
Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about Anglo-Saxon Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Artefacts can tell us about what life was like in Anglo-Saxon times. The discovery at Sutton Hoo changed people's understanding of the Anglo-Saxon age	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.	Children will recognise that historical perceptions change with new discoveries and that the Anglo-Saxons were skilled craftspeople.	Introduce the children to the mystery at Sutton Hoo. What do they think the mounds are etc. Show the excavated site. What could it be? Share some of the artefacts found at Sutton Hoo. Children begin to make inferences about the type of person buried at Sutton Hoo and what the artefacts tell us about the Anglo-Saxons.
3	There were a number of push and pull factors relating to migration.	I can describe causes of invasion and settlement of Britain and what the consequences were.	Children will know why the Anglo-Saxons left their homes and came to Britain.	Place the Sutton Hoo burial in its chronological context and relate back to the Romans studied in Year 4. Look at the reasons why the Anglo-Saxons left their home and why Britain was an attractive place to settle. Identify from source material whether the Anglo-Saxons were a united army like the Romans.
4	Scots invaded England from Ireland. England became a place of smaller kingdoms ruled by kings.	I can explain what changed and what continued over time when the Anglo-Saxons settled in Britain. I can discuss bias.	Children will be able to identify the changes in Anglo-Saxon rule through use of evidence.	Look at evidence which helps historians to learn about the Anglo-Saxon period. Look at what this tells us about the people living in Britain. What can we learn from evidence from the time and why might source material from, for example, Roman writers be biased? What can we add to inferences about the mystery of Sutton Hoo?
5	Anglo-Saxons converted from Paganism to Christianity	I can explain what changed and what continued over time when the Anglo-Saxons settled in Britain.	Children will identify changes in religious belief and how these were brought about.	What do we know about religion in the Roman period? Look at source evidence to identify religious practices and how they changed over the course of Anglo-Saxon settlement. What were the reasons for these changes? How does knowledge of religion support/change inferences about Sutton Hoo? Complete Mission Conversion report.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer Term

History Year 5 Knowledge Mat

Enquiry Question:

What is the legacy of the Ancient Greeks ?



Key knowledge

Concepts: Invasion and Conflict Empire Society
Ancient Greece was comprised of a number of city states often in conflict
Sparta and Athens were very different city-states
Democracy began in Ancient Greece but looked very different to today
The Olympics began in Ancient Greece to honour Zeus.
Religion had an impact on all aspects of Greek life
Alexander the Great ruled over all of Ancient Greece and the empire he acquired.

Vocabulary

Democracy	Having a right to a say in how something is run
Hoplite	A Spartan soldier
Athenian	Someone who comes from the City-State of Athens
Spartan	Someone who comes from the City-State of Sparta
Philosopher	Someone who studies humans and the world through thought and questions
Legacy	Something that is inherited from the past

Prior Learning

Maya Civilization was composed of city -states The legacy of the Romans
People throughout time have been polytheistic

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about Ancient Greece. Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Ancient Greece was comprised of a number of city states often in conflict Sparta and Athens were very different city-states	I can describe the social, ethnic, cultural and religious diversity of the past.	Children will be able to name some of the city states and some of the ways they were different.	Place Ancient Greece in a timeline recognising that there were different periods within this. Show children a map of Ancient Greece with some key city states marked. Look at ways in which these states were in conflict. Identify the differences between Athens and Sparta.
3	Democracy began in Ancient Greece but looked very different to today	I can describe the social, ethnic, cultural and religious diversity of the past.	Children will know the different ways in which the city states were ruled and be able to contrast them with modern day.	Open with a simple vote. What have we done and why do we do this? Look at democracy within Athens – how does it differ to today? Look at the ways in which the other states were governed. Which is fairer?
4	The Olympics began in Ancient Greece to honour Zeus. Religion had an impact on all aspects of Greek life	I can discuss the importance of people and events in time and the significant impact they had on society	Children will know about the origins of the Olympics and contrast with modern times.	Look at images of the Ancient Greek Olympics and match to modern day. Identify how the Olympics are similar in their ideals – peace etc and why they are different. Identify the ways in which religion affected life for the Greeks and compare to other polytheistic religions, e.g. Romans, Anglo-Saxons, Egyptians etc. Create a fact file: Religion in Greece.
5	Alexander the Great ruled over all of Ancient Greece and the empire he acquired.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	Children will understand that Greece was unified under the leadership of Alexander the Great.	Look back to the divisions within Ancient Greece. Using a range of source material, identify the way in which the Greek empire spread under the leadership of Alexander the Great and its unification. Discuss: Did Alexander deserve the title, 'the great'?
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Year 6

	Autumn - Hull focus	Spring	Summer
	William Wilberforce	Vikings	Monarchy
Substantive knowledge (Know and remember)	• The Triangular Trade route was between Europe, Africa and the Americas • William Wilberforce plus one other important figure in the abolition of slavery • 2 other civilizations where slavery was part of the culture. • Reasons why slavery took so long to be abolished even though many people disagreed with it (economy, religion, general beliefs) • The Slave Trade abolished across the Empire in 1834 - name 2 significant events/people which contributed to this and why.	• Vikings came to England from the Scandinavian countries to conquer and settle beginning in 793. • Lindisfarne was the site of the first invasion. • Vikings lived in tribes with kings to rule over them. • Know how the Vikings maintained law and order • A united Kingdom of England was formed by 954AD • Vikings worshiped many gods but many eventually converted to Christianity	• William of Normandy was the last to invade Britain in 1066 • There were 4 contenders for the English throne in 1066 • Henry VIII broke from the Catholic Church in 1534 • The War of the Roses was fought between the houses of Yorkshire and Lancashire • The English Civil War lasted from 1642 – 1651 and was fought between the Royalists and Cavaliers • Queen Victoria ruled over the largest empire in the world.
Key Vocabulary	Abolitionists, Triangular trade, rebellion, Human rights, freedom, oppression, abolition, trade, plantation, Caribbean, emancipation	settlement, migration, invasion, conquest, raiding, Archaeologist, Shields, invaders, Britain, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild	Monarchy, divine right of kings, Parliament, Reformation, Civil War, Royalists, Cavaliers, empire, dissolution, break from Rome

	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Slavery and Wilberforce	I can sequence events leading up to and including the abolition of slavery on a timeline. I can use relevant terms and dates.	I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion and why these might show bias. I can describe the path to abolition using a range of evidence from different sources.	I can describe the reasons for the slave trade and its consequences along with its subsequent abolition recognising not all people held these views.	I can identify changes in people's views towards slavery and why these happened analysing in terms of social, political and religious reasons.	Can compare similarities and differences between the views of abolitionists and anti-abolitionists.	I can describe the social, ethnic, cultural or religious diversity of past society.
The Vikings	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 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.
Monarchy	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 some of the causes of changes in monarch. I can describe the consequences/ effects of these.	I can identify changes in monarchy and shifts in power. I can analyse why these changes happened using terms such as: social, religious, political and cultural.	I can compare similarities and differences in the reigns of monarchs 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.

History Year 6 Knowledge Mat

Enquiry Question:

How did a man from Hull help free man from slavery?

Key knowledge
Concepts: Invasion and Conflict Empire Society
Know how slavery has been a part of different cultures and how slaves were treated.
The Triangular Trade route was between Europe, Africa and the Americas.
Know that William Wilberforce was instrumental in the abolition of slavery.
Different views were held of slavery and it was ultimately abolished in 1834.
Understand that the legacy of slavery still impacts on today's society.

Vocabulary	
Abolition	The act of putting an end to something
Abolitionists	People who wanted to put an end to slavery
Triangular Trade	Trade of people between Europe, Africa and the Americas.
Human Rights	Rights that belong to ALL people – e.g rights to life, freedom, dignity
Oppression	Treatment that is cruel or unfair
Slavery	The owning of another person

Prior Learning
Slavery has been a part of many civilizations in the past, including the Romans and Egyptians. England invaded Benin and took people as slaves.

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about Slavery Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know how slavery has been a part of different cultures and how slaves were treated.	I can sequence events leading up to and including the abolition of slavery on a timeline. I can describe the reasons for the slave trade and its consequences along with its subsequent abolition recognising not all people held these views.	Children will be able to define what a slave is. They will be able to give examples of how they have neem treated and the jobs which they did,	Ask children to define what a slave is and what civilisations they already know who have used slaves. Explore sources and discuss who the slaves were, what they were used for. Identify how they were treated during these periods of history. Create page for class book.
3	The Triangular Trade route was between Europe, Africa and the Americas.	I can use relevant terms and dates. I can describe the social, ethnic, cultural or religious diversity of past society.	Children will learn about the triangular trade and how each point on the Atlantic slave trade route benefited from the trade in slaves. Use accounts from slaves at the time to discern what happened.	Begin a timeline - note what was happening at the same time. Identify the triangle of slavery. Using different sources of material look at what was happening at each point on the trade route. Participate in discussions about the start of the slave trade and who they think gained the most from the slave trade. Label Triangle of Trade and what happened.
4	Know that William Wilberforce was instrumental in the abolition of slavery. Know that there were different views held of slavery.	I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion and why these might show bias. I can describe the path to abolition using a range of evidence from different sources. Can compare similarities and differences between the views of abolitionists and anti-abolitionists.	Children will be able to identify how William Wilberforce influenced changes in regards to slavery. Children will be able to state opposing views of abolitionists and slave traders.	Establish opinions of slave traders/owners and abolitionists. Use a variety of sources and sort according to whether they are pro slavery or opposed. Look at the reasons for these: financial, religious, etc. Hold a debate in role as key figure.
5	Understand that the legacy of slavery still impacts on today's society.	I can identify changes in people's views towards slavery and why these happened analysing in terms of social, political and religious reasons.	Children will be able to say how opinion has changed in relation to slavery. Children will begin to show an understanding of the legacy of slavery and its lasting impact.	Look at the life of Edward Colston in relation to the things that he did for the city of Bristol, e.g. charities, schools, public buildings, streets etc named after him. Show image of the statue of him which was erected in Bristol. Share how he made his wealth and ask children to consider whether it is right that he has a statue. Share newspaper reports of the statue being oulled down. Is this right? What can we learn from the past?
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Spring Term

History Year 6 Knowledge Mat

Enquiry Question:

What did it mean for Britain when the Vikings arrived?

Key knowledge

Concepts: Invasion and Conflict Empire Society
The Vikings came from the Scandinavian countries.
Viking raids began in Lindisfarne and the events of this.
Know how Viking society was structured.
Know how the Vikings maintained law and order
Know about the daily life of the Viking people, including religion.
There was conflict between the kingdoms until they were unified under Aethelstan

Vocabulary

raid	A sudden or surprise attack sometimes to take something
settle	To find or make a home
convert	Accept different beliefs and ideas
Lindisfarne	An island off the North-East coast of England
Law code	A collection of laws and rules and the punishments for breaking them.
outlaw	Someone guilty of a crime who has all rights removed.

Prior Learning

Previous people to invade Britain were the Romans and the Anglo-Saxons. With invasion, came changes to the way people lived.

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about The Vikings Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	Know that the Vikings came from the Scandinavian countries. Know that the Viking raids began in Lindisfarne and the events of this.	I can use dates accurately in describing events and people. I can describe causes of invasion in Britain and what the consequences were.	Children will be able to locate Viking homelands on a map. Children will know the reasons for the invasions and what this meant for the people of Britain.	Recap the reasons for the Roman and Anglo-Saxon invasion and settlement of Britain. Where did these peole come from? Identify homelands of the Vikings on a map. Use evidence to find out why and how the Vikings attacked the monastery at Lindisfarne.
3	Know how Viking society was structured Know how the Vikings maintained law and order	I can describe the social and cultural significance of a past society. I can compare similarities and differences between Anglo-Saxon and Viking culture.	Children will know that the Vikings did not rule a unified Britain. Children will be able to give examples of how the Vikings maintained order.	Identify that the Vikings did not invade and settle all of Britain. Identify the Anglo-Saxon kingdoms and the VIking held Danelaw. Look at the way in which the Vikings maintained law and order and the punishments which were used.
4	Know about the daily life of Vikings, including religion.	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.	Children will give some examples of the ways in which Vikings led their lives. Children will be able to identify the changing religion of the Vikings from Paganism to Christianity.	Show children images of artefacts found in Viking times. What can these tell us about life in that period. Look at rconstructed evidence. How reliable is this? How does this affect our knowledge and understanding of Viking times? Working with sources of evidence, children create a presentatiin which is shared with the class about an aspect of daily life.
5	Know that there was conflict between the kingdoms until they were unified under Aethelstan.	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.	Children will be able to identify the development of a unified England. They will be able to say why Alfred was called 'the Great'.	Identify the kingdoms of England and how they were in constant conflict. Look at how the weaker kingdoms were taken over so that 4 kingdoms remained: Northumbria, Mercia, East Anglia and Wessex. Look at the reasons why Alfred was called the Great and how these kingdoms were eventually unified under the rule of Aethelstan.
6	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Summer Term

History Year 6 Knowledge Mat

Enquiry Question:

Who had the power?

Key knowledge

Concepts: Power Invasion and Conflict Society
William of Normandy was the last to invade Britain in 1066
There were 4 contenders for the English throne in 1066.
Henry VIII broke from the Catholic Church in 1534.
The War of the Roses was fought between Yorkshire and Lancashire.
There was Civil War in England between 1642 and 151 fought by the Cavaliers and Roundheads.
Queen Victoria ruled over the largest Empire in the World.

Vocabulary

Monarchy	A form of government with a single person, the monarch (king or queen) at its head.
Divine right of kings	A belief that kings were chosen by God to rule
Parliament	The lawmaking group in England
Reformation	The split from the Catholic Church and the establishment of the Church of England.
Civil War	A war between two groups in the same country
Empire	A large group of countries and/or territories ruled over by a single monarch

Prior Learning

Kings and Queens - KS1. Empire in Roman Britain, The Benin Empire

The distribution of power in key periods of history and how it has been taken.

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Session	Key Knowledge	Key Skills	Outcome	Lesson sugestions / ideas
1	Retrieval from last academic year / Half term (Tick and Fix) Complete Brain Buzz to explore what the children already know about Monarchy Share Knowledge mat for unit and discuss the key knowledge and vocab that they will cover in this unit.			
2	William of Normandy was the last to invade Britain in 1066 There were 4 contenders for the English throne in 1066.	I can identify changes in monarchy and shifts in power. I can analyse why these changes happened using terms such as: social, religious, political and cultural.	Children will know that the last successful invasion of Britain was under William of Normandy in 1066. Children will be able to explain how William took the English throne.	Consider what Britain was like during the end of the Viking Age and the invasion of William. Look at the 4 contenders for the English throne on the death of Edward the Confessor. Look at strategy and tactics at Stamford Bridge and Hastings and what can be learnt from the Bayeux tapestry. Look at the claims which each had and prepare a campaign to gain support identifying strengths of contender and weaknesse of opponent
3	The War of the Roses was fought between Yorkshire and Lancashire.	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.	Children will know that the War of the Roses was a series of battles fought between two families for control of Britain.	Look at the roses of Yorkshire and Lancashire and the Tudor Rose. What can they see? What clues might they give us about the Tudors? Look at the families York and Lancaster and why the War of the Roses was fought. Focus on the decisive battle at Bosworth and the tactics which made for Tudor victory.
4	Henry VIII broke from the Catholic Church in 1534.	I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Children will know that under Henry VIII, England became Protestant. They will recognise that with subsequent rulers, there often came unrest	Show children an image of Henry VIII> What can they infer about him. Look at am image of the Catholic Church and a Protestant Church from Tudor England. What are the differences. Look at the break from the Catholic Church and how the religion of the country changed repeatedly over the next few years leading to persecution. Identify change and effect.
5	There was Civil War in England between 1642 and 1651 fought by the Cavaliers and Roundheads.	I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Children will know that for a period of time in British history, the country was in Civil War, that there was no monarchy and Britain was ruled by Parliament. They will be able to express what is meant by the divine right of kings and how this was eroded as a result of the war.	Show children a picture of the remains of Beverly Gate and the painting of Thomas 1 rquesting access. What do they show? Look at the reasons behind the decline of absolutism in the monarchy and Parliament's disatisfaction. Research Barebones parliament and the rule of Cromwell and Parliament and the restoration of the Monarchy.
6	Queen Victoria ruled over the largest Empire in the World.	I can describe the some of the causes of changes in monarch. I can describe the consequences/ effects of these. I can compare the main changes in a period	Children will identify that at one point Britain ruled over the biggest empire in the world. They will be able to identify the current issues which this raises for people.	Look at a world map which shows the spread of the British Empire. Link back to slavery studied in the Autumn term. Why was this not a good thing?

		of history with the present day.		Look at today's view of Empire and how there are differing interpretations of events and in particular the treatment of people.
5	Produce Double Page Spread to share the knowledge they have learnt during the unit. For lower attaining pupils / SEND learners scaffold should be used to support them to demonstrate their knowledge. Challenges to deepen understanding will be available.			
After half term	Post quiz – Low stakes quiz to assess knowledge that has stuck from unit.			

Key Performance Indicators for History

HISTORY – Year 1						
Substantive Knowledge	**Disciplinary knowledge**					
	Chronology	**Eevidence and Interpretation**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
• In the past, people travelled on trams. • Horses, carts and carriages were used to move goods and people. • Bicycles have changed over time. • Cars look very different today. • Before people went into space, animals were sent to space. • Neil Armstrong was the first man on the moon • Astronauts took pictures of the Moon. • Helen Sharman was the first British astronaut in space. • Tim Peake was the first British astronaut to visit the International Space Station. • Know that kings and queens are important people in England • King Thomas III is our king • Queen Elizabeth was the longest reigning monarch • Queen Victoria and Queen Elizabeth I were queens from the past • In the past, people have become king by force. • Kings and queens live in castles and palaces	• I can label timelines with words such as: past, present, older and newer. • I can recount changes that have occurred in my own life. • I can place events and some artefacts on a timeline. • I can sequence 3 or 4 pictures that show events in space travel.	• I can look at sources and ask some questions about what I can see. • With support, I can observe or handle some evidence to ask questions about the past. • I can look at photographs of space explorers and answer questions relating to them. • • I can use stories to help know the difference between fact and fiction.	• I can discuss causes that lead to transport changing. • I can begin to explain why monarchs built castles and what the effects of these. • I can begin to say why people went into space.	• I can say which things in my local area have stayed the same and which things have changed overtime. • I can describe changes and historical events. • I can describe some ways in which space travel has changed.	• I can compare my local area using pictures from the past and present. • I can compare similarities/ differences between castles. • I can say how space travel is different now to in the past.	• I can name some transport from the past. • I can begin to talk about key events of a significant king/queen or castle. • • I can talk about Neil Armstrong landing on the Moon.

Year 1 Greater Depth		
• Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past?	• Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? • Do they know who will succeed the queen and how the succession works?	• Can they answer questions using a range of artefacts/ photographs provided? • Can they find out more about a famous person from the past and carry out some research on him or her?

HISTORY – Year 2						
Substantive Knowledge	**Disciplinary knowledge**					
	Chronology	**Eevidence and Interpretation**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
• Know facts about Amy Johnson's life including why she is famous • Know facts about Amy's plane, including its name • Know where Amy travelled to • Know how we know about Amy Johnson today • Bessie Coleman was another famous female pilot of the time who overcame many obstacles. (diversity) • Know why the Great Fire of London happened. • Know that the fire started in Pudding Lane in on the 2nd September 1666 and burned for 4 days. • Know what effect the fire had on the city. • Know that the fire spread quickly because of the wooden buildings in London. • Know that Samuel Pepys kept a diary at the time of the fire. • Know some ways that firefighting has changed over time. • Florence Nightingale and Mary Seacole were nurses who helped soldiers during the war. • Florence and Mary lived over 100 years ago • Florence Nightingale made the hospitals better through better hygiene and clean bandages • Florence Nightingale was known as the 'The Lady with the Lamp' • Mary Seacole was born in Jamaica • Mary Seacole had to overcome challenges to nurse the soldiers	• I can place events and artefacts about Amy Johnson on a timeline. • I can place events, artefacts and historical figures on a timeline. • I can use dates where appropriate. • I can place events, artefacts and people on a timeline. • I can begin to use some dates where appropriate.	• I can observe or handle some evidence to ask questions and find answers to questions. • 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 observe or handle evidence to ask questions and find answers to questions about the past.	• I can explain some reasons why Amy Johnson flew. • I can explain the causes of the Great Fire of London and what the effects were. • I recognise reasons why Florence Nightingale acted as she did and what the effects of these actions were.	• I can describe how planes have changed and how they have continued over time. • I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. • I can describe changes that were brought about by Florence Nightingale and the improvements they led to.	• I can use pictures and written evidence to find out about the life of Amy Johnson. • 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 identify differences between hospitals now and in the past.	• I can describe and begin to talk about key events in the life of Amy Johnson. • I can describe significant people from the past and explain why they are important. • I can describe events from the life of Florence Nightingale/Mary Seacole and explain why they are important. • I can name a famous nurse.

Year 2 Greater Depth		
• Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened?	• Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing?	• Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?

HISTORY – Year 3						
Substantive Knowledge	**Disciplinary knowledge**					
	Chronology	**Eevidence and Interpretation**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
• What the town centre looks like at present including range of architectural styles • Identify ways in which Beverley Road and city centre have changed. • Identify some of the ways that the shops have changed to reflect cultural diversity. • Impact of online shopping on decrease in footfall in city centre. • Ways the use of buildings in town have altered – banks into shops/coffee shops • The first people were hunter-gatherers • The Neolithic people settled and farmed • Skara Brae is a neolithic village in the Orkneys • Must Farm is a Bronze Age Settlement and contains roundhouses • In the Iron Age people developed hillforts to defend their land • Rulers of Ancient Egypt were divided into families or dynasties led by a Pharoah. • Tutankhamun was a Pharoah and his tomb tells us lots about belief • Carter was an Egyptologist who led the excavation of Tutankhamun's tomb. • Mummification was used to enable Egyptians to reach the afterlife • The Ancient Egyptians worshiped many different gods. •	• I can sequence several pictures which show the development of Hull City Centre. • I can place ages in order of time and understand the meaning of their names. • I can place artefacts within their correct age. • I can place events, artefacts and historical figure on a timeline using dates.	• I can distinguish between different sources which show how Hull has changed over time. • I can identify artefacts and what they tell us about the past. • 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. • 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 say why the City Centre has changed and the effect this has had on the buildings. • I can suggest causes and consequences of the main events within prehistory such as agriculture and migration. • I can suggest causes and consequences of some of the main events within Ancient Egypt.	• I can describe how the city of Hull has changed over time and what has stayed the same. • I can describe changes in Pearson Park. • With support, I can begin to explain the concept of change over a long period of history. • I can begin to explain the concept of change over a long period of history.	• I can recognise the difference between the past and present in the lives of people from Hull. • I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. • I can compare homes in the past and present, • I can compare the similarities and differences • between the new and old kingdoms of Ancient Egypt.	• I can describe events and periods using the dates of when things happened • I can suggest suitable sources of evidence to find out about significant people/events. • I can discuss how uncovered settlement tells us more about the past. • I can suggest suitable sources of evidence for historical enquiries. • • I can discuss the part archaeologists have had in helping us to understand more about the past (Carter)

Year 3 Greater Depth		
• Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exists between different groups that invaded or settled in Britain?	• Can they begin to appreciate why Britain would have been an important country to have invaded or settled in? • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and may have been 'homesick'?	• Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?

HISTORY – Year 4						
Substantive Knowledge	**Disciplinary knowledge**					
	Chronology	**Eevidence and Interpretation**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
• Fishing was a major industry for Hull with many workers centred around Hessle Road. • The docks developed with Alexandra Dock becoming the largest dock. • Deep-sea fishing was a dangerous job • The Triple Trawler Disaster caused change to improve safety at sea. • Lilian Bilocca, (who led the Headscarf Revolution) campaigned for better safety on trawlers. • Know who Claudius was and why he invaded Britain. • The army were successful due to their organisation, training and discipline • Boudicca led a rebellion against the Romans • Large towns were features of the Roman times • Hadrian's Wall was built to defend England from the Picts • Roman ideas still have an impact on Britain today • Know who the Benin were and where and when they lived. • Obas were the kings of the Benin people • Much of what is known about the Benin is from artefacts • The Benin kingdom grew and trade began with other people • The Benin empire came to an end when the British army invaded.	• I can sequence key events in Hull's Fishing industry, placing these on a timeline. • I can place events, artefacts and historical figures on a timeline, using dates and time. • I can use dates and terms accurately in describing events and people of the Benin Empire.	• I can use a range of evidence to reconstruct life for trawler men at sea. • I can begin to evaluate the usefulness of different sources when finding out about the Trawling industry. • I can suggest more than one suitable source for historical enquiry. • I can begin to discuss the reliability of sources. • I can use sources of evidence to deduce information about what the Benin Empire was like.	• I can look for links and effects between Triple Trawler Tragedy and changes to health and safety at sea. • I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. • I can describe causes of events and their consequences in Benin.	• I can identify some of the ways in which the industry changed over time. • I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. • I can identify periods of rapid change in history. • I can explain the concepts of continuity and change over time.	• I can compare the developments within the trawling industry and what difference this made to lives. • I can describe different versions of the Iceni rebellion, explaining reasons why the account may differ • I can compare civilisations and cultures. (Benin and Egyptians)	• I can discuss the impact Lilian Biloca had on the trawling industry. • I can discuss how the Roman army were able to successfully invade Britain. • I can describe the characteristic features of the past, including ideas and beliefs.

Year 4 Greater Depth		
• Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?	• Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?	• Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

HISTORY – Year 5						
Substantive Knowledge	**Disciplinary knowledge**					
	Chronology	**Eevidence and Interpretation**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
• World War II began in 1939 and lasted until 1945 • Hull was the 3rd most damaged city during the Blitz which began in 1940 and lasted until May 1941. • Operation Pied Piper involved mass evacuation • Rationing was introduced to ensure people had sufficient food. • Propaganda encouraged people to behave in certain ways. • Women had to work in order to replace men called to war. • The Anglo Saxons came to England in 410 from Germany and Denmark. • The Scots invaded from Ireland • England became a place of smaller communities and not big towns again with kings ruling over them • The discovery and contents of the Sutton Hoo treasures • Anglo-Saxons worshiped many gods. • Anglo-Saxons were pagan but converted to Christianity • Ancient Greece was composed of a number of city states who were often in conflict with each other • Although both city states in Ancient Greece, Sparta and Athens were very different • Democracy of Ancient Greece compared to that of now • Ancient Greek Olympics were part of a festival to honour Zeus and how they differ/are similar to today • Religion had an impact on all aspects of Ancient Greek life • Alexander the Great ruled over all of Ancient Greece and the empire he had acquired.	• I can use dates and terms accurately in describing events. • I can describe the main changes in a period of history. • I can use dates accurately in describing events and people. • I can place events, artefacts and historical figures on a timeline using dates. • I can use BCE and CE.	• 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 use sources of evidence, in particular Sutton Hoo discovery, to deduce information about the Saxons. • I can discuss bias • I can suggest suitable sources for historical enquiry • I can discuss bias in evidence relating to the rule of Alexander the Great.	• I can describe some of the causes and consequences of World War 2 on the city of Hull. • I can describe causes of invasion in Britain and what the consequences were. • I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	• I can identify periods of rapid change in history and contrast them with times of relatively little change. • 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. • I can explain the concept of change over time and represent this with evidence.	• I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. • I can compare similarities and differences between Anglo-Saxon and Roman culture. • I can describe the social, ethnic, cultural and religious diversity of the past and how the City States differed.	• I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can describe the social and cultural significance of a past society. • 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).
Year 5 Greater Depth						
• Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.	• Do they appreciate how developments within past societies have contributed to the modern day world? •		• Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?			

HISTORY – Year 6

Substantive Knowledge	Disciplinary knowledge					
	Chronology	**Eevidence and Interpretation**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
• The Triangular Trade route was between Europe, Africa and the Americas • William Wilberforce plus one other important figure in the abolition of slavery • 2 other civilizations where slavery was part of the culture. • Reasons why slavery took so long to be abolished even though many people disagreed with it (economy, religion, general beliefs) • The Slave Trade abolished across the Empire in 1834 - name 2 significant events/people which contributed to this and why. • Vikings came to England from the Scandinavian countries to conquer and settle beginning in 793. • Lindisfarne was the site of the first invasion. • Vikings lived in tribes with kings to rule over them. • Know how the Vikings maintained law and order • A united Kingdom of England was formed by 954AD • Vikings worshiped many gods but many eventually converted to Christianity • William of Normandy was the last to invade Britain in 1066 • There were 4 contenders for the English throne in 1066 • Henry VIII broke from the Catholic Church in 1534 • The War of the Roses was fought between the houses of Yorkshire and Lancashire • The English Civil War lasted from 1642 – 1651 and was fought between the Royalists and Cavaliers • Queen Victoria ruled over the largest empire in the world	• I can sequence events leading up to and including the abolition of slavery on a timeline. • I can use relevant terms and dates. • I can use dates accurately in describing events and people. • 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 consider ways of checking the accuracy of interpretations – fact or fiction and opinion and why these might show bias. • I can describe the path to abolition using a range of evidence from different sources. • 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 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 reasons for the slave trade and its consequences along with its subsequent abolition recognising not all people held these views. • I can describe causes of invasion in Britain and what the consequences were. • I can describe the some of the causes of changes in monarch. I can describe the consequences/ • effects of these.	• I can identify changes in people's views towards slavery and why these happened analysing in terms of social, political and religious reasons. • 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 identify changes in monarchy and shifts in power. • I can analyse why these changes happened using terms such as: social, religious, political and cultural.	• Can compare similarities and differences between the views of abolitionists and anti-abolitionists. • I can compare similarities and differences between Anglo-Saxon and Viking culture. • I can compare similarities and differences in the reigns of monarchs 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 social and cultural significance of a past society. • 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.

Year 6 Greater Depth

Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?	• Can they suggest relationships between causes in history? • Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? •	• Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions?