



**Subject Leader – Sophie Howse**

Strands	Year Group	Autumn	Spring	Summer
Significant Individuals	1	<p><b>Old and New Toys</b> What was life like when our grandparents were children?</p> <ul style="list-style-type: none"> <li>I can develop an awareness of toys of the past.</li> <li>I can develop a curiosity to know more about toys from the past.</li> <li>I can ask and answer questions about toys from the past.</li> <li>I can make connections and draw contrasts between old toys and new toys.</li> <li>I can express opinions about these similarities and differences between toys and explain my thinking.</li> <li>I can draw conclusions about toys from the past, using a range of sources.</li> </ul>	<p><b>Mary Anning – Fossil Collector</b> <b>Captain Falcon Scott – Antarctic Explorer</b> Who are our local heroes?</p> <ul style="list-style-type: none"> <li>I can develop an awareness of local historical figures from the past.</li> <li>I understand where Mary Anning/Captain Falcon Scott and their significant events fit within a chronological framework.</li> <li>I can develop a curiosity to know more about Mary Anning/Captain Falcon Scott.</li> <li>I can ask and answer questions about Mary Anning/Captain Falcon Scott.</li> <li>I can draw conclusions about Mary Anning/Captain Falcon Scott, using a range of sources.</li> </ul>	<p><b>People who have changed the past</b> <b>Florence Nightingale</b> <b>Mary Seacole</b></p> <ul style="list-style-type: none"> <li>I can develop an awareness of national historical figures from the past.</li> <li>I understand where Florence Nightingale/Mary Seacole and their significant events fit within a chronological framework.</li> <li>I can develop a curiosity to know more about Florence Nightingale/Mary Seacole.</li> <li>I can ask and answer questions about Florence Nightingale/Mary Seacole.</li> <li>I can draw conclusions about Florence Nightingale/Mary Seacole, using a range of sources.</li> <li>I understand the impact of one person on a community.</li> </ul>
	Historical Skills & Concepts			
	Knowledge	<ol style="list-style-type: none"> <li>I know that toys are different in the present compared to the past because of the materials used and how they are made.</li> <li>I know what toys my grandparents would most likely have played with e.g. teddy, cards or dolls.</li> <li>I know how toys have developed over time.</li> </ol>	<ol style="list-style-type: none"> <li>I know that a palaeontologist is somebody who studies fossils.</li> <li>I know that Mary Anning and Captain Falcon Scott are similar because they both studied natural history.</li> <li>I know that Mary Anning and Captain Falcon Scott are different because Mary Anning was a famous fossil hunter and studied the English Channel coastline whereas Captain Falcon Scott was a Royal Navy Officer who explored the Antarctic and discovered the Antarctic Plateau.</li> <li>I know the key life events of Mary Anning and Captain Falcon Scott and can put them in chronological order.</li> </ol>	<ol style="list-style-type: none"> <li>I know that a nurse provides treatment, remedies and medicine for people who are really hurt or feeling poorly.</li> <li>I know that 'wounded' means hurt or injured.</li> <li>I know that Florence Nightingale and Mary Seacole are similar because both of them were nurses and they helped soldiers at war.</li> <li>I know the key life events of Florence Nightingale and Mary Seacole and can put them in chronological order.</li> </ol>
Significant Events	2	<p><b>The Great Fire of London</b> <b>Bonfire Night – Who is Guy Fawkes?</b></p> <ul style="list-style-type: none"> <li>I can develop an awareness of key British events, The Great Fire of London/The Gunpowder Plot, that are beyond living memory.</li> <li>I understand where The Great Fire of London/The Gunpowder Plot and significant people involved fit within a chronological framework.</li> <li>I can develop a curiosity about key British events, The Great Fire of London/The Gunpowder Plot, that are significant nationally or globally.</li> <li>I can ask and answer questions about The Great Fire of London/The Gunpowder Plot.</li> <li>I can draw conclusions about The Great Fire of London/The Gunpowder Plot, using a range of sources.</li> <li>I am beginning to develop an understanding of abstract terms such as parliament and treason.</li> <li>I understand the impact of an event on a national or global scale.</li> </ul>	<p><b>How has food changed over time?</b></p> <ul style="list-style-type: none"> <li>I can develop an awareness of food from the past.</li> <li>I can develop a chronological understanding related to the history of food.</li> <li>I can develop a curiosity about food from the past.</li> <li>I can ask and answer questions about the history of food.</li> <li>I can make connections and draw contrasts about food from the past and modern day food.</li> <li>I can express opinions about these similarities and differences between food from the past and modern day food.</li> <li>I can draw conclusions about the ways in which food has been harvested, processed and distributed over time, using a range of sources.</li> <li>I am beginning to develop an understanding on how Britain's food industry has been influenced by the wider world.</li> </ul>	<p><b>Journeys and Exploration – The First Flight – How did the first flight change the world? &amp; Titanic</b> <b>Why did the unsinkable ship sink?</b></p> <ul style="list-style-type: none"> <li>I can develop an awareness of key British &amp; World Wide events, The First Flight/The Titanic Tragedy.</li> <li>I understand where the building of the first plane &amp; Titanic, flying of the first plane helped to make spacecraft/sinking of the ship and significant people involved fit within a chronological framework.</li> <li>I can develop a curiosity about key British &amp; World Wide events, building the Wright's Flyer/Titanic and flying the Wright's Flyer/sinking of the ship that are significant nationally or globally.</li> <li>I can ask and answer questions about The Wright's Flyer/The Titanic.</li> <li>I can carry out independent research using a range of sources.</li> <li>I can draw conclusions about The Wright's Flyer/The Titanic, using a range of sources.</li> <li>I can devise ways of sharing my findings to an audience.</li> <li>I understand the impact of an event on a national or global scale.</li> </ul>
	Historical Skills & Concepts			
	Knowledge	<p><b>The Gunpowder Plot:</b></p> <ol style="list-style-type: none"> <li>I know and understand the reasons for plotting to kill King James I of England and VI of Scotland and the Lords of House in the Houses of Parliament.</li> <li>I know the key events and those involved and can place them in a chronological framework.</li> <li>I know that life was very hard for Catholics in the 1600s because Catholicism was not allowed, as the King was a Protestant.</li> <li>I know what happened to those who were caught practicing Catholicism.</li> <li>I know that the plot began months before and Robert Catesby (the leader) and six other plotters held private meetings.</li> <li>I know that the plotters rented a cellar below the Houses of Parliament and filled it with thirty-six barrels of gunpowder.</li> <li>I know how the gunpowder plot was uncovered, a letter sent to Lord Montague.</li> <li>I know that Guy Fawkes was in charge of lighting the fuse to the gunpowder on 5<sup>th</sup> November 1605, the day of the opening of Parliament.</li> <li>I know that Guy Fawkes was caught by the King's guards, imprisoned and sentenced to death.</li> <li>I know what happened to the other plotters including Catesby, Percy and Wright and where they went to in our local area in an attempt to try and escape the King's Guards (Holbeache House, Wall Heath, Kingswinford).</li> <li>I know the meaning being the famous rhyme, 'Remember, remember the 5<sup>th</sup> of November'.</li> <li>I know why we still celebrate the failure of the Gunpowder Plot and those involved.</li> <li>I know that committing treason against the monarch is against the law.</li> </ol> <p><b>The Great Fire of London:</b></p> <ol style="list-style-type: none"> <li>I know that there was a long hot, dry summer before the fire took place in London, 1666.</li> <li>I know that the Great Fire of London began on Sunday 2<sup>nd</sup> September 1666 and lasted for four days due to several reasons; dry summer, the houses were close together, the materials used to make the houses were flammable, those in charge of London didn't act quickly and there was no fire service.</li> </ol>	<ol style="list-style-type: none"> <li>I know the key events of food processing and can put them in a chronological framework.</li> <li>I know the differences and similarities of food from the past to modern day life food.</li> <li>I know how food has developed over time e.g. farming, machinery and distribution.</li> <li>I know that in some countries, food must be grown in gardens and farming is the main source of family income.</li> <li>I know and understand how food is grown around the world and transported to the United Kingdom to sell in shops.</li> <li>I understand that Britain's food industry has been developed by aspiring countries e.g. Netherlands and Poland.</li> </ol>	<p><b>The First Flight:</b></p> <ol style="list-style-type: none"> <li>I know the key events of the first flight and those involved and can place them in a chronological framework.</li> <li>I know that the Wright Brothers (Orville and Wilbur Wright) were the first people to fly an aeroplane.</li> <li>I know that the first flight took place in 1903 in Kitty Hawk, North Carolina USA</li> <li>I know the key features of the first aeroplane and how they are similar &amp; different to modern aeroplanes e.g. Airbus A380.</li> <li>I know modern day planes are used for today e.g. trade, business, leisure and warfare.</li> <li>I know that the invention of the aeroplane helped mankind travel into space e.g. The First Man on the Moon.</li> <li>I know that landing on the moon was national goal, set by President John F. Kennedy "landing a man on the Moon by the end of this decade and returning him safely to the Earth" quoted from the president's speech to Congress on May 25<sup>th</sup> 1961.</li> <li>I know that astronauts Neil Armstrong, Buzz Aldrin and Michael Collins were the Apollo 11 crew.</li> <li>I know that the commander of Apollo 11, Neil Armstrong, was the first man on the moon on July 20<sup>th</sup> 1968 on the Apollo 11 Mission, beating rivals, The Soviet Union, now known as Russia.</li> <li>I know that Buzz Aldrin was the pilot who was in charge of landing the Lunar Module on the moon.</li> <li>I know that Michael Collins was the Command Module Pilot and didn't land on the moon.</li> <li>I know that following the successful mission of Apollo 11, NASA continued to do five more missions to the moon to do more experiments including soil mechanics, meteoroids, seismic, heat flow, lunar ranging, magnetic fields, and solar wind experiments, to help to understand outer space.</li> </ol> <p><b>The Titanic:</b></p> <ol style="list-style-type: none"> <li>I know the key events of the Titanic disaster and those involved and can place them in a chronological framework.</li> <li>I know that the Titanic was a luxury passenger liner and it was the most expensive and largest man-made moveable object ever built in 1912.</li> </ol>
	Historical Skills & Concepts			
Knowledge				

		<ol style="list-style-type: none"> <li>I know that the fire began at Thomas Farriner's bakery and spread through the whole of London destroying 13,000 homes, 80 churches and even St Paul's Cathedral.</li> <li>I know that people tried to stop the fire by using leather buckets of water from the River Thames, water squirters on carts, polls with hooks to pull down houses and gunpowder to blow houses up between fire areas and no fire areas.</li> <li>I know that people escaped the fire by getting boats on the River Thames and out to nearby suburban areas.</li> <li>I know that six people died in the fire.</li> <li>I know that there are only a few remaining buildings in London that escaped the fire e.g. Tower of London.</li> <li>I know that the fire helped stop the plague.</li> <li>I know that it took thirty years to rebuild London and it was designed by Sir Christopher Wren.</li> <li>I know that Sir Christopher Wren created a set of new building laws and fire laws following the great fire.</li> <li>I know that it took 50 years to rebuild St Paul's Cathedral.</li> <li>I know that the Great Fire of London is the reason why we have a Fire Service today.</li> </ol>		<ol style="list-style-type: none"> <li>I know that it carried 2,223 passengers (1,324 passengers, 885 crew) but there was only enough lifeboats for almost two thirds of passengers.</li> <li>I know that it took 3,000 men, 3 years to build.</li> <li>I know that parts of the Titanic were built in our local area e.g. anchor and chains at Netherton by Hingley &amp; Sons Ltd.</li> <li>I know that the White Star Line Titanic visited Queenstown, Ireland before setting off to New York, USA on its maiden voyage.</li> <li>I know that Captain Edward Smith, a British Merchant Navy Officer, had many warnings about icebergs nearby but refused to use his years of experience and carried on at full speed to New York.</li> <li>I know that in the early hours of 14<sup>th</sup> April 1912, the Titanic hit an iceberg.</li> <li>I know that the first ship to respond to Titanic's distress call was the Cunard Line's RMS Carpathia. It took her approximately three and a half hours to arrive at the position of Titanic's final distress call and when they arrived the ship had already sank.</li> <li>I know that the ship split in two and sank to the bottom of the Atlantic Ocean. Both parts were 2 miles away from each other.</li> <li>I know that 720 individuals were saved from the icy waters by RMS Carpathia's Crew.</li> <li>I know that the disaster caused many deaths (1503 lost souls) and this affected many families, industry and transporting on a global scale.</li> </ol>
Movement	3	<p><b>Stone Age</b> What was new about the new stone age?</p> <ul style="list-style-type: none"> <li>I can develop an awareness of the history of the British Isles.</li> <li>I understand where the Stone Age fits within a chronological framework.</li> <li>I can develop a curiosity about ancient events within the Stone Age.</li> <li>I can devise historical questions about the Stone Age.</li> <li>I can use concepts to make connections, draw contrasts and analyse trends within the Stone Age e.g. settlements, cave paintings, artefacts and tools.</li> <li>I can research, compare and draw conclusions about what it was like in a period of the Stone Age and present more one aspect of my findings to an audience.</li> <li>I am beginning to develop an understanding of the causes and impact of changes during the Stone Age.</li> </ul>	<p><b>Bronze Age</b> <b>Iron Age</b> How unpleasant were the Bronze and Iron Ages?</p> <ul style="list-style-type: none"> <li>I can develop an understanding of the Bronze Age and the Iron Age fits within a chronological framework.</li> <li>I can develop a curiosity about ancient Bronze Age and Iron Age.</li> <li>I can devise historical questions about the Bronze Age and Iron Age.</li> <li>I can use concepts to make connections, draw contrasts and analyse trends within the Bronze Age and Iron Age e.g. the Bronze Age started at different times around the world, tools were made of bronze/iron, settlements, houses were made of wattle (sticks) and daub (mud) or dry stone.</li> <li>I can research, compare and draw conclusions about what it was like in a period of the Bronze Age and Iron Age and present more one aspect of my findings to an audience.</li> <li>I can make links and connections with other historical themes and periods, and between local, national and wider contexts.</li> <li>I am beginning to develop an understanding of how and why things have changed between the Bronze Age and Iron Age.</li> </ul>	<p><b>The Egyptians</b> How much did the ancient Egyptians achieve?</p> <ul style="list-style-type: none"> <li>I can develop an understanding of the Egyptians and where they fit within a chronological framework.</li> <li>I can develop an understanding of significant aspects of the Egyptians, the nature of ancient civilisations, the expansion and dissolution of empires.</li> <li>I understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt.</li> <li>I understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts.</li> <li>I can independently research, compare and contrast different themes, periods and people within the Ancient Egyptian period and present more one aspect of my findings to an audience e.g. The Nile, Pyramids, society, mummification, pharaohs and religion.</li> <li>I can refine responses in the light of new evidence and evaluate how ancient Egypt impacted modern life e.g. mathematics, alphabet and medicines.</li> </ul>
		<ol style="list-style-type: none"> <li>I know and understand the meaning of each stage of the Stone Age; Palaeolithic, Mesolithic and Neolithic and can put them in chronological framework.</li> <li>I know that Circa in Latin means, 'around' c. 800BC.</li> <li>I know and can give examples of a Stone Age settlement e.g. Skara Brae</li> <li>I know dinosaurs became extinct before Stone Age humans existed.</li> <li>I know that the earliest species of human begins were called Neanderthal. Neanderthals used ancient tools and simple ways of living to during the Ice Age.</li> <li>I know that the Mesolithic Stone Age began after the Ice Age. The climate got warmer and humans were able to start farming and demonstrate a variety of ways to gather food including hunting and fishing.</li> <li>I know that the Neolithic Stone Age land clearance and farming was an important part of life. This lasted until the first use of metal.</li> <li>I know that the discovery of the Cheddar Man was important because his remains told us about life in the Stone Age.</li> </ol>	<ol style="list-style-type: none"> <li>I know and understand the meaning of each stage of the Bronze Age and Iron Age and can put in the a chronological framework. For example: c. 2,300BC Bronze Age begins when the Beak people began to arrive in Britain, c. 1,000BC the cart with wheels is invented, c. 800BC The Iron Age begins, c. 80BC coins are invented, c.55-54BC Julius Caesar invades Britain and c AD 43 The Romans conquer Britain which marked the end of the Iron Age.</li> <li>I know that Circa in Latin means, 'around' c. 800BC and we do not use in it the Bronze Age and Iron Age because we don't know exactly then they were.</li> <li>I know what life was like for all groups of people during the Bronze Age and Iron Age e.g. settlements to burials.</li> <li>I know how Iron Age people protected their settlements by using hillforts and ramparts.</li> <li>I know that Bronze is made of out tin and copper.</li> <li>I know that the Iron Age ended when the Romans invaded Britain in AD 43.</li> <li>I know that an Archaeologist is somebody that studies the past by exploring old ruins.</li> <li>I now that the discovery of the Amesbury Archers was important because the artefacts that were buried with his remains told us a lot about the Iron Age.</li> </ol>	<ol style="list-style-type: none"> <li>I know that the early settlers settled in the Nile Valley in c.3500BC.</li> <li>I know how important the Nile was to the Egyptians and how it was used as a means of farming, pottery and became an irrigation system.</li> <li>I know and understand how the Egyptians were considered influential e.g. written language, measurements, time and the calendar.</li> <li>I know and understand how artefacts and ruins, tell us about Egyptian culture and religious beliefs.</li> <li>I know that the Egyptians first pyramid, The Pyramid of Giza, was built the pyramids around the same time as the Bronze Age, c. 2,611BC.</li> <li>I know that pyramids were built to protect the body of deceased pharaohs and were intended to last forever.</li> <li>I know that the process of mummification was used to help preserve the bodies of pharaohs so that they could make the journey to the afterlife.</li> <li>I know that the discovery of Tutankhamun's tomb was important because the artefacts that he was buried with told us a lot about life in ancient Egypt.</li> </ol>
	4	<p><b>Victorians</b> What was important to our local Victorians?</p> <ul style="list-style-type: none"> <li>I can develop an awareness of what life was like in our local area in Victorian times e.g. Queen Victoria's reign, schooling, children at home, buildings and industry.</li> <li>I understand where Alexander Graham Bell/Florence Nightingale and their significant events fit within a chronological framework.</li> <li>I can develop a curiosity to know more about Alexander Graham Bell/Florence Nightingale.</li> <li>I can ask and answer questions about Florence Alexander Graham Bell/Florence Nightingale.</li> <li>I can draw conclusions about Alexander Graham Bell/Florence Nightingale, using a range of sources.</li> <li>I am beginning to develop an understanding of abstract terms such as workhouse, emigrations and poor law.</li> <li>I understand the impact of the development on mining, steel and farming industry had on a national or global scale.</li> <li>I can explain the impact of several significant individuals had on a community.</li> </ul>	<p><b>Romans</b> What happened when the Romans came?</p> <ul style="list-style-type: none"> <li>I can develop an awareness of what life was like in Britain during the time when it was a province of the Roman Empire from 43 to 409CE.</li> <li>I can develop a curiosity to know more about how the Romans first came to Britain in 55 BC but didn't settle until Claudius invaded in 43BC.</li> <li>I can develop a chronological understanding of the 'Romanisation' of Britain.</li> <li>I can ask questions and investigate answers about the Romans.</li> <li>I can draw conclusions about why Britain was invaded, who was involved and how the Romans changed Britain, using a range of sources.</li> <li>I can analyse the methods used by Romans to rule the country.</li> <li>I am beginning to develop an understanding of abstract terms such as civilisation, empire and change.</li> <li>I can explain how the Romans left Britain over 1,500 years and the impact that they had on Britain e.g. roman roads, plants, animals, measurements and Christianity</li> </ul>	<p><b>The Amazing Aztecs</b> Why was the Coco Bean so important to the Aztecs?</p> <ul style="list-style-type: none"> <li>I can develop an awareness of what life was like during the Ancient Aztec period.</li> <li>I can develop a curiosity to know more about how the Aztec world began and what they were famous for e.g. agriculture, farming, irrigation, pyramids and temples.</li> <li>I can develop a chronological understanding of the Aztec Empire.</li> <li>I can ask questions, investigate and analyse my findings about the Aztecs.</li> <li>I can draw conclusions about why the Aztecs were seen as the fiercest people in 15<sup>th</sup> Century and how important the coco bean was them.</li> <li>I am beginning to develop and understanding of abstract terms such as ancient, alliance and skilled.</li> <li>I can explain how the coco bean was so important to the diet of the Aztec, how it was used as a currency and why it is still so popular today.</li> </ul>
		<ol style="list-style-type: none"> <li>I know that the Victorian period is named after Queen Victoria.</li> <li>I know that Queen Victoria reigned over Britain and a world Empire from her coronation in 1837 to her death in 1901 (64 years).</li> <li>I know that life in Victorian England was very different to today as it was a time of great wealth and poverty, as well as inventions and scientific discovery e.g. Alexander Graham Bell inventing the telephone and Florence Nightingale who was responsible for the birth of nursing.</li> <li>I know that machines were invented, using coal to power them and factories were built to use these machines for manufacturing on a large scale.</li> <li>I know that the area we live in was rich in coal and became known as the Black Country because it was full of black smoke, soot and pollution from the factories in the area.</li> <li>I know that workhouses opened in 1850 in return for food and a bed to those who were extremely poor and could not get a job in factories.</li> </ol>	<ol style="list-style-type: none"> <li>I know that the Romans lived in Rome, a city in the centre of the country of Italy.</li> <li>I know that the Romans came to Britain before Jesus Christ was born.</li> <li>I know the reasons why the Romans wanted to invade Britain (Britain helped the Gauls, known now as the French, for helping to fight against Julius Caesar and the Romans came looking for riches)</li> <li>I know that Caesar was the first Roman to attempt to invade Britain in 55BC.</li> <li>I know that Claudius invaded Britain in 43 CE by sending four legions with 25,000 men and an equal number of auxiliary soldiers to Richborough, Dover and Lympe.</li> <li>I know that it took four years for the Romans to finally gain control over Southern England but another 30 years to conquer all of the West Country and mountains of Wales.</li> <li>I know that the first Roman city was Camulodunum, now known as Colchester.</li> </ol>	<ol style="list-style-type: none"> <li>I know that the Aztecs were a group of nomad warriors who lived in Mesoamerica (now Central America) between 1250 and 1521.</li> <li>I know that the Aztecs used to call themselves the Mexica and this where the country name 'Mexico' came from.</li> <li>I know that the Aztecs formed their own capital city, Tenochtitlan in 1325.</li> <li>I know that they became the most powerful people in the 15<sup>th</sup> Century because they were particularly fierce, violent and made human sacrifices to please the gods.</li> <li>I know that Acamapichtli became the first powerful Aztec leader in 1375.</li> <li>I know that in 1428, the Aztec Empire was formed through an alliance with the Texocans and Tacubans.</li> <li>I know that Herman Cortes formed an alliance with the Tlacaxa and defeated the Aztecs in 1521, ending the Aztec Empire.</li> </ol>

		<p>7. I know that the Dudley Borough is famous for its coal, saddle, chain and nail making.</p> <p>8. I know that new factories changed the way people made things and the way people lived. Many people moved from the countryside to the towns to work in factories, which were often dangerous and unhealthy places to be.</p> <p>9. I know that schooling was very strict and not all children went to school because they had to earn money for their families.</p> <p>10. I know that children used chalk and slate to write on at school and if the punishments they endured if they misbehaved.</p> <p>11. I know that some children had to earn money by doing dangerous jobs like sewing, mining or chimney sweeping.</p> <p>12. I know that life, as a child in 1889 was far less enjoyable than life in 2019.</p>	<p>8. I know that the Romans left Britain in 409 CE because the Roman Emperor refused to help the Britons defend their lands from the Anglo-Saxons.</p> <p>9. I know that the Saxons, together with the Angles and the Jutes, invaded Roman Britain from the sea.</p> <p>10. I know that the Romans built many things in Britain such as; amphitheatres, roads and towns.</p> <p>11. I know that the Hadrian wall was built between what is now England and Scotland to protect Roman Britain lands.</p> <p>12. I know that Boudicca managed to burn London, Colchester and St Albans before being defeated by the Romans.</p> <p>13. I know that the Romans changed many things during their time in Britain such as language, calendar, laws, medicine, measurements, health and entertainment.</p> <p>14. I know that there is evidence of the Roman Empire still around today e.g. Roman Baths in Bath</p>	<p>8. I know that the Aztecs believed in many different gods and each one had a role e.g. Huitzilopochtli, Tlaloc and Quetzalcoatl.</p> <p>9. I know that those that were rich lived in luxury and most of them had slaves.</p> <p>10. I know that those that were poor had very different lives and worked as farmers or fisherman.</p> <p>11. I know that all Aztec children went to school and were trained to become farmers or fisherman. Some were picked to be soldiers.</p> <p>12. I know that Aztecs were the first to use cocoa beans to make chocolate but it was used as a chocolate drink.</p> <p>13. I know that chocolate was used as a currency.</p> <p>14. I know that chocolate was seen as a delicacy and it still used today as a gift or treat in modern society.</p>
Civilisation	5	<p>Modern and Ancient Greece</p> <p>Why should we thank the Ancient Greeks?</p>	<p>Anglo Saxons</p> <p>What impact did the Anglo Saxons have?</p>	<p>The Vikings</p> <p>Would the Vikings do anything for money?</p>
	Historical Skills & Concepts	<ul style="list-style-type: none"> <li>I can develop an awareness of what life was like during the Ancient Greece period.</li> <li>I can develop a curiosity to know more about how the Ancient Greeks began and what they were famous for e.g. agriculture, farming, art, democratic government, the Olympic games etc</li> <li>I can develop a chronological understanding of Ancient Greece.</li> <li>I can ask questions, investigate and analyse my findings about the Ancient Greece.</li> <li>I can explain what was happening in the Greek civilisation and Britain civilisation at the same time.</li> <li>I am beginning to develop and understanding of abstract terms such as democracy, philosophy etc</li> <li>I can draw conclusions about how the Greek society has had an impact on modern society and civilisation e.g. the Olympic Games, medicine, government, through a medium of my own choice.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop an awareness of what life was like during the Anglo Saxons period.</li> <li>I can develop a curiosity to know more about how the Anglo-Saxons settled in Britain and how the Romans helped them to get there.</li> <li>I can develop a chronological understanding of Anglo-Saxon life, settlements, the spread of Christianity and association with the Scots.</li> <li>I can ask questions, investigate and analyse my findings about the Anglo-Saxons and Scots.</li> <li>I am beginning to develop and understanding of abstract terms such as migration and pagan.</li> <li>I can draw conclusions about how the Anglo-Saxon society has had an impact on modern society and civilisation e.g. Geography, English, Maths and Computing, through a medium of my own choice.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop an awareness of what life was like during the Vikings period.</li> <li>I can develop a curiosity to know more about how the Vikings settled in Britain and why they continued to invade Britain from AD 787 to 1066.</li> <li>I can develop a chronological understanding of Vikings e.g. William the Conqueror, trade, settlements and religion.</li> <li>I can ask questions, investigate and analyse my findings about the Vikings.</li> <li>I am beginning to develop and understanding of abstract terms such as pirate raid and Old Norse Language.</li> <li>I can draw conclusions about how the Viking society has had an impact on modern society and civilisation, through a medium of my own choice.</li> </ul>
	Knowledge	<ol style="list-style-type: none"> <li>I know that Ancient Greeks believed in many gods. They were polytheists.</li> <li>I know that the Greeks were considered influential to modern society. They contributed ideas about philosophy, religion, art, science, language and maths.</li> <li>I know that the Olympic Games in Greece started in c. 800BC.</li> <li>I know that ruins and artefacts tell us about Ancient Greek culture, military and religious beliefs.</li> <li>I know that Greeks invented democracy. This is when everybody is allowed to vote on the decisions made by the government.</li> <li>I know that Greece is made up of many islands and is located by the sea. This meant that the Greeks were seafaring people.</li> <li>I know that Greek vases are important to us today because they tell us about Ancient Greek life because of the pictures drawn on them.</li> <li>I know that the Olympics were invented by the Greeks as religious festival.</li> <li>The Greek empire expanded further under the rule of Alexander the Great.</li> <li>I know that Greeks were good at warfare. They used this to defend their land, trade and invade other places not under their control.</li> <li>I understand the impact of the Ancient Greeks had on Britain e.g. maths, language etc</li> </ol>	<ol style="list-style-type: none"> <li>I know that I can find evidence of Anglo-Saxons through artefacts, archaeological sites and writing by Gildas and Bede.</li> <li>I know that the Sutton Hoo Ship Burial founded in 1939, helped archaeologists understand how Anglo-Saxons buried their dead and what was treasures.</li> <li>I know that Anglo-Saxons originated from Southern Denmark, Germany and the Netherlands.</li> <li>I know that Anglo-Saxons sailed across the North Sea and made a series of attacks on different parts of England but mainly settled in East Anglia.</li> <li>I know that Anglo-Saxons were invited to take over the land by King Vortigian to keep out invaders from Scotland and Ireland.</li> <li>I know that the Romans left Britain in AD 410.</li> <li>I know that Anglo-Saxons were pagans when they came to Britain but as time passed, they gradually converted to Christianity.</li> <li>I know that King Ethelbert converted to Christianity in AD597.</li> <li>I know that King Offa was King of the Mercians, a warrior tribe from central England, from AD 757 – 796, and is best remembered for his Dyke, which he had built to act as a defence against the Welsh.</li> <li>I know that King Arthur was a fictional British leader from the late 5th and early 6th centuries, known as the ruler of Camelot, who has become legendary due to the folklore surrounding his history.</li> <li>I know that Birmingham was an original Anglo-Saxon village called 'Ham'.</li> <li>I know that Anglo-Saxon era came to end due to the Battle of Hastings in AD1066.</li> <li>I know that soon after the death of Edward the Confessor, who had no heir. He had supposedly willed the kingdom to William of Normandy, also known as William the Conqueror, but also seemed to favour Harold Godwinson as his successor.</li> <li>I understand the impact that the Anglo-Saxons had on Britain e.g. names of towns, days of the week.</li> </ol>	<ol style="list-style-type: none"> <li>I know that the Vikings were famous for sailing huge distances from their home in Scandinavia between AD 700 and 1066.</li> <li>I know that the Vikings wanted to raid and plunder, but they also traded with people from other countries.</li> <li>I know that first Viking raid took place around AD787.</li> <li>I know that Vikings were pagans and didn't convert to Christianity.</li> <li>I know that overtime, the Vikings took control of several Anglo-Saxon kingdoms but eventually made a peace agreement. Unfortunately, both parties continued to fight many years later.</li> <li>I know that Wessex became the last Saxon Kingdom in AD870.</li> <li>I know that Alfred the Great became King of Wessex in AD 871.</li> <li>I know that King Athelston became King of England in AD 937.</li> <li>I know that Edward the Confessor became King of England in AD 1042.</li> <li>I know that William the Conqueror won the Battle of Hastings and the last Anglo-Saxon king died.</li> <li>I know that Vikings even travelled to America to establish a settlement but returned to Ireland where they established the capital now known as Dublin.</li> <li>I understand the impact that the Vikings had on Britain e.g. foundations for mercantilism and modern trade in Europe.</li> </ol>
6	<p>World War 2</p> <p>What was our involvement in the war?</p> <p>How did the USA help?</p>	<p>The Terrible Tudors</p>	<p>How has communication changed over time?</p>	
Historical Skills & Concepts	<ul style="list-style-type: none"> <li>I can develop an awareness of what life was like during WWII e.g. children evacuating from their own, rationing, women at work, fighting etc</li> <li>I can develop a curiosity to place key historical events and how significant people from the past (The key British Leaders, Neville Chamberlain and Winston Churchill and the Nazi Party, Adolf Hitler).influenced change in societies and periods in a chronological framework.</li> <li>I understand that some civilizations show greater advancements than people who lived in centuries after them.</li> <li>I can draw conclusions from a variety of sources based on my understanding of source reliability.</li> <li>I can look at more than one version and say how an author or researcher has attempted to persuade or give a specific viewpoint and share my own views through a medium of my own choice.</li> <li>I am beginning to develop and understanding of abstract terms such as conscientious objector, conscription and rationing etc</li> <li>I can summarise the main events from WWII, explaining the order of events, what happened and how it has impacted on modern day life and the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop an awareness of what life was like during Tudor times e.g. life in court, marriage, religion, monarch etc</li> <li>I can develop a curiosity to place key historical events and how significant people from the past (Elizabeth I, Richard III, Henry VIII) influenced change in societies and periods in a chronological framework.</li> <li>I understand that some civilizations show greater advancements than people who lived in centuries after them.</li> <li>I can draw conclusions from a variety of sources based on my understanding of source reliability.</li> <li>I can look at more than one version and say how an author or researcher has attempted to persuade or give a specific viewpoint and share my own views through a medium of my own choice.</li> <li>I am beginning to develop and understanding of abstract terms such as annulment, heretic etc</li> <li>I can summarise the main events from the Tudor age explaining the order of events, what happened and how it has impacted on modern day life and the world e.g. monarch.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop an awareness of how technology has changed over time e.g. telephone to mobile phones, computers to iPads.</li> <li>I can develop a curiosity to place key historical events and how significant people from the past (Charles Babbage, Alan Turing, Bill Gates and Steve Jobs) influenced change in societies and periods in a chronological framework.</li> <li>I understand that some civilizations show greater advancements than people who lived in centuries after them.</li> <li>I can draw conclusions from a variety of sources based on my understanding of source reliability.</li> <li>I can look at more than one version and say how an author or researcher has attempted to persuade or give a specific viewpoint and share my own views through a medium of my own choice.</li> <li>I am beginning to develop and understanding of abstract terms such as annulment, heretic etc</li> <li>I can summarise the main events from the Tudor age explaining the order of events, what happened and how it has impacted on modern day life and the world e.g. The World Wide Web, social media etc.</li> </ul>	
Knowledge	<ol style="list-style-type: none"> <li>I know that Germany took back Austria to be part of the German empire.</li> <li>I know that Hitler met Benito Mussolini and Neville Chamberlain to discuss and agree to Adolf taking parts of German speaking Czechoslovakia but a few weeks later, Adolf decided to take the whole of Czechoslovakia.</li> <li>I know that Neville Chamberlain met Adolf Hitler to try and stop Hitler from invading Poland but on 1<sup>st</sup> September 1939, Hitler continue his plans.</li> <li>I know that the 'Operation Pied Piper', the evacuation of children from urban areas to rural areas of Britain, began on 1<sup>st</sup> September 1939.</li> <li>I know that 3<sup>rd</sup> September 1939, Neville Chamberlain declared war on Nazi Germany.</li> <li>I know that Neville Chamberlain resigned in May 1940 and Winston Churchill became Prime Minister.</li> <li>I know that rationing began in January 1940.</li> <li>I know that the Battle of Britain began in July 1940 and ended in October 1940. Hitler sent his</li> </ol>	<ol style="list-style-type: none"> <li>I know that the Tudor Rose is made up of the red rose of Lancaster and the white rose of the Yorks.</li> <li>I know that Henry VII became King following the Battle of Bosworth. He ended the War of the Roses by uniting the rival houses of York and Lancaster by marrying Elizabeth Woodville, daughter of Edward IV.</li> <li>I know that Henry VIII, the second son of Henry VII, he was a fierce ruler and often referred to as a 'tyrant'. He had six wives as he desperately sought an heir to the throne. Henry broke away from the Catholic church in Rome because they refused to grant him a divorce.</li> <li>I know that Henry VIII married Catherine of Aragon in 1509 and divorced her in 1533. Henry VIII broke from the Church to marry Anne Boleyn.</li> <li>I know that Henry VIII married Anne Boleyn in 1522 and she gave birth to a daughter but could not conceive a son. On May 19, 1536 Anne Boleyn had sentenced her to death on false charges of adultery and conspiracy to kill the king. She was beheaded.</li> </ol>	<ol style="list-style-type: none"> <li>I know that Charles Babbage, an English mechanical engineer and polymath, originated the concept of a programmable computer. Considered the "father of the computer", he conceptualized and invented the first mechanical computer in the early 19th century.</li> <li>I know that by 1938, the United States Navy had developed an electromechanical analog computer small enough to use aboard a submarine. This was the Torpedo Data Computer, which used trigonometry to solve the problem of firing a torpedo at a moving target. During World War II similar devices were developed in other countries as well.</li> <li>I know that Alan Turing was a British mathematician, who conceived modern computing and in 1943, he led a team of mathematicians based at Bletchley Park near London, England and built a computer called The Colossus that helped them crack secret German codes. Colossus was the first fully electronic computer.</li> <li>I know that Steve Jobs was an American information technology entrepreneur and inventor.</li> </ol>	

		<p>Luftwaffe bombers to attack British ports and RAF airfields.</p> <p>9. I know that the Blitz took place from September 7<sup>th</sup>, 1940, and during this time, London was heavily bombed.</p> <p>10. I know that Nazis invaded the Soviet Union (now known as Russia) in June 1941.</p> <p>11. I know that USA had hoped to remain neutral during WWII but in 1941, the Japanese attacked Pearl Harbour, Hawaii. The USA joined the other Allies (Britain, France, Russia).</p> <p>12. I know that in 1942, Nazi forces attempted to invade Russia, however, by doing so, lost an ally. The Nazis were also not prepared for the cold and they suffered heavy defeats.</p> <p>13. I know that in 1944, the British landed on the French beaches of Normandy after a long planning operation to liberate German-occupied France. This was known as D-Day.</p> <p>14. I know that the British were successful in liberating France. This alongside the disastrous battles in Russia, began the downfall of the Nazis.</p> <p>15. I know that on 30<sup>th</sup> April, 1945 Hitler died.</p> <p>16. I know that on 4<sup>th</sup> May, 1945 Nazi Germany surrendered.</p> <p>17. I know that the end of WWII was declared on 8<sup>th</sup> May. This was known as VE Day.</p> <p>18. I know that USA dropped an atom bomb on Japan in August 1945, following the attack on Pearl Harbour.</p> <p>19. I know that evacuation officially ended in March 1946.</p> <p>20. I know that rationing officially ended in 1954.</p>	<p>Some say that Anne was Henry one and only true love.</p> <p>6. I know that Henry VIII married Jane Seymour in 1536. On October 12, 1537, she gave birth to Henry VIII's first male heir, King Edward VI, the future king of England. She died of childbirth complications less than two weeks later, on October 24, 1537, in London, England.</p> <p>7. I know that Henry VIII married Anne of Cleves in 1540 to form an alliance with her brother, William, the leader of the Protestants of western Germany. Henry VIII divorced only six months later.</p> <p>8. I know that Henry VIII married Catherine Howard in 1540 but sentenced to death a two years later on the grounds of being unfaithful to Henry.</p> <p>9. I know that Henry VIII married Catherine Parr in 1543. She was the last of Henry VIII's wives and by all accounts she was a patient and loving wife to him in his last years of illness, disillusion, and pain.</p> <p>10. I know that following the death of Henry VIII in 1547, Edward VI, son of Henry VIII and Jane Seymour, became King of England. He became King at the age of 9 years old and died when he was only 16 years old. He was a Protestant.</p> <p>11. I know that in 1553 Mary I, daughter of Henry VIII and Catherine of Aragon. She was Roman Catholic and had the nickname 'Bloody Mary' as she signed 300 death warrants for those who did not support her religion.</p> <p>12. I know that in 1558 Elizabeth I, daughter of Henry VIII and Anne Boleyn. She was a Protestant. Elizabeth I never married or had any children.</p>	<p>He was the co-founder, chairman, and CEO of Apple Inc.; CEO and majority shareholder of Pixar Animation Studios; a member of The Walt Disney Company's board of directors following its acquisition of Pixar; and founder, chairman, and CEO of NeXT Inc. He is widely recognized as a pioneer of the microcomputer revolution of the 1970s and 1980s, along with Apple co-founder Steve Wozniak.</p> <p>5. I know that in 1975, Bill Gates and Paul Allen co-founded Microsoft, which became the world's largest PC software company.</p> <p>6. I know that Larry Page is an American computer scientist and an Internet entrepreneur who co-founded Google Inc. with Sergey Brin in 1998.</p> <p>7. I know that Sir Timothy John Berners-Lee is an English computer scientist, best known as the inventor of the World Wide Web in 1994.</p> <p>8. I know that in 1996, Hotmail appeared on the web offering users an email account hosted online. It meant emails could be accessed anywhere, anytime.</p> <p>9. I know that by 2001, online information hub Wikipedia emerged. Initially hosting a similar number of entries to a children's encyclopaedia.</p> <p>10. I know that Professional networking site LinkedIn launched in May 2003, followed by MySpace in August.</p> <p>11. I know that Harvard student Mark Zuckerberg introduced his peers to The Facebook, a social networking site he built for students at the university in 2004. More than 1,000 students signed up in the first day.</p> <p>12. I know that ten years after the World Wide Web was released to the public, 70 per cent of households had internet access. But for many, using the internet was slow on dial-up connections.</p> <p>13. I know that in 2004 the first iPhone was released to be followed by a host of similar smartphones offering web and all forms of communication access on the go.</p> <p>14. I know that the social networking steam train showed no sign of slowing following the introduction of new sites, including "visual discovery tool" Pinterest and photo-sharing mobile app Instagram.</p> <p>15. I know that communication through smartphones will continue to develop endless opportunities e.g. employment, entertainment, shopping etc</p> <p>16. I know how to be safe whilst using the internet and who to communicate with.</p>
--	--	--	--	---