History

"A people without a knowledge of their past history, origin and culture is like a tree without roots."

- Marcus Mosiah Garvey

Long Term Plan

Cycle B 2024/25			
	Autumn	Spring	Summer
Year 1/2	Attenborough & Darwin **Heritage: Local person**	First Aeroplane Flight **Heritage: First RAF flight/Cosford**	Kings & Queens **Heritage: King Charles III patron of RAF Cosford**
Year 3/4	The Ancient Egyptians	Anglo Saxons & Vikings **Heritage: Alberic's settlement in Albrighton**	Stone Age to Iron Age **Heritage: Changes in Shropshire/Wrekin Hill Fort**
Year 5/6	The Mayan Civilization	World War Two **Heritage: RAF Cosford/Albrighton war memorial**	Fight for Freedom! **Heritage: Movements in Shropshire**

Cycle A 2025/26			
	Autumn	Spring	Summer
Year 1/2	Great Fire of London **Heritage: Great Fire of Newport**	Explorers	My Albrighton Primary School
Year 3/4	Ancient Greece **Heritage: Olympic Games and Much Wenlock**	The History of the RAF	The Romans **Heritage: The Albrighton hoard**
Year 5/6	The Titanic **Heritage: Anchor in the Black Country**	The Tudors **Heritage: Tudor influence in Albrighton**	My Albrighton through time

Curriculum Subject	History	Subject Lead	Lyndsay Browne
What are the Y6/end of school goals?	• Be able to come to their own conclusions about key historic events and eras by responding to enquiry questions. • Have a good knowledge of local History and how key events and eras have impacted and influenced the local area. • Be able to recall key facts and dates from events and eras studied and have these remain in the long-term memory. • Have a deep understanding of the concepts of Hierarchy and Power, Exploration and Invention, Conflict & Conquest, Equality & Justice and Heritage and recognise their impact and influence on the modern-day world. • Have a deep understanding of chronology. • Understand how historians find out about the past by asking searching questions and investigating literature, real-life experiences, sources and artefacts available to us. • Have a genuine interest in History and a real sense of curiosity about how humanity has reached the point it has today.		
How is the curriculum at Albrighton Primary School sequenced towards these end points?			
EYFS			

Year 1/2 Cycle A		Year 1/2 Cycle B	
N.C. **British Values / Albrighton Values**	• Events beyond living memory that are significant nationally or globally • Significant historical events, people and places in their own locality. **British Values** – The Rule of Law, Mutual Respect **Albrighton Values** – Respect, Responsibility	**N.C.** **British Values / Albrighton Values**	• Events beyond living memory that are significant nationally or globally • Significant historical events, people and places in their own locality. **British Values –** Mutual Respect, Tolerance **Albrighton Values –** Respect, Responsibility, Inspiration, Aspiration
Autumn Term The Great Fire of London	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know **what Stuart London was like** (houses.) I know the similarities and differences between London homes and streets then and now. 2. I know **where, when and why the Great Fire of London began** (timeline) I know how to sequence events that are close together in time. I know how to recognise why the fire happened. 3. I know **what significant people did** during the Great Fire of London. (Samuel Pepys, Lord Mayor Thomas Bloodworth and King Charles II.) I know how to use a range of sources including diary accounts, paintings, newspaper articles from the time. 4. I know how to **write my own diary entry** in the style of Samuel Pepys ENGLISH LINK. 5. I know **why the fire spread** so quickly. I know how fire fighting has changed from 1666 to modern day through 6. I know the **changes that occurred** because of the fire (re-building of London). I know positive and negative consequences of the fire. 7. I know that there was a **Great Fire of Newport in 1665**. I know how to find similarities and differences between both fires. **Local heritage: The Great Fire of Newport**	**Autumn Term** Charles Darwin and David Attenborough "Why do we remember Charles Darwin and David Attenborough?"	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know **who Charles Darwin was** and what he achieved (5-6 key achievements and consequences.) I know how to recognise why Charles Darwin did things and what happened as a result of his actions. 2. I know **what Darwin did and how he did it** (sources of evidence – reconstructed study at Down House, photos, letters, drawings – make inferences.) I know how to use pictures, photographs and artefacts to find out about Charles Darwin. I know that there are different types of sources and evidence. 3. I know **who David Attenborough is** and what he achieved (5-6 key achievements and consequences.) I know how to recognise why David Attenborough did things and what happened as a result of his actions. 4. I know how to create a timeline of Darwin and Attenborough's lives (significant dates, uplifting/sad times.) I know how to sequence events that are close together in time. I know how to use words such as earliest, latest, old, new. 5. I know **how Charles Darwin and David Attenborough are similar or different** (who achieved more? Who had more problems/difficulties to overcome? Who do you admire more?) I know how to recognise similarities and differences between Charles Darwin and David Attenborough. 6. I know about Darwin's travels on **the Beagle** (where did he go? What was he likely to have seen? Are these places different to today?) I know how to observe or handle evidence to find answers to simple questions about the past. 7. I know **why people remember** Charles Darwin and David Attenborough. I know how they have affected the modern world. I know which people are historically important. I know why Darwin and Attenborough might be significant. **Local heritage: Darwin's birthplace in Shrewsbury.**

	Key Concepts	**Tier 3 Vocabulary**		**Key Concepts**	**Tier 3 Vocabulary**
	Hierarchy and Power Exploration and Invention Heritage	Bakery, diary, fire engine, fire fighter, St Paul's Cathedral, rebuilt, River Thames, 17th century,		Exploration and Invention Heritage	Naturalist, explorer, global, evidence, conservation, evolution, chronology, theory, beagle, significant
N.C. **British Values / Albrighton Values**	• Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. **British Values** – Mutual Respect, Individual Liberty **Albrighton Values** – Inspiration, Aspiration, Resilience		**N.C.** **British Values / Albrighton Values**	• Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. **British Values** – Individual Liberty **Albrighton Values** – Inspiration, Aspiration, Resilience	
Spring Term Explorers "Who was the best explorer: Christopher Columbus or Neil Armstrong?"	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know **what an explorer is** (range of pictorial sources: Amelia Earheart, Neil Armstrong, Christopher Columbus, Mary Kingsley etc. Create an explorer timeline with facts.) I know how to use pictures, photographs and artefacts to find out about key explorers. I know how to order dates from earliest to latest on simple timelines. 2. I know **why explorers travel**. I know why explorers in the past travelled. 3. I know **why Christopher Columbus was so significant**. I know which people are historically important. I know why Christopher Columbus was so significant. 4. I know **who Neil Armstrong was** and why he was significant. I know which people are historically important. I know why Neil Armstrong was so significant. 5. I know **the journeys** that Christopher Columbus and Neil Armstrong took. I know the similarities and differences between the journeys of Columbus and Armstrong. I know how to use pictures, photographs and artefacts to find out about key explorers. 6. I know **the vessels** that Christopher Columbus and Neil Armstrong used. I know the similarities and differences between the vessels of Columbus and Armstrong. I know how to use pictures, photographs and artefacts to find out about key explorers. 7. I know **the clothing** that Columbus and Armstrong wore.		**Spring Term** The History of Flight "How has air travel changed modern life?"	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know the **different ways that people tried to fly** before the invention of aeroplanes. I know how to handle evidence to find answers to simple questions about the past. I know how to choose and select evidence to find out about the past. 2. I know that the first successful aeroplane flight was made by **the Wright Brothers** in America in 1903. I know that the first all British powered flight took place on Walthamstow Marsh in 1909. I know why the Wright Brothers are significant. 3. I know how to **order events in aeroplane flight history** (Orville Wright evidence, version of events to order). I know how to sequence events that are close together in time. I know how to order dates from earliest to latest on a simple timeline. 4. I know **how aeroplanes have changed over time** (a Wright flyer and a modern aeroplane.) I know how aeroplanes have changed throughout time. I know why aeroplanes have changed over time. 5. I know that **aeroplanes are used for many reasons**: to move people from place to place, move goods, entertainment, emergency services and military (cause and consequence of aircraft invention.) I know why aeroplanes are used and what happens as a result of their use. 6. I know that **other types of aircraft** include helicopters, gliders, hot air balloons, fighter jets, biplanes, stunt planes and hovercrafts (similarities and differences, sources of evidence, timeline to order) I know how to order dates from earliest to latest on a simple timeline. I know how types of aircraft are similar or different.	

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<td>I know the similarities and differences between the clothing Columbus and Armstrong wore.
I know how to use pictures, photographs and artefacts to find out about key explorers.

Key Concepts
Exploration and Invention
Culture and Civilizations
Equality and Justice

Tier 3 Vocabulary
Voyage, discovery, journey, world, explore, unknown, spacecraft, The Eagle, Apollo 11, Buzz Aldrin, Michael Collins, astronaut, spacesuit, map, compass, Native Americans, sailing ship, sailors, San Salvador, Italy, Spain, Bahamas, Americas.</td>
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<td>7. I know that Amelia Earheart was the first woman to fly solo over the Atlantic Ocean. I know that Bessie-Coleman was the first woman of African American descent to hold a pilot license.
I know why Amelia Earheart and Bessie-Coleman are significant.

Local heritage (one lesson): First RAF plane and first RAF flight.

Key Concepts
Exploration and Invention
Heritage
Equality and Justice
Conflict and Conquest

Tier 3 Vocabulary
Gliders, aircraft, engine, propellor, navigator, pilot, hot air balloon, fighter jet, biplane, stunt plane, hovercraft.</td>
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<td>N.C.

British Values / Albrighton Values</td>
<td>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
• Significant historical events, people and places in their own locality.

British Values – Democracy, Rule of Law
Albrighton Values – Respect, Responsibility, Aspiration</td>
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British Values / Albrighton Values</td>
<td>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
• The lives of significant individuals in the past who have contributed to national and international achievements.

British Values – Democracy, Rule of Law
Albrighton Values – Respect, Responsibility, Aspiration</td>
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<td>Summer Term

My Albrighton Primary School</td>
<td>Substantive knowledge (What we will know)
Disciplinary knowledge (How we will know it)

1. I know what Newhouse Lane is like today.
I know how to ask and answer questions about our locality in the past e.g. Have there always been houses? Have the fields always been used for…?
2. I know that Newhouse Lane has changed over time.
I know how and why Newhouse Lane has changed.
3. I know what Albrighton Primary School and Nursery is like today. (Ask questions about the building, classes, equipment, who is in charge, roles, daily routines.)
I know how to ask and answer questions about my school.
4. I know what Albrighton Primary School was like in the past. (Building, classes, equipment, who was in charge, roles, daily routines, floor plan from the archives. Mr Summers visit as a long-standing member of staff.)
I know how to observe pictures, photographs, information and artefacts to find out about our school in the past.
5. I know what it was like to be a child at Albrighton Primary School (Visitor from a grandparent who went to school here/Mr Summers.)</td>
<td>Summer Term

Kings and Queens

“Why is monarchy important in our country?”</td>
<td>Substantive knowledge (What we will know)
Disciplinary knowledge (How we will know it)

1. I know what a monarch is. I know the roles of a monarch in the United Kingdom. I know good and bad qualities of a monarch. (Sources of evidence, pictures of monarchs, inferences.)
I know how to ask and answer questions about our monarch.
2. I know who our monarch is and why he is important (timeline of significant events from childhood to now.)
I know how to order events from earliest to latest on a simple timeline.
I know how to sequence dates that are close together in time.
3. I know who is in our royal family (family tree). I know the rules of succession. I know how the lives of royal children have changed (comparison of King Charles as a child and royal children now.)
I know how to observe pictures, photographs, information and artefacts to find out about our royal family.
I know the similarities and differences between King Charles and Prince George’s childhood.
4. I know how someone becomes a monarch (compare King Charles and Queen Elizabeth’s coronation days, routes, processions etc.)</td>
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	I know how to observe pictures, photographs, information and artefacts to find out about our school in the past. 6. I know **what it was like to be a child** at Albrighton Primary School (show a copy of a headteacher's logbook as far back as you can find – from local archives.) I know how 7. I know that **Albrighton Primary School has changed** over time (timeline) I know how and why my school has changed. I know how to order events from earliest to latest on a simple timeline. **Local heritage: Our school, Our Newhouse Lane**			I know how to observe pictures, photographs, information and artefacts to find out about coronation days. I know the similarities and differences between Queen Elizabeth and King Charles coronation and can give reasons. 5. I know **what a monarch does** (compare Queen Victoria and King Charles – sources of evidence to infer their achievements.) I know why Queen Victoria and King Charles are significant. 6. I know **where monarchs live** (similarities and differences between their house and Buckingham Palace – size, appearance, protection.) I know similarities and differences between the housing of a monarch and my own housing. **Local heritage (one lesson): King Charles III as patron of the RAF Museum.**	
	Key Concepts Exploration and Invention Hierarchy and Power Equality and Justice Heritage	**Tier 3 Vocabulary** Newhouse Lane, floor plan, artefacts, photographs, blackboard, logbook.		**Key Concepts** Hierarchy and Power Conflict and Conquest Heritage	**Tier 3 Vocabulary** Monarchy, King, Queen, Prince, Princess, Royal, Sword, Tiara, Crown, Coronation, Qualities, Famous, Family tree, Tradition, Enemy, Palace, Parliament, Democracy, Prime Minister, Guard.
Year 3/4 Cycle A			**Year 3/4 Cycle B**		
N.C. **British Values / Albrighton Values**	• Ancient Greece – a study of Greek life and achievements and their influence on the western world. **British Values** – The Rule of Law, Democracy, Individual Liberty **Albrighton Values** – Inspiration, Aspiration, Respect		**N.C.** **British Values / Albrighton Values**	• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. **British Values** – The Rule of Law, Tolerance **Albrighton Values** – Inspiration	
Autumn Term Ancient Greece	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know when **Ancient Greece began and ended**. I know **what the term ancient means** and why it is used. I know how to use a timeline to show that some periods occurred concurrently in different locations. I know that a timeline is divided into BC and AD. 1. I know **what life was like in Athens and Sparta**. I know how to identify similarities and differences in society (people, events, beliefs) in Athens and Sparta. 2. I know the **role of myths and legends** in the life of the Ancient Greeks.		**Autumn Term** Ancient Egypt	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know where Egypt is. I know **when the Ancient Egyptian period started and ended**. I know how to use a timeline to identify other events and civilizations that occurred at the same time. I know what was happening in Britain when the ancient Egyptians were at their most powerful. 2. I know how ancient Egyptian **society** was structured (pharaohs, government officials, nobles and priests, merchants, peasants and slaves.) I know what daily life was like for most ancient Egyptians (homes, jobs, food, schooling, leisure, clothing for each group.)	

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<td>“Can we thank the Ancient Greeks for anything in our lives today?”</td>
<td colspan="2">I know how to investigate different sources and accounts and make judgements about the authenticity of myths and legends (what evidence is there to support that the myth might be true?)
3. I know that the ancient Greeks had a writing system (Egyptian comparison)
I know how to evaluate the influence of the Greek language and compare it to modern day language.
I know how to explain why Greek writing was significant.
4. I know how Ancient Greece was governed. I know the different positions in ancient Greek society.
I know the similarities and differences between democracy in Athens and Sparta.
I know whether the changes and continuities in Ancient Greek democracy had positive or negative impacts for Britain today.
5. I know that Ancient Greek architecture has influenced the world.
I know how to compare changes and continuities in Greek architecture across different periods to modern day Britain.
6. I know that the Olympic Games originated in Ancient Greece.
I know how to compare changes and continuities in the Olympic Games in Ancient Greece and modern times.
I know how to use a range of sources and artefacts to find out about the past.

Local heritage: The Olympic Games and Much Wenlock.</td>
<td>“Why was Ancient Egypt’s civilization ahead of its time?”</td>
<td colspan="2">I know how to identify similarities and differences between groups of people in Egyptian society.
3. I know the significance of the River Nile to the Ancient Egyptians (water, transport, farming, trade, food.) I know the positives and negatives of Ancient Egyptians living near the River Nile.
I know why the River Nile is significant
4. I know how archaeologists have helped us know what happened in Ancient Egypt (writing, artefacts, Rosetta Stone.)
I know how to use a range of sources to find out about the past.
5. I know the Ancient Egyptians had key religious beliefs (Gods and Goddesses.)
I know how to construct informed responses about Egyptian religious beliefs through careful selection and organisation of relevant historical information.
6. I know that the Ancient Egyptians had key religious beliefs (Life after death – Tutankhamun case study.)
I know how to construct informed responses about Egyptian religious beliefs through careful selection and organisation of relevant historical information.
7. I know how and why the ancient Egyptian civilization came to an end.
I know how to identify reasons for the end of the Egyptian civilization and describe the effects.</td>
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<td>Key Concepts
Hierarchy and Power
Exploration and Invention
Equality and Justice
Culture and Civilizations
Conflict and Conquest
Heritage</td>
<td>Tier 3 Vocabulary
Acropolis, ancient, city state, civilization, Mount Olympus, Parthenon, temple, theatre, Sparta, Athens, Slaves, Alexander the Great, column, democracy, pottery, demi-gods, Zeus.</td>
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<td>Key Concepts
Hierarchy and Power
Exploration and Invention
Equality and Justice
Culture and Civilizations</td>
<td>Tier 3 Vocabulary
Archaeologist, pharaoh, tombs, pyramids, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab.</td>
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British Values / Albrighton Values</td>
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British Values / Albrighton Values</td>
<td colspan="2">• Britain’s settlement by Anglo-Saxons and Scots
• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

British Values – The Rule of Law, Mutual Respect, Tolerance
Albrighton Values – Resilience, Inspiration</td>
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<td colspan="2">Substantive knowledge (What we will know)
Disciplinary knowledge (How we will know it)</td>
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<td colspan="2">Substantive knowledge (What we will know)
Disciplinary knowledge (How we will know it)

1. I know when the Anglo-Saxons and Vikings invaded and settled in Britain (timeline). I know where they fit in in comparison with other periods studied (Stone Age to the Iron Age, Romans.)</td>
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<td>Spring Term

History of the RAF</td>
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<td>Spring Term

Anglo-Saxons and Vikings

“How did Britain change between the end of the Roman occupation and 1066?”</td>
<td>I know that a timeline can be divided into BC and AD.
2. I know that when the Roman Empire collapsed, Britain was attacked and invaded by the Anglo-Saxons. I know where the Anglo-Saxons came from and how they came to Britain. I know that the country was divided into Kingdoms, each run by their own ‘cyning’ or ‘King’.
I know why the Anglo Saxons invaded and the effect of this on Britain.
I know how to gather information from maps to build up a clearer picture of the past.
3. I know how archaeologists have made interpretations about the Anglo-Saxons (Beowulf/Hengist and Horsa/Bede and the Anglo-Saxon Chronicles, Sutton Hoo.)
I know how to look at different accounts and explain why they might be different.
4. I know that the Anglo-Saxons, after 500 years of rule, came under attack from Viking raids. I know where the Vikings came from, how they arrived and why (push and pull factors). I know how historians have interpreted the Vikings (were they really vicious?)
5. I know what daily life was like for the Anglo-Saxons and Vikings (comparison of nobles, warriors, men and women in both groups).
I know the similarities and differences between different groups of Saxon and Viking people.
6. I know that the Anglo-Saxons and Vikings were often in conflict and the Vikings frequently won battles (Viking raids/Lindisfarne, why the Vikings were successful, how the Anglo-Saxons organised themselves, resistance from Alfred the Great and Athelstan.)
I know why the Vikings were often successful in battle.
7. I know how important religion was to the Anglo-Saxons and Vikings (Anglo-Saxon Christianity, story of St Augustine.)
I know how to use a range of sources to find out about the past.
8. I know what the Anglo-Saxons and Vikings left behind (law and justice, local Saxon churches, Offa’s Dyke, money, units of measurement).
I know the Anglo-Saxon and Viking legacies are significant.

Local heritage: Influence of King Offa (of Mercia) on the local area. Case study of Offa’s Dyke.</td>
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<td>Equality & Justice
Conflict and Conquest
Hierarchy and Power
Heritage
Exploration and Invention</td>
<td>Danelaw, Christianity, invasion, jutes, migration, monk, pagan, picts, Danegeld, Scots, settlement, monastery, migration, raids.</td>
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				Culture and Civilizations	
N.C. **British Values / Albrighton Values**	• The Roman Empire and its impact on Britain **British Values** – **Albrighton Values** –		**N.C.** **British Values / Albrighton Values**	• Changes in Britain from the Stone Age to the Iron Age. **British Values** – Tolerance **Albrighton Values** – Inspiration, Aspiration	
Summer Term The Romans "How did the Romans change Britain?"	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know when the Romans invaded and why. I know that there were two previous invasions before the third which was successful. I know how to sequence several events, artefacts and historical figures of Roman Britain on a timeline (place Romans Britain in relation to other periods.) I know that a timeline is divided into BC and AD. I know how to identify and describe reasons for the Roman invasion. 2. I know who could join the Roman army. I know how to use evidence from a range of sources to build up a picture of life in different periods of history. 3. I know that Hadrian's wall and the Vindolanda tablets have given historians information about Roman Britain. I know how to look at more than two versions of the same event in history and identify similarities or differences (Hadrian's wall). I know the similarities and differences between Hadrian's wall and Antonine's wall. 4. I know whether the native Britons welcomed or resisted the Romans and why. I know how to use evidence from a range of sources to build up a picture of life in different periods of history. I know how to identify and describe reasons and effects of the Inceni resistance. 5. I know how historians have explored what Boudicca really looks like. I know how to investigate different accounts of Boudicca and explain some of the reasons that the accounts may be different. 6. I know who the Celtic people were and how they lived. I know the similarities and differences between Celtic life and life in a Roman Fort (artist impression of Housesteads Fort). 7. I know how the Romans influenced the culture of the people already here. (Make comparisons with Ancient Greek changes). I know the changes that occurred in Roman Britain (food, housing, clothing, beliefs, entertainment, achievements etc.)	**Summer Term** Stone Age to the Iron Age "How did Britain change between the beginning of the Stone Age and the end of the Iron Age?"	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know **when the Stone to the Iron Age began and ended.** I know what events and civilizations occurred at the same time (Egyptians) I know that a timeline is divided into BC and AD. 2. I know **how life changed from the old to the new Stone Age** (tools/weaponry, controlled fire, permanent settlements – shift from hunter gatherers, farming and agriculture.) I know how to identify and compare key changes across different periods of history. I can make reasoned judgements about whether these changes had positive or negative impacts for Britain. 3. I know **how archaeologists know** what they know about the Stone Age (significance of **Skara Brae**). I know why Skara Brae is significant. I know how to use sources to find out about the past. 4. I know how archaeologists know what they know about the Stone Age (**Stone Henge** – focus on different interpretations.) I know how to look at more than two versions of the purpose of Stone Henge and identify differences. 5. I know **how life changed during the Bronze Age** (what life was like for Bronze Age people, tools made from bronze, bronze objects such as jewellery, textile production, farming, settlements, weapon advancements, Beaker people). I know how to identify and compare key changes across different periods of history. I can make reasoned judgements about whether these changes had positive or negative impacts for Britain. 6. I know **how life changed during the Iron Age.** I know why hill forts were created. (Tribes, round houses, smelting to make iron, hillforts for protection, weapons, money, trade). I know how to identify and compare key changes across different periods of history.	

	I know how to make reasoned judgements about whether changes and continuities during the Roman occupation had positive of negative impacts for Britain. **Local Heritage: What can we learn from the Albrighton hoard and a local Roman settlement in Wroxeter?**			I can make reasoned judgements about whether these changes had positive or negative impacts for Britain. 7. I know whether it was better to live in the Iron, Bronze or Stone Age. **Local heritage – the Wrekin hill fort case study.**	
	Key Concepts	**Tier 3 Vocabulary**		**Key Concepts**	**Tier 3 Vocabulary**
	Hierarchy and Power Conflict and Conquest Culture and Civilizations Equality and Justice Exploration and Inventions Heritage	Empire, emperor, Celts, BC, AD, Republic, dictator, invasion, legions, century, centurion, Boudicca, Iceni, Claudius, Caesar, Celtic people, roundhouse, fort.		Hierarchy and Power Exploration and Invention Conflict and Conquest Heritage	Archaeologist, artefacts, neolithic, B.C, chronology, tribal, hunter-gatherers, shelter, civilization, settlement, Stonehenge, bronze, iron, agriculture, hillforts, Beaker people
Year 5/6 Cycle A			**Year 5/6 Cycle B**		
N.C. **British Values / Albrighton Values**	• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **British Values** – Tolerance, Rule of Law **Albrighton Values** – Respect, Kindness, Responsibility		**N.C.** **British Values / Albrighton Values**	• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. **British Values** – Tolerance **Albrighton Values** – Inspiration, Aspiration, Resilience	
Autumn Term The Titanic "Was one person responsible for the Titanic disaster?"	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know **what events of significance happened in 1912** (tensions leading to the Great War, suffragettes protest, Amundsen's successful attempt to reach the South Pole, death of Captain Scott's team). I know the events that occurred in the sinking of the Titanic. I know how to order an increasing number of significant events, movements and dates on a timeline using dates accurately. 2. I know **how historians know what they know** about the Titanic. I know when I am using primary or secondary sources to investigate the past. I know how to use a wide range of evidence to collect evidence about the past. I can select my own lines of enquiry by posing historically valid questions to answer. 3. I know what the exterior and the interior of the Titanic was like. I know that life aboard the Titanic was dependant **on class and wealth**. I know how to use a range of evidence to offer clear reasons for different interpretation of events. I know the difference between primary and secondary evidence and the impact of this on reliability.		**Autumn Term** The Mayans "How can a civilization that lived thousands of years ago still be important now?"	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know **where the Maya civilisation lived**. I know **when** the Mayan civilisation began and ended. I know how historical periods occurred concurrently in different locations. I know how to accurately order dates on a timeline. 2. I know how Mayan **society** was structured (King, government officials, nobles and priests, merchants, peasants and slaves.) I know how to find and analyse a wide range of evidence about the past. 3. I know **what daily life was like** for most people in Mayan civilisation (jobs, leisure, homes, food, clothing.) I know how to identify similarities and differences between groups of people in Mayan society. 4. I know what was important to Mayans **(religion, beliefs.)** I know the difference between primary and secondary evidence and the impact on reliability. I know how to use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents,

	I know that people in the past represent events or ideas in a way that may be to persuade others. 4. I know about **the lives of passengers on board** the Titanic. I know that life aboard the Titanic was dependant on class and wealth (Jacob John Astor, Benjamin Guggenheim, Sir Cosmo and Lady Duff Gordon, Molly Brown, Isador and Ida Strauss.) I know why certain people were of particular significance. 5. I know if the disaster **could have been prevented**. (women and children first rule, speed when aware of icebergs, date, captains role.) I know how to explain a variety of causes for certain events and a variety of effects that these had on people of the past. 6. I know **why more people weren't saved** from the Titanic. I know how to explain a variety of causes for certain events and a variety of effects that these had on people of the past. 7. I know **what changes occurred** in the aftermath of the sinking of the Titanic. I know how to identify trends between changes and continuities across different periods of history. I know how to make reasoned judgements about whether they made life better or worse for people at the time. **Local heritage: The Titanic's Anchor and the Black Country. The RMS Empress of Ireland and Albert Mullins of Oswestry (disaster comparison)**		printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. 5. I know what was important to the Mayans **(calendar/astronomy/maths).** I know how to explain reasons why telling the time was important to the Mayans. 6. I know what was important to the Mayans **(writing).** I know how to explain why writing was important to the Mayans. 7. I know **how and why the Mayan civilisation came to an end**. I know how to explain a variety of causes for the end of the Maya civilization and the affect it had on the people of the time and today. 8. I know how to compare the Ancient Egyptians and the Mayans. I know the similarities and differences between different civilizations **(Ancient Egyptian and Mayan case study.)**
	Key Concepts Hierarchy and Power Exploration and Invention Heritage Equality and Justice	**Tier 3 Vocabulary** Iceberg, lifeboat, propellor, unsinkable, collision, first class, second class, third class, hull, starboard, bow, stern, watertight compartments, SOS signal, maritime	**Key Concepts** Culture and Civilizations Equality and Justice Exploration and Invention Hierarchy and Power	**Tier 3 Vocabulary** Civilization, drought, jaguar, scribes, codices, maize, cacao beans, glyphs, syllabograms, logograms, calendar round, pyramids, gods and goddesses.
N.C. **British Values / Albrighton Values**	• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **British Values** – Rule of Law **Albrighton Values** – Respect, Responsibility		**N.C.** **British Values / Albrighton Values**	• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. **British Values** – Individual Liberty, Mutual Law, Tolerance, Rule of Law **Albrighton Values** – Respect, Kindness, Tolerance, Responsibility
Spring Term	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know **when the Tudor period in Britain began and ended** (link back to Stuart England Great Fire of London).		**Spring Term**	Substantive knowledge (What we will know) Disciplinary knowledge (How we will know it) 1. I know when World War Two **began and ended**. (timeline) I know **why World War Two began**. I know how to order an increasing number of significant events, movements and dates on a timeline using dates accurately.

The Tudors "The Tudors: Just banquets and fun?"	I know that the **'War of the Roses'** was a series of civil wars between two families, York and Lancaster, with **'The Battle of Bosworth'** establishing the Tudors. I know how to order a number of significant events, movements and dates on a timeline using dates accurately. I know a variety of causes and consequences of the 'War of the Roses' and the 'Battle of Bosworth.' 2. I know **who the Tudor monarchs** of the past were. I know how to explain the similarities and differences between Tudor monarchs and suggest some reasons for it. I know how to select relevant source information to address historically valid enquiries. 3. I know the significance of **King Henry VIII** and why he is remembered. I know how to use a wide range of evidence to collect evidence about the past. I know how to investigate my own lines of enquiry by posing historically valid questions to answer. 4. I know how **religion changed** during the Tudor period and the impact on Britain today. (Make links with Anglo-Saxon religion.) I know the consequences King Henry VIII's divorce had on the future of the Church. I know how to identify trends for continuation and change in religion across different periods and can give reasoned judgements about whether they made life better or worse for people of the time and today in Britain. 5. I know **what life was like for different people in society** during the Tudor period. I know how to explain similarities and differences in experiences, beliefs and attitudes of men, women and children in the Tudor period. I know how to find and analyse a wide range of evidence about the past. 6. I know who **Queen Elizabeth I** was and how historians know what she looked like. I know how to use a range of evidence to offer some clear reasons for different interpretations of Queen Elizabeth I, linking this to factual information about the past. 7. I know why Queen Elizabeth I's reign was known as the 'Golden Age.' I know **what life was like in Elizabethan England.** I know how to explain similarities and differences between King Henry VIII's reign and Queen Elizabeth I's. Local heritage: Tudor influence in Albrighton	World War Two "What was life like during the war?"	I know how to explain a variety of causes for certain events and a variety of effects that these had on the people of the past and on people today. I know how to compare the cause and effect of a variety of British conflicts. 2. I know **which countries were involved** in World War Two and why. I know how the **Commonwealth countries** supported Britain. I know how to select relevant sections of information to address historically valid questions and construct detailed, informed responses. 3. I know how the RAF caused Nazi Germany's first military defeat **(Battle of Britain).** I know how **the Blitz** was caused by Germany's defeat in the Battle of Britain and its significance. I know that Germany's defeat in the Battle of Britain resulted in the Blitz. I know why the Blitz was of significance. 4. I know how the Blitz **affected our locality.** I know why the Blitz was of significance in our locality (Coventry) I know why Coventry was a point of interest during the Blitz and the effect of it. 5. I know **what it was like to be a child evacuee in Britain** (look at a fictional story vs real memoirs). I know how to use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. I know how to consider different ways of checking the accuracy of interpretations of the past. I know how to evaluate the usefulness of different sources. 6. I know **how the war impacted children elsewhere** in the world. I know how to use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. 7. I know how **women's lives** changed during World War Two. I know how to show an awareness of the concept of propaganda. 8. I know **what men did** during the war and whether all men had to fight. I know how to show an awareness of the concept of propaganda. I know how to identify trends between changes and continuities across different periods of history. 9. I know the **consequences of WWII for Britain** (positive and negative: decline of the empire, rationing, NHS, welfare state.)

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<tr><td></td><td colspan="2"></td><td></td><td colspan="2">I know the consequences of WWII for Britain and can compare this with the consequences of WWI.

Local history: RAF museum, local war graves at the church.</td></tr>
<tr><td></td><td>Key Concepts</td><td>Tier 3 Vocabulary</td><td></td><td>Key Concepts</td><td>Tier 3 Vocabulary</td></tr>
<tr><td></td><td>Hierarchy and Power
Conflict and Conquest
Exploration and Invention
Equality and Justice
Culture and Civilizations
Heritage</td><td>Monarch, Armada, execution, reign, vagrancy, treason, War of the Roses, inherit, heir, Tower of London, tyrant, heresy</td><td></td><td>Conflict and Conquest
Exploration and Invention
Hierarchy and Power
Equality and Justice
Heritage</td><td>Axis, Allies, concentration camp, Treaty of Versailles, fascism, aggression, appeasement, Battle of Britain, Blitzkrieg, D-Day, Holocaust, Adolf Hitler, air raid, siren, warden, blackout, conscription, evacuation, evacuee, host family, rationing, Luftwaffe, RAF, Winston Churchill</td></tr>
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British Values / Albrighton Values</td><td colspan="2"></td><td>N.C.

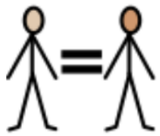
British Values / Albrighton Values</td><td colspan="2">Must be a local history study that traces aspects of history taught in the locality through time.</td></tr>
<tr><td>Summer Term</td><td colspan="2">Substantive knowledge (What we will know)
Disciplinary knowledge (How we will know it)</td><td>Summer Term</td><td colspan="2">Substantive knowledge (What we will know)
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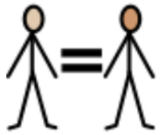
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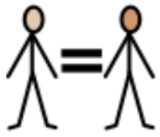
Golden Threads Coverage

	Nursery	Reception	Y1/2						Y3/4						Y5/6					
	PSED	Understanding the world	Great Fire of London	Explorers	Albrighton Primary School	Attenborough & Darwin	First Aeroplane Flight	Kings & Queens	Ancient Greece	History of the RAF	The Romans	Ancient Egypt	Anglo Saxons & Vikings	Stone Age to the Iron Age	The Titanic	The Tudors	Albright on through time	The Mayans	WW2	
Hierarchy & Power 			✓		✓			✓	✓		✓	✓	✓		✓	✓		✓	✓	
Conflict & Conquest 									✓	✓	✓		✓	✓		✓			✓	
Exploration & Invention 			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Culture & Civilizations 				✓	✓	✓			✓		✓	✓	✓	✓		✓	✓	✓	✓	
Equality & Justice 			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	
Heritage 			✓		✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	

Substantive Knowledge Progression

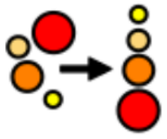
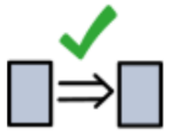
	Hierarchy & Power	Conflict & Conquest	Exploration & Invention	Culture & Civilizations	Equality & Justice	Heritage
						
Y1/2	**<u>Kings & Queens</u>** I know what a monarch is. I know who our monarch is. I know the roles of a monarch. I know the good and bad qualities of a monarch. I know who is in our royal family. I know how someone becomes a monarch. I know the rules of succession. I know what a monarch does (past monarch comparisons.) I know where monarchs live. **<u>The Great Fire of London</u>** I know what significant people did during the Great Fire of London. (Samuel Pepys, Lord Mayor Thomas Bloodworth and King Charles II.) **<u>My Albrighton Primary School</u>** I know who is in charge at Albrighton Primary School today. I know who else works in and attends Albrighton Primary School today. I know who was in charge of Albrighton Primary School in the past. I know who else worked in or attended Albrighton Primary School in the past.	Concept introduced in KS2	**<u>Darwin & Attenborough</u>** I know what exploration means. I know who Charles Darwin was and what he achieved. I know who David Attenborough is and what he achieved. I know how Charles Darwin and David Attenborough are similar or different. I know about Darwin's travels on the Beagle. I know how David Attenborough and Charles Darwin affected the modern world. **<u>The First Aeroplane Flight</u>** I know what invention means. I know the different ways that people tried to fly before the invention of aeroplanes. I know the first successful aeroplane flight was made by the Wright Brothers in America in 1903. I know the first British powered flight took place on Walthamstow Marsh in 1909. I know that aeroplanes are used for many reasons. I know other types of aircraft that have been invented. **<u>The Great Fire of London</u>** I know what Stuart London was like (houses.) I know the changes that occurred because of the fire (re-building and improvement of London houses). **<u>Explorers</u>** I know what an explorer is I know why explorers travel. I know why Christopher Columbus was so significant.	**<u>My Albrighton Primary School</u>** I know that culture can mean the attitudes or beliefs of a group of people or a particular establishment. I know what it was like to be a child at Albrighton Primary School (school culture) **<u>Darwin & Attenborough</u>** I know about Darwin's travels on the Beagle (different cultures) I know how David Attenborough and Charles Darwin affected the modern world. **<u>Explorers</u>** I know why Christopher Columbus was so significant (culture of the Americas) **<u>The Great Fire of London</u>** I know how people tried to stop the fire (culture of a groups of people.)	**<u>The First Aeroplane Flight</u>** I know that what equality means. I know Amelia Earheart was the first woman to fly solo over the Atlantic Ocean. I know that Bessie-Coleman was the first woman of African American descent to hold a pilot license. **<u>The Great Fire of London</u>** I know where, when and why the Great Fire of London began (social justice) I know why the fire spread so quickly. I know that there was a Great Fire of Newport in 1665 (social justice) **<u>Explorers</u>** I know what an explorer is (exploration of the diversity of explorers) **<u>My Albrighton Primary School</u>** I know what Albrighton Primary School and Nursery is like today. (Diversity) I know what Albrighton Primary School was like in the past. I know that Albrighton Primary School has changed over time (diversity)	**<u>Darwin & Attenborough</u>** I know what heritage means. I know who Charles Darwin was and what he achieved. I know that Charles Darwin was born in Shrewsbury. I know how Charles Darwin and David Attenborough are similar or different. I know about Darwin's travels on the Beagle. I know how David Attenborough and Charles Darwin affected the modern world. **<u>The First Aeroplane Flight</u>** I know when the first RAF flight took place and when the first planes arrived at RAF Cosford. **<u>Kings & Queens</u>** I know that King Charles III is the patron of RAF Cosford and what this means. **<u>My Albrighton Primary School</u>** I know what Newhouse Lane is like today. I know that Newhouse Lane has changed over time. I know what Albrighton Primary School and Nursery is like today. I know what Albrighton Primary School was like in the past. I know that Albrighton Primary School has changed over time (I know what it was like to be a child at Albrighton Primary School **<u>The Great Fire of London</u>** I know why the fire spread so quickly. I know that there was a Great Fire of Newport in 1665.

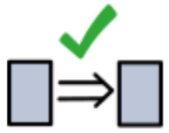
			I know who Neil Armstrong was and why he was significant. I know the journeys that Christopher Columbus and Neil Armstrong took. I know the vessels that Christopher Columbus and Neil Armstrong used. I know the clothing that Columbus and Armstrong wore. **My Albrighton Primary School** I know that Albrighton Primary School has changed over time (inventions, technology, equipment)			
	Hierarchy & Power 	**Conflict & Conquest** 	**Exploration & Invention** 	**Culture & Civilizations** 	**Equality & Justice** 	**Heritage** 
Y3/4	**Ancient Greece** I know that parts of Ancient Greece was governed with democracy. I know the different positions in ancient Greek society. **Ancient Egypt** I know how ancient Egyptian society was structured (pharaohs, government officials, nobles and priests, merchants, peasants and slaves.) **Anglo-Saxons and Vikings** I know that the country was divided into Kingdoms, each run by their own 'cyning' or 'King'. **The Romans** I know when the Romans invaded and why. I know that there were two previous invasions before the third which was successful (Claudius/Caesar) I know how historians have explored what Boudicca really looks like. **Stone Age to the Iron Age** I know whether there were leaders in the Stone Age to the Iron Age.	**Ancient Greece** I know what life was like in Athens and Sparta. **Ancient Egypt** I know the significance of the River Nile to the Ancient Egyptians (conquest) **Anglo-Saxons and Vikings** I know that the Anglo-Saxons and Vikings invaded and settled in Britain. I know that when the Roman Empire collapsed, Britain was attacked and invaded by the Anglo-Saxons. I know that the Anglo-Saxons, after 500 years of rule, came under attack from Viking raids. I know that the Anglo-Saxons and Vikings were often in conflict and the Vikings frequently won battles (Viking raids/Lindisfarne, why the Vikings were successful, how the Anglo-Saxons organised themselves, resistance from Alfred the Great and Athelstan.) I know how historians have interpreted the Vikings (were they really vicious?) **The Romans** know when the Romans invaded and why. I know that there were two	**Ancient Greece** I know that the ancient Greeks had a writing system (Egyptian comparison) I know that Ancient Greek architecture has influenced the world. I know that the Olympic Games originated in Ancient Greece. **Ancient Egypt** I know the significance of the River Nile to the Ancient Egyptians (water, transport, farming, trade, food.) I know how archaeologists have helped us know what happened in Ancient Egypt (writing, artefacts, Rosetta Stone.) **Anglo-Saxons and Vikings** I know where the Anglo-Saxons came from and how they came to Britain (exploration/migration) I know where the Vikings came from, how they arrived and why (push and pull factors). I know what the Anglo-Saxons and Vikings left behind (law and justice, local Saxon churches, Offa's Dyke, money, units of measurement). **The Romans** I know that the Romans travelled from Italy.	**Ancient Greece** I know what life was like in Athens and Sparta. I know the role of myths and legends in the life of the Ancient Greeks. I know that Ancient Greek architecture has influenced the world. **Ancient Egypt** I know what daily life was like for most ancient Egyptians (homes, jobs, food, schooling, leisure, clothing for each group.) I know the significance of the River Nile to the Ancient Egyptians (water, transport, farming, trade, food.) I know the Ancient Egyptians had key religious beliefs (Gods and Goddesses.) I know how and why the ancient Egyptian civilization came to an end. **Anglo-Saxons and Vikings** I know how archaeologists have made interpretations about the Anglo-Saxons (Beowulf/Hengist and Horsa/Bede and the Anglo-Saxon Chronicles, Sutton Hoo.) I know what daily life was like for the Anglo-Saxons and Vikings (comparison of nobles, warriors, men and women in both groups).	**Ancient Greece** I know that democracy originated in Ancient Greece. I know how Ancient Greece was governed. **Ancient Egypt** I know how ancient Egyptian society was structured (pharaohs, government officials, nobles and priests, merchants, peasants and slaves.) I know how lives differed based on social hierarchy in Ancient Egypt. **Anglo-Saxons and Vikings** I know law and justice originated with the Anglo Saxons. I know what the Anglo-Saxons and Vikings left behind (law and justice) **The Romans** I know who could join the Roman army (and who could not.) **Stone Age to the Iron Age**	**Ancient Greece** I know the history of local Much Wenlock and the Olympic Games. **Ancient Egypt** **Anglo-Saxons and Vikings** I know the influence of King Offa (of Mercia) on the local area. Case study of Offa's Dyke. **The Romans** I know that our local area of Wroxeter was a Roman settlement. I know what the Albrighton hoard is and why it is significant. **Stone Age to the Iron Age** I know that our local Wrekin is an Iron Age hillfort.

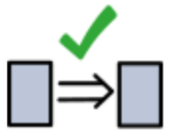
		previous invasions before the third which was successful. I know who could join the Roman army. I know whether the native Britons welcomed or resisted the Romans and why (Boudicca/Iceni tribe.) **Stone Age to the Iron Age** I know how life changed from the Stone Age to the Iron Age (weapon development, hill forts for defence.)	I know why the Romans came to Britain. I know the changes that occurred in Roman Britain (food, housing, clothing, beliefs, entertainment, achievements etc.) **Stone Age to the Iron Age** I know how life changed from the old to the new Stone Age (tools/weaponry, controlled fire, permanent settlements – shift from hunter gatherers, farming and agriculture.) I know how life changed during the Bronze Age (what life was like for Bronze Age people, tools made from bronze, bronze objects such as jewellery, textile production, farming, settlements, weapon advancements, Beaker people). I know how life changed during the Iron Age. I know why hill forts were created. (Tribes, round houses, smelting to make iron, hillforts for protection, weapons, money, trade).	I know how important religion was to the Anglo-Saxons and Vikings (Anglo-Saxon Christianity, story of St Augustine.) **The Romans** I know that Hadrian's wall and the Vindolanda tablets have given historians information about Roman Britain. I know who the Celtic people were and how they lived. I know how the Romans influenced the culture of the people already here. (Make comparisons with Ancient Greek changes). **Stone Age to the Iron Age** I know how archaeologists know what they know about the Stone Age (significance of Skara Brae). I know how archaeologists know what they know about the Stone Age (Stone Henge – focus on different interpretations.)		
	Hierarchy & Power 	**Conflict & Conquest** 	**Exploration & Invention** 	**Culture & Civilizations** 	**Equality & Justice** 	**Heritage** 
Y5/6	**The Titanic** I know if the disaster could have been prevented. (Rules and decisions of the people in charge - women and children first rule, speed when aware of icebergs, date, captains role.) **The Mayans** I know how Mayan society was structured (King, government officials, nobles and priests, merchants, peasants and slaves.) **The Tudors** I know that the 'War of the Roses' was a series of civil wars between two families, York and Lancaster,	**The Titanic** **The Mayans** I know how and why the Mayan civilisation came to an end (the Spanish conquest of the Americas). I know whether the Maya had soldiers and how they defended themselves. **The Tudors** I know that the 'War of the Roses' was a series of civil wars between two families, York and Lancaster, with 'The Battle of Bosworth' establishing the Tudors.	**The Titanic** I know what the Titanic is and why it is remembered. I know the events that occurred in the sinking of the Titanic. I know how historians know what they know about the Titanic. I know what changes occurred in the aftermath of the sinking of the Titanic. **The Mayans** I know what was important to the Mayans (calendar/astronomy/maths). I know what was important to the Mayans (writing).	**The Titanic** **The Mayans** I know where the Maya civilisation lived. I know when the Mayan civilisation began and ended. I know how Mayan society was structured (King, government officials, nobles and priests, merchants, peasants and slaves.) I know what daily life was like for most people in Mayan civilisation (jobs, leisure, homes, food, clothing.) I know what was important to Mayans (religion, beliefs.) I know what was important to the Mayans (calendar/astronomy/maths).	**The Titanic** I know what the exterior and the interior of the Titanic was like. I know that life aboard the Titanic was dependant on class and wealth. I know about the lives of passengers on board the Titanic (Jacob John Astor, Benjamin Guggenheim, Sir Cosmo and Lady Duff Gordon, Molly Brown, Isador and Ida Strauss.) I know why more people weren't saved from the Titanic. I know what changes occurred in the aftermath of the sinking of the Titanic. **The Mayans**	**The Titanic** I know that the anchor for the Titanic was made in the Black Country. I know how to compare the sinking of The RMS Empress of Ireland with Albert Mullins of Oswestry. **The Mayans** **The Tudors** **World War Two** I know how the Blitz affected our locality (war memorial, war graves at local church, Coventry Blitz)

	with 'The Battle of Bosworth' establishing the Tudors. I know who the Tudor monarchs of the past were. I know the significance of King Henry VIII and why he is remembered. I know who Queen Elizabeth I was and how historians know what she looked like. **World War Two** I know why World War Two began (political leaders reasons) I know which countries were involved in World War Two and why.	I know how Queen Elizabeth I defended Britain against the Spanish Armada. **World War Two** I know when World War Two began and ended. (timeline) I know why World War Two began. I know which countries were involved in World War Two and why. I know how the Commonwealth countries supported Britain and why they are often forgotten. I know how the RAF caused Nazi Germany's first military defeat (Battle of Britain). I know how the Blitz was caused by Germany's defeat in the Battle of Britain and its significance. I know how the Blitz affected our locality. I know what it was like to be a child evacuee in Britain (look at a fictional story vs real memoirs). I know how the war impacted children elsewhere in the world. I know how women's lives changed during World War Two. I know what men did during the war and whether all men had to fight. I know the consequences of WWII for Britain (positive and negative: decline of the empire, rationing, NHS, welfare state.)	I know how the Mayans survived in such an inhospitable environment (farming inventions and strategies.) **The Tudors** I know why Queen Elizabeth I's reign was known as the 'Golden Age.' I know what life was like in Elizabethan England. **World War Two** I know how the RAF caused Nazi Germany's first military defeat (Battle of Britain aircraft and strategies)	I know what was important to the Mayans (writing). I know how and why the Mayan civilisation came to an end (the Spanish conquest of the Americas). I know how to compare the Ancient Egyptians and the Mayans. **The Tudors** I know the significance of King Henry VIII and why he is remembered (changes to religion and the church.) I know how religion changed during the Tudor period and the impact on Britain today. (Make links with Anglo-Saxon religion.) I know what life was like in Elizabethan England. **World War Two** I know what it was like to be a child evacuee in Britain (look at a fictional story vs real memoirs). I know how women's lives changed during World War Two. I know the consequences of WWII for Britain (positive and negative: decline of the empire, rationing, NHS, welfare state.)	I know how Mayan society was structured (King, government officials, nobles and priests, merchants, peasants and slaves.) I know what daily life was like for most people in Mayan civilisation (jobs, leisure, homes, food, clothing.) **The Tudors** I know the significance of King Henry VIII and why he is remembered (how he ruled, treatment of people.) I know what life was like for different people in society during the Tudor period. I know what life was like in Elizabethan England. **World War Two** I know how the Commonwealth countries supported Britain and why they are often forgotten. I know how the war impacted children elsewhere in the world (Holocaust) I know how women's lives changed during World War Two. I know what men did during the war and whether all men had to fight.	

Disciplinary Knowledge Progression

	Chronology 	Similarities and Differences 	Cause and Consequence 	Enquiry 	Change and Continuity 	Significance 	Interpretations
Y1/2	**The Great Fire of London** I know how to sequence events of the Great Fire of London on a simple timeline. **Darwin & Attenborough** I know how to sequence events in the life of Darwin and Attenborough. I know how to use words such as earliest, latest, old, new. **Explorers** I know how to sequence explorers from earliest to latest. **The First Aeroplane Flight** I know how to sequence events in flight history on a simple timeline. **My Albrighton Primary School** I know how to order events from earliest to latest on a simple timeline about my school. **Kings & Queens** I know how to order events in King Charles life on a simple timeline.	**The Great Fire of London** I know the similarities and differences between London homes and streets then and now I know how to find similarities and differences between the fire of London and the fire of Newport. **Darwin & Attenborough** I know how to recognise similarities and differences between Charles Darwin and David Attenborough. **Explorers** I know the similarities and differences between the journeys of Columbus and Armstrong. I know the similarities and differences between the vessels of Columbus and Armstrong. I know the similarities and differences between the clothing of Columbus and Armstrong. **The First Aeroplane Flight** I know how types of aircraft are similar or different. **My Albrighton Primary School** I know how my school is similar or different to how it was in the past. **Kings & Queens** I know the similarities and differences between King Charles and Prince George's childhood.	**The Great Fire of London** I know how to recognise why the fire happened. I know positive and negative consequences of the fire. **Darwin & Attenborough** I know how to recognise why Charles Darwin did things and what happened as a result of his actions. I know how to recognise why David Attenborough did things and what happened as a result of his actions. **Explorers** I know why explorers in the past travelled. **The First Aeroplane Flight** I know why aeroplanes are used and what happens as a result of their use. **My Albrighton Primary School** I know why my school was opened. I know how and why my school has changed. **Kings & Queens** I know why we have a monarch. I know why there is a line of succession.	**The Great Fire of London** I know how to use a range of sources including diary accounts, paintings, newspaper articles from the time. **Darwin & Attenborough** I know how to use pictures, photographs and artefacts to find out about Charles Darwin. I know that there are different types of sources and evidence. I know how to observe or handle evidence to find answers to simple questions about the past. **Explorers** I know how to use pictures, photographs and artefacts to find out about key explorers. **The First Aeroplane Flight** I know how to handle evidence to find answers to why people tried to fly in the past. I know how to choose and select evidence to find out about the past. **My Albrighton Primary School** I know how to ask and answer questions about our locality in the past e.g. Have there always been houses? Have the fields always been used for…? I know how to ask and answer questions about my school. I know how to observe pictures, photographs, information and artefacts to	**The Great Fire of London** I know how firefighting has changed from 1666 to modern day. **Darwin & Attenborough** I know how the findings of Darwin and Attenborough have changed how we live today. **Explorers** I know how explorers have changed over time. **The First Aeroplane Flight** I know how aeroplanes have changed throughout time. I know why aeroplanes have changed over time. **My Albrighton Primary School** I know how and why Newhouse Lane has changed. I know how and why Albrighton Primary School has changed over time. **Kings & Queens** I know how the role of a monarch has changed over time. I know how the lives of royal children have changed over time.	**The Great Fire of London** I know why the Great Fire of London is significant and remembered. **Darwin & Attenborough** I know why Darwin and Attenborough might be significant. **Explorers** I know why Christopher Columbus was so significant. I know why Neil Armstrong was so significant. **The First Aeroplane Flight** I know why the Wright Brothers are significant. I know why Amelia Earheart and Bessie-Coleman are significant. **My Albrighton Primary School** I know who is significant within my school. I know of significant people in the school's history. **Kings & Queens** I know why the royal family is significant. I know why Queen Victoria and King Charles are significant.	**The Great Fire of London** **Darwin & Attenborough** **Explorers** **The First Aeroplane Flight**

		I know the similarities and differences between Queen Elizabeth and King Charles coronation and can give reasons. I know similarities and differences between the housing of a monarch and my own housing.		find out about our school in the past. **Kings & Queens** I know how to ask and answer questions about our monarch. I know how to observe pictures, photographs, information and artefacts to find out about our royal family. I know how to observe pictures, photographs, information and artefacts to find out about coronation days.			
	Chronology 	**Similarities and Differences** 	**Cause and Consequence** 	**Enquiry** 	**Change and Continuity** 	**Significance** 	**Interpretations**
Y3/4	**Ancient Greece** I know when Ancient Greece began and ended. I know what the term ancient means and why it is used. I know how to use a timeline to show that Ancient Greece occurred concurrently in different locations. I know that a timeline is divided into BC and AD. **Ancient Egypt** I know how to use a timeline to identify other events and civilizations that occurred at the same time as Ancient Egypt. I know what was happening in Britain when the ancient Egyptians were at their most powerful. **Anglo-Saxons and Vikings** I know that a timeline can be divided into BC and AD. I know when the Anglo-Saxons and Vikings invaded and can place it in time in relation to other periods. **The Romans** I know how to sequence several events, artefacts and historical	**Ancient Greece** I know how to identify similarities and differences in society (people, events, beliefs) in Athens and Sparta. I know the similarities and differences between democracy in Athens and Sparta. **Ancient Egypt** I know how to identify similarities and differences between groups of people in Egyptian society. **Anglo-Saxons and Vikings** I know the similarities and differences between different groups of Saxon and Viking people. **The Romans** I know the similarities and differences between Hadrian's wall and Antonine's wall. I know the similarities and differences between Celtic life and life in a Roman Fort (artist impression of Housesteads Fort).	**Ancient Greece** **Ancient Egypt** I know how to identify reasons for the end of the Egyptian civilization and describe the effects. **Anglo-Saxons and Vikings** I know why the Anglo-Saxons invaded and the effect it had on Britain. I know why the Vikings were often successful in battle. **The Romans** I know how to identify and describe reasons for the Roman invasion. I know how to identify and describe reasons and effects of the Iceni resistance. **Stone Age to the Iron Age** I know why tools and weapons advanced from the Stone Age to the Iron Age. I know the effect of the advancements in tools and weaponry. I know why hillforts were built.	**Ancient Greece** I know how to investigate different sources and accounts and make judgements about the authenticity of myths and legends (what evidence is there to support that the myth might be true?) I know how to use a range of sources and artefacts to find out about the past. **Ancient Egypt** I know how to use a range of sources to find out about Ancient Egypt. I know how to construct informed responses about Egyptian religious beliefs through careful selection and organisation of relevant historical information. **Anglo-Saxons and Vikings** I know how to gather information from maps to build up a clearer picture of the past. I know how to look at different accounts and explain why they might be different. I know how to use a range of sources to find out about the Anglo-Saxons and Vikings.	**Ancient Greece** I know how to evaluate the influence of the Greek language and compare it to modern day language. I know whether the changes and continuities in Ancient Greek democracy had positive or negative impacts for Britain today. I know how to compare changes and continuities in the Olympic Games in Ancient Greece and modern times. **Ancient Egypt** I know how Ancient Egypt changed over time and can suggest reasons for it. **Anglo-Saxons and Vikings** I know how the Anglo-Saxons and Vikings changed Britain (lasting legacies). **The Romans** I know how life changed in Roman Britain. I know how to make reasoned judgements about whether changes and continuities during the Roman occupation had	**Ancient Greece** I know how to explain why Greek writing was significant. I know why Alexander the Great is significant. **Ancient Egypt** I know why the River Nile is significant **Anglo-Saxons and Vikings** I know the Anglo-Saxon and Viking legacies are significant. **The Romans** I know why Julius Caesar and Claudius are significant. I know why the Roman invasion of Britain is significant. **Stone Age to the Iron Age** I know why Skara Brae is significant. I know why Stonehenge is significant.	**Ancient Greece** **Ancient Egypt** **Anglo-Saxons and Vikings** **The Romans** **Stone Age to the Iron Age**

	figures of Roman Britain on a timeline (place Romans Britain in relation to other periods.) I know that a timeline is divided into BC and AD. **Stone Age to the Iron Age** I know what events and civilizations occurred at the same time as the Stone Age to the Iron Age (Egyptians) I know that a timeline is divided into BC and AD.	**Stone Age to the Iron Age** I know the similarities and differences between the Stone Age to the Iron Age and Ancient Egypt.	I know why man became farmers and settlers rather than hunter-gatherers.	**The Romans** I know how to use evidence from a range of sources to build up a picture of life in different periods of history. I know how to look at more than two versions of the same event in history and identify similarities or differences (Hadrian's wall). I know how to investigate different accounts of Boudicca and explain some of the reasons that the accounts may be different. **Stone Age to the Iron Age** I know how to use sources to find out about the past. I know how to look at more than two versions of the purpose of Stone Henge and identify differences.	positive of negative impacts for Britain. **Stone Age to the Iron Age** I know how to identify and compare key changes from the Stone Age to the Iron Age. I can make reasoned judgements about whether these changes had positive or negative impacts for Britain.		
	Chronology 	**Similarities and Differences** 	**Cause and Consequence** 	**Enquiry** 	**Change and Continuity** 	**Significance** 	**Interpretations**
Y5/6	**The Titanic** I know how to order an increasing number of significant events, movements and dates leading up to the sinking of the Titanic on a timeline using dates accurately. **The Mayans** I know how historical periods occurred concurrently in different locations and can identify periods that lived at the same time as the Maya. I know how to accurately order and increasing amount of dates on a timeline in the Maya period. **The Tudors** I know how to order a number of significant events, movements	**The Titanic** I know how to identify the similarities and differences between the Titanic and a passenger ship today and the reasons for why things have changed or stayed the same. **The Mayans** I know how to identify similarities and differences between groups of people in Mayan society. I know the similarities and differences between different civilizations (Ancient Egyptian and Mayan case study.) **The Tudors** I know how to explain the similarities and differences	**The Titanic** I know how to explain a variety of causes for the sinking of the Titanic and a variety of effects that these had on people of the past. **The Mayans** I know how to explain reasons why telling the time was important to the Mayans. I know how to explain why writing was important to the Mayans. I know how to explain a variety of causes for the end of the Maya civilization and the affect it had on the people of the time and today. **The Tudors**	**The Titanic** I know when I am using primary or secondary sources to investigate the Titanic. I know how to use a wide range of evidence to collect evidence about the Titanic. I can select my own lines of enquiry by posing historically valid questions to answer about the Titanic. I know how to use a range of evidence to offer clear reasons for different interpretations of events. I know the difference between primary and secondary evidence and the impact of this on reliability. I know that people in the past represent events or ideas in a	**The Titanic** I know how to identify trends between changes and continuities across different periods of maritime history. I know how to make reasoned judgements about whether they made life better or worse for people at the time. **The Mayans** I know how Maya changed over time to adapt to their surroundings and survive. **The Tudors** I know how to identify trends for continuation and change in religion across different periods and can give reasoned judgements about whether they	**The Titanic** I know why certain people were of particular significance (Jacob John Astor, Benjamin Guggenheim, Sir Cosmo and Lady Duff Gordon, Molly Brown, Isador and Ida Strauss.) **The Mayans** I know what was significant to the Maya (writing, astronomy, farming, number, religion.) I know who was significant to the Maya (gods, King) **The Tudors** I know why the Tudors are significant. I know why we remember King Henry VIII.	

	and dates surrounding the Tudor period on a timeline using dates accurately. **World War Two** I know how to order an increasing number of significant events, movements and dates leading up to and including WWII on a timeline using dates accurately.	between Tudor monarchs and suggest some reasons for it. I know how to explain similarities and differences in experiences, beliefs and attitudes of men, women and children in the Tudor period. I know how to explain similarities and differences between King Henry VIII's reign and Queen Elizabeth I's. **World War Two** I know the similarities and differences between the lives of children during and after WWII. I know the similarities and differences between the lives of women during and after WWII. I know the similarities and differences between the lives of men during and after WWII.	I know a variety of causes and consequences of the 'War of the Roses' and the 'Battle of Bosworth.' I know the consequences King Henry VIII's divorce had on the future of the Church. **World War Two** I know how to explain a variety of causes for certain events and a variety of effects that these had on the people of the past and on people today. I know how to compare the cause and effect of a variety of British conflicts and identify trends for Britain in war. I know that Germany's defeat in the Battle of Britain resulted in the Blitz. I know why Coventry was a point of interest during the Blitz and the effect of it. I know the consequences of WWII for Britain and can compare this with the consequences of WWI.	way that may be to persuade others. **The Mayans** I know how to find and analyse a wide range of evidence about the Mayans. I know the difference between primary and secondary evidence and the impact of this on reliability (Spanish interpretations of the Maya.) I know how to use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. **The Tudors** I know how to select relevant source information to address historically valid enquiries about the Tudors. I know how to use a wide range of evidence to collect evidence about the Tudors. I know how to investigate my own lines of enquiry by posing historically valid questions to answer. I know how to use a range of evidence to offer some clear reasons for different interpretations of Queen Elizabeth I, linking this to factual information about the past. **World War Two** I know how to select relevant sections of information to address historically valid questions and construct detailed, informed responses. I know how to use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. I know how to consider different ways of checking the	made life better or worse for people of the time and today in Britain. **World War Two** I know how the lives of children changed or stayed the same during WWII. I know how the lives of women changed or stayed the same during WWII. I know how the lives of men changed or stayed the same during WWII. I know how life changed after WWII for different groups of people. I know how to identify trends between changes and continuities across different periods of history.	I know why we remember Queen Elizabeth I. **World War Two** I know why the Blitz was of significance. I know why the Blitz was of significance in our locality (Coventry) I know why Coventry was a point of interest during the Blitz and the effect of it.	

				accuracy of interpretations of the past. I know how to evaluate the usefulness of different sources. I know how to use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. I know how to show an awareness of the concept of propaganda.			