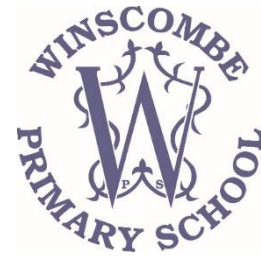


History



Winscombe Primary School

Skills & Knowledge Progression Map

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum

Understanding the World

Begin to make sense of their own life-story and family's history (Three and Four-Year-Olds)

Comment on images of familiar situations in the past (Reception)

Compare and contrast characters from stories, including figures from the past.

Early Learning Goals – Understanding the World, Past and Present

Talk about the lives of people around them and their roles in society.

Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Level Expected at the End of KS1 and KS2

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • significant historical events, people and places in their own locality 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • 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; • a local history study; • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <ul style="list-style-type: none"> • 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; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • 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.

The History curriculum progression maps comprehensively show the progression of Historical Enquiry skills and concepts from Reception to Year 6.

Progression of Skills

Key skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Talk about past and present events in their own lives and in the lives of family members Use everyday language to talk about time	Use everyday language related to time Sequence events in their life Sequence 3 or 4 artefacts from different periods of time Match objects to people of different ages Describe memories and key events in their own lives and in lives of family members	Develop an awareness of the past Sequence events closer together in time Describe key events and when they happened in time.	Begin to construct timelines and place events in chronological order Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Construct timelines and place events in chronological order Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD, BCE/ACE	Continue to develop chronologically secure knowledge of history Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Extend and deepen chronologically secure knowledge of history and a well-formed context for future learning Place current study on time line in relation to other studies Use relevant dates and terms Sequence events on a timeline
Understanding the Past	Use everyday language to talk about time	Recount episodes from stories about the past Recognise the difference between past and present in their own and other's lives	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in times studied Offer a reasonable explanation for some events	Begin to use evidence to draw conclusions and give opinions Find out about everyday lives of people studied Compare with our lives today Identify reasons for and results of people's actions	Use evidence to draw conclusions and give opinions Identify key features and events of time studied Look for links and effects in time studied	Examine causes and results of great events and the impact on people Compare life in early and later 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, Compare beliefs and behaviour with another time studied Analyse an aspect of life with the same aspect in another period Know key dates, characters and events of times studied
Interpretation of History		Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people and places from the past Discuss the reliability of photos/accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different source materials	Use various sources to gain historical knowledge Begin to evaluate the usefulness of the different sources Begin to draw conclusions using a variety of sources	Compare accounts and events from different sources – fact or fiction Identify reasons for different versions of events	Link sources and work out how conclusions were derived Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different

							evidence will lead to different conclusions
Historical Enquiry		Find answers to simple questions about the past from sources of information e.g. stories and artefacts (primary evidence) Begin to ask historical questions	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations Begin to identify similarities and differences between events and places Ask historical questions	Use a range of sources to interpret and begin to draw own conclusions Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use various means of research	Use evidence to build up a picture of a past event Ask a variety of more in-depth questions from a variety of sources Use a range of sources to interpret and begin to draw own conclusions Use various means of research and begin independently researching	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Analyse evidence and draw conclusions from evidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Analyse evidence and draw conclusions from evidence Bring knowledge gathered from several sources together in a fluent account
Historical Vocabulary	Understand the meaning of everyday language about time e.g. old, new, past	Extend vocabulary by grouping and naming, exploring meaning and sound of new words in history learning	Begin to use vocabulary specific to subject being studied Begin to use a wider range of everyday historical terms	Use some vocabulary specific to the subject being studied Use vocabulary of everyday historical terms	Use vocabulary of specific historical terms and everyday language related to subject in writing and speaking	Use specific historical terms in writing and speaking with confidence	Use historical terms in both writing and speaking with confidence
Historical Knowledge	Answer questions about own experiences in response to events Develop narratives and explanations by connecting idea or events	Can recall key facts from the knowledge organiser for each topic quickly with ease	Can recall key facts from the knowledge organiser for each topic quickly with ease	Can recall key facts from the knowledge organiser for each topic quickly with ease	Can recall key facts from the knowledge organiser for each topic quickly with ease	Can recall key facts from the knowledge organiser for each topic quickly with ease	Can recall key facts from the knowledge organiser for each topic quickly with ease
Source Types	Photographs Pictures Artefacts	Artefacts Photos Pictures Books	All previous sources and... PowerPoints, Internet, Software, Video Clips, Diaries, Paintings, Replica Artefacts	All previous sources and maps	All previous sources and... Hieroglyphs	All previous sources and... Copies of Historical written sources e.g. poems,	All previous sources and... Eye witness accounts Specialised maps
Vocabulary							

History Curriculum Overview

	Autumn Term	Spring Term	Summer Term
Year 1	Homes in the Past	Wangari Maathi	Seaside Holidays in the Past
Enquiry Questions	<i>Does a home in the past look like my home?</i>	<i>Who was Wangari Maathi ?</i>	<i>What were seaside holidays like in the past?</i>
Year 2	The Great Fire of London	Isambard Kingdom Brunel	Childhood Then and Now
Enquiry Questions	<i>Why do we remember the Great Fire of London?</i>	<i>Who was Isambard Kingdom Brunel and why was he famous?</i>	<i>What was my grandparents childhood like?</i>
Year 3	Stone Age to Iron Age	Invaders and Settlers: Romans	British History Heroes
Enquiry Questions	<i>How did life change from the Stone Age to the Iron Age?</i>	<i>How did the Romans transform Britain?</i>	<i>Who is the most influential British Hero?</i>
Year 4	Ancient Egypt	Henry VIII	Anglo-Saxons, Picts and Scots
Enquiry Questions	<i>What can we find out about Ancient Egypt?</i>	<i>Why did Henry VIII marry six times?</i>	<i>How do we know what life was like in Anglo-Saxon times?</i>
Year 5	Space Exploration	Who were the Ancient Greeks?	Vikings vs Anglo-Saxons
Enquiry Questions	<i>What can we learn from Space Exploration and why is it still important?</i>	<i>How far did the Ancient Greek impact our modern world?</i>	<i>Raiders or Settlers: How do we remember the Vikings?</i>
Year 6	Children in Victorian Britain	The Changing Roles of Women	The Kingdom on Benin
Enquiry Questions	<i>What would it be like to be a child in Victorian Britain?</i>	<i>How have women's roles changed through history?</i>	<i>What led to the decline of the Benin Kingdom?</i>

History Objectives | KS1 |

Objective	Year 1			Year 2		
	Homes in the Past	Wangari Maathi	What were seaside holidays like in the past?	The Great Fire of London	Isambard Kingdom Brunel	Childhood Then and Now
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life						
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]						
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]						
significant historical events, people and places in their own locality						

Knowledge and Skills Progression

Year	Term	Scheme of work	Historical enquiry	Historical knowledge and Understanding	Chronological understanding	Vocabulary
1	Aut	Homes in the Past	<ul style="list-style-type: none"> • I can use photographs to explore what the interiors of Victorian homes were like. • I can use photographs of objects to explore what daily life was like in Victorian times. 	<ul style="list-style-type: none"> • I know that houses built today are different from houses built a long time ago. • I can match houses to their time period. • I can explain how house designs have changed over time. • I know who Queen Victoria was. • I know that life was different in Victorian times to today because lots of things we use today hadn't been invented yet. • I can use illustrations to compare and contrast modern and Victorian homes. • I can name some objects found in a Victorian house that we no longer use today. • I can explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their clothes without a washing machine. 	<ul style="list-style-type: none"> • I recognise the chronological order of the medieval, Tudor, Georgian and Victorian periods. • I know when the Victorian period was. 	<ul style="list-style-type: none"> • Medieval • Tudor • Georgian • Victorian

1	Spr	Wangari Maathi	<ul style="list-style-type: none"> • I can use a photographs to infer facts about a person and time period. • I can use quotes from historical figures to learn about people and events in the past. 	<ul style="list-style-type: none"> • I know when Wangari Maathi lived and expectations of women at that time • I can explain the contributions made by Wangari Maathi • I can explain why Wangari Maathi was awarded the Nobel Prize 	<ul style="list-style-type: none"> • I can order the key events in Wangari Maathi's life 	<ul style="list-style-type: none"> • Nobel prize • Africa • Scholar • Nairobi • University • Enviromentalist
1	Sum	What were seaside holidays like in the past?	<ul style="list-style-type: none"> • I can use a range of photographs to infer information about the past. 	<ul style="list-style-type: none"> • I can explain why changes in society, particularly the steam train, made seaside holidays popular. • I know that the lives of rich and poor people were very different in the past. • I know that changes in society led to seaside holidays becoming very popular in Victorian times. 	<ul style="list-style-type: none"> • I can order photos from three different eras chronologically. • I can compare the features of seaside holidays 100 years ago, 50 years ago and today. 	<ul style="list-style-type: none"> • Steam train • Tradition • Bathing machine • Promenade • Modern • Old-fashioned
2	Aut	The Great Fire of London	<ul style="list-style-type: none"> • I can use photographs and illustrations to compare London today with London in 1666. • I can use maps to explain some of the ways London has changed over time. • I know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. • I can read extracts from Samuel Pepys diary and explain what they tell us about the fire. • I can distinguish between objects, writing and pictures as historical sources. 	<ul style="list-style-type: none"> • I can explain some of the ways in which London was different in 1666 to today. • I can explain the key events of the Great Fire of London. • I can explain some of the factors that made the Great Fire last so long and be so difficult to put out. 	<ul style="list-style-type: none"> • I know that the Great Fire of London took place in the Stuart period. • I can place the Great Fire of London on a timeline. • I can organise dated cards into a timeline of British history. 	<ul style="list-style-type: none"> • Century • Plague • Stuart • King Charles II • Source • Samuel Pepys • Thomas Farriner • Monument

2	Spr	Isambard Kingdom Brunel	<ul style="list-style-type: none"> • I understand how important written evidence is in the study of history. • I can use a photograph to infer facts about a person and time period. • I can use quotes from historical figures to learn about people and events in the past. 	<ul style="list-style-type: none"> • I can understand what it means to be famous, and that people can be famous for many different reasons • I can recount and sequence events in Brunel's life, gaining an insight into the character of a pioneer, dealing with adversity, failure and criticism. • the comparative study of the life of significant individual who has contributed to our nation's achievements • I can understand the evidence of Brunel's impact on our lives through the local structures that remain in use today, both in their own locality and on a national scale eg Temple Meads railway station in Bristol, SS Great Britain in Bristol, Clifton Suspension Bridge in Bristol, Paddington Station • I can understand Brunel's involvement with The Great Exhibition as a showcase and celebration of Britain's past, present and future innovations 	<p>I can understand the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'</p>	<ul style="list-style-type: none"> • Locality • Structure • Engineer • Innovator
2	Sum	Childhood Then and Now	<ul style="list-style-type: none"> • I can use photographs and illustrations to compare toys, homes, leisure activities, schools and clothes. • I know that we can find out about childhood in the past by listening to music, oral and written accounts, photos • I can distinguish between objects, writing and pictures as historical sources. • I can compare objects to find differences and similarities 	<ul style="list-style-type: none"> • I can discuss toys in the past and ask questions about them • I can compare and sequence photos of toys • I can explain how toys, homes and schools have changed and why • I can explain how clothes have changed from Victorian times to modern day • I can explain how clothes were created for different purposes 	<p>I can understand the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'</p> <p>I know how toys, homes, clothes and schools have changed over time. I can order images and artefacts</p>	<ul style="list-style-type: none"> • Victorian • Modern • Old fashioned •

3	Aut	<p>Stone Age to Iron Age (History Lessons in The Prehistoric World topic)</p>	<ul style="list-style-type: none"> • I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a variety of sources to answer questions about the past. 	<ul style="list-style-type: none"> • I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory. 	<ul style="list-style-type: none"> • I can place the Stone Age, Bronze Age and Iron Age on a timeline. • I know that prehistory spans millions of years. 	<ul style="list-style-type: none"> • Prehistory • Archaeologist • Archaeology • Palaeolithic • Mesolithic • Neolithic
3	Spr	<p>Invaders and Settlers: Romans</p>	<ul style="list-style-type: none"> • I can consider different points of view about a historical event. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. 	<ul style="list-style-type: none"> • I can explain why and how the Romans invaded Britain. • I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded. 	<ul style="list-style-type: none"> • I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. • I can place the Romans on a timeline. • I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. 	<ul style="list-style-type: none"> • Invade • Settle • Roman Empire • Emperor • Revolt

3	Sum	British History Heroes	<ul style="list-style-type: none"> • I can consider different points of view about a historical event and significant British hero of history • I can gather information from books, texts and pictures 	<ul style="list-style-type: none"> • I know what a hero is. • I can explain what the Transatlantic Trade was • I know why William Wilberforce was considered a hero • I can describe prisons in the early 19th Century and explain who Elizabeth Fry was and what she did • I can describe working life for children in the Victorian era and Lord Shaftesbury's involvement with this. • I know who Mary Seacole is her achievements in the Crimean War. • I understand the roles of women in the 19th Century, in particular Emily Pankhurst • I know who Winston Churchill was and his role in the victory in WWII • I can suggest what might have happened if any of these British heroes had not existed. 	<ul style="list-style-type: none"> • I can place significant in chronological order • I can place significant people on a timeline. 	<ul style="list-style-type: none"> • Slavery • Crimean War • Victorian Britain • Chimney sweep • Reform • Industrial Revolution • Suffragette
4	Aut	Ancient Egypt	<ul style="list-style-type: none"> • I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. • I can make suggestions about what unfamiliar artefacts might have been used for. • I can explain the significance of the discovery of the Rosetta stone. • I can generate questions I want to find the answers to about life in ancient Egypt. • I can choose an area I wish to research, and use a variety of sources to carry out my research. 	<ul style="list-style-type: none"> • I can describe the features of daily life in ancient Egypt. • I can explain the events surrounding the discovery of Tutankhamen's tomb. • I can describe ancient Egyptian beliefs in the afterlife. • I explain the process of mummification. 	<ul style="list-style-type: none"> • I can describe the difference between ancient and modern periods. • I know when the ancient Egyptian civilisation was. • I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. 	<ul style="list-style-type: none"> • Civilisation • Ancient • Modern • Ancient Egypt • Before Common Era • Common Era

4	Spr	Henry VIII	<ul style="list-style-type: none"> • I can use a portrait as a source to answer questions • I can use sources to describe the characteristic and appearance of Henry VIII • I can extract and interpret information from primary sources • I can evaluate different points of view and explain my reasoning • I can use historical sources to answer questions • I can organize and relate the information I have gathered 	<ul style="list-style-type: none"> • I can name Henry VIII's children and wives • I understand about the power and importance of a Tudor King and their responsibilities and roles as a monarch • I can describe Henry VIII's favourite pastimes • I can identify the problems faced by a Tudor King • I know the reasons for the divorce from Catherine of Aragon • I can evaluate the reasons for the failure of Henry's second marriage and the events leading to Anne Boleyn's execution • I can understand Henry's problems were not solved by the birth of the son • I can understand the marriages in Tudor times were often arranged for political purposes • I can describe the marriages of all Henry's wives and evaluate their importance 	<ul style="list-style-type: none"> • I can place the marriage's on a timeline of Henry's life • I can place the Tudors on a timeline 	<ul style="list-style-type: none"> • Divorce • Tudor • Monarch • Portrait • Execution • Catholic • Protestant • Marriage
4	Sum	Anglo-Saxons, Picts and Scots	<ul style="list-style-type: none"> • I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability. 	<ul style="list-style-type: none"> • I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain. 	<ul style="list-style-type: none"> • I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain. 	<ul style="list-style-type: none"> • Sutton Hoo • Anglo-Saxons • Picts • Scots • Conquer • Pagan

5	Aut	Space Exploration	<ul style="list-style-type: none"> • I can use a variety of sources of information to research space exploration • I can combine objective and subjective information to recount Apollo 11's mission to the moon 	<ul style="list-style-type: none"> • I can describe who Galileo was and his contribution to astronomy and how the invention of the telescope impacted on space exploration • I can describe the key events in space exploration between 1940 and 1970 • I can explain 'The Space Race' and how it impacted on the development of space travel • I know when the first man landed on the moon and I can explain some of the details of Apollo 11's mission • I can explain who Mae Jemison is and why she is important, reflecting on her life experiences to explain why she made certain quotes • I can empathise with how she felt during key moments of her life • I can recognize some of the ways in which astronauts explore space today and suggest ways in which these methods help us to learn more about the universe • I can suggest way in which previous ages has helped our understanding of space 	<ul style="list-style-type: none"> • I can place key events in space exploration between 1940 and 1970 and beyond on a timeline 	<ul style="list-style-type: none"> • Space • Exploration • Apollo 11 • Astronauts • Space Race • Galileo • Astronomy • Telescope • Moon •
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5	Spr	Who were the ancient Greeks?	<ul style="list-style-type: none"> • I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> • I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics. • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • I can name some famous ancient Greek philosophers and explain why they are remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. 	<ul style="list-style-type: none"> • I can arrange key civilisations in world history chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline. 	<ul style="list-style-type: none"> • Ancient Greece • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians
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5	Sum	Vikings vs Anglo-Saxons	<ul style="list-style-type: none"> • I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. 	<ul style="list-style-type: none"> • I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can describe what the Danelaw was. • I know who King Alfred was and why he was dubbed 'the Great'. • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • I can explain in detail the events surrounding the Battle of Hastings in 1066. • I have an increasing understanding of the struggle for power and how this changed England. • I can explain how England became a unified country. 	<ul style="list-style-type: none"> • I can describe what Britain was like before the arrival of the Vikings. • I can use dates with increasing fluency to describe historical events and eras. 	<ul style="list-style-type: none"> • Vikings • Peace treaty • Danelaw
6	Aut	Children in Victorian Britain	<ul style="list-style-type: none"> • I can use a portrait to draw inferences • I can suggest what life would have been like for children living in the past • I can use a variety of information sources to find out information • I can make predictions about what daily life in Victorian Britain would have been like • I can present information showing knowledge of the Victorian period 	<ul style="list-style-type: none"> • I can list some of the jobs of poor Victorian children and explain why they were forced to work • I know some of the individuals who helped to change Victorian society and the laws that were passed to protect them • I can identify the features of Victorian school and explain some of the education reforms that took place during the 19th century. • I can explain the difference between modern and Victorian schools • I can suggest some of the past times of Victorian children and compare them with modern day • I can use appropriate language and vocabulary from the Victorian era 	<ul style="list-style-type: none"> • I can place the Victorians on a timeline 	<ul style="list-style-type: none"> • Victorian • Labour • Society • Leisure • Pursuits • Past • Shaftesbury • School • Arithmetic • Industrial Revolution • Invention • Destitute • Work House • Poor • Rich

6	Spr	<p>The Changing Roles of Women</p>	<ul style="list-style-type: none"> • I can use a variety of sources of information to find out about the position of women in society from ancient times to 1970s • I can consider and evaluate primary and secondary sources of information and assess their value 	<ul style="list-style-type: none"> • I understand the rights and roles of women and how they have changed through time • I can describe some of the origins of patriarchy • I can describe the way in which the rights of women differed from those of men from ancient times to the renaissance • I understand that women were forbidden in law from taking certain roles in the 17th, 18, 19th century • I understand the term suffrage and can explain who the suffragettes were and how and why they campaigned for change • I know when the first World War took place and I can explain the role women played in the war effort • I can explain the impact the war had on women suffrage • I can summarise how the position of women changed from ancient times to 1928 • I know what the term second wave feminism means and I can describe some of the ways in which women's rights were improved in the 1960s and 1970s • I can name some of the key people involved in the women's rights movements and evaluate their contributions • I can discuss and evaluate the issue of gender equality today 	<p>I can order the key events in the history of women's rights chronologically</p>	<ul style="list-style-type: none"> • Suffrage • Suffragette • Renaissance • World War I • Roles • Forbidden • Law • Patriarchy • Industrial Revolution • Second Wave Feminism
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6	Sum	The Kingdom of Benin	<ul style="list-style-type: none"> • I know that oral histories can be corrupted over time and that they are not always objective. • I know that historians do not always agree on what an artefact was used for. • I can read oral histories to explore the Kingdom of Benin. • I can critically analyse oral histories about the Kingdom of Benin. • I can use increasingly complex historical texts to find out about the past. • I am aware that historical sources should be analysed for their trustworthiness. • I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin. 	<ul style="list-style-type: none"> • I know that very few artefacts survived from the Kingdom of Benin. • I know that most of what historians know about the Kingdom of Benin derives from stories. • I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns. • I can describe some of the features of everyday life in the Kingdom of Benin. • I know that the slave trade was an important part of the economy in the Kingdom of Benin. • I can name some of the commodities that were imported and exported from the Kingdom of Benin. • I can explain how the Benin army played an important part in the growth and development of the empire. • I can explain reasons why the Kingdom of Benin declined. 	<ul style="list-style-type: none"> • I can place the Kingdom of Benin on a timeline. • I can place the different eras of the Kingdom of Benin on a timeline. • I can match the Kingdom of Benin to events happening in Britain at the same time. • I know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers. 	<ul style="list-style-type: none"> • Benin • Edo • Oba • Colonialism • Colonise • Era • Oral history • Slavery • Trade • Golden Age • Civil war • Punitive Expedition
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