

C - Courage

A - Achievement

Y - Your Actions

T - Tolerance

O - Our World

N - Nurturing



## Cayton School History Progression Map

*Learn from yesterday, seek today and aim for tomorrow*

Intent							
Cayton School Vision	<b>“To deliver the highest standards enabling all learners and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”</b>						
Cayton School Values	Happy and Harmonious	Confident and Caring	Lively and Life-Long-Learning	Successful and Secure	Proud and Positive	Challenge and Commitment	
Why Cayton School Curriculum is unique	We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith	Our Curriculum has a rich knowledge base and strong skills development	A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts	Cultural Capital opportunities support children to accomplish the very best they can be	PSHE is a thread that runs throughout our Curriculum	We have written the Curriculum to support children to develop lively, enquiring and creative minds	We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum
<b>Intent</b>	Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners. We passionately believe that life skills as well as academic success is vitally important. Our curriculum is designed to ensure life-long learners who are kind, confident and successful. Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry.						
<b>Cayton Awards Culture</b>	<b>C - Courage</b>	<b>A - Achievement</b>	<b>Y – Your Actions</b>	<b>T - Tolerance</b>	<b>O – Our World</b>	<b>N - Nurturing</b>	
Implementation							
Delivering the Curriculum	A whole school, topic based approach	A strong emphasis on positive behaviour through Cayton Awards	A whole school approach to PSHE	Opportunities for collaborative and shared work	The importance of Reading is implemented throughout our Curriculum offer	Every child has a Cayton, Cultural, Capital, Citizenship Passport throughout school	
Evidence Based Research	Metacognition 'learning to learn' using scaffolding strategies EEF evidence	Language skills at the centre of Quality First Teaching Rose Report/ EEF		English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov	The power of 'empowerment' Dr Raj Persaud/ Hertzog Performance=Skills x Motivation		
Pedagogy	Importance of staff well-being	Emphasis on continued professional empowerment Abraham Maslow's Hierarchy of Needs	Monitoring and coaching supporting good practice throughout school	Golden thread supporting school development	Positive culture of fairness and equality	Strong 'Safeguarding' culture throughout school	A welcoming, supportive and inclusive school at the heart of everything we do
Processes and Procedures	A strong focus on assessment for learning throughout school	Training and empowerment of subject leaders to lead their subjects		Clear guidance and structure in teaching core subjects	Robust assessment of core and foundation subjects throughout school	Clear rules and routines set out to support all children	
<b>Implementation</b>	Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum. We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics. The whole curriculum is taught through 'Metacognitive' pedagogy which encourages children to 'learn to learn' and self-regulate, thus enabling them to question their learning.						
<b>Cayton Awards Culture</b>	<b>C - Courage</b>	<b>A - Achievement</b>	<b>Y – Your Actions</b>	<b>T - Tolerance</b>	<b>O – Our World</b>	<b>N - Nurturing</b>	
Impact							
What 'success' looks like at Cayton School	Children develop self-confidence and self-esteem	High Quality Outcomes for all children based on their starting points		Strong feeling of Community	A rich and diverse school culture	Children prepared for life-long learning	
Ambition	Children and adults are proud of themselves and proud to be part of the Cayton Community	Progress and attainment at each Key Stage shows outcomes as being above the 'National Average'		Children and adults are kind, courteous and confident	Adults are a positive role model in all that they do and say	Children are self -regulated in their learning and take responsibility for their actions	
Evidence	Outcomes at each stage of learning	Pupil and staff voice		Impact of school development priorities	Stakeholder feedback	Formal and Informal assessments	A positive Cayton Awards Culture throughout school
<b>Cayton Awards Culture</b>	<b>C - Courage</b>	<b>A - Achievement</b>	<b>Y – Your Actions</b>	<b>T - Tolerance</b>	<b>O – Our World</b>	<b>N - Nurturing</b>	

## Developing Historians at Cayton School

### An Historian at Cayton School will have...

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods.
- The ability to think critically about history and communicate their thoughts.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.



### Special Educational Needs (SEND)

At Cayton School, we believe that History continues to play a vital role for learners with SEND. History lessons will include the understanding and knowledge required for all learners and inclusive of all needs and abilities. All pupils should be given access to the wealth of knowledge and to the range of sources that have impacted and continue to influence our society today. High-quality teaching and a range of resources will ensure that pupils are reached through different styles of learning. Class discussions will also foster a sense of community and inclusion to enable all children to access the curriculum throughout different areas of History. We also hope that our planning and assessment of History will ensure that all pupils can be tracked effectively in terms of their prior knowledge and coverage of knowledge and skills in every topic.

## Intent – Implementation – Impact

### Ambition

Here at Cayton school, we aim to encourage pupils to develop an understanding of the past as historians, investigating and creating their own accounts of history based on a range of primary and secondary sources. Pupils will build on from previous years- comparing aspects such as timelines and chronological events, significant individuals and events, local history and ancient civilisations and themes of government and power. Our history curriculum covers all of the skills, knowledge and understanding as set out in the National Curriculum. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain and learn how we developed and changed as a society before and after the British Empire. Through studying different time periods, pupils will find similarities and differences between ways of life when compared with our own and will become curious and engaged learners who learn from the past through their own investigations. A wider awareness leads to the children having some knowledge of historical development in the wider world. In history at our school, we will also give pupils opportunities to develop their skills of enquiry, investigation and analysis,

## Intent

### Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history. The most relevant statements for history are taken from the following area of learning:

- **Understanding the World**

### EYFS Understanding The World Programme (Statutory)

#### **Three and Four-Year-Olds Understanding the World:**

- Begin to make sense of their own life-story and family's history.

#### **Reception Understanding the World:**

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

#### **ELG Understanding the World. Past and Present:**

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### EYFS History Skills

<ul style="list-style-type: none"> <li>• <b>Investigate</b> their family history and life story</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare</b> and <b>contrast</b> story characters including figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the roles of people in society</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare</b> similarities and differences between the past and now (their experiences)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the past through storytelling.</li> </ul>

## Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## National Curriculum

### Aims

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

### Subject content in Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3

## Key Stage 1

<b>Chronology</b>	<ul style="list-style-type: none"><li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li><li>• 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]</li><li>• 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]</li></ul>
<b>Local History</b>	<ul style="list-style-type: none"><li>• Significant historical events, people and places in their own locality</li></ul>

Year	Chronology	Significant individuals	Local History	Government/power	Key vocabulary
<p>Year 1 knowledge</p> <p>Key Enquiry: Were my ancestors' toys more fun than mine?</p>	<p><i>To understand changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life. To know 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). To know 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). To know</i></p>	<p>Significant people to them (headteacher, nurse, etc)</p> <p>Queen Victoria</p> <p>Queen Elizabeth I</p> <p>Sir George Cayley</p> <p>Captain Cook</p> <p>Neil Armstrong</p>	<p><i>To know the name of a famous person, or a famous place, close to where they live</i></p> <p>Can I learn about the life of Sir George Cayley from Brompton-by-Sawdon (near Scarborough) and his achievements in flying? Do I know how this was this important nationally and globally?</p> <p>Can I learn about the life of Captain Cook and about his life and discoveries?</p>	<p>Our current Queen and Queen Victoria- who are they and why are they important?</p>	<p>Ruler, Victorian, Queen, ancestors, power, dominoes</p> <p><b>Key Vocabulary</b> Achievement, machine, discovery, voyage</p>



	<p><i>significant historical events, people and places in their own locality.</i></p> <p>Can I understand changes within an ancestor's lifetime and that people's lives in the past are different to my own and begin to plot these changes on a timeline?</p> <p>Can I learn about the lives of astronauts and their achievements in space and landing on the moon including Neil Armstrong?</p>				<p><b>Key vocabulary</b> Global achievement, astronaut, rocket, landing, Earth, gravity</p>
Year 1 Skills	<p><b>Compare</b> old and new objects (including differences) and be able to put up to four artefacts or events together in a class museum.</p> <p><b>Plot</b> significant people and events on a timeline including links to locality.</p>				

	<p><b>Plot</b> significant people and events on a timeline including references to global impact.</p>				
<p>Year 2 knowledge</p> <p>Key Enquiry: What was Scarborough like during the Victorian period?</p>	<p><i>To understand changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life. To know 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). To know 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,</i></p>	<p>Queen Victoria</p> <p>Queen Elizabeth I</p> <p>Prime Minister</p> <p>Katherine Johnson</p> <p>Rosa Parks</p> <p>Grace Darling</p>	<p>Can I understand how the local area is different to the way it used to be a long time ago? Do I know what we use today instead of older given artefacts?</p> <p>Can I understand how seaside holidays were different in Victorian times?</p> <p>Do I understand why our local lighthouses were put in place?</p>	<p>Can I understand how the government make decisions and the role of the Queen in this? Who is the Prime Minister and what is their role and the role of Parliament?</p>	<p><b>Key Vocabulary</b> Government, vote, monarchy, parliament, prime minister, oil lamps, mangle</p>

<p>Key Enquiry: How have people like Katherine Johnson made the world a better place?</p>	<p><i>Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell). To know significant historical events, people and places in their own locality.</i></p> <p>Can I understand changes from a very long time ago before my recent ancestors were born, looking at some similarities and differences between ways of life at different times?</p> <p>Can I continue to plot significant people and events on a timeline, including those significant internationally?</p> <p>Do I know that children's lives today are different to those of children a long time ago?</p> <p>Grace Darling -why was she significant and how did her</p>				<p><b><u>Key Vocabulary</u></b> Scientist, engineer, mathematician, analyse, segregation, racism</p>
---	--	--	--	--	--

	rescue change lighthouse development?				
Year 2 Skills	<p><b>Compare</b> life in workplaces and order events and artefacts linked with home life, investigating how things were very different a long time ago. Build on knowledge from Year 1.</p> <p><b>Plot</b> significant people, changes and events on a timeline- where would they go?</p>		<p><b>Compare</b> things that were here 100 years ago and things that were not (e.g. bathing machines in the past vs now).</p> <p><b>Compare</b> holidays from the past in Scarborough and changes and similarities.</p>		

# Cayton School

*Learn from yesterday, seek today and aim for tomorrow*

## Key Stage 2

### Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### National Curriculum

#### Aims

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

#### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

#### Subject content in Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

#### Chronology

- Changes in Britain from the Stone Age to the Iron Age
- 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

<b>Local History</b>	<ul style="list-style-type: none"><li>• A local history study</li></ul>
<b>Ancient Civilisations</b>	<p>-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</p> <p>-Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>-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.</p>

<u>Year</u>	<u>Chronology</u>	<u>Significant individuals</u>	<u>Ancient Civilisations</u>	<u>Local History</u>	<u>Government/power</u>	<u>Key vocabulary</u>
<p>Year 3 Knowledge</p> <p>Key Enquiry: Why were the Ancient Greeks ruled by their Gods?</p> <p>Key Enquiry: Who first lived in Britain?</p>	<p><i>To understand how Britain changed between the beginning of the Stone Age and the end of the Iron Age. To know the impact of the discovery of the wheel and the finding of iron ore. To understand the past is divided into differently named periods of time on a timeline. To put artefacts or information in chronological order.</i></p> <p><i>Examples (non-statutory) This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture</i></p> <p>Can I plot the Stone, Bronze and Iron Ages on a timeline and learn how far apart they were in time?</p> <p>Can I understand what is meant by 'hunter-gatherers'?</p> <p>Do I know the impact of the discovery of the wheel and the finding of iron ore?</p> <p>Do I understand what life was like for men, women and children at these different times in their home settlements and daily life during these times?</p> <p>Do I know the main differences between the Stone, Bronze and Iron Ages including styles of writing and use of weapons and tools?</p>	<p>Alexander the Great</p>	<p>To study Ancient Greece – the life and achievements and their influence on the western world</p> <p>Can I find this Ancient Civilisation on a timeline and understand just how long ago this was?</p> <p>Do I know the main characteristics of the Athenians and the Spartans and the differences between them?</p> <p>Can I understand the differences between the roles of children, men and women- both at home and in terms of warfare- in Athenian vs Spartan life?</p> <p>Do I understand the influence the gods had on Ancient Greece and their daily life?</p> <p>Can I understand how the Ancient Greek Olympics first began and study the sporting traditions involved?</p>	<p>Can I learn about local Stone Age settlement 'Star Carr' as an important archaeological dig sites?</p>	<p>Do I know where the term 'democracy' came from and how their systems of government worked in Athens?</p> <p>Do I know the four most common systems of government within Ancient Greece including democracy, monarchy, tyranny and oligarchy?</p>	<p>Voting, democracy, oligarchy, monarchy, tyranny, civilisation</p> <p><b><u>Key Vocabulary</u></b> Time periods, settlements, discovery, hunting, invention, forts</p>



			Do I understand who Alexander the Great was and what he was known for?			
Year 3 skills	<p><b>Compare</b> how people live at these different times (Stone Age, Bronze Age and Iron Age)</p> <p><b>Study</b> Stone Age artefacts or pictures of stone tools, pottery, cave paintings (build up evidence of life and show on a map where they come from)</p> <p><b>Investigate</b> Skara Brae writing and the changes in writing from Stone Age to Bronze Age</p> <p><b>Compare</b> Bronze Age weapons with those from Stone and Iron Age</p>		<p><b>Plot</b> the ancient civilisation on a timeline including where and when Ancient Greece first appeared and putting across how far back in time this was.</p> <p><b>Compare</b> life as an Athenian to life as a Spartan- political values vs warfare and compare with our own values today.</p> <p><b>Identify</b> and name at least five sports from the Ancient Greek Olympics</p> <p><b>Study</b> the changes Alexander the Great made and the impact on the wider world</p>			

# Cayton School

*Learn from yesterday, seek today and aim for tomorrow*

<u>Year</u>	<u>Chronology</u>	<u>Significant individuals</u>	<u>Ancient Civilisations</u>	<u>Local History</u>	<u>Government/power</u>	<u>Key Vocabulary</u>
<p>Year 4 Knowledge</p> <p>Key Enquiry: Who were the Romans and what did we learn from them?</p> <p>Key Enquiry: How can we recreate the wonder of Ancient Egypt?</p>	<p><i>To understand how Britain changed from the end of Iron Age to the end of Roman occupation. To know that certain civilisations were far more advanced than we were in Britain. To understand that the past is divided into differently named periods of time and centuries. To be able to use dates to explain British, local and world history. To be able to place events, people and changes of British, local and world history on a timeline. To use appropriate dates and chronological conventions e.g. BC, BCE and AD.</i></p> <p><i>Examples (non-statutory) This could include: -Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></p> <p>Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Can I understand how Britain changed from the Iron age to the end of the Roman occupation and place significant events and dates on a timeline?</p>	<p>Tutankhamun</p> <p>Boudica</p> <p>Hadrian</p>	<p>To study Ancient Egyptians in depth – the life and achievements and their influence on the western world</p> <p>Can I find this Ancient civilisation on a timeline and compare this with the Ancient Greek civilisation?</p> <p>Do I know how advanced ancient civilisations were around 3000 years ago?</p> <p>Can I understand what types of pyramids there were and what they were used for?</p> <p>Do I know how hieroglyphs and cuneiform were used? Can I understand why cartouches were used?</p> <p>Do I know how the hierarchical system of Egyptian rulers/pharaohs and society functioned including Tutankhamun?</p> <p>Do I understand the importance of the River Nile?</p> <p>Do I know the importance of the different gods and sacred items</p>	<p>Can I learn about the local impact of Roman rule by studying Murton Park to see what Roman life and society was like at the time?</p>	<p>Do I know about at least one famous Roman emperor and how his system of ruling compares with ours today?</p> <p>Can I learn about how the Pharaohs lived and ruled and about the hierarchy of Ancient Egypt in terms of power?</p>	<p>Centuries, advancement, BC, BCE Before Common Era, AD, ACE, society</p> <p>Amphitheatre, aqueduct, Emperor, empire, conquest, invasion</p> <p><b><u>Key Vocabulary</u></b> Pharaoh, mummification, cartouche, irrigation, papyrus</p>

	<p>Can I understand how the Roman occupation of Britain helped to influence and advance British society and the wider world e.g. with roads and other systems?</p> <p>Do I know that there was resistance to the Roman occupation and about Boudica's significance?</p> <p>Do I know about at least one famous Roman emperor and how his system of ruling compares with ours today?</p> <p>Do I understand what life was like for men, women and children at these different times in their home settlements and daily life, including soldiers and those 'highly ranked' in warfare and society?</p>		<p>such as the lotus flower and scarab beetle?</p> <p>Do I know beliefs about the afterlife and mummification?</p> <p>Can I understand what life was like for children, men and women at home and in terms of society and religion?</p>			
Year 4 skills	<p><b>Plot</b> significant events, dates, people and changes to British, local and world history on a timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE).</p> <p><b>Compare</b> British life before and after the Roman occupation.</p> <p><b>Compare</b> the life of a Roman soldier with the life of a Spartan soldier.</p>		<p><b>Plot</b> significant events, dates, people and changes to British, local and world history on a timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE).</p> <p><b>Explore</b> hieroglyphics and their meanings</p> <p><b>Investigate</b> inundations and irrigation systems on the River Nile</p> <p><b>Compare</b> life for men, women and children in Egypt with daily</p>		<p><b>Compare</b> systems of ruling with those previously studied i.e. Ancient Greece and with today.</p>	

			life in Ancient Greece (brief recap).			
--	--	--	---------------------------------------	--	--	--

<u>Year</u>	<u>Chronology</u>	<u>Significant individuals</u>	<u>Ancient Civilisations</u>	<u>Local History</u>	<u>Government/power</u>	<u>Key Vocabulary</u>
<p>Year 5 knowledge</p> <p>Key Enquiry: Why did the Anglo-Saxons lose most battles against the Vikings?</p> <p>Key Enquiry: Why did the Vikings win most battles against the Anglo-Saxons?</p>	<p>To understand the changes between Roman times and 1066 including Britain's settlement by Anglo-Saxons and Scots.</p> <p>To understand how Britain changed between the end of the Roman occupation and 1066. To demonstrate a coherent and chronological narrative, reflecting knowledge and understanding of Britain's past and wider world. To show a chronologically secure knowledge and understanding of local, national and global history. To be able to tell the story of events within and across the time periods studied.</p> <p><i>Examples (non-statutory)</i> <i>This could include:</i></p> <ul style="list-style-type: none"> <li>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>-Scots invasions from Ireland to north Britain (now Scotland)</li> <li>-Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>-Anglo-Saxon art and culture</li> <li>-Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p>Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Can I plot on a timeline the Anglo-Saxon and Viking age and compare this with other significant eras/ages in our history and the history of the world?</p>	<p>Hersir</p> <p>Edward the Confessor</p>		<p>A local history study. <i>Examples (non-statutory)</i> <i>a depth study linked to one of the British areas of study listed above</i> <i>-a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>-a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p> <p>Can I revisit the Victorian period on a timeline, this time placing events, people and changes of British, local and world history using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Do I know about a period of history that has strong connections to my locality and understand the issues associated with the period?</p> <p>Can I compare the system of ruling in the Victorian period with other British periods of history?</p> <p>Can I understand how the lives of wealthy adults (quick recap of lives of Victorian children from KS1) were different from the lives of poorer adults (e.g.</p>	<p>Can I explore and compare how the Anglo-Saxons and Vikings came to power, ruled and influenced?</p> <p>Can I look again at the changing role of the Queen vs Prime Minister, comparing the role of Queen Victoria with the role of Queen Elizabeth I today?</p>	<p>Peasantry, workhouses, debtor's prison, constable, refractory cell</p> <p><u>Key Vocabulary</u></p> <p>Thatched, runes, raid, pillage, aristocracy, monk, legion, Pagan</p>

<p>Do I know how Britain changed between the end of the Roman occupation and 1066?</p> <p>Can I understand how the Anglo-Saxons and Vikings ruled, influenced the UK and how the system of ruling changed during the time of Edward the Confessor?</p> <p>Do I know about how the Anglo-Saxons attempted to bring about law and order into the country?</p> <p>Can I understand that, during the Anglo-Saxon period, Britain was divided into many kingdoms?</p> <p>Do I know that the way the kingdoms were divided led to the creation of some of our county boundaries and place names today?</p> <p>Do I know that the Vikings and Anglo-Saxons were often in conflict and why the Vikings frequently won battles with the Anglo-Saxons? (Links with crime and punishment.)</p> <p>Can I understand how the Anglo-Saxons lived compared with the Vikings? Can I learn about the roles of the men, women and children both in daily life and in hierarchical society? How did these gender roles change in times of warfare and what can we learn if we compare this to present times?</p> <p>Do I know who Hersir is and why he was important? (Vikings)</p> <p>Do I understand the significance of Lindisfarne? (Vikings, Christian conversion)</p>			<p>workhouses, fishing industry) locally during the time of the Victorians?</p> <p>Can I recap and build on my knowledge from my local history study in Key Stage 1 e.g. gender roles of men vs women then and today, making links to British Values?</p> <p>Can I understand how the introduction of the railway hugely influenced society at the time?</p>		
--	--	--	--	--	--

<p>Year 5 skills</p>	<p><b>Compare</b> gender roles of the Anglo-Saxons and Vikings in home life and in terms of warfare and compare with the present.</p> <p><b>Compare</b> the gender roles in times of Viking warfare with those of the Spartan men and women in Ancient Greece.</p> <p><b>Compare</b> their systems of ruling and crime and punishment with that of another historical era e.g. the Romans.</p>			<p><b>Plot</b> significant events, dates, people and changes to British, local and world history on a timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE).</p> <p><b>Compare</b> gender roles of men and women during Victorian times with today making links to British Values.</p> <p><b>Study</b> the impact of the railway on British society and our local area during the Victorian times.</p>	<p><b>Compare</b> the changing powers of the British monarchy over time.</p> <p><b>Investigate</b> how the Viking and Anglo-Saxon systems of ruling changed during the time of Edward the Confessor.</p>	
----------------------	--	--	--	--	--	--



<u>Year</u>	<u>Chronology</u>	<u>Significant individuals</u>	<u>Ancient Civilisations</u>	<u>Local History</u>	<u>Government/power</u>	<u>Key Vocabulary</u>
<p>Year 6 knowledge</p> <p>Key Enquiry: Why was the Islamic Civilization around AD900 known as the golden age?</p>	<p>To use another period of time beyond 1066 which demonstrates how Britain continued to change. To identify specific changes within and across different periods over a long period of history. To describe connections, contrasts and trends over short and longer time periods. To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> <li>- the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>-changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>	<p>Hitler</p> <p>Chamberlain</p> <p>Churchill</p> <p>Muhammed</p> <p>Abu Bakari and Ali</p>	<p>To study 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.</p> <p>Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Can I plot the Early Islamic civilisation on a timeline and compare this with the time of the other Ancient civilisations studied previously?</p> <p>Can I study the Early Islamic civilisation in depth?</p>	<p>Can I understand the significance locally of World War II including how my ancestors were affected and changes to our infrastructure and roles in society?</p>	<p>Can I explore how the prophets ruled in the Early Islamic civilisations and compare this with other empires and civilisations?</p> <p>Can I find out how Churchill became elected over Chamberlain and how the system of ruling and government changed during World War II? What significant impact did this have on our government and the western world?</p>	<p>Mosque, House of Wisdom, Caliph (ruler), prophet</p> <p><b>Key Vocabulary</b> Parliament, soldier, civilisation, monarchy, prime minister, empire (all again to recap)</p> <p><b>Key Vocabulary</b> Nationalism, fascism, totalitarian, dictatorship, Anti-Semitism, Blitzkrieg, warfare, military strategy, Holocaust, Genocide, spitfire</p>

	<p><i>-a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> <p>Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Can I plot the events of World War II on a timeline including the Nazi empire? Can I link this to the British empire on a timeline as well as other significant events/eras in our history?</p> <p>Do I understand the British Empire in relation to its origins and significance on civilisation in World War II?</p> <p>Can I understand how Britain was ruled at the time and the significant impact of Chamberlain's resignation and</p>		<p>Do I know about the impact that the Early Islamic civilization had on the wider world?</p> <p>Can I understand the significance of Muhammed and Abu Bakari and Ali? Explore the systems of ruling and compare with other Ancient civilisations and their ruling systems.</p> <p>Can I understand why they were considered an advanced society in relation to that period of time in Europe?</p> <p>Can I learn about the impact on of early Islamic writing, art, technology, inventions on the wider world and about the different aspects of the House of Wisdom?</p> <p>Can I understand what life was like for children, men and women both at home and in terms of</p>			
--	--	--	--	--	--	--

	<p>Churchill's changes as prime minister to the western world? How does our system of ruling compare to other systems of ruling in past societies- both Ancient and modern?</p> <p>Can I use primary and secondary sources and understand the difference between the two?</p> <p>Can I understand how how Britain has had a major influence on the world?</p> <p>Can I learn about Hitler's rise to power and compare this with that of Alexander the Great (Y3) and Caesar (Y4)?</p> <p>Can I learn about life under Nazi rule including the Holocaust and treatment of Jewish people? What did we learn from this?</p> <p>Can I learn how the events of WW2 impacted our society and changed the world</p>		<p>hierarchal society and culture?</p>			
--	--	--	--	--	--	--

	<p>with Britain as an influencing factor? What would have happened if we lost?</p> <p>Can I learn about the roles of the men, women and children both in daily life and in hierarchical society and the depth of reasons behind this? How did these gender roles change in times of warfare and what can we learn if we compare this to present times?</p> <p>Can I learn how different age groups and people with 'peaceful' beliefs were they affected at this time?</p>					
Year 6 skills	<p><b>Explore</b> the British Empire in relation to its origins and significance on civilisation in World War II.</p> <p><b>Study</b> a range of primary and secondary sources on the Holocaust and how it affected the world.</p> <p><b>Compare</b> World War II with Viking roles of men and women in times of warfare.</p>		<p><b>Compare</b> the daily life including gender roles of men and women of other Ancient civilisations as well as with ours today.</p>		<p><b>Explore</b> how the prophets ruled in the Early Islamic civilisations and compare this with other empires and civilisations.</p> <p><b>Study</b> the impact that Churchill had on our government and the wider world.</p>	

## Implementation

All learning will start by revisiting prior knowledge and plotting time periods on a timeline, comparing where and when significant events in history took place chronologically. Children's knowledge of government and power, as well as roles of people in society and settlements in daily life and times of war, will be a common thread revisited and built upon in terms of knowledge and investigations. Staff will model explicitly the subject-specific, tier 2 and 3 vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Summative assessment is completed at the end of each topic where history objectives have been covered. Our historians will be given a variety of experiences both in and out of the classroom to create memorable learning opportunities through visits to the local area and use of local artefacts. Planning is informed by and aligned with the National Curriculum. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers consider the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge.

## Impact

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. The impact and measure of our history curriculum is to ensure that children at Cayton school are equipped with historical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Our historians should be encouraged to learn from their investigations and analysis as this will help to shape their experiences now and in the future. In books, we will see a broad and balanced history curriculum which demonstrates the children's acquisition of knowledge through a range of sources. Our children will think critically, evaluate their evidence and develop their own perspectives and judgements.