

Year 1 - What was life like in the past?

Spiral Recall	<p>What does History mean? What do the terms past and present mean? Can you name a person from the past? Can you name a significant person from the past?</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>What was life like in the past? Disciplinary Knowledge I can label my family tree I can look at photographs of my local area and ask questions I can talk about how my local area has changed. I can describe how transport has changed overtime I can describe what changes have happened in my local area. I can compare pictures of people, places and transport. I can name a significant inventor from the past.</p> <p><i>NC Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Substantive Knowledge Where do I live? What does my family tree look like? Who are the important people around me? What was school like for people before me? How did people travel in the past? Who were the famous inventors of travel?</p>
Key Vocabulary	<p>Past, Present, Memory, Living, Community Family, Local, People, Famous Inventors, Travel.</p>
Teacher Assessment	<p>Use Grammasaurus Assessment Update Term 1 (2024 – 25)</p>
Possible Misconceptions	<p>Who lives in my house? Who are certain people?</p>

	Looking up to wrong people? That cars, aeroplanes have always been around.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 1 – Toys	
Spiral Recall	Who is my family tree? Who are the important people around me? Can you name some famous inventors from the past? What was school like many years ago? How did people in past travel in comparison with today?
End Point Disciplinary Knowledge (National Curriculum Statements)	Disciplinary Knowledge How have toys changed over time? I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life. I can look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?” I can discuss causes that lead to toys changing. I can say which toys have stayed the same and which toys have changed overtime. I can compare toys using pictures from the past and present. I can name a significant toy from the past. <i>NC: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Substantive Knowledge How can we find out about the past? What are our toys like now? What was my favourite toy when I was a baby? What were our guardians’ toys like and how do we know? What were our older relatives’ toys like? How have toys changed over time?

Key Vocabulary	before, after, past, present , old, new, then, now, today, modern, timeline , different, same, favourite
Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	Children may think that their parents and grandparents played with completely different toys to them, however there are many similarities between the toys of now and 60 years ago. The differences are mainly with what the toys were made out of and what the toys can do now that they couldn't back then.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 1 – Famous Explorers	
Spiral Recall	<p>What does History mean?</p> <p>How has my local area changed over time?</p> <p>How has transport changed over time?</p> <p>Who is important to me?</p> <p>How were toys different in the past?</p> <p>What toys do we play with today?</p>
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Disciplinary Knowledge</p> <p>I can place explorative events on a timeline</p> <p>With support, I can use evidence of explorer's lives to ask questions about the past.</p> <p>I can discuss the causes of exploring and what we found out from exploration.</p> <p>I can describe changes over a period of time.</p> <p>I can use pictures and stories to find out about the past and compare different explorations.</p> <p>I can name significant explorers from the past.</p> <p>NC The lives of significant individuals in the past who have contributed to national and international achievements.</p>

Sequence of Learning / Contextual Knowledge (Lesson ideas)	Substantive Knowledge How can we find out about the past? Why do people explore? Who are important explorers from the past? What are the famous explorations of the past? Can we compare explorations from the past? How have explorations changed over time?
Key Vocabulary	explore, explorer, exploration, significant, astronaut, oceanographer, mountaineer, before, after, past, present, monument, same, different, change, continuity, then, now.
Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	Neil Armstrong - First man on the Moon, but not the only human to have been to the Moon. There have been Moon landings since 1969 (12 people have landed there in total). Roald Amundsen - First man at the South Pole, he was also the first to fly over the North Pole, but many other people have been since then. He isn't the only explorer to have made it.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 2 – Kings, Queens and Castles	
Recall	Who lives in my family? Who is in my extended family? What changes have happened in our local area? Identify toys from different decades. Identify famous inventors from photographs and why are they significant. Name 3 famous explorers and why they were significant

<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can place events and some artefacts on a timeline. I can observe or handle some evidence to ask questions about the past. I can begin to explain why monarch -built castles and what the consequences of these actions were. I can describe changes and historical events. I can compare the similarities and differences between different castles. I can begin to talk about key events of a significant king/queen or castle.</p> <p>NC: Significant historical events, people and places in their own locality.</p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Substantive Knowledge How can we find out about the past? Why did Monarchs build castles? Who were the Kings and Queens of the past? Who was Queen Victoria and where did she live? Who was the first Queen Elizabeth? Why do we remember King William 1</p>
<p>Key Vocabulary</p>	<p>king, queen, reign, monarch, coronation, before, past, present, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, present day, monument, sceptre,</p>
<p>Teacher Assessment</p>	<p>Use Grammasaurus Assessment Update Term 1 (2024 – 25)</p>
<p>Possible Misconceptions</p>	<p>These lessons start in the present day with King Charles III and go back chronologically in time to look at and discuss Queen Elizabeth II, Queen Victoria, Queen Elizabeth I and King William I (William the Conqueror). Children need to be taught that these Kings and Queens weren't the only monarchs in our history- there were others in between. E.g. Queen Victoria and Queen Elizabeth II's reigns weren't next to each other- there were monarchs between them. These lessons have picked out some monarchs of the past, but not all. This needs to be explicitly taught and emphasised in the lessons.</p>
<p>Class Teacher Notes</p>	<p>For teacher or subject lead to use and update to inform next years planning – not to be published online.</p>

Year 2 – The Great Fire of London

<p>Recall</p>	<p>What do we mean by the term history? (Think individuals and Events). How can we find out about the past? (Primary and Secondary sources). Name 3 famous explorers and why they were significant Why did Monarchs build castles? Who were the Kings and Queens of the past?</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate. I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). I can explain the causes of the Great Fire of London and what the consequences were. I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented. I can describe significant people from the past and explain why they are important. I can name a monarch.</p> <p>NC Events beyond living memory that are significant nationally or globally</p>

Sequence of Learning / Contextual Knowledge (Lesson ideas)	Substantive Knowledge What was London like on 1666? What happened on the 2 nd of September 1666? How did the fire spread? What was left of London post fire? How was London rebuilt? How did the fire impact the future?
Key Vocabulary	evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline
Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	Children may believe that all houses and buildings were made of wood until after the Great Fire of London when they were ordered to be rebuilt. However, some buildings made of stone and brick did exist before the fire. The wooden houses just contributed to the spread of the fire.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 2 – Hospitals and Healthcare	
Spiral Recall	How can we find out about the past? Who was Queen Victoria? Why is she significant? Why do we remember King William I Discuss a famous exploration from the past Look at famous people from Yorkshire

<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate. I can observe or handle evidence to ask questions and find answers to questions about the past. I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. I can describe changes and the historical events they led to. I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented. I can describe significant people and events from the past and explain why they are important.</p> <p>NC The lives of significant individuals in the past who have contributed to national and international achievements.</p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Substantive Knowledge How can we find out about the past? Who is Florence Nightingale and why do we remember her? Who is Edith Cavell and why do we remember her? When did Florence and Edith become significant? Why did Florence and Edith act the way they did? How has the past been represented? How did Florence and Edith change our hospitals?</p>
<p>Key Vocabulary</p>	<p>before, after, past, present, old, new, then, now, today, modern, timeline, different, same, similar, compare, decade, century, pioneer, discrimination</p>
<p>Teacher Assessment</p>	<p>Use Grammasaurus Assessment Update Term 1 (2024 – 25)</p>
<p>Possible Misconceptions</p>	<p>Florence Nightingale and Edith Cavell weren't the first nurses. They were significant because of how they acted and their changes.</p>
<p>Class Teacher Notes</p>	<p>For teacher or subject lead to use and update to inform next years planning – not to be published online.</p>

Year 3 - Technology

<p>Spiral Recall</p>	<p>Name a significant person from the past? What major event happened in 1666? What caused the Great Fire of London? What was the impact of the Great Fire of London? Look at 1 significant inventor from the past. (See Y2 lesson) Who was Florence Nightingale? Why was she significant?</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can place events and artefacts on a timeline. I can observe or handle some evidence to ask questions and find answers to questions. I can explain some reasons why certain technology was manufactured. I can describe how technology has changed and how it has continued over time. I can use pictures and film footage to find out about technology in the past compared to now. I can describe and begin to talk about key events of a significant person/time.</p> <p>NC -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (KS1 Objective – KS1 – 2 overlap).</p>

<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Substantive Knowledge</p> <p>What technology was available in pre - historic Britain?</p> <p>How technology has changed how we read, write and talk?</p> <p>How has technology changed the way we are entertained?</p> <p>Who are important inventors in technology?</p> <p>How has technology changed our lives in the last 60 years.</p> <p>How could the development of AI change our world?</p>
<p>Key Vocabulary</p>	<p>before, after, past, present, old, innovation new, then, now, today, modern, timeline, different, same, technology, evidence, development advances, advances.</p>
<p>Teacher Assessment</p>	<p>Use Grammasaurus Assessment</p> <p>Update Term 1 (2024 – 25)</p>
<p>Possible Misconceptions</p>	<p>In these lessons children focus on technology that was used 60 years ago. They must not assume that the technology that was used 60 years ago was invented 60 years ago. E.g. the typewriter was commonly used 60 years ago, but was actually invented 100 years prior.</p>
<p>Class Teacher Notes</p>	<p>For teacher or subject lead to use and update to inform next years planning – not to be published online.</p>
<p>Year 3 – Stone Age to Iron Age</p>	
<p>Spiral Recall</p>	<p>How do we find out about the past? (Primary and Secondary)</p> <p>What does Chronology mean? What do we know from previous lessons?</p> <p>Who was the first Queen Elizabeth?</p> <p>Who was Queen Elizabeth II</p> <p>How has the Great Fire of London influenced Britain today?</p> <p>Who was Mary Seacole? Why was she significant?</p> <p>Look at images of technology – how have they changed?</p>

<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE. I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence. I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. With support, I can begin to explain the concept of change over a long period of history. I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. I can suggest suitable sources of evidence to find out about significant people/events.</p> <p>NC Changes in Britain from the Stone Age to the Iron Age</p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Substantive Knowledge What was life like in the Palaeolithic and Mesolithic periods? What changed from the Palaeolithic to Mesolithic period? What did people eat in the Palaeolithic period and Mesolithic period? What tools are in the Neolithic? Who were the beaker people? How did tools change after the Neolithic? How did the bronze age move into the iron age?</p>
<p>Key Vocabulary</p>	<p>artefacts, excavation, archeologist, continuity, remains, migrate, preserve, agriculture, domestication, significant, mine, ore, alloy, beaker, burial, construct, settlement, palisade, granary, ditch.</p>
<p>Teacher Assessment</p>	<p>Use Grammasaurus Assessment Update Term 1 (2024 – 25)</p>
<p>Possible Misconceptions</p>	<p>Children may think that the Stone Age is one whole age and may not fully grasp the idea of how long the Paleolithic was. Children may think that changes happened suddenly rather than over time. Children may think that iron was used because it was a stronger metal rather than it being a more commonly available metal.</p>

Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 3 – Ancient Egypt	
Recall	<p>What is family? Who is in my family? What was life like in the Palaeolithic and Mesolithic periods? What happened during the Great Fire of London? Name the famous Inventor – Why are they significant? Name the famous Explorer - Why are they significant? What were hospitals like in the past?</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE. I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can suggest causes and consequences of some of the main events within Ancient Egypt. I can begin to explain the concept of change over a long period of history. I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt. I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p> <p>NC The achievements of the earliest civilizations.</p>

Sequence of Learning / Contextual Knowledge (Lesson ideas)	Substantive Knowledge What is the chronology of ancient Egypt? What was life like in early Egypt? Did the Egyptians write anything down? Who were the Egyptian Gods? What did Ancient Egyptians believe about the afterlife? What were the greatest achievements of Ancient Egypt? How did the Empire end?
Key Vocabulary	era , artefact, chronology , scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade , expand, monarchy , empire ,
Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	The children may think that the Ancient Egyptian period happened after a period in British history, rather than alongside it. They may think that changes happened very suddenly, rather than over time. The children may think that slaves built the pyramids when it was actually skilled workers. They may think that tombs have booby traps in them when this is historically inaccurate.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 4 – Victorians	
Recall	How do we find out about the past? What are the Primary and Secondary sources? Who are important explorers from the past? What did people eat in pre-historic Britain? Who was Edith Cavell? How did Edith change hospitals? What was life like in the Stone age? Did the Egyptians write anything down?

<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can place events of Queen Victoria's life on a timeline. I can order the key events of Victoria Britain. I can look at photographs of Victorian Inventions and discuss their impact. I can explain how the Industrial Revolution impacted on Britain. I can look at different sources to find out about life in Victorian schools and workplaces. I can describe the similarity and differences between Victorian work and modern-day work. I can explain the historical significance of Queen Victoria and the impact of the Victoria era on Britain and the wider world.</p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Substantive Knowledge What is the chronology of the Victorian era? Who was Queen Victoria, and why was she significant? What did the Victorians invent? (telephone, electricity etc.). Compare Victorian Britain to modern Britain. What was life like in Victorian homes and schools? How did healthcare change in Victorian Britain? How the Industrial Revolution impacted Britain?</p>
<p>Key Vocabulary</p>	<p>Victorians, timeline, present past, modern, era, reign, society, artefacts, civilisation, significant, industrial, revolution, invention, population, empire, chronology</p>
<p>Teacher Assessment</p>	<p>Use Grammasaurus Assessment Update Term 1 (2024 – 25)</p>
<p>Possible Misconceptions</p>	<p>The children may believe that in Victorian times, people had the technology that we have today? They will think people had a pencil in school, colour Tv's, not get that schools used chalk boards etc.</p>
<p>Class Teacher Notes</p>	<p>For teacher or subject lead to use and update to inform next years planning – not to be published online.</p>
<p>Year 4 – War of the Roses</p>	
<p>Spiral Recall</p>	<p>What is Chronology? Can you label some events? How did tools change after the Neolithic?</p>

	<p>Who were the Egyptian gods? How <i>technology has changed how we read, write and talk?</i> What did the Victorians invent? What do you remember about the Great Fire of London?</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can order the kings of the War of Roses on a timeline. I can order the key battle dates during the war. I can use a wide range of sources of evidence to find information. I can use technology to gather information about a key battle. I can describe the cause and impact of the War on our local area I can use sources to find why Kings waged war and the impact that had on the local area. I can compare battles during the war (battle of Wakefield, battle of Ferrybridge) I can talk using historical evidence about the key events of the War of the Roses.</p> <p>NC A local history study</p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Substantive Knowledge What happened during the War of the Roses? Where was the War of the Roses? Order key events of the War of the Roses? Which castles were involved in the War of the Roses? Who were Edward 111, Henry IV, Richard III and why were they significant? Which battles were important during the War of the Roses? Who was the Princess in the tower?</p>
<p>Key Vocabulary</p>	<p>War of the Roses, Sandal, York, Monarchy, dynasty, Noble, House of Lanacaster, House of York, Heir, Throne Claimant, battlefield, treason Pontefract, kings, queens castles, Henry VI, Edward IV , Henry Tudor, Battle of Bodsworth</p>

Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	To be developed after teaching cycle.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 4 – Ancient Greece	
Recall	How did people travel in the past compared to today? Who were the famous inventors of travel? Who was Queen Victoria and where did she live? Who were the important inventors of technology? Where was the War of the Roses? What happened? What were the greatest achievements of the Ancient Egyptians?
End Point Disciplinary Knowledge (National Curriculum Statements)	Disciplinary Knowledge I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE. I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources. I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. I can explain the concept of change over time and represent this with evidence. I can describe the social, ethnic, cultural and religious diversity of the past. I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).

	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Substantive Knowledge What can excavations tell us about early Ancient Greece? What was life like in early Greece? How did the Minoans trade in early Greece? What was life like in Ancient Greece? What were the greatest achievements of the Ancient Greeks?
Key Vocabulary	civilisations , ceramics, excavate, Crete, trade , complex, export , bronze, import , oligarchy, city-state, outnumber, invasion, empire , retreat, revolt, unified, militaristic policy, tyrant, victorious
Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	Children will need a sound understanding of the dating system BCE (Before Common Era) before they begin this unit. It will need to be taught explicitly. As this may confuse the children when faced with dates such as 352 BCE and 323 BCE. Children may think 352 BCE is later in time. They will need to be corrected and frequent looks at a historical timelines will help this.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 5 – Romans	
Recall	Compare Victorian Britain to modern Britain? Which castles were involved in the War of the Roses? How did the Bronze age move into the Iron Age? Which battles were important during the War of the Roses?

	<p>What sources of evidence can we use to find out about the past? What was the greatest achievements of the Ancient Greeks?</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources. I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p> <p>NC The Roman Empire and its impact on Britain</p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Substantive Knowledge What do we know about the early Rome? Who was in charge of the Roman Empire? How powerful was the Roman Empire? What events led to Claudius invading Britain? How did Roman settlements compare to Celtic villages? Who was Boudicca and why did she take revenge on the Romans? How did the Romans protect their land? What happened in the final years of the Roman Empire?</p>

	What was life like in Yorkshire and the Humber during Roman times?
Key Vocabulary	artefacts, excavation, archeologist, continuity , remains, migrate , preserve, agriculture, domestication, significant , mine, ore, alloy, beaker, burial, construct, settlement , palisade, granary, ditch.
Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	Children may believe that Julius Caesar was the first emperor of Rome because he made attempts to invade Britain earlier, however Augustus was the first Roman emperor. Children may think that the Roman Empire was just modern day Italy and then it expanded to include Britain. Children may think that the Romans got rid of the Celts, when in actual fact there was a blending of cultures and a distinct Romano-Celtic culture was created.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 5 – Crime and Punishment	
Recall	Who was Queen Elizabeth II? How did healthcare change in Victorian Britain? What were your favourite toys as a child? How did tools change in Britain? (Stone Age – Iron Age) What did Ancient Egyptians believe about the afterlife? How powerful was the Roman Empire?

<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate. I can describe the social causes of crime and punishment. I can describe the consequences of crimes. I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity. I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day. I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>What is Crime and Punishment? What was Crime and Punishment like in Roman Britain? Who were Anglo Saxons? What was Crime and Punishment like in the Anglo - Saxon period? What was Crime and punishment like in the Tudor period? What was crime and punishment like in the Stuart period? What was crime and punishment like in Georgian Britain? What was crime and punishment like in Victorian Britain? How did the police force develop through the 20th Century. What is Crime and punishment like today in comparison with the past?</p>

Key Vocabulary	crime, period, chronology , deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial , promotion, unarmed, detective, prevention, detection, rehabilitation.
Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	The children may think that the same crime that happens today, happened hundreds of years ago. Children may think that there has always been a police force. Children may think prisons are dungeons and that prisons have always been used as punishment, when they were originally used as holding cells before the punishment.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 5 – Anglo Saxons	
Recall	How did the Romans protect their land? What is Crime and Punishment? Who are important explorers from the past? How could the development of Artificial Intelligence affect us? Why was Richard III significant? Order key events during the War of the Roses
End Point Disciplinary Knowledge (National Curriculum Statements)	Disciplinary Knowledge I can use dates accurately in describing events and people. I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why. I can describe causes of invasion in Britain and what the consequences were. I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. I can compare similarities and differences between Anglo-Saxon and Viking culture. I can describe the social and cultural significance of a past society.

	Britain's settlement by Anglo-Saxons and Scots
Sequence of Learning / Contextual Knowledge (Lesson ideas)	Substantive Knowledge What was life like in 4 th Century? How did life change in England after the fall of the Roman Empire? How was Anglo - Saxon England ruled? How did the Anglo – Saxons keep control of their kingdoms? How did Britain change through the settlements of the Anglo Saxons and Vikings?
Key Vocabulary	aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe.
Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	Children may think that the Anglo-Saxons came from one place when they were from three different tribes. Children may think that the Anglo-Saxons and Vikings were separate from each other when they coexisted for a time together and they struggled for control of the land. Some children may think the Anglo-Saxons left and the Vikings arrived. Children need to understand that the Vikings are portrayed in a vicious, violent way, however that was not always the case and sources held bias.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 6 – Vikings	

Recall	<p>Discuss famous inventors from the past How have hospitals changed over time? Order key events of the War of the Roses? How did the industrial revolution effects Britain? How did the Egyptian Empire end? How was Anglo – Saxon England ruled?</p>
<p>End Point Disciplinary Knowledge (National Curriculum Statements)</p>	<p>Disciplinary Knowledge I can use dates accurately in describing events and people. I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why. I can describe causes of invasion in Britain and what the consequences were. I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. I can compare similarities and differences between Anglo-Saxon and Viking culture. I can describe the social and cultural significance of a past society.</p> <p>NC The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
<p>Sequence of Learning / Contextual Knowledge (Lesson ideas)</p>	<p>Substantive Knowledge Why did the Vikings settle in Britain? How were the Vikings ruled? Why did the Vikings carry our raids in Anglo – Saxon Britain? Where did the Vikings settle in Britain? What impact did the Vikings have on York? What was life like in Yorkshire and the Humber during this time?</p>
Key Vocabulary	<p>Vikings, Norse, Raid, settlement, trade, longship, Fjord Valhalla, mythology, runes saga, pillage warrior, beliefs, exploration.</p>

Teacher Assessment	Use Grammasaurus Assessment Update Term 1 (2024 – 25)
Possible Misconceptions	Children may think that the Anglo-Saxons came from one place when they were from three different tribes. Children may think that the Anglo-Saxons and Vikings were separate from each other when they coexisted for a time together and they struggled for control of the land. Some children may think the Anglo-Saxons left and the Vikings arrived. Children need to understand that the Vikings are portrayed in a vicious, violent way, however that was not always the case and sources held bias.
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.
Year 6 – WW2	
Recall	What was life like in Victorian schools? What happened in the final years of the Roman Empire? How has the police force developed from the 20 th Century? How did the Minoans trade in Early Greece?
End Point Disciplinary Knowledge (National Curriculum Statements)	Disciplinary Knowledge I can use dates and terms accurately in describing events. I can describe the main changes in a period of history. I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. I can describe some of the causes and consequences of World War 2. I can identify periods of rapid change in history and contrast them with times of relatively little change. I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Substantive Knowledge</p> <p>Where is Germany and what is it like today?</p> <p>How did Hitler come to power?</p> <p>How did Hitler become the leader of Germany?</p> <p>How was Europe ruled before WW2?</p> <p>How did Hitler Expand Germany?</p> <p>How did WW2 begin and end?</p> <p>What was the impact of WW2 in Yorkshire and the Humber?</p>
<p>Key Vocabulary</p>	<p>republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron</p>
<p>Teacher Assessment</p>	<p>Use Grammasaurus Assessment</p> <p>Update Term 1 (2024 – 25)</p>
<p>Possible Misconceptions</p>	<p>Children may think that World War Two was a long time ago and that there are no longer any people alive who remember it. The children may think it was one big war, but in reality, it was a collection of diverse geopolitical conflicts. Children may believe everybody joined the war simultaneously when people joined at different times over many years</p>
<p>Class Teacher Notes</p>	<p>For teacher or subject lead to use and update to inform next years planning – not to be published online.</p>
<p>Year 6 (TO BE DECIDED with G. Miller.</p>	
<p>Recall</p>	<p>Who was in charge of the Roman Empire?</p> <p>What was Crime and punishment like in Victorian Britain?</p> <p>What was life like in Victorian homes?</p> <p>What was life like in Ancient Greece?</p> <p>What were the key events of WWII?</p> <p>What can you remember from the history you've learnt at Fairburn View Primary School?</p>

End Point Disciplinary Knowledge (National Curriculum Statements)	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.
Prior Learning	
Sequence of Learning / Contextual Knowledge (Lesson ideas)	
Next steps	
Key Vocabulary	
Teacher Assessment	Leave blank for now
Possible Misconceptions	
Class Teacher Notes	For teacher or subject lead to use and update to inform next years planning – not to be published online.

=