



History

“We are not makers of History. We are made by history.” Martin Luther King Jr.

Intent statement-

At Blewbury School we intend that our History curriculum will inspire our pupils with a curiosity and fascination about the past that will remain with them for the rest of their lives. Through effective teaching, we will equip our pupils with knowledge about significant historical events both within their living memory and beyond. As our pupils progress through our school and increase their Historical skills, their growing knowledge about the past will help them to deepen their understanding of the interaction between the past and how we live today. We aim for our pupils to gain confidence and enjoy practical experiences through local historical studies and in our wider community in Blewbury and Oxfordshire which has a wealth of both historical features.

Implementation-

We follow the statutory requirements of the National Curriculum 2014.

In Early years the children will begin to learn about chronology through a variety of stories and through personal circumstance. Through themes such as remembrance, festivals, seaside and ‘All about me’ the children will be given the opportunity to: learn about old and new; talk about the past and present; learn to develop their own explanations and connect ideas where appropriate.

In Key Stage 1 the children will begin their journey through each yearly cycle studying areas of history with explicit links to the Geography curriculum and the calendar year. We ensure that the children understand where the current area of learning fits into what they already know by using timelines. We follow a 2 year rolling programme where the children will encounter the same knowledge but develop the areas through year group skills.

In Key Stage 2 the history curriculum has been carefully placed across a 4 year rolling programme. Within each year, the children will be taught historical content in chronological order so that they can build up an appreciation of chronology throughout each year. By the end of the 4 years in Key Stage 2 the children will have covered 11 areas of history both statutory and non-statutory and will have a clear understanding of both the aims and attainment targets within the National Curriculum 2014.

EYFS

Early Learning Goal

Children at the expected level of development will: - Talk about the lives of the 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.

Historical Skills taught in EYFS

Children will be taught to:-

Talk about what they see using a wide range of vocabulary

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

Show an interest in different occupations

Talk about members of their immediate family and community

Name and describe people that are familiar to them

Comment on images of familiar situations from the past.

Compare and contrast figures from stories, including those about the past.

Key Stage 1 History

Historical Theme	Year Group	Knowledge Taught	Skills Taught	Vocab	Resources	Local enrichment/Significant people
Transport Changes within living history	1	<p>Children will know by the end of the unit:</p> <p>That humans have enjoyed travel and have used many different</p>	<p>Use simple timelines to sequence different forms of transport.</p> <p>More confident in use of terms <i>old</i> and <i>new</i></p> <p>Look at books, videos, photographs, pictures and artefacts to find out about</p>	<p>Old</p> <p>New</p> <p>Similarities</p> <p>Differences</p> <p>Newest</p>	<p>Old and new transport</p> <p>Sorting – venn diagrams</p>	<p>Ask people in the community about what types of transport they used</p>

		forms of transport to get from one place to another. That forms of transport have changed over time. Research and identify different sources we can use to find out about the past. Ask and answer simple questions about transport. Compare old and new trains. Visit Didcot Railway centre. Identify similarities and differences between steam and electric trains. Use words and phrases related to the passing of time.	different forms of transport. Explore events, look at pictures and ask questions. Sort events or objects into groups. Use timelines to order events or objects.	Oldest sort Steam Electric Engine Victorian Modern	History of transport - how transport has changed - Twinkl powerpoint and activities. An Animated History of Transportati on BBC history video	when they were younger. Visit the Didcot Railway Centre to go on a Steam train and have hands-on experience of old trains.
	2		Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about transport in the past Ask questions about different forms of transport in the past. Use a wide range of information to answer questions			
Gunpowder plot Events beyond living memory that are significant nationally or globally.	1	Children will know by the end of the unit: The children will be able to explain what the gunpowder plot was and when it happened. Who was involved with the plot. The reasons for the plot.	Use a simple timeline to show what the Gunpowder Plot occurred. Can give simple reasons/consequences why a real person acted as they did in an historical situation. Verbally, pictorially and in written form - tell the story of Guy Fawkes. Recall some facts about people/events before living memory.	The gunpowder plot Catholics Protestants Houses Of parliament Gunpowder King James I Cellar Executed Ringleader	BBC clips on the gunpowder story Documents to support teaching on the Historical association website.	Encourage the children to make a guy for the bonfire in Blewbury usually the Sat night closest to Nov 5th.
	2	How did the gunpowder plot stop?	Use a timeline to locate when the Gunpowder plot happened. Can give clear explanation of the			

		The reasons why we still celebrate it today.	<p>Gunpowder plot offering 2 or 3 reasons why an event took place.</p> <p>Children give a few reasons for more complex human actions.</p> <p>Describe this event in history.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</p> <p>Children realise that we use dates to describe events in time e.g. 1605 for the Gunpowder Plot.</p> <p>Children can use phrases such as 'over three hundred years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time.</p>	Guy Fawkes Celebrate	https://www.history.org.uk/files/download/7067/1290701061/NPHGunpowdrtn001230.pdf Twinkl resources available.	
Victorian Seaside Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	1	<p>Children will know by the end of the unit:</p> <p>The Features of a seaside holiday.</p> <p>How to use photographs to find clues as to what seaside holidays were like in the past.</p> <p>When and how seaside holidays became popular.</p> <p>What seaside holidays were like 100 years ago.</p> <p>How to order seaside holidays in chronological order.</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Explore events, look at pictures and ask questions.</p> <p>Sort events or objects into groups.</p> <p>Use timelines to order events.</p> <p>Uses terms <i>then</i> and <i>now</i> correctly and is comfortable with the term <i>the past</i></p> <p>Understand that the world was different in the olden days</p> <p>Can follow logic of fiction titles such as <i>Once there were giants</i></p>	Holiday Seaside Victorian Chronological order Past Similarities differences	<p>Once there were giants - text</p> <p>Watch Magic Grandad Watch - Magic Grandad: Seaside holiday</p> <p>https://www.keystagehistory.co.uk/keystage-1/outstandin</p>	
	2		Use information to describe the past(differences between then and			

		How are significant explorers remembered?				
Remembrance	1	Children will know by the end of the unit: What is Remembrance day? When was the first world war? Who do we remember? When is remembrance day? Who was Walter Tull?	Tell stories about the past. Talk, write and draw about things from the past.	Armistice Front line Trenches Home front poppy	 British Army Officer <small>Lieutenant Walter Tull was the first British-born black army officer and the first black officer to lead white British troops into battle. He fought on the Somme in 1916 and became the first black combat officer in the British army, despite a military rule excluding "negroes" from exercising actual command.</small>	Link with soldiers on the remembrance cross in the village and church.
	2		Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT			

Key Stage 2 History

Historical Theme	Year	Knowledge	Skills	Vocab	Resources	Local enrichment/Significant people
Stone Age to Iron Age	3	Children will know by the end of the unit: The definition and time scale of human prehistory. About early humans and the 3 Stone age periods of: Palaeolithic, Mesolithic and Neolithic. Focusing on the tools and weapons that they used and the move from nomadic to settled. Use and understand the terms hunter/gatherer	Use a timeline to place historical events in chronological order. Understand that a timeline can be divided in BC (Before Christ) and Ad (Anno Domini). Describe dates and order significant events from the period studied Use evidence to describe the clothes, way of life and actions of people in the past. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-	Bronze Alloy Bone marrow Earthwork Celt Tribe Iron Hunter Gatherer BC/AD Timeline Period Significant historical events	Horrible Histories BBC	

		The introduction of bronze and how this changed their tools and weapons.	handling, drama role-play, storytelling and using ICT.			
	4	How people lived in the Iron age focusing on tools and weapons. Blewburton Hill is an iron age fort and the importance of forts	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events and dates on a timeline. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Ask questions and find answers about the past Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.			
	5		Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events and dates on a timeline. Describe the main changes in a period in history. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.			

			Plan and present a self- directed project or research about the studied period			
	6		<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred at the same time in different locations (Ancient Egypt and Prehistoric Britain)</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period</p>			
Ancient Greece	3	Children will know by the end of the unit:	<p>Use a timeline to place historical events in chronological order.</p> <p>Understand that a timeline can be divided in BC (Before Christ) and Ad (Anno Domini).</p>	<p>Ancient Civilisation</p> <p>City states</p> <p>Empire</p>	<p>Horrible Histories</p> <p>BBC</p>	

		<p>To begin to find out who the ancient Greeks were, and place their civilisation in time.</p> <p>To understand the different types of government and the society in ancient Greece.</p> <p>To use sources to find out about daily life in ancient Greece</p> <p>To compare and contrast the two city states of Athens and Sparta.</p> <p>To find out about the ancient Greek scholars and philosophers, their achievements and influence that is still around today.</p>	<p>Describe dates and order significant events from the period studied.</p> <p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Legacies</p> <p>Democracy</p> <p>Primary source</p> <p>Secondary source</p> <p>Olympics</p> <p>Parliament</p> <p>BC/AD</p> <p>Timeline</p> <p>Period</p> <p>Significant historical events</p> <p>Account</p> <p>Version</p>		
	4	<p>To find out about the first Olympics and how this has influenced the western world.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Order significant events and dates on a timeline.</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Propaganda</p> <p>Opinion</p> <p>Misinformation</p> <p>reliable</p>		

5			<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events and dates on a timeline. Make links between some of the features of past societies (e.g. religion, houses, society, technology). Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self- directed project or research about the studied period</p>			
6			<p>Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred at the same time in different locations (Ancient Egypt and Prehistoric Britain) Make links between some of the features of past societies (e.g. religion, houses, society, technology). Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a</p>			

			<p>single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self- directed project or research about the studied period</p>			
Ancient Rome	3	<p>Children will know by the end of the unit: About the legend of how Rome was founded and investigate how it grew into the Roman empire. How and why the Roman army were successful invading Britain in AD42 following the first failed attempt in 55-54BC. Research the British resistance and find out about Boudicca What the Romans did for Britain and how life changed for Britain's during the period of the Roman reign.</p>	<p>Use a timeline to place historical events in chronological order. Understand that a timeline can be divided in BC (Before Christ) and Ad (Anno Domini). Describe dates and order significant events from the period studied Use evidence to describe the culture and leisure activities from the past. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Caledonia Celts Emperor Iceni Legion Picts Roman Empire Empire BC/AD Timeline Period Significant historical events</p>	<p>Horrible Histories BBC</p>	
	4	<p>Know about the expansion of an empire. Pompeii</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Order significant events and dates on a timeline. Use evidence to describe what was important to people from the past. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p>			

		<p>Ask questions and find answers about the past</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			
	5	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Order significant events and dates on a timeline.</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology).</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period</p>			
	6	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred at the same time in different locations (Ancient Egypt and Prehistoric Britain)</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology).</p> <p>Use documents, printed sources, the internet,</p>			

			<p>databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period.</p>			
Vikings vs Anglo-Saxons	3	<p>Children will know by the end of the unit:</p> <p>What Britain was like before the first Viking invasions.</p> <p>About the Vikings raids and invasions.</p> <p>About the Viking settlement of Britain and how this affected the Anglo Saxons.</p> <p>Why King Alfred was dubbed 'Alfred the Great'.</p> <p>Anglo-Saxons laws and justice.</p> <p>How and when England became a unified country.</p>	<p>Describe dates and order significant events from the period studied.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past</p> <p>Use evidence to describe buildings and their uses of people from the past</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Danegald Exile</p> <p>Invade Kingdom</p> <p>Longship</p> <p>Outlawed</p> <p>Pagans</p> <p>Pilaged</p> <p>Raid</p> <p>Wergild</p> <p>Justice</p> <p>BC/AD</p> <p>Timeline</p> <p>Period</p> <p>Significant historical events</p> <p>Propaganda</p> <p>Opinion</p> <p>Misinformation</p>	Horrible Histories BBC	
	4	<p>About the end of the Anglo-Saxon and Viking era in Britain.</p>	<p>Describe the main changes in a period in history.</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as</p>			

		<p>evidence about the past. Ask questions and find answers about the past Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	reliable		
5	<p>Describe the main changes in a period in history. Make links between some of the features of past societies (e.g. religion, houses, society, technology). Know that people in the past represent events or ideas in a way that persuades others. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self- directed project or research about the studied period</p>				
6	<p>Identify and compare changes within and across different periods. Make links between some of the features of past societies (e.g. religion, houses, society, technology). Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history.</p>				

			<p>Evaluate evidence to choose the most reliable forms.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period</p>			
Ancient Egyptians	3	<p>Children will know by the end of the unit:</p> <p>To place key events from the ancient Egyptian period on a timeline.</p> <p>To find out how society in ancient Egypt was organised.</p> <p>To find out who the pharaohs were and why they were important.</p> <p>To find out about the pyramids of ancient Egypt.</p> <p>To investigate the inventions and achievements of the ancient Egyptians.</p>	<p>Use a timeline to place historical events in chronological order.</p> <p>Understand that a timeline can be divided in BC (Before Christ) and Ad (Anno Domini).</p> <p>Describe dates and order significant events from the period studied</p> <p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past</p> <p>Use evidence to describe buildings and their uses of people from the past</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>BC</p> <p>AD</p> <p>Irrigation</p> <p>Silt</p> <p>Hieroglyphics</p> <p>Cartouche</p> <p>Pharaoh</p> <p>Anubis</p> <p>Thoth</p> <p>Horus</p> <p>Ra</p> <p>Civilisation</p> <p>BC/AD</p> <p>Timeline</p> <p>Period</p>	<p>Horrible Histories</p> <p>BBC</p>	

		<p>To understand Ancient Egyptian communication – hieroglyphics.</p> <p>To understand the importance of Ancient Egyptian gods/goddesses.</p> <p>To find out about the Ancient Egyptian death ritual (embalming)</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Significant historical events hierarchy</p>		
4		<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Order significant events and dates on a timeline.</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>				
5		<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Order significant events and dates on a timeline.</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology).</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and</p>				

			<p>using ICT. Plan and present a self- directed project or research about the studied period</p>			
	6		<p>Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred at the same time in different locations (Ancient Egypt and Prehistoric Britain) Make links between some of the features of past societies (e.g. religion, houses, society, technology). Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self- directed project or research about the studied period.</p>			
The Early Islamic civilisation	3	<p>Children will know by the end of the unit: Where and when the Early Islamic civilisation existed.</p>	<p>Use a timeline to place historical events in chronological order. Understand that a timeline can be divided in BC (Before Christ) and Ad (Anno Domini). Describe dates and order significant events from the period studied Use evidence to describe the achievements</p>	<p>Civilisation Islamic Baghdad Similarities Differences Achievements</p>	<p>Horrible Histories BBC</p>	

		<p>How during the 1000 years from 700AD there was extraordinary activity</p> <p>That Baghdad was a great city. It was circular.</p> <p>About the Islamic developments in science and mathematics.</p> <p>Recognise its importance for inventions and the Silk Road.</p>	<p>from the past.</p> <p>Explore the idea that there are different accounts of history.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	artefact		
	4		<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Order significant events and dates on a timeline.</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Look at different versions of the same event in history and identify differences.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			
	5		<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Order significant events and dates on a timeline.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p>			

			<p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/influence life today</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology).</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period</p>			
	6		<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred at the same time in different locations (Ancient Egypt and Prehistoric Britain)</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and</p>			

			<p>artefacts studied.</p> <p>Describe how historical events studied affect/influence life today</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology).</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period.</p>			
Local History - looking at how aspects of national history are reflected in the locality.	3	<p>Children will know by the end of the unit:</p> <p>understand the history of Blewbury and its role as a village over time.</p> <p>Look at Blewburton Hill and Iron Age fort.</p> <p>Legend of St Birinus at Churn Knob</p> <p>Mentioned in the Domesday book</p>	<p>Describe dates and order significant events from the period studied.</p> <p>Use evidence to describe buildings and their uses of people from the past</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Blewburton Hill</p> <p>Churn Knob</p> <p>St Birinus</p> <p>Iron Age Fort</p> <p>Civil War</p>	Blewbury Historical society	Blewbury Historical society.

	4	<p>Its role in the English Civil war Its role during the WW1 and 2 as a place for military manoeuvres</p> <p>Famous artists and authors in the first half of the 20th Century including Kenneth Grahame</p>	<p>Describe the main events in which Blewbury is involved across periods of history.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data- handling, drama role-play, storytelling and using ICT.</p>			
	5		<p>Describe the main changes in a period in history. Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period.</p>			

	6		<p>Identify and compare changes within and across different periods.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period.</p>			
Victorians	3	<p>Children will know by the end of the unit:</p> <p>The timeline associated to the Victorians and how this fits with other periods of history studied.</p> <p>Recognise key events during the Victorian era.</p> <p>To recognise the huge contrast between rich and</p>	<p>Describe dates and order significant events from the period studied.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past</p> <p>Use evidence to describe buildings and their uses of people from the past</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-</p>	<p>Industrial Revolution</p> <p>Industry</p> <p>Invention</p> <p>Migrate</p> <p>Reign</p> <p>Rural Revolution</p> <p>Typhoid</p> <p>Workhouses</p> <p>Peasantry</p>	<p>Horrible Histories</p> <p>BBC</p>	

		poor children in the way that they lived.	handling, drama role-play, storytelling and using ICT.			
	4	Look at the changes in the railways. Study the impact of the industrial revolution. Visit the Black country museum	Describe the main changes in a period in history. Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed Describe similarities and differences between people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.			
	5		Describe the main changes in a period in history. Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Communicate ideas about the past using			

			<p>different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period.</p>			
	6		<p>Identify and compare changes within and across different periods.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period.</p>			
Tudor Britain	3	<p>Children will know by the end of the unit:</p> <p>The timeline of the Tudors from 1485 through to 1603.</p> <p>Shakespeare was born during Tudor times.</p>	<p>Describe dates and order significant events from the period studied.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p>	<p>Heir Monarch Reign Throne Age of exploration</p>	<p>Horrible Histories BBC</p>	

		Discover Tudor explorers and look at what they discovered and how that changed the way that people thought about the world.	Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.			
4		Look at the discrepancies between poor and rich during Tudor times. Say who Henry VIII was and why he is important to our history.	Describe the main changes in a period in history. Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed Describe similarities and differences between people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.			
5			Describe the main changes in a period in history. Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Use documents, printed sources, the internet,			

			<p>databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period.</p>			
	6		<p>Identify and compare changes within and across different periods.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/influence life today</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams,</p>			

			<p>data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period</p>			
Settlement by Anglo-Saxons and Scots	3	<p>Children will know by the end of the unit:</p> <p>The Romans withdrew in 410AD</p> <p>The Scots invaded from Ireland to North Britain(now Scotland)</p> <p>About the Anglo-Saxons invasions.</p> <p>Anglo-Saxon settlements – place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion of Britain</p>	<p>Describe dates and order significant events from the period studied.</p> <p>Use evidence to describe the culture and leisure activities from the past.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past</p> <p>Explore the idea that there are different accounts of history.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Angles</p> <p>Christianity</p> <p>Missionary</p> <p>Pagan</p> <p>Picts</p> <p>Romans</p> <p>Saxons</p> <p>Scots</p>	<p>Horrible Histories</p> <p>BBC</p>	
	4		<p>Describe the main changes in a period in history.</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Look at different versions of the same event in history and identify differences.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p>			

		<p>Ask questions and find answers about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			
	5	<p>Describe the main changes in a period in history. Make links between some of the features of past societies (e.g. religion, houses, society, technology). Know that people in the past represent events or ideas in a way that persuades others. Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self- directed project or research about the studied period.</p>			
	6	<p>Identify and compare changes within and across different periods. Make links between some of the features of past societies (e.g. religion, houses, society, technology). Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history.</p>			

			<p>Evaluate evidence to choose the most reliable forms.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period.</p>			
Crime and Punishment	3	<p>Children will know by the end of the unit:</p> <p>That laws and punishments have changed over time.</p> <p>That at different points in history people were treated differently depending on their crime</p> <p>During some historical periods the punishments were very harsh.</p> <p>Draw contrasts between the Roman, Anglo-Saxon, Tudor and Victorian punishments.</p>	<p>Describe dates and order significant events from the period studied.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Trial</p> <p>Victim</p> <p>Treason</p> <p>Ordeal</p> <p>Jury</p> <p>Judge</p> <p>Humiliation</p> <p>Highwayman</p> <p>Execution</p> <p>BC/AD</p> <p>Timeline</p> <p>Period</p> <p>Significant historical events</p>		
	4		<p>Describe the main changes in a period in history.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p>			

		<p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>			
	5	<p>Describe the main changes in a period in history.</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology).</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period</p>			
	6	<p>Identify and compare changes within and across different periods.</p> <p>Make links between some of the features of past societies (e.g. religion, houses, society, technology).</p> <p>Use documents, printed sources, the internet, databases, pictures, photographs, music,</p>			

			<p>artefacts, historic buildings, visits to museums as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self- directed project or research about the studied period</p>			
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