

# St. Leonard's C of E Primary School



## History

*End Points*

## Early Years

Below are the Early Learning Goals for **Understanding the World**:

| Past and Present                                                                                                                                                                                                                                                                                                                                                                                                             | People, Culture and Communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The Natural World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"><li>• UW/1.1 talk about the lives of the people around them and their roles in society</li><li>• UW/1.2 know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>• UW/1.3 understand the past through settings, characters and events encountered in books read in class and storytelling</li></ul> | <ul style="list-style-type: none"><li>• UW/2.1 describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li><li>• UW/2.2 know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li><li>• UW/2.3 explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li></ul> | <ul style="list-style-type: none"><li>• UW/3.1 explore the natural world around them, making observations and drawing pictures of animals and plants</li><li>• UW/3.2 know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li><li>• UW/3.3 understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li></ul> |

## Year 1/2 Cycle A

|                 | Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Disciplinary Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Brave Nurses    | <ul style="list-style-type: none"> <li>- Florence Nightingale is principally remembered as a nurse, lived a long time ago, and was connected with the Crimean War.</li> <li>- Florence Nightingale had a long life helping soldiers and developing nursing after the war.</li> <li>- The key events and experiences of Florence Nightingale's early life.</li> <li>- The characteristics and qualities that shaped Florence Nightingale's character.</li> <li>- Reasons why Florence Nightingale chose to go to the Crimea.</li> <li>- The influence of individuals on Florence Nightingale's decisions and career.</li> <li>- The main changes Florence Nightingale introduced to improve nursing and hospital conditions.</li> <li>- Not everyone welcomed Florence Nightingale's ideas and reforms.</li> <li>- What Florence Nightingale did during the Crimean War and after the war.</li> <li>- Much of Florence Nightingale's work involved organisation and management.</li> <li>- The contributions of Mary Seacole during the Crimean War.</li> <li>- Mary Seacole's contribution to nursing has historically been less widely recognised than Florence Nightingale's.</li> <li>- There are different ways that significant historical figures can be commemorated.</li> </ul> | <ul style="list-style-type: none"> <li>- Sequence at least four events in Florence Nightingale's life.</li> <li>- Create a timeline showing different phases of Florence Nightingale's life, with some pupils producing one to scale.</li> <li>- Use chronological language and phrases that show the passage of time, e.g. 'when she returned', 'after the war', 'the most important'.</li> <li>- Make judgements about which of Florence Nightingale's achievements are the most important and justify their views.</li> <li>- Evaluate a video as a source of historical information.</li> <li>- Compare and differentiate between the actions and contributions of Florence Nightingale and Mary Seacole.</li> <li>- Explain why Mary Seacole's contribution to nursing has been less well known, considering how history is remembered and represented.</li> <li>- Evaluate different forms of commemoration in terms of appropriateness and personal preference.</li> <li>- Generate, select, justify, and design ways of commemorating Florence Nightingale's achievements.</li> </ul> |
| Tamworth Castle | <ul style="list-style-type: none"> <li>- Pupils know the key features of castles, including thick walls, hill-top locations, battlements, moats, drawbridges and portcullises.</li> <li>- Pupils know the main defensive features of castles and understand their purposes.</li> <li>- Pupils know that not all large buildings are castles and can identify the characteristics that make a building a castle.</li> <li>- Pupils know what life was like in a medieval castle and how it differed from life today.</li> <li>- Pupils know how castles changed over time, from motte-and-bailey castles to stone castles, later decorative residences and the ruins seen today.</li> <li>- Pupils know and understand historical vocabulary related to the passage of time, including medieval, modern, recent and thousand years old.</li> <li>- Pupils know that historians use a range of sources and evidence to find out about castles in the past.</li> <li>- Pupils know that castles vary in design and features and can recognise similarities and differences between them.</li> <li>- Pupils know why people continue to visit castles today.</li> <li>- Pupils know why most castles have become ruins.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>- Pupils can identify and describe key features of historical places and use appropriate historical vocabulary accurately.</li> <li>- Pupils can use evidence from sources to support their ideas about the past.</li> <li>- Pupils can compare and contrast different historical places or periods, identifying similarities and differences.</li> <li>- Pupils can sequence events and developments in chronological order and explain change over time.</li> <li>- Pupils can use chronological vocabulary to describe the passing of time and historical periods accurately.</li> <li>- Pupils can ask and answer historical questions using evidence to support their responses.</li> <li>- Pupils can evaluate sources of information (e.g. videos, images, accounts) and explain how useful or reliable they are.</li> <li>- Pupils can identify anachronisms and explain why they do not fit within a historical context.</li> <li>- Pupils can make inferences about the past using evidence and explain their reasoning.</li> </ul>          |

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|                  | <ul style="list-style-type: none"> <li>- Pupils know the history of Tamworth Castle, including when it was built.</li> <li>- Pupils know about key historical figures associated with Tamworth Castle.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>- Pupils can explain cause and consequence in historical contexts (e.g. why events happened and what changed as a result).</li> <li>- Pupils can construct simple historical arguments, including giving reasons for their opinions and decisions.</li> <li>- Pupils can understand and explain different perspectives from the past.</li> <li>- Pupils can use evidence to support judgements about significance (what is most important and why).</li> <li>- Pupils can communicate historical understanding using appropriate subject-specific vocabulary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| The Moon Landing | <ul style="list-style-type: none"> <li>- Pupils know that the Moon Landing took place in 1969 and is a significant event in space exploration history.</li> <li>- Pupils know key individuals involved in the Moon Landing, including Neil Armstrong, Buzz Aldrin, and NASA as an organisation.</li> <li>- Pupils know that astronauts are trained pioneers of space travel who undertook a highly complex and dangerous mission.</li> <li>- Pupils know the main stages of the Moon Landing mission, from launch to return to Earth.</li> <li>- Pupils know that space exploration involves significant risks and hazards for astronauts.</li> <li>- Pupils know that NASA played a key role in developing and carrying out the Moon Landing programme over many years.</li> <li>- Pupils know that the Moon Landing formed part of the wider Space Race, particularly competition with Russia.</li> <li>- Pupils know that there are different opinions and historical debates about whether the Moon Landing happened.</li> <li>- Pupils know that evidence of the Moon Landing includes photographs, films, and eyewitness accounts.</li> <li>- Pupils know that people have continued to explore space and debate future Moon travel.</li> <li>- Pupils know that historical events can be understood through key features, actions, and consequences.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can use a range of sources (e.g. images, accounts, artefacts) to ask and answer historical questions.</li> <li>- Pupils can infer meaning from evidence and combine clues to explain what happened in the past.</li> <li>- Pupils can sequence events and place them accurately within a chronological framework.</li> <li>- Pupils can identify similarities, differences, and patterns across historical events and periods.</li> <li>- Pupils can evaluate the usefulness and reliability of different sources of evidence.</li> <li>- Pupils can identify and explain anachronisms and other issues in historical representations.</li> <li>- Pupils can explain cause and motivation, distinguishing between plausible and implausible reasons.</li> <li>- Pupils can construct simple historical arguments, supported by evidence, including balanced viewpoints.</li> <li>- Pupils can recognise and explain different perspectives and interpretations of the past.</li> <li>- Pupils can collaborate and communicate historical ideas clearly, using appropriate subject vocabulary.</li> <li>- Pupils can make judgements about significance and justify their reasoning using evidence.</li> <li>- Pupils can present historical findings in an organised way using selected evidence to support ideas.</li> </ul> |

## Year 1/2 Cycle B

|                          | Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Disciplinary Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| The Great Fire of London | <ul style="list-style-type: none"> <li>- Pupils know the Great Fire of London began in 1666 and was a major historical event in London's history.</li> <li>- Pupils know that historians use sources and evidence (including maps) to find out about the past.</li> <li>- Pupils know that the fire spread quickly due to conditions such as hot weather, wooden buildings, and tightly packed streets with thatched roofs.</li> <li>- Pupils know that strong winds played a significant role in making the fire more devastating.</li> <li>- Pupils know that people responded in different ways, including initial hesitation and efforts to save belongings as well as fight the fire.</li> <li>- Pupils know that the Lord Mayor Thomas Bludworth was blamed (scapegoated) for the spread of the fire.</li> <li>- Pupils know that there was little organised government help at the time, so people had to rely on themselves.</li> <li>- Pupils know that many people became homeless and lived in temporary camps outside the city for a long period.</li> <li>- Pupils know that relief efforts included the creation of a relief fund and support from the King, including food provision through markets.</li> <li>- Pupils know that the fire led to changes in how cities were designed, including the use of brick, wider streets, and improved spacing between buildings.</li> <li>- Pupils know that historical events can be understood through causes, consequences, and changes over time.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can ask relevant historical questions to support an enquiry.</li> <li>- Pupils can extract and select information from a range of historical sources.</li> <li>- Pupils can combine information from different sources to build understanding.</li> <li>- Pupils can use maps and visual sources to make simple historical deductions.</li> <li>- Pupils can sequence events accurately and describe change over time.</li> <li>- Pupils can use appropriate time conjunctions and chronological language.</li> <li>- Pupils can identify and explain multiple causes of a historical event.</li> <li>- Pupils can explain the role of key factors in causing and spreading events.</li> <li>- Pupils can describe and explain different historical perspectives and responses.</li> <li>- Pupils can make inferences about historical situations, including feelings and motivations.</li> <li>- Pupils can explain consequences and changes that result from historical events.</li> <li>- Pupils can evaluate historical interpretations (e.g. blame or responsibility).</li> <li>- Pupils can empathise with people in the past using evidence and context.</li> <li>- Pupils can communicate historical understanding clearly in structured explanations.</li> </ul> |
| Toys                     | <ul style="list-style-type: none"> <li>- Pupils know that toys can be classified as same or different based on their features.</li> <li>- Pupils know that toys can be described as old or new depending on age, materials, and design.</li> <li>- Pupils know that toys change over time and are different for children at different ages.</li> <li>- Pupils know that older toys often show signs of wear and are made from different materials than modern toys.</li> <li>- Pupils know that toys from the past can be different from toys used today.</li> <li>- Pupils know that toys used by parents and grandparents were often different from those used now.</li> <li>- Pupils know that toys can be grouped into categories such as colour, shape, and material.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>- Pupils can ask simple historical questions about the past using prompts (e.g. "Is it...?").</li> <li>- Pupils can sort and classify objects using historical criteria such as old/new, material, or use.</li> <li>- Pupils can identify differences between the past and present using observable evidence.</li> <li>- Pupils can use simple vocabulary to describe change over time.</li> <li>- Pupils can make inferences about the past using physical evidence (e.g. wear, materials, design).</li> <li>- Pupils can use different types of evidence (objects, people's accounts) to answer historical questions.</li> <li>- Pupils can gather information through simple enquiry methods such as interviewing others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                            | <ul style="list-style-type: none"> <li>- Pupils know that people can learn about the past by asking questions and talking to others, such as grandparents.</li> <li>- Pupils know that language such as “a long time ago” and “when my grandparents were children” is used to describe the past.</li> <li>- Pupils know that different generations have experienced different types of toys and play.</li> <li>- Pupils know that old toys can be identified using clues such as materials, design, and condition.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>- Pupils can compare similarities and differences across different time periods or generations.</li> <li>- Pupils can communicate historical understanding using appropriate time language (e.g. “long ago”).</li> <li>- Pupils can explain their choices when classifying historical objects using more than one reason.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Travel and Transport (The Wright Brothers) | <ul style="list-style-type: none"> <li>- Pupils know that the Wright brothers were early aviators who achieved the first powered flight.</li> <li>- Pupils know that the Wright brothers' invention was a significant breakthrough in the history of flight.</li> <li>- Pupils know the key stages in the story leading up to the first flight at Kitty Hawk.</li> <li>- Pupils know that the first powered flight took place in a clear sequence of events.</li> <li>- Pupils know that the Wright brothers faced challenges and showed determination, creativity and persistence.</li> <li>- Pupils know that their success led to important consequences for the development of flight.</li> <li>- Pupils know that flight has developed significantly over time, from early aircraft to modern aviation.</li> <li>- Pupils know that historical figures can be remembered and commemorated in different ways.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can use visual clues to make inferences about historical people and events.</li> <li>- Pupils can sequence events accurately to retell a historical narrative in chronological order.</li> <li>- Pupils can identify key turning points and moments of change within a historical story.</li> <li>- Pupils can ask relevant historical questions using contextual knowledge.</li> <li>- Pupils can use evidence to explain reasons for historical success or failure.</li> <li>- Pupils can evaluate and compare sources of evidence, judging which are more reliable or useful.</li> <li>- Pupils can prioritise reasons for historical events and support their views with examples.</li> <li>- Pupils can explain causes and consequences of historical events and developments.</li> <li>- Pupils can place events within a broader chronological framework (e.g. long-term timelines).</li> <li>- Pupils can make judgements about significance and justify why some ideas or events are more important than others.</li> <li>- Pupils can use prior knowledge to suggest appropriate ways of commemorating historical figures or events.</li> </ul> |

## Year 3/4 Cycle A

|                       | Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Disciplinary Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Romans                | <ul style="list-style-type: none"> <li>- Pupils know the size, timescale, and importance of the Roman Empire using maps and timelines.</li> <li>- Pupils know reasons for the Roman invasion of Britain, including power, resources, and Emperor Claudius' aims.</li> <li>- Pupils know that the Celts, including Boudica, resisted Roman rule, and that Boudica is mainly known through Roman accounts.</li> <li>- Pupils know that the Roman army was highly organised, disciplined, and effective.</li> <li>- Pupils know that Roman Britain changed significantly, including towns, roads, villas, and new ways of life.</li> <li>- Pupils know that Roman society was unequal, with differences between rich and poor.</li> <li>- Pupils know about Roman leisure and lifestyle, including baths, amphitheatres, and forums.</li> <li>- Pupils know that historians use buildings, artefacts, and written sources to understand Roman Britain.</li> <li>- Pupils know that the Roman Empire declined due to factors such as cost, taxation, and military pressures.</li> <li>- Pupils know that the Romans left a lasting legacy, including roads, language, place names, and systems like money and the calendar.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can use maps and timelines to explain scale, time, and change over time.</li> <li>- Pupils can use evidence to explain and justify reasons for historical events and decisions.</li> <li>- Pupils can prioritise and explain the most significant reasons for change.</li> <li>- Pupils can recognise that historical figures and events can be interpreted in different ways.</li> <li>- Pupils can evaluate sources and explain how evidence affects interpretations.</li> <li>- Pupils can explain cause, consequence, continuity, and change in history.</li> <li>- Pupils can compare lifestyles across different social groups in the past.</li> <li>- Pupils can use evidence from multiple sources to support historical conclusions and arguments.</li> <li>- Pupils can communicate historical understanding using appropriate subject vocabulary.</li> </ul>                                                                                                                                   |
| Stone Age to Iron Age | <ul style="list-style-type: none"> <li>- Pupils know that Britain was once covered in ice during the Stone Age.</li> <li>- Pupils know that the earliest settlers in Britain were hunter-gatherers who often lived in caves.</li> <li>- Pupils know that Stone Age people created art and took part in ceremonial activities.</li> <li>- Pupils know that farming began during the Neolithic period and involved crops and domesticated animals.</li> <li>- Pupils know that hunter-gatherers and early farmers lived alongside each other for a period of time.</li> <li>- Pupils know that farming was a major change in how people lived, including growing crops such as wheat and taming animals.</li> <li>- Pupils know that Skara Brae provides evidence of how people lived in early settled communities.</li> <li>- Pupils know that Stonehenge was built in stages around 5,000 years ago and was used for an uncertain purpose.</li> <li>- Pupils know that similar prehistoric structures existed in other parts of Britain.</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>- Pupils can use evidence from images, artefacts, and archaeology to make inferences about the past.</li> <li>- Pupils can ask and answer historical questions using evidence to support ideas.</li> <li>- Pupils can place key events and developments on a simple timeline.</li> <li>- Pupils can explain change and continuity over time, including similarities and differences between periods.</li> <li>- Pupils can explain the significance of major developments, such as the introduction of farming.</li> <li>- Pupils can use historical vocabulary accurately (e.g. Neolithic).</li> <li>- Pupils can explain how interpretations of the past are created and how they can change with new evidence.</li> <li>- Pupils can compare different explanations of the past and begin to evaluate them.</li> <li>- Pupils can form and justify conclusions using evidence from multiple sources.</li> <li>- Pupils can communicate historical ideas clearly using evidence to support reasoning.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>- Pupils know that Iron Age hill forts were defended settlements where communities lived and worked.</li><li>- Pupils know that archaeologists use finds to understand prehistoric life and sometimes create reconstructions from fragments.</li><li>- Pupils know that prehistoric life is understood through archaeological evidence rather than written records.</li></ul> |  |
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## Year 3/4 Cycle B

|                          | Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Disciplinary Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Ancient Egypt            | <ul style="list-style-type: none"> <li>- Pupils know that Ancient Egypt was an early civilisation in the Nile Valley in North-East Africa.</li> <li>- Pupils know that the River Nile was central to life, providing water, fertile land, transport, and materials.</li> <li>- Pupils know that settlements were built near the Nile, while deserts were used for burials and monuments such as pyramids.</li> <li>- Pupils know that Ancient Egyptian society was hierarchical, with pharaohs at the top and farmers making up most of the population.</li> <li>- Pupils know that key features of Ancient Egypt included pyramids, tombs, hieroglyphics, and mummification, all linked to beliefs in the afterlife.</li> <li>- Pupils know that Egyptians believed in many gods, maat, and an afterlife, and used texts such as the Book of the Dead.</li> <li>- Pupils know that daily life involved farming, trade, and living in mud-brick homes.</li> <li>- Pupils know that historians use artefacts, writing, and monuments to understand Ancient Egypt, and that other early civilisations existed at the same time.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can locate ancient civilisations in time and place using maps and timelines.</li> <li>- Pupils can identify anachronisms in historical representations.</li> <li>- Pupils can use maps and geographical evidence to explain the importance of features such as the River Nile.</li> <li>- Pupils can make deductions about life in the past using geographical and visual sources.</li> <li>- Pupils can ask and answer historical questions to support an enquiry.</li> <li>- Pupils can use a range of sources (artefacts, writing, monuments) to gather evidence about the past.</li> <li>- Pupils can evaluate sources and explain what they tell us about history.</li> <li>- Pupils can sequence key events or processes in chronological order.</li> <li>- Pupils can explain cause and consequence, including the impact of geography on settlement and lifestyle.</li> <li>- Pupils can use multiple sources to construct historical explanations.</li> <li>- Pupils can identify similarities and differences between ancient civilisations.</li> <li>- Pupils can recognise that historical interpretations change as new evidence is discovered.</li> <li>- Pupils can communicate historical understanding using appropriate historical vocabulary.</li> </ul> |
| Vikings and Anglo-Saxons | <p><u>Vikings</u></p> <ul style="list-style-type: none"> <li>- Pupils know Vikings came from Scandinavia and began raiding Britain in the late 8th century.</li> <li>- Pupils know Viking activity in Britain lasted c. 789–1066 and included raiding, trading, and settlement.</li> <li>- Pupils know Vikings were both raiders and settlers who later controlled parts of Britain, including the Danelaw.</li> <li>- Pupils know Viking society included warriors and traders with wide trade networks across Europe.</li> <li>- Pupils know Viking reputation is shaped by biased written sources and differing historical accounts.</li> <li>- Pupils know archaeological evidence has changed our understanding of Viking life.</li> <li>- Pupils know Viking influence can be seen in place names across Britain, showing patterns of settlement.</li> </ul>                                                                                                                                                                                                                                                                       | <p><u>Vikings</u></p> <ul style="list-style-type: none"> <li>- Pupils can ask and structure historical enquiry questions.</li> <li>- Pupils can place events accurately in chronological context.</li> <li>- Pupils can use a range of sources (written, archaeological, place-name) to gather and interpret evidence.</li> <li>- Pupils can make inferences and use evidence to support historical claims.</li> <li>- Pupils can identify continuity, change, and turning points in history.</li> <li>- Pupils can compare accounts and recognise bias and differing interpretations.</li> <li>- Pupils can explain how interpretations change over time due to new evidence.</li> <li>- Pupils can construct balanced explanations using evidence from multiple sources.</li> <li>- Pupils can communicate historical understanding using appropriate subject vocabulary.</li> </ul> <p><u>Anglo-Saxons:</u></p> <ul style="list-style-type: none"> <li>- Pupils can ask and refine historical enquiry questions.</li> </ul>                                                                                                                                                                                                                                                                                              |

- Pupils know historical interpretations of Vikings have changed over time due to new evidence and perspectives.

#### Anglo-Saxons:

- Pupils know Anglo-Saxon Britain was formed through migration, invasion, and settlement by Angles, Saxons, and Jutes.
- Pupils know Roman withdrawal led to instability and later Anglo-Saxon control of much of Britain.
- Pupils know Anglo-Saxon England developed into kingdoms such as Mercia, with powerful rulers.
- Pupils know Anglo-Saxon religion changed from pagan beliefs to Christianity through missionaries and monasteries.
- Pupils know early Anglo-Saxons worshipped multiple gods, reflected in place names and days of the week.
- Pupils know historical evidence includes written accounts, artefacts, burial sites, and place-name evidence.
- Pupils know key sources such as Bede and the Anglo-Saxon Chronicle shape our understanding of the period.
- Pupils know Anglo-Saxon England faced Viking invasion, leading to changing control of territories.
- Pupils know Alfred the Great played a key role in resisting Viking invasion and shaping England.
- Pupils know Anglo-Saxon law and order involved structured systems of justice and punishment.
- Pupils know historical interpretations of this period can be shaped by limited or biased evidence.

- Pupils can place events and developments accurately in chronological context, including overlap and change over time.
- Pupils can use maps, evidence, and sources to investigate the past and test ideas.
- Pupils can identify and explain continuity, change, cause, and consequence.
- Pupils can use a range of sources and evaluate their usefulness and reliability.
- Pupils can explain how and why historical interpretations differ and may be biased.
- Pupils can identify turning points and explain their significance.
- Pupils can construct and justify historical arguments using evidence.
- Pupils can judge significance of people, events, and developments.
- Pupils can recognise the impact of limited evidence on historical understanding.
- Pupils can communicate historical understanding clearly using appropriate vocabulary.

## Year 5/6 Cycle A

|        | Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Disciplinary Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Mayans | <ul style="list-style-type: none"> <li>- Pupils know the Maya were an advanced civilisation in Mesoamerica that lasted around 2,000 years (c. 300–900 AD at its height).</li> <li>- Pupils know Maya cities were large and sophisticated, with populations in the tens or hundreds of thousands.</li> <li>- Pupils know the Maya built major stone cities, pyramids, temples, palaces, plazas, and ball courts.</li> <li>- Pupils know Maya achievements included astronomy, a 365-day calendar, advanced mathematics (including zero), and a writing system.</li> <li>- Pupils know Maya society was hierarchical, with kings and elites above merchants, farmers, and slaves.</li> <li>- Pupils know most ordinary people's lives are less well recorded than those of elites.</li> <li>- Pupils know Maya society depended on farming (e.g. maize), hunting, trade, and adaptation to environment.</li> <li>- Pupils know Maya beliefs included complex religious practices, including human sacrifice.</li> <li>- Pupils know Maya civilisation declined for multiple possible reasons, including drought, warfare, and overpopulation.</li> <li>- Pupils know much of Maya writing and culture was destroyed during the Spanish conquest in the 16th century.</li> <li>- Pupils know our understanding of the Maya comes from archaeology, surviving glyphs, Spanish accounts, and modern Maya people.</li> <li>- Pupils know Maya history is still being studied, and some writing systems were only recently deciphered (since the 1960s).</li> <li>- Pupils know historians often have to make provisional explanations when evidence is incomplete.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can use visual and physical evidence to make deductions about the past.</li> <li>- Pupils can ask and refine historical questions to support enquiry.</li> <li>- Pupils can make inferences beyond the literal meaning of sources.</li> <li>- Pupils can use a range of sources (archaeological, written, oral, and modern accounts) to build understanding.</li> <li>- Pupils can explain how and why interpretations of the past are uncertain or incomplete.</li> <li>- Pupils can recognise that evidence can be limited, biased, or destroyed, affecting historical understanding.</li> <li>- Pupils can construct and test plausible explanations using available evidence.</li> <li>- Pupils can explain cause and consequence, including multiple possible reasons for historical change.</li> <li>- Pupils can identify patterns in evidence and use them to support interpretations.</li> <li>- Pupils can compare different explanations and understand that historical accounts are often provisional.</li> <li>- Pupils can use evidence to make reasoned judgements about past societies and beliefs.</li> <li>- Pupils can communicate historical ideas clearly using appropriate subject vocabulary.</li> </ul> |
| Tudors | <ul style="list-style-type: none"> <li>- Pupils know that portraits were used to represent and communicate power and identity in Tudor England.</li> <li>- Pupils know that Henry VIII's portraits were designed to project authority and legitimacy, and can become iconic representations.</li> <li>- Pupils know that the Break with Rome involved a sequence of key events linked to religion, politics, and Henry VIII's personal motives.</li> <li>- Pupils know that inventories and household objects can reveal differences in wealth and social status in Tudor society.</li> <li>- Pupils know that Tudor houses and palaces reflected status, wealth, and architectural change.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- Pupils can use visual clues to make deductions and identify similarities and differences in evidence (e.g. portraits, artefacts).</li> <li>- Pupils can interpret sources in context, recognising purpose, bias, and how they were shaped by their time.</li> <li>- Pupils can sequence events and group causes to explain historical developments.</li> <li>- Pupils can use evidence (e.g. inventories, images, texts) to make inferences about wealth, status, and lifestyle.</li> <li>- Pupils can evaluate sources by considering provenance and purpose rather than taking them at face value.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                | <ul style="list-style-type: none"> <li>- Pupils know that Elizabeth I used portraits as propaganda to shape her public image and reinforce authority.</li> <li>- Pupils know that Elizabeth's later portraits were designed to show her as youthful and virtuous, especially during succession concerns.</li> <li>- Pupils know that England and Spain went to war due to factors including religion and political tensions at sea.</li> <li>- Pupils know that the Spanish Armada was a key historical event that ended in Spanish defeat.</li> <li>- Pupils know that Elizabethan England had a range of pastimes, including theatre, which varied by social class.</li> <li>- Pupils know that different social groups experienced Elizabethan entertainment in different ways.</li> <li>- Pupils know that historical evidence must be used critically and not accepted at face value.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>- Pupils can explain cause and consequence, including multiple factors in historical events (e.g. war, succession, religion).</li> <li>- Pupils can analyse and prioritise reasons for historical outcomes.</li> <li>- Pupils can construct and test historical explanations using a range of evidence.</li> <li>- Pupils can identify change and continuity through the study of cultural and social life.</li> <li>- Pupils can synthesise information from multiple sources into coherent historical explanations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Ancient Greece | <ul style="list-style-type: none"> <li>- Pupils know Ancient Greece was made up of city-states such as Athens and Sparta, which were often rivals.</li> <li>- Pupils know key places in Ancient Greece, including Athens, Sparta, and Crete, and can locate them on a map.</li> <li>- Pupils know Ancient Greece had a varied geography that influenced settlement, trade, and legends.</li> <li>- Pupils know Athens experienced a "Golden Age" in the 5th–6th century BC.</li> <li>- Pupils know the Battle of Marathon was a key conflict between Athens and Persia.</li> <li>- Pupils know Athens became a dominant city-state for a period but its power was not permanent.</li> <li>- Pupils know Ancient Greek society included slavery, which shaped daily life and allowed cultural development.</li> <li>- Pupils know evidence for Ancient Greece comes from archaeology, written accounts, myths, and artefacts such as pottery.</li> <li>- Pupils know that interpretations of Ancient Greece can differ due to variations in historical evidence.</li> <li>- Pupils know the victory over Persia influenced the development of Athenian democracy and intellectual life.</li> <li>- Pupils know Ancient Greek culture included philosophy, democracy, theatre, and the Olympic Games, which had religious significance.</li> <li>- Pupils know Ancient Greek achievements have had a long-lasting influence on language, architecture, and later civilisations.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can use geographical knowledge and maps to explain how environment influences civilisation.</li> <li>- Pupils can locate key places and periods accurately on maps and timelines.</li> <li>- Pupils can use a range of sources (artefacts, written accounts, myths, pottery) to gather evidence about the past.</li> <li>- Pupils can make inferences and informed interpretations from visual and archaeological evidence.</li> <li>- Pupils can recognise that different types of evidence can lead to different interpretations of the past.</li> <li>- Pupils can compare accounts and explain why historical interpretations may differ.</li> <li>- Pupils can use evidence to explain cause and consequence in historical events.</li> <li>- Pupils can identify and classify reasons for historical outcomes (e.g. grouping causes).</li> <li>- Pupils can identify continuity and change over time, including shifts in power and influence.</li> <li>- Pupils can construct explanations using evidence and contextual knowledge.</li> <li>- Pupils can use tentative language when interpreting uncertain or incomplete evidence.</li> <li>- Pupils can evaluate the significance of events, people, and developments in shaping history.</li> <li>- Pupils can explain how cultural achievements are influenced by society and historical context.</li> <li>- Pupils can communicate historical understanding clearly using appropriate subject vocabulary.</li> </ul> |

## Year 5/6 Cycle B

|                | Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Disciplinary Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| WW2            | <ul style="list-style-type: none"> <li>- Pupils know that Hitler's actions threatened European peace and led to the outbreak of the Second World War.</li> <li>- Pupils know that appeasement was the policy of trying to avoid war by making concessions to aggressive powers.</li> <li>- Pupils know that Chamberlain and other leaders faced difficult decisions about whether to go to war.</li> <li>- Pupils know that the Second World War involved major aerial bombing campaigns, including the Blitz, which caused significant civilian damage.</li> <li>- Pupils know that evacuation was used to move children from cities to the countryside, with varying experiences and outcomes.</li> <li>- Pupils know that the government used propaganda and censorship to influence public morale and control information.</li> <li>- Pupils know that Britain prepared for war through measures such as air-raid shelters, rationing, the Home Guard, and civil defence services.</li> <li>- Pupils know that people on the Home Front had different roles that contributed to the war effort and morale.</li> <li>- Pupils know that representations of wartime events (e.g. in museums and media) can be selective and sometimes controversial.</li> <li>- Pupils know that VE Day marked the end of the war in Europe and was celebrated in different ways, with mixed emotions for some families.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can ask and refine enquiry questions using historical sources and evidence.</li> <li>- Pupils can use sources (graphs, photographs, film, accounts) to generate and investigate historical questions.</li> <li>- Pupils can explain cause and consequence in historical events, including decisions leading to war.</li> <li>- Pupils can evaluate different interpretations and recognise that representations of the past may be biased.</li> <li>- Pupils can use evidence to explain how and why government propaganda and censorship influenced understanding of events.</li> <li>- Pupils can identify similarities and differences in people's experiences of historical events (e.g. evacuation, Home Front).</li> <li>- Pupils can explain change and continuity over time within a historical period.</li> <li>- Pupils can construct explanations using evidence from a range of sources.</li> <li>- Pupils can analyse and interpret visual and statistical sources to support historical conclusions.</li> <li>- Pupils can evaluate the reliability and purpose of historical sources, including media and curated representations.</li> <li>- Pupils can communicate historical understanding clearly using appropriate subject vocabulary.</li> </ul> |
| The Victorians | <ul style="list-style-type: none"> <li>- Pupils know that the Victorian period was defined by the long reign of Queen Victoria and was a time of major change.</li> <li>- Pupils know that Britain underwent rapid industrialisation, including growth in factories, mining, and northern industrial towns.</li> <li>- Pupils know that transport changed significantly, including the development of railways, steamships, and later bicycles and cars.</li> <li>- Pupils know that industrialisation led to urbanisation, with rapidly growing towns and cities often built with little planning.</li> <li>- Pupils know that Victorian society was shaped by class differences, with wealthy industrialists and harsh conditions for workers.</li> <li>- Pupils know that many children worked in factories and mines, although working conditions varied and were often harsh.</li> <li>- Pupils know that sources from the period can be biased and may present different perspectives depending on the author.</li> <li>- Pupils know that Victorian towns often included terraced and back-to-back housing, with poor sanitation and overcrowding.</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- Pupils can identify and explain change and continuity over time within a significant historical period.</li> <li>- Pupils can compare the start and end of a period to evaluate the extent of change.</li> <li>- Pupils can explain cause and consequence in relation to industrialisation, transport, and urban growth.</li> <li>- Pupils can use a range of sources (including images, written accounts, and artefacts) to make inferences about the past.</li> <li>- Pupils can evaluate sources for bias, reliability, and purpose, recognising different perspectives.</li> <li>- Pupils can interpret visual and artistic representations and explain how they convey meaning.</li> <li>- Pupils can identify similarities and differences in experiences across social groups (e.g. class, region, age).</li> <li>- Pupils can construct explanations using evidence and contextual knowledge.</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |

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|                    | <ul style="list-style-type: none"> <li>- Pupils know that industrial growth was strongest in northern towns due to resources like coal and transport links.</li> <li>- Pupils know that education became compulsory during the Victorian era, but many children still worked.</li> <li>- Pupils know that Victorian life can be understood through a range of evidence, including photographs, paintings, and written accounts.</li> <li>- Pupils know that historical interpretations of the Victorian period can differ depending on which aspects are emphasised.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>- Pupils can work collaboratively to consider different historical interpretations and justify viewpoints.</li> <li>- Pupils can recognise that historical interpretations vary depending on emphasis and evidence used.</li> <li>- Pupils can communicate historical understanding clearly using appropriate subject vocabulary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Tamworth Over Time | <ul style="list-style-type: none"> <li>- Pupils know that key individuals in Tamworth's history shaped the town's development in different ways, and that some had greater long-term impact than others.</li> <li>- Pupils know that Tamworth has changed across historical periods (including medieval, Tudor, industrial, and modern), affecting its buildings, population, industry, and layout, while some features have remained the same.</li> <li>- Pupils know that change in Tamworth has sometimes improved the town and sometimes created challenges.</li> <li>- Pupils know that Tamworth Castle was built in the medieval period, had defensive and administrative purposes, and reflects Norman influence, and that its use changed over time.</li> <li>- Pupils know that the local school has changed since it first opened, including differences in buildings, facilities, and school life, and that earlier school buildings were different in design and size.</li> <li>- Pupils know that school life in the past reflected the values, rules, and expectations of the time.</li> <li>- Pupils know that Tamworth has changed in appearance over time, including housing, roads, industry, and land use, and that these changes link to historical events and economic development.</li> <li>- Pupils know that traces of different historical periods can still be seen in the town today.</li> <li>- Pupils know that evidence about the past comes from sources such as artefacts, maps, photographs, and written records, and that these sources vary in usefulness and reliability.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils can place events and people from Tamworth's history on a chronological timeline and describe change and continuity across time periods.</li> <li>- Pupils can use a range of historical sources (including artefacts, maps, photographs, and written records) to find out about the past.</li> <li>- Pupils can select and combine information from different sources to build a picture of Tamworth in the past.</li> <li>- Pupils can identify differences between types of historical sources and explain which are more useful for answering specific questions.</li> <li>- Pupils can compare accounts of the past and recognise that interpretations may differ depending on evidence.</li> <li>- Pupils can ask historically relevant questions to guide their enquiry into local history.</li> <li>- Pupils can use evidence to support simple conclusions about the significance of people, places, and events in Tamworth's history.</li> <li>- Pupils can communicate historical understanding of change over time using appropriate historical vocabulary.</li> </ul> |