

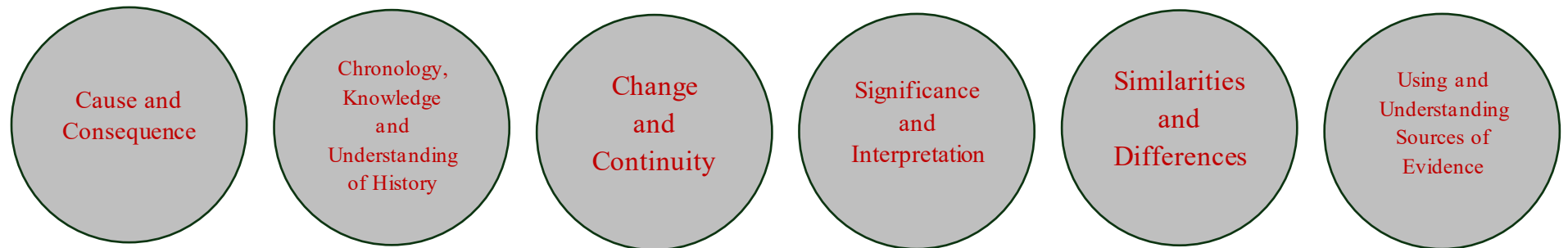
# Beechwood Primary School

*Explore, Discover, Achieve*



## History

### Key Concepts and Breadth of Study



In addition to the above, we also teach the concepts of cultural, ethnic and religious diversity. Enquiry and being able to communicate our ideas via talking, drawing, writing and acting are also key skills we teach at Beechwood.

	Autumn	Spring	Summer
EYFS	<p><b>Enquiry Questions:</b></p> <p>How have I changed since I was a baby?            What significant events have I had in my life?            What is the difference between the old bears and the new bears?</p> <p><b>Sticky Knowledge:</b>            Changes over time, significant events from their lifetime, difference in old and new things and the changes that have happened.</p>	<p><b>Enquiry Questions:</b></p> <p>Who are significant people in my life?</p> <p><b>Sticky Knowledge</b>            People who help us – important people in the community.</p>	<p><b>Enquiry Questions:</b></p> <p>What were seaside holidays like in the past?            Are Pirates real and what did they do?</p> <p><b>Sticky Knowledge</b>            Changes over time and comparing between past and present.</p>
Year 1	<p><b>Who was Guy Fawkes and why is he important in British history?</b>            (Legacy &amp; Monarchy)  <b>Sticky Knowledge</b>            Who was Guy Fawkes and what was life like when he was alive?            He was a rebel (1570 – 1606) who disagreed with the rule of James I who was king at the time</p> <p>What were the events of the Gunpowder Plot?            The Gunpowder Plot was a plan to blow up the Houses of Parliament in London and kill the king. 5th November 1605 in the Houses of Parliament, and the plan was to hide barrels of gunpowder in the basement, which would then be set alight.</p> <p>Why do we still celebrate Bonfire Night?</p> <p>To celebrate that people have freedom to choose which religion they wish to follow.</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills -</b></p>	<p><b>What was it like being a child in Victorian Times?</b>            (Society/Leisure)  <b>Sticky Knowledge</b>            What was school like in Victorian times?            That schools were different then, differences between boys and girls, differences in lessons and classrooms.</p> <p>What toys did children play with in Victorian times?            That toys were different, introduction of batteries/electronics to toys now a days.</p> <p>How did children live in Victorian times?            Difference in lives – rich/poor Victorian children's lives. Difference in houses</p> <p>Who was Sarah Forbes Bonetta?            She was fostered by Queen Victoria and became significant as she was from Nigeria. She was one of the first prominent black Victorian school child</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b></p> <p>Change and Continuity: I can begin to understand that some things change and some things stay nearly the same</p> <p>Similarities and Differences: I can recognise some similarities and differences between past and present</p>	<p><b>How have seaside holidays changed in the last 100 years?</b>            (Leisure)  <b>Sticky Knowledge</b>            Why do people go on holiday to the seaside?            Where seashores are located, features of a seaside holiday.</p> <p>What was a Victorian seaside holiday like?            Prior knowledge – Victorian lives. Activities that a Victorian seaside holiday entails. Travel in Victorian times.</p> <p>What were seaside holidays like in the 1950's?            How seaside holidays changed from Victorian times to 1950's, activities involved in seaside holidays in 1950's comparing changes over time. Travel to seaside during 1950's</p> <p>What is a seaside holiday like now?            What seaside holidays look like now, activities involved. Transport to seaside now. Comparing changes over time.</p> <p>Assessment Task</p> <p>Assessment Skills</p>

	<p><b>Significance and Interpretation:</b> I can talk about why a person or event was important</p> <p>Cause and Continuation: I can understand that a cause can make something happen</p> <p><b>Chronology, knowledge and understanding:</b> I can make some comments about things (features, events, people and themes) from the past I can recount some knowledge about events in the past from stories</p> <p><b>Communicating Ideas:</b> I can talk, draw and write to show my ideas</p> <p><b>Prior Knowledge</b> EYFS – Past and present, some understanding of kings and queens</p> <p><b>Key Vocabulary</b> Guy Fawkes Rebel Bonfire Catholic Gunpowder plot Parliament Government Treason Celebrate King James I Robert Catesby</p>	<p><b>Chronology, knowledge and understanding:</b> I can make some comments about things (features, events, people and themes) from the past</p> <p><b>Using and Understanding sources of evidence:</b> I can pick out some information about the past from sources like pictures, objects and stories</p> <p><b>Prior Knowledge</b> EYFS – Past and Present</p> <p><b>Key Vocabulary</b> Victorian Era Compare Modern poor, rich, range, yard, water pump 3Rs, Dunces hat, abacus, slate, scriber, cane</p>	<p><b>Chronology, knowledge and understanding:</b> I can use a number of time terms, such as 'now', 'then', 'yesterday', 'days', 'week', 'month', 'year', 'nowadays', 'past', 'old' and 'new'.</p> <p><b>Communicating Ideas:</b> I can talk, draw and write to show my ideas</p> <p><b>Similarities and Differences:</b> I can recognise some similarities and differences between past and present</p> <p><b>Prior Knowledge</b> EYFS – Past and Present</p> <p><b>Key Vocabulary</b> holidays, Christmas, Easter, seaside, source, Victorian, pier, Punch and Judy show, bathing machine, promenade, 1950s, living memory, seaside resort, beach, sandcastle, waves, swimming, ice cream, sunbathing</p>
Year 2	<p><b>How can we work out how the Great Fire of London started?</b> <b>Sticky Knowledge</b> What happened during the great fire and how do we know?</p>	<p><b>How do explorers help us learn about the past?</b> <b>Sticky knowledge</b> Why do people explore? <b>Because they are fascinated with a specific area (e.g Animals) and want to find out more</b></p>	<p><b>Why did people build castles in the past?</b> <b>Sticky knowledge</b> What makes a castle and castle? <b>key features of castles e.g. thick walls, sited on a hill-top, battlements, some had a moat, drawbridge and portcullis</b></p>

<p>That we use a range of sources, including eyewitness accounts, dairies and paintings to build a reliable picture of what actually happened.</p> <p>Why did the great fire burn down so many houses? They can give three valid reasons for the fire, to do with the nature of the buildings, the streets, the weather and poor firefighting. Pupils can compare three contrasting accounts and discuss the similarities and differences.</p> <p>Could more have been done to slow down the spread of the fire? Pupils understand that there was initial hesitation. They grasp that most citizens were then more concerned about saving their belongings than putting out the fire When they did try hard</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b>  <b>Cause and Consequence:</b> I can make some comments about why people did things, why events happened and what happened as a result</p> <p><b>Chronology, Knowledge, and Understanding of History:</b> I can sequence a few events, objects, or pieces of information on a timeline</p> <p><b>Using and Understand Sources of Evidence:</b> I can use information from more than one source in my answers</p> <p><b>Prior Knowledge –</b>  EYFS – Past and present through stories.  Year 1 – sources of information, Victorian holidays.</p> <p><b>Key Vocabulary</b>  Samuel Pepys  Firefighter  Fire  Smoke  London  Bakery  River Thames  Monument</p>	<p>Who are the important explorers from the past? Charles Darwin, Neil Armstrong and Ibn Battuta that the cohort may resonate with.</p> <p>How have explores changed over time? Where humans have explored and modern day explorations.</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b>  <b>Change and Continuity:</b> I can point out some similarities and differences between aspects of my life and the life of the people I am learning about</p> <p><b>Significance and Interpretation:</b> I can name some types of things that tell us about the past</p> <p><b>Chronology, Knowledge, and Understanding of History:</b> I can describe some features, events, people and themes from the past</p> <p><b>Prior Knowledge -</b>  EYFS – Past and present through stories.  Year 1 – Sources of information</p> <p><b>Key Vocabulary</b>  Commemorate  Explorer  Exploration  Significant  Voyage</p>	<p>Why did people build castles in the past? Make deductions from images of castles as to their purpose.</p> <p>What made castles so strong? Identify key defensive features of castles</p> <p>How did castles change over time? spot similarities and differences between pairs of castles, using new vocabulary</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b>  <b>Significance and Interpretation:</b> I can talk about some of the different ways that the past is recorded/represented</p> <p><b>Chronology, Knowledge, and Understanding of History:</b> I can use a wider range of “time” terms including: recently, before, after, now, later</p> <p>I can use past and present when describing events</p> <p><b>Prior Knowledge -</b>  EYFS – Some learning on current monarch.  Year 1 – Queen Victoria</p> <p><b>Key Vocabulary</b>  Castle  Turret  Drawbridge  Arrow loops  Bailey  Moat  Suit of armor  Dungeon  Barbican  Battlements  Tower  Portcullis</p>
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	Diary Tower of London Cart Burning King Charles II		
Year 3	<p><b>What were the key changes over time between the stone age and iron age? (Change over time)</b>  <b>Sticky Knowledge</b>          What was life like in the Palaeolithic and Mesolithic?          Changed from caves to huts, lived in bigger communities, more wildlife to be hunted. Learning how we know what period of time artefacts are from.          What changed from the Paleolithic to the Mesolithic?          Both people wear animal hides, hunted animals for food and lived in communities. Palaeolithic people lived in rock shelters, used spears and axes and had to deal with predators. Mesolithic people lived in manufactured huts, used tools such as harpoons, bows and arrows and hunted less dangerous animals. Some of the bigger animals like woolly mammoths, woolly rhinos, cave bears and cave lions had become extinct in between the Palaeolithic and Mesolithic so they hunted different animals</p> <p>Who was the Cheddar Man and why was this discovery important?          Scientists and historians have dated the remains to the Mesolithic period, which was the Middle Stone Age. This would mean that the human was alive in approximately 7100 BC and it would make the discovered remains Britain's oldest complete skeleton. The person would have been around 166cm tall and a hunter-gatherer. light-coloured eyes that were most likely green or blue; • curly or wavy hair that was dark brown or black; • dark skin; • lactose intolerance. The discovery of Cheddar Man's remains was hugely important because it changed our understanding of prehistoric Britain. Until fairly recently, it was assumed that humans quickly adapted to having paler skin after entering Europe around 45,000 years ago but Cheddar Man's DNA proves that this was not always the case. Cheddar Man's eye colour was also an important discovery. This is because it is uncommon to see humans with light</p>	<p><b>How did the Bronze age move to the iron age? (Change over time)</b>  <b>Sticky Knowledge</b>          What was life like in Greater London during the Stone Age? Geographical difference, megafauna roamed freely across London, London transformed to open plains,          Who were the Beaker People? Wore wool clothes and travelled from France to Britain. Traded in many different things and learnt how to make bronze.          How did tools change after the Neolithic? Mining of metal ore which was then used to create much stronger farming tools.          How did the Bronze Age move into the Iron Age?          The changes in metal used to make tools had a big impact on farming, tool making and much more.</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b>          Chronology, Knowledge and Understanding of History: I can place events, objects, themes and people from my history topic on a timeline          I can use some "historical period" terms.</p> <p>Using &amp; understanding sources of evidence: I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and difference</p> <p><b>Prior Knowledge -</b>          EYFS – Compare old and new toys.          Year 1 – comparing past and present (seaside holidays, Victorian life)          Year 2 – Comparing explorers, sources of evidence.</p>	<p><b>What were the greatest achievements of the Ancient Greeks? (cause and effect)</b>  <b>Sticky Knowledge</b>          How did the city-states overcome Persian invasion?          In 490 BCE, the Persians fought the Athenians at the Battle of Marathon. Despite being outnumbered by the Persians, the Athenians achieved an impressive victory. This was a significant battle as it paused the Persian expansion in Greece.          What was it like in the cities after Persian retreated?          They realised the importance of forming alliance but Athens and Sparta formed separate ones.          Who was Alexander the Great and what made him a significant leader?          He expanded the empire by launching and winning battles despite having a smaller army.          What are the greatest achievements of the Ancient Greece?          Content from previous lessons and They introduced the theatre, democracy, the Olympics and the laid the foundations for the alphabet</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b>          Chronology, Knowledge and Understanding of History: I can also use "century", "decade", "BC"/"BCE", "AD"/"CE"</p> <p>Similarities and Differences: I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying</p> <p>Significance and Interpretation: I can say which sources (from a selection) are likely to be the most useful for a task</p>

<p>eyes and dark skin today. From this, scientists were able to work out that the trait of having pale-coloured eyes entered Europe long before the traits of having pale skin or pale hair, even though these traits are often seen together in people today. This is an important reminder that we cannot assume what people looked like in the past based on what we may see around us now</p> <p>How did the search for food change in the Neolithic? Gather seeds from the best plants and plant them together. Use wood, bone and stone walls – first signs of agriculture</p> <p>What tools were used in the Neolithic? Farming artefacts and using what they know about tools today to hypothesize what the tools were used for.</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b> <b>Change and Continuity:</b> I can point out some similarities and differences between aspects of life at different times in the past</p> <p><b>Significance and Interpretation:</b> I can point out which people were historically important</p> <p><b>Chronology, Knowledge and Understanding of History:</b> When I talk or write about features, events, people and themes from the past, I can include some details</p> <p><b>Prior Knowledge</b> EYFS – Compare old and new toys. Year 1 – comparing past and present (seaside holidays, Victorian life) Year 2 – Comparing explorers, sources of evidence.</p> <p><b>Key Vocabulary</b> Spears Mammoth Hammerstone Hunter-gatherer Paleolithic Mesolithic</p>	<p><b>Key Vocabulary</b> Neolithic man/woman Iron ore Bronze Jewellery Excavation</p>	<p><b>Prior Knowledge -</b> EYFS – Past and Present. Year 1 – Queen Victoria and impact of Victorian era. Year 2 – Great fire of London's impact.</p> <p><b>Key Vocabulary</b> Ancient Greek Olympics lyre wax tablet goddesses Hippocrates column ancient Greece Alexander the Great stylus goddesses hoplite soldier amphitheatre the Parthenon helmet gods Aristotle</p>
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	Archaeologist Artefacts remains		
Year 4	<p>Who was the most famous Roman ruler and why?  <b>(Monarchy and power)</b>  <b>Sticky Knowledge</b>          Who was in charge of the Roman Empire? <b>There were many different people who ruled over the course of the roman period. These people were called Emperors.</b>          Who was Boudicca and why did she take revenge on the Romans?  <b>Boudicca was the Queen of the Icini tribe. She took revenge on the romans because they didn't stick to a promise that they made.</b>          Who were Caesar and Claudius and why were they important in Roman history? <b>They were both key emperors who had a significant impact on Roman Society.</b>          Who were the Aurelian Moors and which ruler ensured their existence?  <b>The first Africans in Roman Britain (43-410 CE)</b>  <b>African Romans in the North of England</b></p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b>  <b>Cause and Consequence:</b> I can suggest reasons for the results of people's actions and events</p> <p><b>Significance and Interpretation:</b> I can suggest which people were historically important</p> <p><b>Chronology, knowledge and Understanding:</b> When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied</p> <p>I can use some dates and historical period terms</p> <p><b>Prior Knowledge -</b></p>	<p>How were Anglo Saxon villages similar to villages today?  <b>(civilization)</b>  <b>Sticky Knowledge</b>          What was an Anglo-Saxon village like? <b>Anglo Saxon villages are small communities who have different roles and responsibilities in order to keep the village going.</b>          What was the role of a child in an Anglo-Saxon Village? <b>The children in Anglo Saxon villages were responsible for feeding and looking after the animals in the village. They could also collect water.</b>          What similar features does an Anglo-Saxon village have to a Village today?  <b>They both have key features such as houses, shops, village hall and farms.</b></p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b>  <b>Change and Continuity:</b> I can describe some changes in the historical period I am studying</p> <p><b>Similarities and Differences:</b> I can describe similarities and differences between some people, events and beliefs in the period of history I am studying</p> <p><b>Significance and Interpretation:</b> I can identify primary and secondary sources of evidence</p> <p><b>Prior Knowledge</b>          EYFS – Past and present          Year 1 – childhood in a different era (Victorian times)          Year 2 -          Year 3 -</p> <p><b>Key Vocabulary</b>          Anglo          Saxons</p>	<p>What would it be like to be part of a Viking raid?  <b>(Invasion and settlement, crime and punishment)</b>  <b>Sticky Knowledge</b>          Why did Vikings raid villages? <b>They raided villages because they needed resources.</b>          What was the impact of a raid?  <b>Villages were left in ruins and resources would have been taken.</b>          How does the Viking legal system link to the legal systems we have today? <b>They had introduced both law and government and they would gather in their communities to make law.</b></p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b>  <b>Using and understanding sources of evidence:</b> I can comment on the usefulness and accuracy of different sources of evidence</p> <p><b>Similarities and Differences:</b> I can describe similarities and differences between some people, events and beliefs in the period of history I am studying</p> <p><b>Communicating Ideas in History: In my written work, I try to:</b></p> <ul style="list-style-type: none"> <li>- organise my answers well</li> <li>- state my conclusions</li> <li>- give reasons for my ideas</li> <li>- use some dates and historical terms</li> </ul> <p><b>Prior Knowledge -</b>          EYFS – Past and Present          Year 1 – Different historical eras          Year 2 – Chronology of different eras in time.</p>

	<p>EYFS – Past and present Year 1 – Different historical eras Year 2 – Chronology of different eras in time. Year 3 – Different historical areas</p> <p><b>Key Vocabulary</b> Empire Emperor Ruler Claudius Caesar Boudicca Conquer Icini Tribe Society</p>	<p>Jutes Europe Settlement Farming Trading Thatch Grendel William the Conquer</p>	<p>Year 3 -</p> <p><b>Key Vocabulary</b> Dane Danegeld Danelaw Exile Helmet Horn cup Invade Kingdom Longhouse Odin Longship Outlaw Pillage Thor Valhalla Viking</p>
Year 5	<p>How have the changes in crime and punishment affected society over time? <b>(Crime and punishment)</b> <b>Sticky Knowledge</b> How did punishment differ between the Roman and Tudor eras? <b>Tudor era: drunkard tank, beheadings, scalds bridal, stocks, the rack.</b> <b>Romans: crucifixion, cursed tablets, cutting off limbs, whippings,</b> How was the justice system developed from the Victorian era to the 20<sup>th</sup> century? <b>Police force introduced, prison reform, youth offenders, better technology.</b> What is crime and punishment like today, compared with the past? <b>Less severe, new crimes, less people go to prison, preventative rather than punishment.</b></p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b> <b>Cause and Consequence:</b> I can give some reasons for and results of historical events, situations and changes</p>	<p>What impact did the Tudor dynasty have on English society? <b>(Monarchy and power)</b> <b>Sticky Knowledge</b> Who were the Tudors? <b>1485 – 1603 royal monarchy of England.</b> Why did Henry VIII split from the Roman Catholic Church? <b>Because he wanted to divorce Katherine and Aragon and disagreed with the catholic church rules of marriage and divorce.</b> How did the reformation impact those across society? <b>Shaped major features of the western culture, including freedom of religion, democracy and social values.</b> Why should we learn about Black Tudors? <b>Read Black Tudors by Miranda Kaufmann – Use the lesson plan in the MTP file.</b></p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b></p>	<p>What impact did the Tudor era have on modern day Reading? <b>(Legacy)</b> <b>Sticky Knowledge</b> How has the population changed in Reading since the Tudor Era? <b>The population has increased significantly due to the industrial revolution and increase in factories in Reading (Huntley &amp; Palmers, BBB)</b> How did the dissolution of the monasteries impact Reading? <b>Loss of trade, new town hall, new graveyard, building materials (from the abbey)</b> <b>Monks and nuns lost their homes and the sick lost support from the monasteries</b> What was the legacy of Hugh Faringdon? <b>Blessed Hugh Faringdon Catholic School</b></p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b> <b>Significance and Interpretation:</b> I compare sources of evidence to help me identify reliable information</p>

	<p><b>Change and Continuity:</b> I can describe changes within and between periods and societies I have learned about</p> <p><b>Similarities and Differences:</b> I can describe similarities and differences in society, culture and religion in Britain at local and national levels</p> <p><b>Chronology, knowledge and understanding of history:</b> When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)</p> <p><b>Prior Knowledge -</b> EYFS – Past and Present Year 1 – Victorian era Year 2 – Chronology of different eras in time. Year 3 – Democracy (Greeks) Year 4 – Vikings – crime and punishment</p> <p><b>Key Vocabulary</b> Tudor Roman Victorian Police force Crime Punishment The rack Scalds bridal Crucifixion Prison Reform deter</p>	<p><b>Significance and Interpretation:</b> I can suggest which people and causes and consequences of change are more important</p> <p><b>Chronology, knowledge and understanding of history:</b> I can place historical periods I have studied as well as information about my topic on a timeline</p> <p><b>Similarities and Differences:</b> I can describe similarities and differences in society, culture and religion in Britain at local and national levels</p> <p><b>Prior Knowledge -</b> EYFS – Past and Present Year 1 – Different historical eras (Victorian) Year 2 – Chronology of different eras in time. Year 4 – Roman Rulers</p> <p><b>Key Vocabulary</b>  Henry VIII Monarchy Religion Catholic Protestant Reign Legitimate Treason Church Heir</p>	<p><b>Chronology, knowledge and understanding of history:</b> I use dates and historical period terms accurately</p> <p><b>Change and Continuity:</b> I can describe changes within and between periods and societies I have learned about</p> <p><b>Prior Knowledge -</b> EYFS – Past and present, Local Area Year 1 – Knowledge of the local area. Year 2 – Changes over time. Year 4 – Anglo-Saxon Villages</p> <p><b>Key Vocabulary</b> Henry VIII Monarchy Religion Catholic Protestant Reign Legitimate Treason Church Heir Monastery Industrial Revolution</p>
Year 6	<p>Why was the Battle of Britain so important and how is it relevant to today? <b>(Society, Invasion &amp; legacy)</b> <b>Sticky Knowledge</b> What events led up to the Battle of Britain? <b>Appeasement, invasion of Poland, France surrendering</b> What was life like in 1940? (looking at artefact) <b>Blackouts, rationing, Blitz (bombing), Evacuees</b></p>	<p>What similarities and differences are there between the Maya Civilisation and the Anglo-Saxons? <b>(Society, Invasion &amp; Settlement, Civilisation)</b> <b>Sticky Knowledge</b> Who were the Mayas and what made them successful? <b>Societal structure, inventions, farming, belief systems,</b> How were the Maya and Anglo-Saxons ruled? <b>Maya and Anglo-Saxons lived during the same time but in different parts of the world.</b></p>	<p>How has the Power of the Monarchy changed over time? <b>(Society, Monarchy, Power)</b> <b>Sticky Knowledge</b> How did the Magna Carta change the power of the monarchy? <b>It was written by the Barons to protect their rights (as well as the rights of all citizens) and said that everyone (even the King) needed to respect the law and to make sure everyone was treated fairly. It was designed to protect themselves from the cruelty of King John !!</b></p>

<p>How did the Home Front help in the Battle of Britain? 'Dig for Victory', role of the air raid wardens, role of women, immigrants</p> <p>What was the impact of raids on Britain? Homelessness, movement of people to the countryside, crime, economic ramifications, lack of food</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b> <b>Change and Continuity:</b> I can describe and make some links between events, situations and changes within and between different periods and societies</p> <p><b>Significance and Interpretation:</b> I can explain which causes and consequences are the most significant</p> <p><b>Chronology, knowledge and understanding of history:</b> When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time</p> <p>I can use a timeline to sequence local, national and international events as well as historical periods</p> <p><b>Using &amp; understanding sources of evidence:</b> I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness</p> <p><b>Prior Knowledge -</b> EYFS – Past and present Year 1 - World War 1 (linked to remembrance) Year 2 - Sources of evidence. Year 4 – Viking raiders Year 5 – Crime and Punishment</p> <p><b>Key Vocabulary</b> Commemoration, nation, occupation (of territory),</p>	<p>How do the leaders of the Mayas and Anglo-Saxons compare? Female Maya rulers were valued and equal to male rulers, Anglo-Saxons were ruled only by men. King Offa or Mercia and Ajaw Tan Te' K'inich of Aguateca.</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b> <b>Significance and Interpretation:</b> I can discuss how and why different arguments and interpretations of the past have been constructed</p> <p><b>Similarities and Differences:</b> I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world</p> <p><b>Communicating Ideas in History:</b> My written answers are well rounded with: well organised with clear conclusions supported by evidence (from my sources) and reasons make good use of dates and historical terms</p> <p><b>Prior Knowledge -</b> EYFS – Past and present Year 1 – Different historical eras (Victorian) Year 2 – Chronology of different eras in time. Year 4 – Anglo Saxons Year 5 – The Tudors – local study</p> <p><b>Key Vocabulary</b> historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement,</p>	<p>How were power and religion linked during the Tudor era? Know that King Henry VIII was responsible for a bitter divide between Catholics and Protestants. Henry VIII left the Catholic church, England was divided between the two types of Christianity which led to many executions and Henry VIII ordered the destruction of many Catholic monasteries. How did King Charles I affect the monarchy and its power? Know that King Charles I was responsible for causing civil war in England Know that he was accused of treason and executed in 1649 Know that after he was executed the Royal Family was abolished and England no longer had a monarchy.</p> <p><b>Assessment Task</b></p> <p><b>Assessment Skills</b> <b>Cause and Consequence:</b> I can analyse and explain reasons for and results of historical events, situations and changes</p> <p><b>Significance and Interpretation:</b> I can explain my evaluation of particular pieces of information and particular sources</p> <p><b>Chronology, knowledge and understanding of history:</b> I can use historical periods as reference points.</p> <p><b>Prior Knowledge:</b> EYFS – Past and present Year 1 – Queen Victoria Year 2 – Monarchy – King Charles II Year 4- Roman Rulers. Yr5 – Changes in the church during the Tudor era</p> <p><b>Key Vocabulary</b> reign, citizens, monarch,</p>
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	peace, power, propaganda, society, war (army, battle, conflict, invasion). Artefact Primary & Secondary sources Luftwaffe RAF Blackout Air raid Home Front Immigration	ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port	Barons, civil war, magna carta, religion, catholic, protestant, dynasty repealed, Puritan, heir
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