



The History Curriculum

Curriculum Intent Statement – History

At Kirkby Woodhouse School our curriculum offer will **PROVIDE** children with the essential knowledge, skills and experiences that they need to become life-long learners. The History Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation.

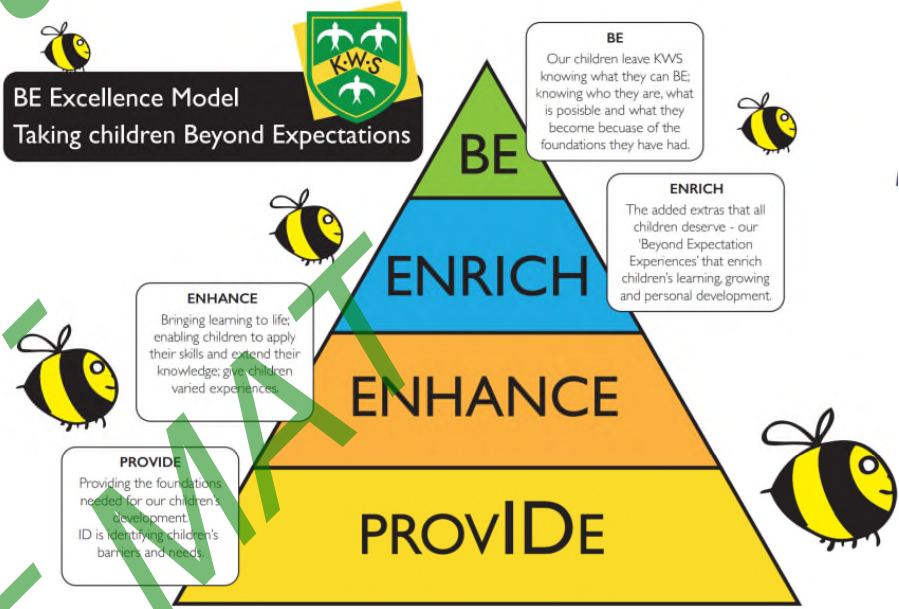
It will **PROVIDE** children with a clear pedagogical structure which allows them to acquire new learning. This is informed by national frameworks and expectations which are adapted to meet the specific needs of our community. It is a curriculum that ensures that learning is accessible and provides a community of opportunity and ambition for all.

To allow children to remember more and learn more, the curriculum at Kirkby Woodhouse School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

The curriculum **ENRICHES** learning experiences through a comprehensive residential and extra-curricular program that supports learning within the classroom; these opportunities are extended from Early Years through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our School Council and House structure.

Profound Personal Development will be the heart of all teaching and learning where children are taught to take care of themselves, each other and the world around us. Through our High-5 Values, this “Take Care” language is central to our conversations with all stakeholders, and this allows children, staff, parents and governors to ensure that our Take Care ethos helps us live out the things we have learned in our everyday lives.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**



Our current curriculum intent

At the heart of our curriculum is our core purpose - the profound personal development of our children, which is about enabling our children to discover not just who they are, but they can become and what is possible.



To enable our children to learn and discover how these shape us as people and to enable our children to develop academically and personally, we provide our children with . . .

- A community of opportunity and ambition**
- A community of participation**

. . . 'Beyond Expectation' opportunities and experiences in and out of the classroom that enrich children's learning to enable them to develop, grow and progress academically and personally regardless of their background, needs or academic ability; to learn about themselves, each other and the world around them; to learn about who they are, what they become and what is possible; to encourage them to be the best they can be (we like to say, be the best you can be, not the best in the world, but the best version of you); to prepare them for their future.

So, in short, our curriculum intent always comes back to our children – what do our children need to be the best they can be and to see what is possible; what do our children deserve so they can be the best they can be and see what is possible; how are we going to do this . . .



Kirkby Woodhouse School – History Toolkit Overview

- **Included in the toolkit:**
- Fixed topics to be taught in the year groups indicated by the tool kit
- Skills to be taught in each year group
- An agreed set of knowledge/vocabulary to be taught in each year group
- A document for auditing the curriculum
- Pupil interview questionnaires
- Deep Dive Questions to consider



Kirkby Woodhouse School – How to use it

Toolkit Elements	Where/How to Use
National Curriculum Statements	To be copied onto the long-term plan to show our coverage of the National Curriculum.
Skills Progression Documents.	These are broken down by topic areas. These are to be copied onto the half termly curriculum skills plan to show skills are being taught.
Knowledge Mats	To be stuck into the children's books at the start of the unit to support the children's learning during the topic. It will also provide the vocabulary and knowledge the children should know.
Auditing/Deep Dive Documents	For subject leaders to check and consider their subject and how it can be improved.
Pupil interview documents	To be used by subject leaders to find out how children respond to their subject and how successful they feel it is being implemented.

History Toolkit – Whole School

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Nursery	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 		
Reception	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG) 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. (UW) Compare and contrast characters from stories, including figures from the past (UW) <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. (ELG) 	
Year 1	<ul style="list-style-type: none"> Can you put up to three objects in chronological order (recent history)? Can you use words and phrases like: old, new and a long time ago? Can you tell me about things that happened when you were little? Can you recognise that a story that is read to them may have happened a long time ago? Do you know that some objects belonged to the past? Can you retell a familiar story set in the past? Can you explain how you have changed since you were born? 	<ul style="list-style-type: none"> Do you appreciate that some famous people have helped our lives be better today? Do you recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Do you understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can you begin to identify the main differences between old and new objects? Can you identify objects from the past, such as vinyl records? 	<ul style="list-style-type: none"> Can you ask and answer questions about old and new objects? Can you spot old and new things in a picture? Can you answer questions using a artefact/ photograph provided? Can you give a plausible explanation about what an object was used for in the past?
Year 2	<ul style="list-style-type: none"> Can you use words and phrases like: before I was born, when I was younger? Can you use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now', in your historical learning? Can you use the words 'past' and 'present' accurately? Can you use a range of appropriate words and phrases to describe the past? Can you sequence a set of events in chronological order and give reasons for your order? 	<ul style="list-style-type: none"> Can you recount the life of someone famous from Britain who lived in the past? Can you recount some interesting facts from an historical event, such as where the 'Fire of London' started? Can you give examples of things that are different in your life from that of your grandparents when you were young? Can you explain why Britain has a special history by naming some famous events and some famous people? 	<ul style="list-style-type: none"> Can you find out something about the past by talking to an older person? Can you answer questions by using a specific source, such as an information book? Can you research the life of a famous Briton from the past using different resources to help them? Can you research about a famous event that happens in Britain and why it has been happening for some time?
Year 3	<ul style="list-style-type: none"> Can you describe events and periods using the words: BC, AD and decade? Can you describe events from the past using dates when things happened? Can you describe events and periods using the words: ancient and century? Can you use a timeline within a specific time in history to set out the order things may have happened? Can you use your mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> Do you appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can you begin to picture what life would have been like for the early settlers? Do you realise that wars in the past would have fought fiercely, using hand to hand combat? Do you understand why leaders would build monuments and large structures? Can you suggest why certain events happened in history? Can you suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> Do you recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can you use various sources of evidence to answer questions? Can you use various sources to piece together information about a period in history? Can you research a specific event from the past? Can you use your 'information finding' skills in writing to help them write about historical information? Can you, through research, identify similarities and differences between given periods in history?
Year 4	<ul style="list-style-type: none"> Can you place periods of history on a timeline showing periods of time? Can you use your mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> Can you explain how events from the past have helped shape our lives? Do you appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do you know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do you appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> Can you research two versions of an event and say how you differ? Can you research what it was like for a soldier in a given period from the past and use photographs and illustrations to present your findings? Can you give more than one reason to support an historical argument? Can you communicate knowledge and understanding orally and in writing and offer points of view based upon what you have found out?
Year 5	<ul style="list-style-type: none"> Can you use dates and historical language in your work? Can you draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc? Can you use your mathematical skills to work out exact time scales and differences as need be? 	<ul style="list-style-type: none"> Can you describe historical events from the different period/s you are studying/have studied? Can you make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can you explain the role that Britain has had in spreading Christian values across the world? Can you begin to appreciate how religion can impact on politics? Do you appreciate that significant events in history have helped shape the country we have today? 	<ul style="list-style-type: none"> Can you test out a hypothesis in order to answer a question? Do you appreciate how historical artefacts have helped us understand more about British lives in the present and past?
Year 6	<ul style="list-style-type: none"> Can you say where a period of history fits on a timeline? Can you place a specific event on a timeline by decade? Can you place features of historical events and people from past societies and periods in a chronological framework? 	<ul style="list-style-type: none"> Can you summarise the main events from a specific period in history, explaining the order in which key events happened? Can you summarise how Britain has had a major influence on world history? Can you summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can you describe features of historical events and people from past societies and periods you have studied? Can you recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> Can you look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can you identify and explain your understanding of propaganda? Can you describe a key event from Britain's past using a range of evidence from different sources?



History Learning Ladder – Nursery

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.		

Kirkby Woodhouse School - ASPIRE MAT



History Learning Ladder – Reception

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG)	<ul style="list-style-type: none">• Comment on images of familiar situations in the past. (UW)• Compare and contrast characters from stories, including figures from the past (UW)• Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)• Talk about the lives of people around them and their roles in society. (ELG)	

Kirkby Woodhouse School - ASPIRE MAT



Skills Progression Document

National Curriculum Requirements of History at Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)


significant historical events, people and places in their own locality



Skills Progression Document

History Learning Ladder – Year One

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none">• Can you put up to three things in chronological order (recent history)?• Can you use words and phrases like: old, new and a long time ago?• Can you tell me about things that happened when you were little?• Do you know that some objects belonged to the past?• Can you explain how you have changed since you were born?	<ul style="list-style-type: none">• Do you appreciate that some famous people have helped our lives be better today?• Do you recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?• Do you understand that we have a queen who rules us and that Britain has had a king or queen for many years?• Can you begin to identify the main differences between old and new objects?• Can you identify objects from the past, such as vinyl records?	<ul style="list-style-type: none">• Can you ask and answer questions about old and new objects?• Can you spot old and new things in a picture?• Can you answer questions using an artefact/ photograph provided?• Can you give a plausible explanation about what an object was used for in the past?
Enhancement/Enrichment Opportunities:		

Changes in Living Memory Knowledge Mat Year 1	Sources/Artefacts		Vocabulary Expectations	
				after
	School Photos	Toys	before	An earlier time; in the past
	Diary	Family Stories	older	Having existed for more years in comparison to something else.
1. Can you tell me the order of your life from start to the present?			younger	Having existed for fewer years in comparison to something else.
2. Tell me how life has changed since your parents were little?	Key Knowledge		past	An earlier time; before the present
3. Can you tell me someone that is younger than you and someone that is older than you?			present	Existing at this time; happening now
4. How can you tell if something is new or old?	As you get older, things will change. Your body will change and the things around you will change.		new	Recently coming into being.
5. Can you tell me some things that happened before you were born?			old	Having existed for a period of time.
6. Can you tell me something that happened after you were born?	All living things change over time. Your parents will get older as you get older.		chronological	The order of time starting at the earliest and ended in the most recent
7. Can you tell me your Birthday and the year you were born?	Things happening chronologically – this means the order of time goes forwards.		recent	An event that happened in the past, but near to the present.
8. Can you tell me something that is happening in the present?				

Remembrance Day/WWI Knowledge Mat

Year 1

Sources/Artefacts

Vocabulary Expectations



Photographs

Poppies

Poems

Last Post



Key Knowledge

1. What is Remembrance Day?
2. When is Remembrance Day?
3. How do we celebrate Remembrance Day ?
4. Why do people wear a poppy?
5. Tell me when the First World War started and ended.
6. Can you tell me some objects that were used during WWI.
7. Can you tell me who the King was during WWI
8. Can you say if WWI was a long time ago or not very long ago?
9. Can you tell me what a war memorial is?

WWI was a war that involved lots of countries in Europe. It started in 1914 and finished in 1918.

On Remembrance Day we remember the soldiers who fought and died during WWI and the wars following WWI.

The first Remembrance day was on the 11th November 1919.

On the 11th November we wear poppies and lay wreaths at war memorials to remember the soldiers who died.

There is a 2 minutes silence on Remembrance Day so we can remember the soldiers sacrifice.

after	later in time.
before	An earlier time; in the past
past	An earlier time; before the present
present	Existing at this time; happening now
new	Recently coming into being.
old	Having existed for a period of time.
chronological	The order of time starting at the earliest and ended in the most recent
Last Post	A piece of music played to mark the beginning of the two minutes silence.
recent	An event that happened in the past, but near to the present.
war memorial	A place where people gather to remember the soldiers who have fought and died.
sacrifice	To give something up for a good reason.

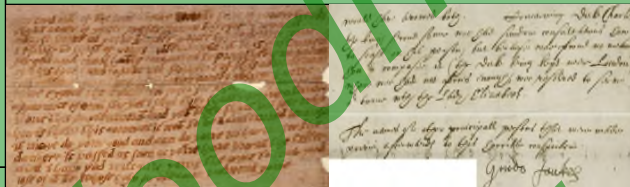
Guy Fawkes Knowledge Mat

Year 1

End of Unit Quiz

1. Who was Guy Fawkes?
2. What is a Catholic?
3. Why did Catholics want to kill James I?
4. What is the Gunpowder Plot?
5. How was the Gunpowder plot stopped?
6. What happened to the plotters?
7. How can we find out about the Gunpowder Plot?
8. How do we remember the Gunpowder Plot in the present day?
9. In which year did the Gunpowder plot happen?
10. What are the houses of Parliament?

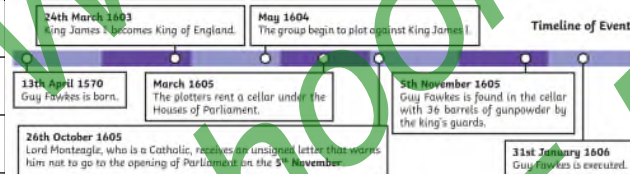
Sources/Artefacts



The Montague Letter

The Examination of Guy Fawkes

Timeline



Key Knowledge

The Gunpowder Plot was a plot to kill King James I and his government by blowing up the houses of Parliament.

King James I did not like Catholics and he treated them unfairly. Most Catholics did not like King James I and did not want him to be King.

Robert Catesby was the chief organiser of the Gunpowder Plot.

Fireworks and Bonfires celebrate King James surviving the plot. Bonfire night is celebrated on 5th November every year.

Vocabulary Expectations

Catholic

Christians who are members of the Catholic Church. They are loyal to the Pope.

Protestant

Christians who are not catholic.

King James I

The King of England between 1603 and 1625.

Robert Catesby

The leader of the Catholic group who organised the Gunpowder Plot.

Houses of Parliament

A building in London where the government meets to make decisions about the country.

Gunpowder

An explosive powder that was used in guns.





Skills Progression Document

History Learning Ladder – Year Two

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none">• Can you use words and phrases like: before I was born, when I was younger?• Can you use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in your historical learning?• Can you use the words 'past' and 'present' accurately?• Can you use a range of appropriate words and phrases to describe the past?• Can you sequence a set of events in chronological order and give reasons for your order?	<ul style="list-style-type: none">• Can you recount the life of someone famous from Britain who lived in the past?• Can you recount some interesting facts from an historical event, such as where the 'Fire of London' started?• Can you explain why Britain has a special history by naming some famous events and some famous people?	<ul style="list-style-type: none">• Can you answer questions by using a specific source, such as an information book?• Can you research the life of a famous Briton from the past using different resources to help them?• Can you research about a famous event that happens in Britain's history?

Kirkby Woodhouse School
ASPIRE MAT

Great Fire of London Knowledge Mat

Year 2

End of Unit Quiz

1. Tell me some of the ways that we can find out about the Great Fire of London.
2. What year did the Great Fire of London start?
3. How long did the fire last?
4. Tell me why the fire spread so quickly?
5. Tell me why Samuel Pepys's diary is an important piece of historical evidence.
6. Can you tell me the impact the Great Fire of London has had on modern day.
7. Tell me the name of the person's bakery where the fire started.
8. Can you tell me how many years ago the Great Fire of London was?
9. Can you explain why the River Thames was an important geographical feature during the great fire of London?

Sources/Artefacts

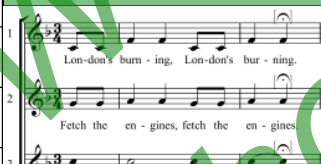


Map of the Fire



Samuel Pepys's Diary

London's Burning Song



Paintings



Key Knowledge

The fire happened in 1666. It started on the 2nd September and lasted for over 3 days. The fire was finally put out on 6th September.

Samuel Pepys lived in London and wrote a diary that documented the fire.

The fire started at a Bakery owned by Thomas Farriner.

King Charles II was the king of England at the time.

The fire spread quickly because it had been very dry over the summer. The houses were made of wood and the wind spread the fire, burning the houses.

Vocabulary Expectations

Primary source

An artefact of piece of evidence from the period of history we are studying.

Secondary Source

An artefact of piece of evidence from after the period of history that we are studying.

London

The Capital City of England

River Thames

The River Thames is a major river of the U.K. that flows through London.

diary

A book or journal that is written by a person about the events in their life.

eye-witness

A person who saw something happen.

flammable

A material that is able to be burned by fire.

St. Paul's Cathedral

An important landmark in London that was burned to the ground during the great fire of London.

embers

Small pieces of glowing coal or wood in a dying fire,

Pudding Lane

The street in London where the fire started.

Bakery

A place where bread, pastries and cakes are made and sold.

<p style="text-align: center;">Florence Nightingale Knowledge Mat</p> <p style="text-align: center;">Year 2</p>	Sources/Artefacts		Vocabulary Expectations	
End of Unit Quiz			<p>Victorian</p>	<p>Victorian means a period of time in history where Queen Victoria was the Queen of England. 1837-1901.</p>
1. Tell me why Florence Nightingale is a famous Briton	Newspaper Articles	Photographs	<p>nurse</p>	<p>A person who is trained to look after and care for people who are injured or unwell.</p>
2. Tell me how we know about Florence Nightingale.	Letters	Books	<p>Crimean War</p>	<p>A war fought in Turkey between 1853-56. Lots of British soldiers were injured there.</p>
3. Tell me how nursing has changed since Florence Nightingale's time.			<p>Lady with the Lamp</p>	<p>A name used to describe Florence Nightingale when she worked in the hospitals.</p>
4. Tell me what years Florence Nightingale lived	Key Knowledge		<p>Typhoid</p>	<p>A disease that many soldiers died from after drinking infected water.</p>
5. Explain why you think Florence Nightingale wanted to make hospitals a cleaner place.	<p>Florence Nightingale was born in 1820 in Florence, Italy</p>		<p>Cholera</p>	<p>A disease that many soldiers died from after drinking infected water.</p>
6. Can you explain how you know how Florence Nightingale lived you were born?	<p>In Victorian Britain, women were expected to stay at home and look after the house. Florence Nightingale didn't want to do that, she wanted to be a nurse.</p>		<p>purify</p>	<p>A way of cleaning water to make it safe to drink.</p>
	<p>The Crimean war started in 1854 and Florence Nightingale was a nurse helping the injured soldiers.</p>		<p>contamination</p>	<p>This is when things are not kept clean and germs start to grow.</p>
	<p>Florence Nightingale helped clean the hospitals to make sure that there were no germs and that soldiers wouldn't get more poorly.</p>		<p>disease</p>	<p>An infection of virus that makes people poorly.</p>
	<p>Florence Nightingale was called "The Lady with the Lamp" because she would visit the injured soldiers at night to make sure they were safe and well.</p>		<p>Sanitary</p>	<p>Making sure that everything is clean and germ free.</p>

Queen Victoria Knowledge Mat		Sources/Artefacts		Vocabulary Expectations	
Year 2				Victorian	Victorian means a period of time in history where Queen Victoria was the Queen of England. 1837-1901.
End of Unit Quiz		Newspaper Articles	Photographs	Empire	A group of countries ruled by the same king or queen.
1. Tell me why Queen Victoria is a famous Briton.		Music	Books	Monarch	The name for a king or queen.
2. Tell me how we know about Queen Victoria's reign. What evidence is there?				Albert	The name of Queen Victoria's husband. He died before Queen Victoria and she was heart-broken.
3. Tell me how Britain changed during Queen Victoria's reign.		Key Knowledge		reign	The length of time that someone is King or Queen for.
4. When did Queen Victoria live and reign?		Queen Victoria reigned between 1837-1901.		coronation	A celebration for when someone new becomes King or Queen.
5. Explain why you think Queen Victoria was an important Queen.		The Victorian period was one of the most important periods of British history. The British Empire was the most powerful Empire in the world.		mourning	Where someone pays respect to someone that has died.
6. Can you explain how you know how Queen Victoria lived before you were born?		Over a quarter of the world's population was controlled by the British Empire.		tradition	A set of values and beliefs that are passed down for many years.
The British Empire under Victoria		Queen Victoria was even the Empress of India.		Houses of Parliament	A building where politicians meet to vote for new laws.
		Victorian Britain also saw lots of political and social change which gave more rights to normal people and saw many new inventions to make life easier for everyone.			



Skills Progression Document

History Breadth of Study – Year Three

Changes in Britain from the Stone Age to the Iron Age	Ancient Egypt	Ancient Greece
This could include: <ul style="list-style-type: none">late Neolithic hunter-gatherers and early farmers, e.g. Skara BraeBronze Age religion, technology and travel, e.g. StonehengeIron Age hill forts: tribal kingdoms, farming, art and culture	<ul style="list-style-type: none">an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	<ul style="list-style-type: none">a study of Greek life and achievements and their influence on the western world
Scope of topic:		
Priorities for Stone Age life Skara Brae Cave for sale writing link.	Howard Carter's Diary – Writing link Egyptian Afternoon – Parent's etc. join us in the community room for activities and the children are their 'teachers'. Egyptian dance (Pre-filmed) is shown and the children sing 'The Mummy Rap' 'live'! Making Canopic Jars	Greek Mythology – Literacy Link The Mediterranean – Geography Link








Skills Progression Document

History Learning Ladder – Year Three

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none">• Can you describe events and periods using the words: BC, AD and decade?• Can you describe events from the past using dates when things happened?• Can you describe events and periods using the words: ancient and century?• Can you use a timeline within a specific time in history to set out the order things may have happened?• Can you use your mathematical knowledge to work out how long ago events would have happened?	<ul style="list-style-type: none">• Do you appreciate that the early Civilisations would not have communicated as we do or have eaten as we do?• Can you begin to picture what life would have been like for the early settlers?• Do you realise that wars in the past would have fought fiercely, using hand to hand combat?• Do you understand why leaders would build monuments and large structures?• Can you use sources to make suggestions and guesses about the past?• Can you suggest why certain people acted as they did in history?	<ul style="list-style-type: none">• Do you recognise the part that archaeologists have had in helping us understand more about what happened in the past?• Can you use various sources of evidence to answer questions?• Can you use various sources to piece together information about a period in history?• Can you research a specific event from the past?• Can you use your 'information finding' skills in writing to help them write about historical information?• Can you, through research, identify similarities and differences between given periods in history?

<p style="text-align: center;">Stone Age Knowledge Mat</p> <p style="text-align: center;">Year 3</p>	<p style="text-align: center;">Primary Sources/Artefacts</p>		<p style="text-align: center;">Vocabulary Expectations</p>	
<p style="text-align: center;">End of Unit Quiz</p>			<p>archaeologist</p>	<p>People who study history by looking at artefacts that have been found.</p>
<p>1. How long did the Stone Age last?</p>	<p style="text-align: center;">Skara Brae</p>	<p style="text-align: center;">Tools</p>	<p>artefact</p>	<p>An artefact made by humans – usually with historical or cultural interest</p>
<p>2. Tell me 3 things humans started to do in the Stone Age</p>	<p style="text-align: center;">Cave Painting</p>	<p style="text-align: center;">Stonehenge</p>	<p>Neolithic</p>	<p>The later part of the stone age where people began to settle and farm.</p>
<p>3. Tell me two ways we can find out about life in the Stone Age?</p>			<p>B.C.</p>	<p>"Before Christ". Dates that have B.C. after them happen before Jesus's birth. So 250 B.C happened 250 years before Jesus Christ was born.</p>
<p>4. Can you tell me the name of the period of time in the Stone Age where humans began to build settlements?</p>	<p style="text-align: center;">Key Knowledge</p>		<p>chronology</p>	<p>Putting events in order. For example, Stone Age happens before Ancient Egyptians.</p>
<p>5. What is an archaeologist?</p>	<p>The Stone Age is the period of time where Humans first started to develop tools, settlements and farming.</p>		<p>tribal</p>	<p>Groups of people who live together and share a settlement.</p>
<p>6. How did humans in the Stone Age get food?</p>	<p>The Stone Age period lasted around 3 million years.</p>		<p>hunter-gatherers</p>	<p>People who mainly live by fishing, hunting and gathering.</p>
<p>7. What was the name of the period of time following the Stone Age?</p>	<p>People in the Stone Age gathered food through hunting and farming.</p>		<p>shelter</p>	<p>A house where Stone Age people would have lived.</p>
<p>8. What date did the Stone Age finish?</p>	<p>The Stone Age had ended by around 2000 B.C. Some places had created metal tools as early as 7000 B.C.</p>		<p>civilization</p>	<p>A group or people that lived a long time ago.</p>
<p>9. Tell me some features of a Stone Age settlement.</p>	<p>The Bronze Age followed the Stone Age. This happened across thousands of years in different parts of the world.</p>		<p>settlement</p>	<p>A place where there were several Stone Age shelters, like a small village.</p>
<p>10. Explain the kinds of tools that humans would have used in the Stone Age.</p>			<p>prey</p>	<p>An animal that is hunted for food.</p>

<h1 style="text-align: center;">Ancient Egyptians Knowledge Mat</h1> <h2 style="text-align: center;">Year 3</h2>	Primary Sources/Artefacts		Vocabulary Expectations	
<h3 style="text-align: center;">End of Unit Quiz</h3>			archaeologist	People who study history by looking at artefacts that have been found.
	Pyramids	Hieroglyphics	Pharaoh	The name used to describe the ruler of Egypt. Another word that means the same as king or ruler.
1. Can you tell me what canopic jars are used for?	Howard Carter's Discovery	Canopic Jars	tomb	A place where a person is buried. They are usually buried with important items to help them in the after life.
2. Can you tell me what the word Ancient means in relation to Ancient Egypt?			B.C.	"Before Christ". Dates that have B.C. after them happen before Jesus's birth. So 250 B.C happened 250 years before Jesus Christ was born.
3. Can you tell me why Egyptians mummified their pharaohs?	<h3 style="text-align: center;">Key Knowledge</h3>		chronology	Putting events in order. For example, Ancient Egyptians happens before the Ancient Greeks
4. Can you tell me what the pyramids are?			pyramid	A 3D shape that is also the name of the place where pharaohs were buried.
5. Tell me how an archaeologist helps us find out about the past.	Ancient Egypt began to form around 3100BC following the end of the Stone Age in Africa.		hieroglyphs	Pictures that are used to represent letters. They are carved on walls and written on papyrus to communicate.
6. Can you tell me how long ago the Pharaoh's ruled Ancient Egypt?	The Ancient Egyptians settled along the banks of the River Nile because the land was good for farming and provided fresh water.		sarcophagus	The name of the case or coffin that contained a body after death.
7. Can you tell me about a famous archaeologist that discovered information about Ancient Egypt?	The Egyptians were the first civilization to invent and communicate by writing.		canopic jar	Jars used in the mummification process to save and store different parts of the body.
8. Explain to me what the afterlife is?	Ancient Egyptians believed in Gods and behaved in a way to please them so they could go to the afterlife when they died.		mummification	Mummification happens where a body is preserved after death. Ancient Egyptians used mummification to preserve bodies for the afterlife.
9. Tell me what is the same about the way in which humans in the Stone Age communicated and the way Ancient Egyptians communicated.	Cleopatra was the last Pharaoh before the Romans invaded.		afterlife	An idea believed by Ancient Egyptians similar to Heaven. Egyptian's believed if they behaved in a certain way their soul would be allowed into the afterlife when they died.
10. Tell me three different sources of information you used to find out about the Ancient Egyptians.	The Tomb of Tutankhamun was discovered in 1922 by Howard Carter – it remained undiscovered for over 3000 years!			

<h1 style="text-align: center;">Ancient Greeks Knowledge Mat</h1> <h2 style="text-align: center;">Year 3</h2>	Primary Sources/Artefacts		Vocabulary Expectations	
<h3 style="text-align: center;">End of Unit Quiz</h3>			archaeologist People who study history by looking at artefacts that have been found.	
	Greek Pots	Greek Statues	philosophy A way of thinking about the world, the universe and how people behave. A philosopher tries to make sense of how these things work.	
1. Tell me some things that the Ancient Greeks created that we still use today.	Parthenon	Greek Coins	democracy Democracy is where all people are allowed to have a say in the decisions that are made that affect their lives.	
2. Tell me the names of some Greek Gods.			Spartans A group of people who believed in strict, tough rules. They thought that this was the best way to train the best soldiers.	
3. Can you tell me why education was so important for the Greeks?	<h3 style="text-align: center;">Key Knowledge</h3>		Olympics A festival of celebration where people competed in different sports. It was designed as a festival to honour Zeus.	
4. Tell me three ways we found out about the Ancient Greeks			The Ancient Greeks invented many traditions and ideas that we still use today: the alphabet, theatre, democracy, the Olympics etc.	Zeus The supreme God of the Ancient Greeks.
5. Can you tell me the order of Ancient civilizations we have looked at so far.	Celebrations and festivals were held in honour of the Greek Gods.	Apollo The Greek God of music, truth and prophecy		
6. Tell me how there are similarities between the Gods in Ancient Egypt and Ancient Greece.	The Ancient Greeks gave great importance to knowledge and the truth. They believed that the more you knew, the closer you were to the Gods.	Temple A religious building build to honour and worship the Greek Gods.		
7. Why do you think the Roman Empire kept many of the ideas invented by the Greeks?	The height of the Ancient Greek empire was between 500 B.C and 200 B.C. After this time, the Roman Empire began to grow in strength and invaded many Greek territories.	Plato A Greek philosopher who created the first school for higher learning.		
8. Tell me what warfare was like in Ancient Greece. How did they conquer so many new worlds?	The Greek Empire had a direct influence on the beliefs and structure of the Roman Empire	Aristotle A Greek Philosopher who created many ideas that affected the world for hundreds of years; particularly in the natural sciences.		
9. Tell me some of the places that the Ancient Greeks conquered.		Alexander the Great A great Greek ruler whose armies conquered much of the discovered world – including much of Europe, Persia and Central Asia.		
10. Tell me different ways that we use democracy in modern day Britain.				



History Breadth of Study – Year Four

The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
<p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>This could include:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<p>This could include:</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions. Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
<p>Scope of topic:</p>		
<p>Exploring the reasons for invasion by the Romans and reasons why they were successful e.g. the Roman army / Roman soldiers Opposition to the Romans – Boudica Life for Romans in Britain / Impact of the Romans on Britain</p> <p>Sequence the periods of history and key events using timelines Use of different historical sources (including artefacts) to find out about the Romans, Anglo Saxons and the Vikings</p>	<p>Reasons for the withdrawal of the Romans from Britain / the collapse of the Roman Empire Knowledge of where the Anglo Saxons came from and the reasons for settling in Britain Life for Anglo-Saxons Anglo-Saxon crime and punishment</p>	<p>Viking raids and invasion and how they were viewed by the Anglo Saxons Life for Vikings Resistance by Alfred the Great Impact on Saxon/Viking conflict in Britain</p>





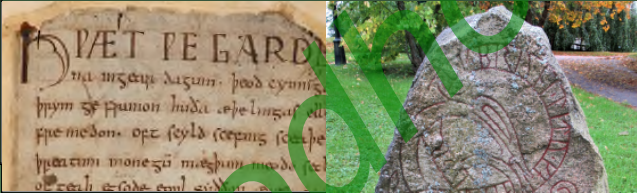

Skills Progression Document





History Learning Ladder – Year Four

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none">• Can you place periods of history on a timeline showing periods of time?• Can you use your mathematical skills to round up time differences into centuries and decades?	<ul style="list-style-type: none">• Can you explain how events from the past have helped shape our lives?• Do you appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?• Do you know that people who lived in the past cooked and travelled differently and used different weapons from ours?• Do you appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?	<ul style="list-style-type: none">• Can you research two versions of an event and say how you differ?• Can you research what it was like for a soldier in a given period from the past and use photographs and illustrations to present your findings?• Can you give more than one reason to support an historical argument?• Can you communicate knowledge and understanding orally and in writing and offer points of view based upon what you have found out?

Kirkby Woodhouse School
ASPIRE MATHS

<p style="text-align: center;">Romans Knowledge Mat</p> <p style="text-align: center;">Year 4</p>	<p style="text-align: center;">Primary Sources/Artefacts</p>		<p style="text-align: center;">Vocabulary Expectations</p>	
<p style="text-align: center;">End of Unit Quiz</p>			<p>centurion</p>	<p>A roman soldier who commands 100 soldiers.</p>
<p>1. Tell me when the Romans first invaded Britain and whether it was a success.</p>	<p style="text-align: center;">Roman Mosaics</p>	<p style="text-align: center;">Roman tablet</p>	<p>emperor</p>	<p>The ruler of the Roman empire. They are similar to a king or queen.</p>
<p>2. Can you tell me how the Romans changed Britain? What impact did they have and what ideas did they bring?</p>			<p>aqueduct</p>	<p>A large system for carrying water from place to place.</p>
<p>3. Can you tell me why the Roman army was so efficient at invading and conquering new countries?</p>	<p style="text-align: center;">Key Knowledge</p>		<p>gladiator</p>	<p>A gladiator is a fighter who fought to entertain crowds. They were usually slaves taken from other countries after a war or battle.</p>
<p>4. Can you tell me about the opposition to the Roman invasion of Britain?</p>	<p>Boudicca was the queen of the Iceni tribe who led an uprising against the Romans who had invaded Britain.</p>		<p>Londinium</p>	<p>The Roman name for the city of London</p>
<p>5. Explain why the Romans had to leave Britain.</p>	<p>When the Romans came to Britain they helped us by creating roads, a written language and coins.</p>		<p>conquer</p>	<p>To invade a country using military force and stay there and take control of its people and laws.</p>
<p>6. Tell me about the sources you used to find out about the Romans.</p>	<p>Julius Caesar was probably the best known Roman Emperor. Much of his leadership was defined by invading and conquering new lands.</p>		<p>invade</p>	<p>To enter a new country with the intention of taking control and conquering it.</p>
<p>7. Explain some ways that the Romans relaxed and entertained themselves.</p>	<p>The first Roman invasion of Britain was 55BC. The last Romans left Britain in 410AD.</p>		<p>Romanisation</p>	<p>The process of making a country or place more like the structure of the Roman Empire. E.g. Having the Roman Emperor as the leader of the country.</p>
<p>8. Explain the difference between Roman life, and life for British people before the Romans changed British life.</p>	<p>The Roman's had to leave Britain around 400AD because they could no longer protect their empire, which had grown so large and was being attacked on all fronts by a number of different tribes and groups.</p>		<p>Roman Baths</p>	<p>A place where Romans went to socialise, relax and bathe. Almost exclusively used by men.</p>
<p>9. Explain the dates B.C and A.D in relation to the invasion and leaving Britain.</p>			<p>Julius Caesar</p>	<p>A famous Roman Emperor who was responsible for the invasion and conquering of a number of new countries – increasing the size of the Roman Empire.</p>

Vikings Knowledge Mat Year 4		Primary Sources/Artefacts		Vocabulary Expectations	
End of Unit Quiz				archaeologist	People who study history by looking at artefacts that have been found.
		Beowulf Saga	Rune Stones	raid	A sudden armed attack against a place. The purpose is not to invade and conquer, but destroy and steal.
1. Tell me why the Vikings first started invading Britain.		Statues of the gods	The Ladby Ship	Jorvik	The Viking name for the city of York.
2. Can you tell me what life was like in Britain before the Vikings invaded and how that led to the Viking invasion?				longhouse	A large hall where a number of Viking families would live together.
3. What impact did the Vikings have on Britain today?		Key Knowledge		berserker	A warrior who went to battle wearing the skin of a wolf or bear. They were fierce and fearless and charged at the enemy.
4. Explain how longships were designed to help the Vikings invade Britain.				longship	Narrow warships used by the Vikings to invade and raid coastal towns.
5. Tell me some misconceptions that people might have about the Vikings and explain why they have these misconceptions.		Not all Vikings were fierce and vicious warriors. Most were farmers and came to settle in Britain to farm.		Scandinavia	Scandinavia is the name given to the collection of countries which includes Denmark, Sweden and Norway.
6. Give an example of Viking culture that is not related to warfare.		Not many Vikings wore horns on their helmets. Most were plain and functional.		Danelaw	The name given to land in Britain occupied by the Vikings.
7. When did the Vikings leave Britain and what happened to provoke the Vikings to leave?		Viking longships were narrow and had shallow bottoms so that they could sail in shallow waters. This way the soldiers on board could get closer to the land before they charged.		occupation	A term used to describe an army remaining in the country it has just invaded.
8. Explain what Jorvik is. Can you tell me some facts about life in Jorvik?		Viking invasions started by stealing gold from Monasteries. Monks lived in monasteries. There was lots of gold in there, and none of the monks carried weapons which made them the perfect target for invaders.		misconception	A misunderstanding about something. Normally this is because historians have not looked carefully enough at the sources to form a clear opinion.
				runes	The name given to the Viking method of writing and communicating with each other.

<h1>Anglo-Saxons Knowledge Mat</h1> <h2>Year 4</h2>	Primary Sources/Artefacts		Vocabulary Expectations	
<h3>End of Unit Quiz</h3>			archaeologist	People who study history by looking at artefacts that have been found.
1. Can you explain how the Romans leaving Britain allowed the Anglo-Saxons to invade and settle?	Anglo-Saxon Chronicle	Sutton Hoo	raid	A sudden armed attack against a place. The purpose is not to invade and conquer, but destroy and steal.
2. Can you tell me about a major Anglo-Saxon kingdom?	Anglo-Saxon Jewellery	St. Martin's Church - Kent	Wessex	A place where one of the most powerful Anglo-Saxon tribes lived. Today it is Dorset, Hampshire, Somerset and Wiltshire.
3. Tell me what life was like for normal Anglo-Saxon people. What did the Anglo-Saxons have in common with the Stone Age settlers?			shire	Saxon lands were split into shires. We still use this word today to describe the different counties such as Nottinghamshire.
4. Explain how you know that the Anglo-Saxons were skilled metal and woodworkers.	<h3>Key Knowledge</h3>		Mercia	Another of the big Anglo-Saxon tribes. This is modern day Essex, Kent and Sussex.
5. Tell me the countries where the Angles, the Jutes and the Saxons came from.	The Anglo-Saxons were not one group of people like the Romans or Egyptians. They were several different tribes of people who often fought and warred with each other.		thane	A very important person/leader in an Anglo-Saxon tribe.
6. Infer why the Anglo-Saxons might have come to Britain in the first place.	The three biggest tribes were the Angles, the Saxons and the Jutes.		thatched-roof	Anglo-Saxons built their houses of wood and the roofs out of straw. Thatched-rooves are made from straw that is weaved together to make it waterproof.
7. Can you tell me how Anglo Saxon people were punished for crimes?	Most of the people who settled in England during this time were farmers.		Angles	A tribe originally from Southern Denmark.
8. Can you tell me the start and end dates of the Anglo-Saxon period and how long it lasted?	The people who invaded England following the Romans leaving Britain came from Germany, Scandinavia and other parts of Europe.		Saxons	A tribe originally from the Netherlands.
	Like the Romans, they continued to develop skills in making things out of wood and metal such as huts and jewellery.		Jutes	A tribe originally from Northern Denmark.
			misconception	A misunderstanding about something. Normally this is because historians have not looked carefully enough at the sources to form a clear opinion.



Skills Progression Document

History Breadth of Study – Year Five

Local History Topic

This could include:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Cricketers – School Houses
Kirkby-in-Ashfield centre study
Trent Bridge visit
The Ashes

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Tudors*

For example:

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, e.g. the first railways or the Battle of Britain









Scope of topic:






Skills Progression Document

History Learning Ladder – Year Five

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none">• Can you use dates and historical language in your work?• Can you draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?• Can you use your mathematical skills to work out exact time scales and differences as need be?	<ul style="list-style-type: none">• Can you describe historical events from the different period/s you are studying/have studied?• Can you make comparisons between historical periods; explaining things that have changed and things which have stayed the same?• Can you explain the role that Britain has had in spreading Christian values across the world?• Can you begin to appreciate how religion can impact on politics?• Do you appreciate that significant events in history have helped shape the country we have today?	<ul style="list-style-type: none">• Can you test out a hypothesis in order to answer a question?• Do you appreciate how historical artefacts have helped us understand more about British lives in the present and past?

<p style="text-align: center;">Tudors Knowledge Mat Year 5</p>	<p style="text-align: center;">Primary Sources/Artefacts</p>		<p style="text-align: center;">Vocabulary Expectations</p>	
<p style="text-align: center;">End of Unit Quiz</p>			<p>monarchy</p>	<p>A system of government where the king or queen is the most powerful.</p>
<p>1. How long did the Tudor period last?</p>	<p style="text-align: center;">Hans Holbein Paintings</p>	<p style="text-align: center;">Spanish Armada Map</p>	<p>dynasty</p>	<p>A family of rulers who rule over a country for a long time. Power passes down to their children or relatives.</p>
<p>2. Can you name all of Henry VIII's wives?</p>	<p style="text-align: center;">Shakespeare's Works</p>	<p style="text-align: center;">Tudor Houses</p>	<p>successor</p>	<p>A person who inherits the throne after the king or queen dies.</p>
<p>3. Can you name all of the monarchs in the Tudor dynasty?</p>			<p>Protestant</p>	<p>A denomination of Christianity. Protestants don't recognise the pope as the leader of the church and the voice of God.</p>
<p>4. Can you tell me why Henry VIII founded the church of England?</p>	<p>Key Knowledge</p>		<p>Catholic</p>	<p>The oldest and largest denomination of Christianity. The Pope is the leader of the Catholic Church.</p>
<p>5. Can you tell me which two dynasties formed the Tudor monarchy?</p>	<p>Henry VII was the first Tudor Monarch and assumed power after the Battle of Bosworth Field in 1485.</p>		<p>Reformation</p>	<p>An event that allowed the building of Protestant churches and the move away from Catholicism.</p>
<p>6. Can you explain how Henry VIII's reign still affects the British Monarchy today?</p>	<p>Henry VIII ended Britain's relationship with the Pope and the Catholic church which led to Britain becoming a protestant country.</p>		<p>armada</p>	<p>A large fleet of ships designed for war.</p>
<p>7. Can you explain why Mary I was not crowned Queen ahead of her younger brother?</p>	<p>Mary I tried to improve the relationship between Spain and Britain and make Britain a Catholic country again.</p>		<p>dissolution</p>	<p>The ending of something legally. E.g. The Pope being leader of the church in England.</p>
<p>8. Can you explain how the Tudor dynasty began?</p>	<p>Henry VIII was desperate for a son to succeed him as King. This had a key impact on the separation of Britain from the Pope in Rome.</p>		<p>Reading Links</p>	
<p>9. Can you explain why Spain launched an Armada to declare war against England?</p>	<p>The Tudor period is the beginning to Britain's Golden age where there is a growth in the arts, literature and exploration</p>			
<p>10. Can you compare this period of history with the Viking invasion? What has stayed the same, what is different?</p>				

<p style="text-align: center;">Local History Study Knowledge Mat Year 5</p>	<p style="text-align: center;">Primary Sources/Artefacts</p>		<p style="text-align: center;">Vocabulary Expectations</p>	
<p style="text-align: center;">End of Unit Quiz</p>			<p>The Ashes</p>	<p>The Ashes is an International Test Series played between the England and Australia cricket teams.</p>
<p>1. Why are these cricketers important for our local history?</p>	<p style="text-align: center;">Bodyline TV Footage</p>	<p style="text-align: center;">Don Bradman Interview</p>	<p>Bodyline</p>	<p>A bowling tactic where the bowler aims directly at the batsman's body instead of the stumps. This can sometimes result in injury</p>
<p>2. What is your opinion of the tactic used during the Bodyline Ashes Tour?</p>	<p style="text-align: center;">Newspaper Headlines</p>		<p>Test series</p>	<p>A series of cricket matches played over 5 days. Each team has two innings batting and two innings bowling. If the match reaches the end of 5 days without a winner, the match is drawn.</p>
<p>3. How can you make sure your argument is objective and not biased based on your connection to the local area?</p>			<p>International</p>	<p>To happen, exist or occur across different countries.</p>
<p>4. Can you explain how the lives of the cricketers have impacted on the local area?</p>	<p style="text-align: center;">Key Knowledge</p>		<p>Don Bradman</p>	<p>An Australian batsman widely regarded as the greatest batsman of all time. He still has the greatest test batting average of all time at 99.94</p>
<p>5. Why is it important that we study our local history?</p>	<p>The Bodyline Series is one of the most controversial Cricket Test Series of all time.</p>		<p>Harold Larwood</p>	<p>An English Cricketer born in Nuncargate. He was regarded as one of the best bowlers of his generation. Part of the Bodyline Ashes tour in 1932-33.</p>
	<p>Many critics, particularly Australian journalists, described the tactics of the English bowlers as ungentlemanly and unfair.</p>		<p>Bill Voce</p>	<p>An English Cricketer born in Annesley Woodhouse. Part of the Bodyline Ashes tour in 1932-33.</p>
	<p>In the 1930's cricket was described as a gentleman's game where fairness and civility were the most important traits.</p>		<p>Joe Hardstaff</p>	<p>An English Cricketer born in Nuncargate. He was a middle-order batsman and was capped 23 times for England.</p>
	<p>Over time, the laws of cricket were changed to make bodyline tactics less effective. This means that overly aggressive bowling is now penalised by umpires.</p>		<p>Sam Staples</p>	<p>An English Cricketer born in Newstead. He played test matches as a bowler for Nottinghamshire in the 1920s. He was capped by England 3 times.</p>
	<p>The names of the cricketers who played for England in the 1930s are the names of our House Teams and are integral to the life of Kirkby Woodhouse School.</p>		<p>Douglas Jardine</p>	<p>The English Cricket Captain for the Bodyline Ashes Tour in 1932-33</p>



Skills Progression Document

History Breadth of Study – Year Six

A non-European society that provides contrasts with British history

one study chosen from:

- early Islamic civilization, including a study of Baghdad c. AD 900;
- Mayan civilization c. AD 900;
- Benin (West Africa) c. AD 900-1300

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 World War II*

- For example:
- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, e.g. the first railways or the Battle of Britain

Scope of topic:

Mayans:
Maths link - base 20 number system
Chocolate and inventing calendars
Games and everyday life – compare with the Aztecs.
Geography map work of Yucatan peninsula

Choose own research – different areas led by the children
Rationing
Women in the War
The Blitz
Holocaust

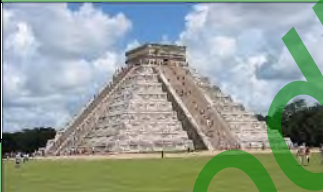


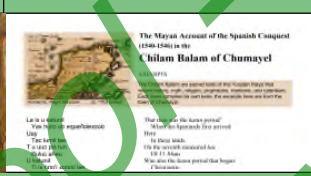


Skills Progression Document

History Learning Ladder – Year Six

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none">• Can you say where a period of history fits on a timeline?• Can you place a specific event on a timeline by decade?• Can you place features of historical events and people from past societies and periods in a chronological framework?	<ul style="list-style-type: none">• Can you summarise the main events from a specific period in history, explaining the order in which key events happened?• Can you summarise how Britain has had a major influence on world history?• Can you summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?• Can you describe features of historical events and people from past societies and periods you have studied?• Can you recognise and describe differences and similarities/ changes and continuity between different periods of history?	<ul style="list-style-type: none">• Can you look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?• Can you identify and explain your understanding of propaganda?• Can you describe a key event from Britain's past using a range of evidence from different sources?

WWII Knowledge Mat Year 6	Primary Sources/Artefacts		Vocabulary Expectations	
End of Unit Quiz	 		Axis Power	A military alliance of nations including Germany, Japan and Italy.
1. Can you name the key leaders of the main powers in WWII	Propaganda Posters	BBC Radio Clips	Allied Power	A military alliance of nations including Britain, France, Russia and the USA.
2. Explain what Propaganda is and how messages might be changed to manipulate the intended audience.	Newspaper Articles	Video Footage	blitz	Where German planes bombed U.K. cities at night time.
3. Explain the importance of the holocaust and how it still impacts the world today.	 		rationing	Where access to food is controlled to prevent food shortage.
4. Can you tell me which countries fought on each side?	Key Knowledge		propaganda	A biased or misleading message to promote a political message.
5. Can you explain the roles the women did during the war and what the impact was on women's rights?	WWII began in September 1939 when Germany invades Poland. France and England issue a warning for Germany to withdraw its troops, but Adolf Hitler refuses.		Dig for Victory	A campaign by the British government to encourage people to grow their own food.
6. Can you recall the start and end date of the war and when each country joined the fight?	Adolf Hitler comes to power in 1933 in Germany.		fascism	A political viewpoint that focuses on a dictatorship and pro-nationalist views.
7. Can you describe some key events in the war and the impact it had on both sides.	The Blitz is a strategy employed by the German Airforce to Bomb English cities at night-time to slow the production of weapons and goods.		Lufwaffe	The name of the German airforce.
8. Explain some of the implications of the blitz and rationing on normal, everyday people living at home.	The Origins of WWII are rooted in the bad feeling left between the countries after World War I. Germany was made to pay money to Britain and France (reparations) for the damage caused.		Concentration Camp	A prison where people of occupied countries and territories are kept, tortured and often killed.
9. Explain some of the key strategies employed by both sides to gain territory and advantage in the war.	The end of WWII shaped the world as we know it today and safeguards were put in place to try to prevent large scales wars happening again.		Anderson Shelter	The name of a shelter build during the blitz to protect citizens from air-raids.
10. Explain why it is important to use both primary and secondary sources to form an opinion on the reasons for war and why decisions were made.			Evacuation	A policy enacted by the government to move children and vulnerable people out of the cities to keep them safe from air-raids.
			D-Day	A military operation by the allied forces to re-take France and push to defeat the German armed forces.

<h1>Mayan Civilisation Knowledge Mat</h1> <h2>Year 6</h2>	Primary Sources/Artefacts		Vocabulary Expectations	
<h3>End of Unit Quiz</h3>			Artefact	An object that is made by a person, such as a tool or a decoration, especially one that is of historical interest.
1. Can you explain some of the key features of Mayan culture?	Pyramids	Jewellery	peninsula	A piece of land almost entirely surrounded by water but still attached to the mainland.
2. Tell me how Ancient Mayan culture is similar to that of Ancient Egypt.	Mayan Writing	Chilam Balam's Account	conquest	The invasion of a country by an army that then begins to change the invaded countries way of life
3. What is the impact of Mayan culture of modern day society?			civilisation	Human society which is organised.
4. Can you explain why the Mayan civilisation fell?	<h3>Key Knowledge</h3>		Dynasty	A series of rulers or leaders who are all from the same family, or a period when a country is ruled by them
5. Explain what life was like for Mayan people and what was important to them.	The Mayan civilisation was an ancient civilisation began in roughly 2000BC and survived up until its contact with European invaders in approximately 1500AD.		Empire	A group of countries ruled by a single person, government or country.
6. How long did the Mayan civilisation last? What was the start date and end date?	The Mayan civilisation was at it's peak around 300-900AD. In around 900AD many Mayan cities were mysteriously deserted, causing the empire to decline.		Hieroglyphics	A system of writing using pictures not words.
7. Why did the Spanish want to conquer and invade Mayan territory? How does this link to other invaders and settlers topics – the Romans for example?	The Mayans built pyramids to worship gods and entomb important and power people when they had died.		Kingdom	A place ruled by a king, queen or important person
8. Can you describe which elements of Mayan culture the Spanish kept intact and explain why?	The Mayans developed many mathematical ideas such as calendars and also developed methods of writing through hieroglyphics.		Temple	A building used for the worship of a god or gods in some religions.
	The Mayan civilisation began with people settling in South American countries around Mexico, Guatemala and Belize.		Tomb	A large stone structure or underground room where someone, especially an important person, is buried.
			Pyramid	A 3D shape that is also the name of the place where pharaohs were buried.
			Worship	To have or show respect and admiration for a God/Goddess