

History Progression Grid Heptonstall School



Class	Topic & Term	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary	Disciplinary Concepts
Acorn Cycle A Y1 and Rec	Intrepid Explorers Christopher Columbus & Neil Armstrong (Commotion in the Ocean) Aut 1	<ul style="list-style-type: none"> I can use simple texts and images to find out about people who lived a long time ago. I can pose simple questions to find out about the past. I can compare the lives and achievements of two famous historical figures - Christopher Columbus and Neil Armstrong 	<ul style="list-style-type: none"> I know that life was very different in the past to how it is today. I know that people knew less about the world in the past than we know today. I know that some people's achievements and discoveries can change the world. 	<ul style="list-style-type: none"> I can distinguish between different periods in time using simple markers, such as inventions. 	<ul style="list-style-type: none"> Explorer Exploration New World 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	The Great Fire of London Samuel Pepys (Look out London!) Aut 2	<ul style="list-style-type: none"> I can use photographs and illustrations to compare London today with London in 1666. I can use maps to explain some of the ways London has changed over time. I know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. I can read extracts from Samuel Pepys diary and explain what they tell us about the fire. I can distinguish between objects, writing and pictures as historical sources. 	<ul style="list-style-type: none"> I can explain some of the ways in which London was different in 1666 to today. I can explain the key events of the Great Fire of London. I can explain some of the factors that made the Great Fire last so long and be so difficult to put out. 	<ul style="list-style-type: none"> I know that the Great Fire of London took place in the Stuart period. I can place the Great Fire of London on a timeline. I can organise dated cards into a timeline of British history. 	<ul style="list-style-type: none"> Century Plague Stuart King Charles II Source Samuel Pepys Thomas Farriner Monument 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Castles (Castles & Knights) Spring 2	<ul style="list-style-type: none"> I can use simple texts to find out about people and events of the past. I can use photographs of castles to find out about the past. I can use simple texts and photos to learn about the different parts of a castle. 	<ul style="list-style-type: none"> I know that people fight battles to take control of a country. I know that castles were built as fortresses and can explain why this was necessary. I can suggest some actions a new monarch would need to take to make sure his crown was safe. I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. I can explain how uses for castles have changed over time. 	<ul style="list-style-type: none"> I know when the Normans lived. I can organise events into a simple timeline. 	<ul style="list-style-type: none"> Medieval Rebellion Monarch Monarchy Normans 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Seaside Holidays in the Past Grace Darling (At the Seaside) Sum 2	<ul style="list-style-type: none"> I can use a range of photographs to infer information about the past. I can use photos to compare seaside holidays in the past and seaside holidays now 	<ul style="list-style-type: none"> I can explain why changes in society, particularly the steam train, made seaside holidays popular. I know that the lives of rich and poor people were very different in the past. I know that changes in society led to seaside holidays becoming very popular in Victorian times. 	<ul style="list-style-type: none"> I can order photos from three different eras chronologically. I can compare the features of seaside holidays 100 years ago, 50 years ago and today. 	<ul style="list-style-type: none"> Steam train Tradition Bathing machine Promenade Modern Old-fashioned 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance

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Acorn Cycle B Y1 and Rec	Florence Nightingale Florence Nightingale & Mary Seacole (People Who Help Us) Aut 1	<ul style="list-style-type: none"> I can use a photograph to infer facts about a person and time period. I can use quotes from historical figures to learn about people and events in the past. I can use photos to compare nurses in the past and nurses now 	<ul style="list-style-type: none"> I know that rich women in Victorian times did not usually have jobs. I know that men and women had very different roles in Victorian times. I know that medical care was very different in Victorian times to today I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me. I can explain why Florence Nightingale is still remembered today. 	<ul style="list-style-type: none"> I know when the Victorian era was. I can explain the life and achievements of Florence Nightingale in chronological order. 	<ul style="list-style-type: none"> Victorians Chronological Century 	<ul style="list-style-type: none"> Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Traditional Tales Toys in the Past (Traditional Tales) Aut 2	<ul style="list-style-type: none"> I can make suggestions for how I can find out about what toys were like in the past I can discuss toys and ask questions about them 	<ul style="list-style-type: none"> I can describe toys by their characteristics I can use appropriate vocabulary to describe toys of the present and past I know that toys in the past were different to toys today I can identify some of the toys that were popular in particular decades I can sort old and new toys into categories I know that some of the types of toys I play with were played with by children in the past too I can identify similarities and differences between old and new toys 	<ul style="list-style-type: none"> I understand the term 'decade' I can order decades chronologically I can order toys chronologically I can use a timeline to organise toys 	<ul style="list-style-type: none"> Toys Decades Chronological Present Past 	<ul style="list-style-type: none"> Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Travel and Transport The Wright Brothers & Amelia Earhart (Off on a Journey) Spring 2	<ul style="list-style-type: none"> I can use questioning to develop my understanding of how transport in the past made people feel I can use photographs and illustrations to compare trains in the past and trains now I can use photographs and illustrations to develop my understanding of changes to cars over time 	<ul style="list-style-type: none"> I know that the modes of transport we have today have not always been available I can identify modes of transport today and in the past I can make suggestions about how journeys are different today and in the past I know when trains were first used I can describe how the invention of trains changed life in Britain I can describe similarities and differences of trains now and in the past I know that before cars were invented people travelled by horse and carriage I can describe what early cars were like and how they are different from today I can discuss the impact of cars on our lives I know that people have tried to invent flying machines for hundreds of years before the first aeroplane flight I know who the Wright the brothers are I can suggest how different people would have felt about the first aeroplane flight I know that space travel is a relatively recent event I can retell the story of the first landing on the moon I can express ideas about how the people who witnessed this might have felt 	<ul style="list-style-type: none"> I can use a timeline to identify when different modes of transport were invented I can order photographs and illustration of cars to show the earliest to latest models I can place the first aeroplane flight on a timeline (1903 – The Wright Brothers) I can place the first moon landing (1969) on a timeline 	<ul style="list-style-type: none"> The Wright Brothers Transportation Exploration Amerlia Earhart 	<ul style="list-style-type: none"> Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Local History – Heptonstall/Hebden Bridge David Hartley (There's no place like home – Heptonstall) Summer 2	<ul style="list-style-type: none"> I can use photographs of buildings in my locality to find out about the past I can use simple texts and images to find out about Heptonstall in the past I can use quotes from historical figures to learn about people and events that happened within Heptonstall in the past I can explore my locality and describe the changes that have happened over time within Heptonstall 	<ul style="list-style-type: none"> I know that David Hartley was the leader of the Cragg Coiners I know the reasons behind why the Cragg Coiners were successful I know that the Cragg Coiners were arrested for their successes. I understand the differences between the lifestyle of the Cragg Coiners and those that live in this area now (isolation) I know that David Hartley was buried in Heptonstall. 	<ul style="list-style-type: none"> I can add the Cragg Coiners to a timeline (1760s) I can sequence the events of the Cragg Coiners 	<ul style="list-style-type: none"> Cragg Coiners Heptonstall Locality David Hartley Counterfeit Arrested 	<ul style="list-style-type: none"> Continuity and Change Cause and Consequence Similarities and Differences Historical Significance

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Sapling Cycle A	Stone Age to Iron Age (Stones and Bones) Aut 2	<ul style="list-style-type: none"> I can explain how archaeologists use artefacts to learn about the past. I can explain some of the methods archaeologists use to find out about the past. I can explain why Star Carr is an important archaeological site. I can use a variety of sources to answer questions about the past. 	<ul style="list-style-type: none"> I know what the term 'prehistory' means. I know that the Stone Age can be split into three different time periods. I can describe the main features and developments of each of the eras of prehistory. 	<ul style="list-style-type: none"> I can place the Stone Age, Bronze Age and Iron Age on a timeline. I know that prehistory spans millions of years. 	<ul style="list-style-type: none"> Prehistory Archaeologist Archaeology Palaeolithic Mesolithic Neolithic 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	What can we find out about Ancient Egypt? Tutankhamun and Hatshepsut (Land of the Pharaohs) Spring 1	<ul style="list-style-type: none"> I can use pictures to identify features of Egypt and Ancient Egypt I can explain how artifacts can tell us about life in the past I can look at artifacts from Tutankhamen's tomb including the sarcophagus and death mask to further my learning I can suggest what an artifact is used for and who used it I can ask and answer questions about life in Ancient Egypt I can use a variety of sources to find out information 	<ul style="list-style-type: none"> I know the difference between Ancient and Modern I know why the Nile was so important to the Egyptian way of life I know how the Ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life I can explain how Tutankhamen's tomb was discovered I know why the tomb was such a significant historical discovery I know why the Rosetta Stone was such an important discovery I can explain the process of mummification I can describe some Ancient Egyptian beliefs about life and death 	<ul style="list-style-type: none"> I can place the Ancient Egyptian Civilisation on a timeline I can describe the difference between Ancient and Modern time periods I know when the Ancient Egyptian Civilisation was 	<ul style="list-style-type: none"> <i>Civilisation</i> Ancient Modern Before Common Era Common Era Mummification Artifacts Sources 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Maya (Coco Loco) Summer 1	<ul style="list-style-type: none"> I can generate multiple questions to explore, choosing the ones I most want to investigate. I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation. I understand the importance of preserving historical documents and artefacts. I know that knowledge about the past is constantly improving as historians make more discoveries. I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. 	<ul style="list-style-type: none"> I can explain how the Mayan ruins were discovered. I know that the Mayans were organised into city states that were controlled by absolute monarchs. I can explain the roles and status of different types of people in Mayan society. I can describe Mayan religious beliefs, including the need for blood sacrifices. I can describe the Mayan number and writing systems, and the Mayan calendar. 	<ul style="list-style-type: none"> I know when the Mayan civilisation was. I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates. 	<ul style="list-style-type: none"> <i>Civilisation</i> <i>Peasantry</i> Aztec Conquistador Colony Constitutional monarchy Democracy City state Absolute monarchy 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance

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Sapling Cycle B	Vikings Versus Anglo Saxons (Raiders, Traiders and Invaders) Aut 1	<ul style="list-style-type: none"> I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. 	<ul style="list-style-type: none"> I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. I can describe the reasons and events surrounding the Viking invasions. I can describe what the Danelaw was. I know who King Alfred was and why he was dubbed 'the Great'. I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. I can explain in detail the events surrounding the Battle of Hastings in 1066. I have an increasing understanding of the struggle for power and how this changed England. I can explain how England became a unified country. 	<ul style="list-style-type: none"> I can describe what Britain was like before the arrival of the Vikings. I can use dates with increasing fluency to describe historical events and eras. 	<ul style="list-style-type: none"> Empire Vikings Peace treaty Danelaw Monarch 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Local History Study: Todmorden John Fierlding (Time for Change) Spring 1	<ul style="list-style-type: none"> I can use photographs of buildings in the locality of Todmorden to find about the past I can compare and contrast old and modern photos of locations within Todmorden I can use simple texts and images to find out about Todmorden in the past I can use quotes from historical figures to learn about people and events that happened within Todmorden in the past I can explore my locality and describe the changes that have happened over time within Todmorden I can compare historical maps of Todmorden and describe how it has changed over time 	<ul style="list-style-type: none"> I understand the significance of the 10 Hour Factory Act I can describe the changes that happened as a result of the 10 Hour Factory Act I know that John Fielding was a local historical figure and member of parliament who played a significant role in the 10 Hour Factory Act I know what life was like in a Victorian Factory I know some arguments for and against the Railway coming to Todmorden 	<ul style="list-style-type: none"> I can place key historical events such as the introduction of the 10hour Factory Act, John Fielding's life and the arrival of the Railway on a timeline. 	<ul style="list-style-type: none"> Parliament Peasantry Locality Railway Victorian Factory 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Crime and Punishment Elizabeth Fry (Judge, Jury and Executioner) Sum 1	<ul style="list-style-type: none"> I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era. 	<ul style="list-style-type: none"> I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past. I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day. I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period. 	<ul style="list-style-type: none"> I can summarise what I know about different British time periods. I can explain how the theme of crime and punishment evolved in Britain chronologically. 	<ul style="list-style-type: none"> Peasantry Empire Transportation Pillory Poacher Highwayman Tudor Early modern period 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance

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Sapling Cycle C	Guy Fawkes and the Gunpowder Plot Guy Fawkes The Gunpowder Plot Autumn 2	<ul style="list-style-type: none"> I can use simple texts and images to find out about the past. I can use my knowledge of the past to guess how people at the time might have felt. 	<ul style="list-style-type: none"> I know that King James was king during the time of the gunpowder plot. I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant. I understand the reasons behind the gunpowder plot. I can name some monarchs, including King James I and Elizabeth I. I can explain why events in the past are still significant today. 	<ul style="list-style-type: none"> I can order simple events chronologically. 	<ul style="list-style-type: none"> <i>Parliament</i> Monarch Catholic Protestant 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Anglo Saxons, Picts and Scots (Anglo Saxons, Picts and Scots) Spring 2	<ul style="list-style-type: none"> I can explain some of the ways archaeologists choose which sites to excavate. I know that there are questions about the past that have not yet been decisively answered by historians. I can use artefacts to support my ideas about who was buried at Sutton Hoo. I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. I know that I need to think critically about a historical source in order to assess its reliability 	<ul style="list-style-type: none"> I know who the Anglo-Saxons were and where in Europe they came from. I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. I can write my name using the Ogham alphabet. I can explain how Christianity came to Britain. 	<ul style="list-style-type: none"> I can place the Anglo-Saxons on a timeline. I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. I know when Christianity came to Britain. 	<ul style="list-style-type: none"> <i>Empire</i> Sutton Hoo Anglo-Saxons Picts Scots Conquer Pagan 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	The Titanic (The Titanic) Summer 1	<ul style="list-style-type: none"> I can generate enquiry questions based on learnt knowledge about the Titanic I can identify a primary and secondary historical source I can determine how reliable a source is I can express my own opinion on the event of the Titanic sinking and use evidence to back my opinion 	<ul style="list-style-type: none"> I can name one way in which the Titanic was significant for its time I can describe the reasons why passengers were on the Titanic I can describe the differences between the three classes aboard the Titanic I can identify some of the passengers who were on board the Titanic and the roles they played I can identify how the sinking of the Titanic influenced a change in history I can reflect on what could've happened if the Titanic had not sank. 	<ul style="list-style-type: none"> I can create a simple timeline of events which led to the Titanic sinking I can place the sinking of the Titanic on a timeline 	<ul style="list-style-type: none"> <i>Peasantry</i> Primary source Secondary source Influence Reliable 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance

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Oak Cycle A	Shang Dynasty (Land of the Dragon) Autumn 2	<ul style="list-style-type: none"> I know that some historical sources are written thousands of years after the event and are thus unreliable. I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable. I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability 	<ul style="list-style-type: none"> I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind. I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son. I can explain what oracle bones were used for and why they are a useful historical source. I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty. I can describe the writing system of the Shang Dynasty and identify some of the pictographs 	<ul style="list-style-type: none"> I can identify the Shang Dynasty on a timeline of ancient China. I know that the Shang Dynasty was in power during the Bronze Age of Britain. 	<ul style="list-style-type: none"> <i>Civilisation</i> <i>Peasantry</i> Dynasty Shang Dynasty Oracle bones Succession Archaeologists 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Who were the Ancient Greeks? (It's All Greek to Me) Spring 1	<ul style="list-style-type: none"> I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. I can identify the difference between primary and secondary sources of information. I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> I can describe some features of each of the periods in the ancient Greek civilisation. I know that ancient Greece was made up of independent city states. I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. I can compare and contrast the city states of Athens and Sparta. I can name some of the major ancient Greek gods and explain each one's characteristics. I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. I can name some famous ancient Greek philosophers and explain why they are remembered today. I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. 	<ul style="list-style-type: none"> I can arrange key civilisations in world history chronologically. I can name the periods in the ancient Greek civilisation and order them on a timeline 	<ul style="list-style-type: none"> <i>Empire</i> <i>Civilisation</i> Minoan age Mycenaean age Dark age Classical period Archaic period Athens Sparta Peloponnesian Hellenistic period Polis (city states) Oligarchy Democracy Primary source Secondary source Olympia Olympians 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	History of Space Exploration Helen Sharman, Tim Peake and Mae Jemison (Destination Outer Space) Summer 1	<ul style="list-style-type: none"> I can use a variety of sources of information to research space exploration I can study famous speeches about the first moon landing I can combine objective and subjective information to recount Apollo 11's mission to the moon 	<ul style="list-style-type: none"> I know how the telescope was developed I know who Galileo was and what he contributed to astronomy I can explain how the invention of the telescope impacted on space exploration I can explain what the space race was and how it impacted on the developments in space travel I can explain who Mae Jemison is and why she is important I can reflect on her life experiences to explain why she made certain quotes I can recognise some of the ways in which astronauts explore space today 	<ul style="list-style-type: none"> I know when the telescope was developed I can describe the key events within space exploration between 1940 and 1970 I know when the first moon landing was 	<ul style="list-style-type: none"> Objective Subjective Sources Invention Impact 	Continuity and Change Cause and Consequence Similarities and Differences Historical Significance

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Oak Cycle B	Romans (Invaders and Settlers) Autumn 1	<ul style="list-style-type: none"> I can consider different points of view about a historical events. I can study different accounts of a historical figure and suggest why they are different. I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. 	<ul style="list-style-type: none"> I can explain why and how the Romans invaded Britain. I know that Celts were living in Britain at the time of the Roman invasion. I can describe what life was like in Celtic Britain. I can describe the events surrounding Boudicca's revolt. I can describe some of the technological advances that the Romans brought to Britain. I can suggest how Britain might be different today if the Romans had never invaded. 	<ul style="list-style-type: none"> I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. I can place the Romans on a timeline. I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD 	<ul style="list-style-type: none"> <i>Empire</i> Invade Settle Emperor Revolt 	<ul style="list-style-type: none"> Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	The Kingdom of Benin (Out of Africa) Autumn 2	<ul style="list-style-type: none"> I know that oral histories can be corrupted over time and that they are not always objective. I know that historians do not always agree on what an artefact was used for. I can read oral histories to explore the Kingdom of Benin. I can critically analyse oral histories about the Kingdom of Benin. I can use increasingly complex historical texts to find out about the past. I am aware that historical sources should be analysed for their trustworthiness. I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin. 	<ul style="list-style-type: none"> I know that very few artefacts survived from the Kingdom of Benin. I know that most of what historians know about the Kingdom of Benin derives from stories. I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns. I can describe some of the features of everyday life in the Kingdom of Benin. I know that the slave trade was an important part of the economy in the Kingdom of Benin. I can name some of the commodities that were imported and exported from the Kingdom of Benin. I can explain how the Benin army played an important part in the growth and development of the empire. I can explain reasons why the Kingdom of Benin declined. 	<ul style="list-style-type: none"> I can place the Kingdom of Benin on a timeline. I can place the different eras of the Kingdom of Benin on a timeline. I can match the Kingdom of Benin to events happening in Britain at the same time. I know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers. 	<ul style="list-style-type: none"> <i>Civilisation</i> Benin Edo Oba Colonialism Colonise Era Oral history Slavery Trade Golden Age Civil war Punitive Expedition 	<ul style="list-style-type: none"> Continuity and Change Cause and Consequence Similarities and Differences Historical Significance
	Rich and Poor Tudors Sir Walter Raleigh & Francis Drake (War of the Roses) Spring 2	<ul style="list-style-type: none"> I can use primary sources to establish what a Tudor home might have been like I can use my knowledge to present clear and factual information about life for rich and poor Tudors I can use illustrations to identify features of Tudor clothes 	<ul style="list-style-type: none"> I know who the Tudor Royal Family were and how they came to power I can explain the basic social structure in the Tudor period I can explain what the 'Great Change of Being' was I can identify some of the differences between the lives of rich and poor Tudor men and women I can describe what rich and poor Tudors ate I understand why there were so many differences between the diets of rich and poor I can explain the differences between the homes of the rich and poor in Tudor times I know what the Sumptuary Laws are I can describe some of the restrictions placed on people during the Tudor times in terms of what they were allowed to wear I can compare the family life of rich and poor Tudors I can speculate on what my life may have been like if I'd lived in Tudor times I can summarise what life was like for rich and poor Tudors I can compare the differences between the rich and poor in Tudor times 	<ul style="list-style-type: none"> I know when the Tudor period was and can locate it on a timeline I can organise Tudor events chronologically 	<ul style="list-style-type: none"> <i>Peasantry</i> Rich Poor Primary sources Tudor Monarch Restrictions 	<ul style="list-style-type: none"> Continuity and Change Cause and Consequence Similarities and Differences Historical Significance

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Oak Cycle B	World at War Anne Frank (Brits, Bombs and The Blitz) Summer 1	<ul style="list-style-type: none"> I can create historically valid inferences and questions based on photographic evidence? I can use information from oral testimonies to explain how people's experience of evacuation varied? I can make connections between the past and present and suggest how an evacuation programme today would be different? I can explain why Jewish people - and others - were persecuted and killed by the Nazis? I can explain how Nazi policies towards the Jewish people changed over time? I can tell you who Anne Frank was and suggest reasons why her diary is an important historical record? I know how to access information relevant to the enquiry? I can select, organise and communicate reliable and relevant information in response to a historical research question. I can critically evaluate contrasting interpretations of the past and explain how and why they are different? I can draw well-informed conclusions about interpretations of the past based on their own historical research, analysis and reasoning. 	<ul style="list-style-type: none"> I understand the difference between an 'event' and a 'cause' I can identify and explain a range of causes which contributed to World War Two and the relative significance of them? I know what is meant by the term 'war effort'? I can describe some of the responsibilities of the organisations involved in the war effort? I can explain how the experiences of the people who contributed to Britain's war effort varied by their role and background? I can describe what rationing was and why it was necessary? I can describe some of the ways that rationing impacted on people (limited choices, reduced quantities, fair access). I can suggest some of the broader consequences of rationing and the Dig for Victory campaign, such as better health, improved morale? I can explain what the Blitz was and which areas in Britain were targeted? I can describe some of the British military and civilian responses to the Blitz? I can explain what evacuation was and why it was implemented? 	<ul style="list-style-type: none"> I know when World War 2 happened, how long it last and place it on a timeline 	<ul style="list-style-type: none"> Cause War effort Propaganda Evacuation Blitz Rationing 	Continuity and Change
						Cause and Consequence
						Similarities and Differences
						Historical Significance