



Cameley Church of England Primary School

History - Our Curriculum

2022/2023



'Nurturing Faith: Inspiring Learning'



Curriculum Intent for History at Cameley CEVC Primary School

"We are not makers of history, we are made by history." Martin Luther King Jr

As a result of our history journey, we want our children to come to understand and be able to explain key historical events, especially those that have shaped the history of our locality in Britain. Invasion and settlement have influenced our local area situated as we are near a river and on a main communications route. On their journey, pupils will come to know who they are now and why. Additionally we want our year 6 pupils to know and be able to articulate key features of ancient civilizations and aspects of their life that echoes down the ages. Our intention is for pupils to behave like developing historians, analysing evidence critically and challenging its reliability. Alongside key historical knowledge, we want them to be able to question a range of real sources in order to build a sound historical understanding.

We are determined that our curriculum will be relevant and meaningful to our pupils. We have designed it to support and enhance the development of their cultural understanding overtime. Our unique location, just south of Bath, a city of huge historical significance, gives us ample opportunity to explore at first hand our local heritage and have hands on experience of arts and entertainment and how they have changed overtime.

"Education is the most powerful weapon that you can use to change the world." Nelson Mandela



Reading and Vocabulary within History

The way that we have designed the curriculum engages pupils to read a wider breadth of fiction and non-fiction texts. We are passionate about reading at Cameley and demonstrate this in **History** by exploring different types of genre and texts to help discover new information both visually and through written word. This enables us to help put topics within subjects in to a context whilst building upon previous learning. As well as this, it helps children to recall important information and embed learnt knowledge from the short term memory in to the long term memory. Within our reading, we aim to expose children, of differing needs, to high quality contexts linking back to cultural capital and with an aim to develop a wider range of vocabulary across the curriculum subjects. In **History** we aim to promote reading and vocabulary by displaying a range of quality and age-appropriate non-fiction texts in the classrooms (relevant to the subject taught) and through this we will identify new vocabulary based around the topic and discuss their meaning. Throughout each historical topic children will always be exposed to new vocabulary that will build upon previous knowledge.



Long Term Overview (Implementation)

Beneath, is a long term overview of **History**. This shows a clear progression of why the subject is taught in this order and how it is mapped (see Appendix 1).

Area	Foundation/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			2022/2023		2022/2023		2022/2023
Autumn	Who we are and where we come from?	Castles and Knights	Historical Structures and The Mayans	Ancient Egyptians (Year 2 - 2021/22)	Civil Wars	Christianity and The British Isles	Vikings
Spring	The Wider World	Stories from the past. Dave's Cave Vlad and The Great Fire of London	Significant Individuals from our locality Brunel Cabot	Ancient Greece	Inca's	Anglo Saxons (2021/2022)	Tudors (Year 5 - 2021/22)

Summer	Our World	Significant people in history. Mary Seacole Shakleton Florence Nightingale	Stone Age	The Roman's	Slave Trade	Aztecs (2021/2022)	WW2
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Key Concepts Over Time

	EYFS				
Autumn	Trade	Migration	Monarchy	Church	Democracy
Spring	Trade	Migration	Monarchy	Church	Democracy
Summer	Trade	Migration	Monarchy	Church	Democracy
	Year 1				
Autumn	Trade	Migration	Monarchy	Church	Democracy
Spring	Trade	Migration	Monarchy	Church	Democracy
Summer	Trade	Migration	Monarchy	Church	Democracy
	Year 2				
Autumn	Trade	Migration	Monarchy	Church	Democracy
Spring	Trade	Migration	Monarchy	Church	Democracy
Summer	Trade	Migration	Monarchy	Church	Democracy
	Year 3				
Autumn	Trade	Migration	Monarchy	Church	Democracy
Spring	Trade	Migration	Monarchy	Church	Democracy
Summer	Trade	Migration	Monarchy	Church	Democracy

Year 4					
Autumn	Trade	Migration	Monarchy	Church	Democracy
Spring	Trade	Migration	Monarchy	Church	Democracy
Summer	Trade	Migration	Monarchy	Church	Democracy
Year 5					
Autumn	Trade	Migration	Monarchy	Church	Democracy
Spring	Trade	Migration	Monarchy	Church	Democracy
Summer	Trade	Migration	Monarchy	Church	Democracy
Year 6					
Autumn	Trade	Migration	Monarchy	Church	Democracy
Spring	Trade	Migration	Monarchy	Church	Democracy
Summer	Trade	Migration	Monarchy	Church	Democracy

Progression of Skills

Chronological understanding	<ul style="list-style-type: none"> - Recognise and begin to talk about how their lives have changed as they have grown. - Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> - Understand the difference between things that happened in the past and the present (within context of their own life) - Describe things that happened to other people in the past - Order and sequence some familiar events or objects - Identify some similarities and differences between ways of life at different times. - Use common words and phrases relating to the passing of time such as 	<ul style="list-style-type: none"> - Understand and use the words past and present when telling others about an event - Order and sequence events and objects in order of when they happened (using a scale provided by a teacher) - Mayan's/ Stone Age - Use common words and phrases relating to the passing of time. E.g. recently, before, after, now, later, uses, past, present. 	<ul style="list-style-type: none"> - Aware that the past can be divided into different periods of time including BC and AD. - Use some dates and historical terms when sequencing historical events in chronological order on a timeline. - Ancient Egyptian's/ Ancient Greeks/ The Roman's - Explore trends and changes over time (using a timeline.) - Uses words and phrases e.g. century, decade. 	<ul style="list-style-type: none"> - Use dates and historical terms when ordering events and objects in chronological order on timeline. Inca's/ Slave Trade/ Civil War - Explore links and contrasts within and across different periods of time. - Begin to describe the main changes in a period in history - Understand and use more complex historical terms e.g., BC/AD, after, before, during. 	<ul style="list-style-type: none"> - Use dates and appropriate historical terms to sequence local, national and international events and periods of time in chronological order on timeline using phrases such as century, decade, BC, AD after, before and during, period. - Identify where people, places and periods of time fit into a chronological framework. Anglo Saxon's/ Aztec's 	<ul style="list-style-type: none"> - Use dates and a wide range of historical terms when sequencing significant events and periods of time in chronological order on timeline. - Develop chronologically secure knowledge of the events and periods of time studied. WW2/ Tudors/ Vikings - Analyse links and contrasts within and across different periods of time including short-
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		'old, new, young, days, months, a long time ago and before'.				<ul style="list-style-type: none"> - Describe links and contrasts within and across different periods of time including short-term and long-term time scales. - Describe the main changes in a period in history. 	<ul style="list-style-type: none"> term and long-term time scales. - Understand that some historical events occurred concurrently in different locations
<p>Historical Understanding, Enquiry and Using Sources</p>	<ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> - Make simple observations about different people, events, beliefs and communities. - Use sources to answer and ask simple questions about the past. - Identify some of the basic ways in which the past can be represented. - Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> - Ask and answer questions about the past through observing and handling a range of sources - asking why/what/who/how/where questions to find answers. - Consider why things may change over time. - Recognise some basic reasons why people in the past acted as they did. - Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> - Use sources to address historically valid questions. - Recognise that our knowledge of the past is constructed from different sources of evidence. - Recognise that different versions of past events may exist. - Describe and explore some of the ways the past can be represented - pictures, letters, artefacts etc. 	<ul style="list-style-type: none"> - Use sources to address historically valid questions and theories. - Recognise how sources of evidence are used to make historical claims - Recognise why some events happened and what happened as a result. - Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> - Use a wide range of sources as a basis for research to answer questions and to test theories. - Recognise how our knowledge of the past is constructed from a range of sources. - Give reasons why there may be different accounts of history - Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> - Use a wide range of sources as a basis for research to answer questions and to test theories. - Give some reasons for contrasting arguments and interpretations of the past. - Recognise that some events, people and changes are judged as more significant than others. - Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past

<p>Knowledge and understanding of events, people and changes in the past</p>	<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. - Talk about the lives of the people around them and their roles in society. - Explore and talk about important events in the school or locality's history. 	<ul style="list-style-type: none"> - Recall some facts about people/events before living memory - Say why people may have acted the way they did - Identify some similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> - Describe differences between then and now - Understand why events happened, what happened as a result and why people in the past may have acted in the way they did - Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> - Describe and give reasons for some historical changes - Find out and compare everyday lives in the past and how that contrasts to our lives today. - Use evidence (e.g. archaeological evidence), to describe the past. 	<ul style="list-style-type: none"> - Demonstrate more in-depth knowledge of one specific civilisation - Inca's - Describe key aspects of a non-European society - Inca's - Demonstrate knowledge of aspects of history significant in their locality. - Slave Trade - Use evidence to describe what was important to people from the past - Describe similarities and differences between people, events and artefacts studied - Describe how some of the things studied from the past affect/influence life today. 	<ul style="list-style-type: none"> - Describe similarities and differences between some people, events and artefacts studied - Describe how historical events studied affect/influence life today - Make links between some of the features of past societies (e.g. religion, houses, society, technology) - Give own reasons why changes have occurred, backed up by evidence. - Study different aspects of different people - e.g. differences between men and women in a historical context - Examine causes and results of great events and the impact of these - Compare life in the early and late stages of 'times' studied 	<ul style="list-style-type: none"> - Describe similarities and differences between some people, events and artefacts studied - Describe how historical events studied affect/influence life today - Make links between some of the features of past societies (e.g. religion, houses, society, technology, arts, entertainment) - Compare beliefs and behaviour with another time studied. - Demonstrate knowledge of an aspect or theme in British history (Victorian Britain) that extends their chronological knowledge beyond 1066.
<p>Organisation and Communication</p>	<ul style="list-style-type: none"> - Talk about things they did at the weekend, yesterday, this morning. - Order and sequence familiar events. 	<ul style="list-style-type: none"> - Describe special or significant events. - Retell simple stories or events from the past using simple historical vocabulary. - Use simple historical terms. 	<ul style="list-style-type: none"> - Talk about what/who was significant in simple historical accounts. - Demonstrate simple historical concepts and events through role-play, drawing and writing. - Use a variety of simple historical terms and concepts. 	<ul style="list-style-type: none"> - Discuss some historical events, issues, connections and changes. - Select and organise historical information to present in a range of ways. - Use relevant historical terms and vocabulary linked to chronology. - Distinguish difference between sources e.g. compare different versions of the same event. 	<ul style="list-style-type: none"> - Discuss significant aspects of, and connections between, different historical events. - Select and organise relevant historical information to present in a range of ways. - Begin to evaluate the usefulness of different sources. - Use relevant and appropriate historical terms and vocabulary linked to chronology. 	<ul style="list-style-type: none"> - Discuss and debate historical issues. - Use appropriate vocabulary when discussing and describing historical events. - Construct responses to historical questions and theories that involve selection and organisation of relevant historical information including dates and terms. - Compare accounts of events from different sources - fact or fiction. 	<ul style="list-style-type: none"> - Acknowledge contrasting evidence and opinions when discussing and debating historical issues. - Use appropriate vocabulary when discussing, describing and explaining historical events. - Construct informed responses to historical questions and theories that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.

								- Choose the most appropriate way of communicating different historical findings.
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Autumn Term (1&2)

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Describe who I am and where I come from.	Describe how battles are fought in castles.	Describe trade in Chichen Itza	Describe the route used to trade.	Compare the views of the royalists and parliamentarians. Give reason to why someone may join the royalists or the parliamentarians. Explain what would have happened if the royalists won the civil war.	Give reasons for why Anglo Saxons migrated from Germany and Scandinavia. Explain how Anglo Saxons settled in Britain.	Present a map of where the Vikings have come from.
	Toys from the past	Experience how kings and queens use castles.	Give reasons for the development of Chichen Itza.	Find and Use evidence to suggest what was traded by the Ancient Egyptians. Explain why the location of the Nile supported development of Trade worldwide.	Compare the roles of monarchs and parliamentary leaders.	Present a map of changes in religion in Anglo Saxon period.	Interpret reasons for migration.
	Life in the past	Analyse how parts of the castles are used.	Arrange history of chocolate.	Classify Egyptian Gods and Goddesses.	Arrange the hierarchy of the leadership of the country.	Explain the mission of St Augustine.	Justify the Vikings and Anglo Saxons living separately in the UK.
	Houses from the past	Compare castles from medieval times to today.	Experience a pilgrimage.	Compare Gods and priests to Mayan gods and priests.	Question the role of the church during the civil war.	Conclude the impact of Alfred the Great.	Give reason for Alfred the Great being against invasion. Explain how Alfred the Great fought the Vikings.
	Articulate how knights supported their lords and ladies.	Give reasons for why structures are sacred.	Give reasons for why structures are sacred.	Analyse the reason for Egyptian's being buried in Tombs	Conclude why Anglo Saxons decided to convert to Christianity.	Modify and improve the plan of Alfred the Great.	
	Question why women could not become knights.						

<p>Key Vocabulary</p>	<p>Mum Dad Family Brother Sister Uncle Auntie Grandad Grandma Parents</p>	<p>Knight King Queen Castle Fort Medieval Lord Lady</p>	<p>Mayan Chichen Itza Pilgrimage God Priests Mexico South America Warrior King Trade Temple</p>	<p>Pharoah Pyramids Mummy Hieroglyphics Mummy Nile Mummification Sphinx Carab Papyrus Tomb</p>	<p>Civil war Royalists Parliamentarians Oliver Cromwell Democracy Artillery Military</p>	<p>Anglo Saxon Bayeux Tapestry Empire Emperor Pagan Tribe Aristocracy</p>	<p>Viking Longboat Shield Longhouse Horn Nordic Vambrace Skara brae Neolithic</p>
<p>Key Texts</p>	<p>My Magic Family by Lotte Jeffs</p> 	<p>Castles Magnified by David Long and Harry Bloom</p> 	<p>The Maya and Chichen Itza (Time Travel Guides) by Ben Hubbard.</p> 	<p>So You Think You've Got It Bad: A Kid's Life in Ancient Egypt by Chae Strathie and Marisa Morea</p> 	<p>Horribly Famous: Oliver Cromwell and his Not-So Civil War by Alan McDonald</p> 	<p>Beowulf by Michael Morpurgo and Michael Foreman.</p> 	<p>Viking Boy by Tony Bradman</p> 
<p>POP Tasks</p>	<p>Nursery I can begin to talk about how life in the past was different? Reception</p>	<p>Mid Term Quiz POP Task - Knowledge map.</p>	<p>Mid Term Quiz POP Task - Knowledge map.</p>	<p>Mid Term Quiz POP Task - Knowledge map.</p>	<p>Mid Term Quiz Double Page Spread.</p>	<p>Mid Term Quiz Double Page Spread.</p>	<p>Mid Term Quiz Double Page Spread.</p>

	I can ask a question about life in the past I can talk about how life was different in the past						
Fundamental British Values (Term 1)	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality	Democracy, Solidarity and equality
Fundamental British Values (Term 2)	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity	Mutal respect, equality, equity and solidarity
Christian Values (22/23)	Generosity (T1) Compassion (T2)	Generosity (T1) Compassion (T2)	Generosity (T1) Compassion (T2)	Generosity (T1) Compassion (T2)	Generosity (T1) Compassion (T2)	Generosity (T1) Compassion (T2)	Generosity (T1) Compassion (T2)
Christian Values (23/24)	Justice (T1) Perseverance (T2)	Justice (T1) Perseverance (T2)	Justice (T1) Perseverance (T2)	Justice (T1) Perseverance (T2)	Justice (T1) Perseverance (T2)	Justice (T1) Perseverance (T2)	Justice (T1) Perseverance (T2)
SMSC Links	Encourage a respect for democracy and support for participation in the democratic	Encourage a respect for democracy and support for participation in the democratic processes including	Encourage a respect for democracy and support for participation in the democratic	Encourage a respect for democracy and support for participation in the democratic	Encourage a respect for democracy and support for participation in the democratic	Encourage a respect for democracy and support for participation in the democratic	Encourage a respect for democracy and support for participation


	processes including respect for how laws are made and applied.	respect for how laws are made and applied.	processes including respect for how laws are made and applied.	processes including respect for how laws are made and applied.	processes including respect for how laws are made and applied.	processes including respect for how laws are made and applied.	in the democratic processes including respect for how laws are made and applied.
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Spring Term (3&4)

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>Nursery- Describe ways of travelling.</p> <p>Describe a journey you have been on.</p> <p>Reception- Describe the journey of Captain Scott.</p> <p>Compare how people travel the world today with Captain Scott's journey.</p>	<p>Describe the role of a leader.</p> <p>Respond to people leaving London in 1660.</p> <p>Articulate how monarchy influenced control over the fire.</p> <p>Present or hot seat the king and the mayor on their decisions.</p> <p>Compare home in the Stone Age with the Great Fire of London.</p> <p>Analyse the development of cities then/now.</p>	<p>Describe the journey made by Cabot.</p> <p>Compare reasons for crossing the Atlantic for Brunel and Cabot.</p> <p>Write questions to Cabot to find out about his motive.</p> <p>Experience the SS Great Britain.</p> <p>Articulate the use of transport for trade.</p> <p>How have transport links for trade changed overtime.</p>	<p>Articulate the impact of democracy on Ancient Greece.</p> <p>Give reasons on why democracy is important for Ancient Greeks.</p>	<p>Arrange Gods and Goddesses from the Inca Empire.</p> <p>Question the importance of their religious summer festival.</p> <p>Explain the link between religious Gods and the Sapa Inca.</p> <p>Compare commoner and royal families.</p> <p>Give reasons for which group you would like to be in.</p> <p>Interpret why commoners remained in a position of no power.</p> <p>Compare life at the end of the Inca period to the start.</p>	<p>Give reasons for why democracy is important in the church.</p> <p>Select reasons for and against democracy between Catholics and Protestants.</p> <p>Conclude how James I reached his decision for balance between Catholics and Protestants.</p> <p>Chose which monarch you would prefer to live under and why.</p> <p>Work out which monarch had the biggest impact on the church.</p>	<p>Present what a democracy looks like in Tudor times.</p> <p>Interpret why Catholics and Protestants didn't agree.</p> <p>Justify the decisions of the monarchs who did not want a democracy.</p> <p>Present a timeline of monarchs.</p> <p>Select the monarch from the Tudor period who had the most impact on the UK today.</p> <p>Generate reasons why each monarch was a successful or unsuccessful leader.</p>
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					<p>Give reason for the growth of the Inca Empire. Explain how the Spanish Conquerors destroyed the Inca Empire.</p>	<p>Present a map of the evolution of the church.</p> <p>Interpret the views of the Catholics and Protestants.</p> <p>Justify the decision for the reformation made by Henry VIII.</p>	<p>Analyse the differences between Catholic and Protestant church.</p> <p>Explain why differences between religions effected the Tudor period.</p> <p>Conclude how Elizabeth I actions influenced the relationship between Catholics and Protestants today.</p>
Key Vocabulary	<p>Nursery- Travel Transport Explore Hot Cold Old New</p> <p>Reception- Explore World Globe</p>	<p>Parliament London Houses of parliament Big Ben Gunpowder Prison Guard</p>	<p>Aeroplane Aviation Transport Changes Similarities Differences</p>		<p>Inca Cuzco Machu Pichu Quechua Peasants Royals Gods Goddesses</p>	<p>Catholic Protestant Church of England Reformation James 1 Elizabeth 1 Mary 1 Edward VI Henry VI11</p>	<p>Tudor Henry VIII Queen Elizabeth 1 William Mary Tudor Shakespeare The Globe Beefeater Heir Monarch</p>

	Ocean Land					Marriage Divorce	Gallow
Key Texts	<p>Lost and Found by Oliver Jeffers.</p> 	<p>VLAD and The Great Fire of London</p>  <p>Daves Cave</p> 	<p>William Bee's Wonderful World of Things That Go! by William Bee</p> 	<p>Beasts of Olympus: Beast Keeper by Lucy Coats and David Roberts</p> 	<p>Run Little Chaski Mariana Llanos</p> 	<p>Treason by Berlie Doherty</p> 	<p>My Friend Walter by Michael Morpurgo</p> 
POP Tasks	<p>Nursery I can begin to talk about a journey I have been on. Reception I can draw a journey I have been on and explain how this is different to Captain Scott.</p>	<p>Mid Term Quiz</p> <p>POP task - knowledge map.</p>	<p>Mid Term Quiz</p> <p>POP task - knowledge map.</p>	<p>Mid Term Quiz</p> <p>POP task - knowledge map.</p>	<p>Mid Term Quiz</p> <p>Double Page Spread.</p>	<p>Mid Term Quiz</p> <p>Double Page Spread.</p>	<p>Mid Term Quiz</p> <p>Double Page Spread.</p>

Fundamental British Values (Term 3)	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality	Individual liberty, self-help, self-responsibility and equality
Fundamental British Values (Term 4)	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility	Mental health and wellbeing, self-help and self-responsibility
Christian Values (22/23)	Courage (T3) Forgiveness (T4)	Courage (T3) Forgiveness (T4)	Courage (T3) Forgiveness (T4)	Courage (T3) Forgiveness (T4)	Courage (T3) Forgiveness (T4)	Courage (T3) Forgiveness (T4)	Courage (T3) Forgiveness (T4)

Christian Values (23/24)

Service (T3)
Trust (T4)

Service (T3)
Trust (T4)

Service (T3)
Trust (T4)

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Service (T3)
Trust (T4)

Service (T3)
Trust (T4)

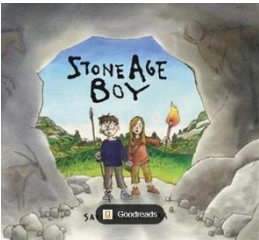


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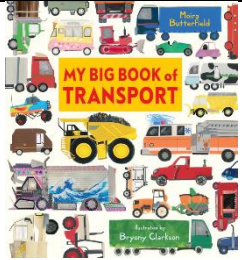
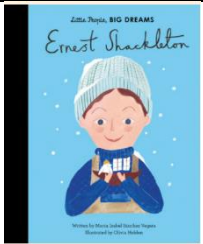
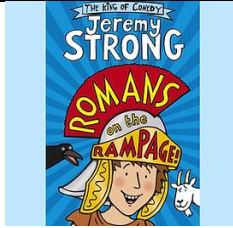
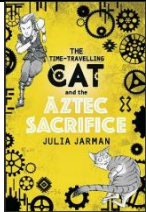
SMSC Links	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others	Encourage respect for others
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Summer Term (5&6)

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>Describe how transport and farming in Temple Cloud has changed.</p> <p>Compare transport today with transport in history.</p>	<p>See the journey of Shakleton and Seacole.</p> <p>Compare the journey of Shackleton and Seacole.</p> <p>Present the impact of migration and Shakleton and Seacole's journeys.</p> <p>Describe the challenges for women.</p> <p>Compare Seacole and Nightingale.</p> <p>Analyse other significant women in history today.</p>	<p>Describe hunter gatherers lifestyle. Compare how Stone Age people developed into farmers and fishers. Give reason for this development.</p> <p>Experience a stone circle.</p> <p>Articulate religious rituals in the Stone Age.</p> <p>Analyse the role of religion during the Stone Age.</p>	<p>Articulate the journey of the Roman Army to Great Britain.</p> <p>Give reason for the migration of Romans to Britain. Interpret some of the impacts still noticeable today from the Roman's.</p> <p>Compare the role of the church in Roman Britain to other Civilizations.</p> <p>Give reasons to why Romans brought Christianity to Britain.</p> <p>Work out if bringing Christianity to Britain was positive.</p> <p>Articulate why we need rules and laws.</p> <p>Find and use examples of Roman rules and laws.</p>	<p>Classify jobs and farming that used slaves.</p> <p>Analyse the scale of the Slave Trade.</p> <p>Explain the impact of the Slave Trade on trade.</p> <p>Articulate the journey of slaves from Africa to Western Colonies.</p> <p>Question the safety of the journey across the Atlantic.</p> <p>Interpret how the Slave Trade has made the world more diverse.</p> <p>Arrange the hierarchy</p>	<p>Present the roles of emperors, nobles, warriors and slaves.</p> <p>Interpret the hierarchy and relationships between each role.</p> <p>Modify roles in society to make Aztec life fairer.</p> <p>Question the role of priests and temples in Aztec society. Select reason for sacrifice in Aztec society. Justify the place of religion in Aztec society.</p>	<p>Present Hitlers ideology and timeline of war.</p> <p>Explain how political conflicts led to WW2.</p> <p>Conclude what life would be like today if the war had not happened.</p> <p>Analyse the differences in religion in Germany in the 1930's.</p> <p>Work out why Hitler persecuted Jewish people. Generate ideas for how respect for other religions has changed</p>
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				Explain some impacts on the law system today.	during the Slave Trade. Question the rights of Slaves. Interpret changes in human rights since the Slave Trade.		since the Holocaust.
Key Vocabulary	Country Now Then Same Different	Changes Past Present History Order Similarities Differences	Neolithic Britain Europe Skara Brae Order Past Present History	Neolithic Britain Europe Skara Brae Era Civilisation Order Past Present History	AD BC Evidence Settlement Artefact Tribe Century Invade Monk	AD BC Evidence Settlement Artefact Tribe Century Invade Raiders Monastery Paganism Christianity	AD BC Evidence Settlement Artefact Tribe Century Invade Raiders Monastery Paganism Christianity Society Conversion
Key Tasks	My Big Book of Transport By Moira Butterfield	Ernest Shackleton By Maria Isabel Sanchez Vegara	Stone Age Boy by 	Romans on the Rampage by Jeremy Strong	Freedom by Catherine Johnson 	Time travelling cat and the Aztec sacrifice.	Goodnight Mr Tom by Michelle Magorian 

							
POP Tasks	Nursery Name a range of transport. Reception Sort transport from the past and now.	Mid Term Quiz POP Task - Knowledge map.	Mid Term Quiz POP Task - Knowledge map.	Mid Term Quiz POP Task - Knowledge map.	Mid Term Quiz Double Page Spread.	Mid Term Quiz Double Page Spread.	Mid Term Quiz Double Page Spread.
Fundamental British Values (Term 5)	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.	Tolerance of different cultures and religions, equality and equity.
Fundamental British Values (Term 6)	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.	Rule of law, equity and solidarity.
Christian Values (22/23)	Friendship (T5) Respect (T6)	Friendship (T5) Respect (T6)	Friendship (T5) Respect (T6)	Friendship (T5) Respect (T6)	Friendship (T5) Respect (T6)	Friendship (T5) Respect (T6)	Friendship (T5) Respect (T6)
Christian Values (23/24)	Truthfulness (T5) Thankfulness (T6)	Truthfulness (T5) Thankfulness (T6)	Truthfulness (T5) Thankfulness (T6)	Truthfulness (T5) Thankfulness (T6)	Truthfulness (T5) Thankfulness (T6)	Truthfulness (T5) Thankfulness (T6)	Truthfulness (T5) Thankfulness (T6)

SMSC Links	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely	Encourage pupils to accept responsibility for behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely