



EYFS are not included in this as they learn based on Development Matters and are assessed on the ELGs in June. Subject based powerful knowledge and skills are also taught in EYFS to ensure the children are ready for year 1.

There are two strands to 'powerful knowledge' – substantive knowledge, which is knowing key dates, people, events, facts etc. The other one is disciplinary knowledge such as questioning, debating, analysing, reasoning etc.

For example, substantive knowledge is knowing that Boudica revolted against the Romans in 60-61 AD. Disciplinary knowledge is knowing how and why this happened by analysing resources, looking at different opinions/bias and forming our own judgements.

Each topic will start with time spent discussing what has previously been learnt and how the current topic will build upon the previous learning.

Progression is seen as each year develops historical knowledge and new skills built on those from the previous year. The assessment of knowledge and skills is at the end of this document.

**This is a working document, so new vocabulary will be added during each evaluation.**

**We use Juniper Topic Box resources to enhance the experience.**



## Key Stage 1 National Curriculum Aims:

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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

## National Curriculum Objectives written in red

### Historical Skills Key

Historical Enquiry including Chronology	Interpreting History/Sources. Questioning to find out more	Continuity & Change	Similarities & Difference	Cause & Consequence. Making Informed Judgements	Significance
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What are we learning in Willow Class?							
National Curriculum	<b>All about me</b>	<b>Terrific transport</b>	Pirates	Materials	Great Fire of London	Go wild	
	Significant historical events, people and places in their own locality.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Local history	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.  Event beyond living memory that are significant nationally or globally. (The first aeroplane flight & Neil Armstrong)					Event beyond living memory that are significant nationally or globally.
	<b>Suggested Activities linked to disciplinary and substantive knowledge</b>	<b>Make a family tree. Trace your family history – do you look like anyone else?</b> <b>Where do you live? Have you always lived there?</b> <b>Is your house a new house or an old house – how do you know?</b> <b>What toys do you play with now? How are they the same and different to those played with a long time ago. (1970-80 and then electrical toys of 1990s) Why are they different? Put them in chronological order. (Include Paddington, Star Wars to provide similarities)</b>  <b>Toy box loan</b> <b>Interview an older person about where they lived and the toys they had</b>					<b>Look at different modes of transport from the past. How and why have they changed? (Look at Karl Benz)</b> <b>Put photos of different kinds of transport in historical order. What differences can you see?</b> <b>Who was Neil Armstrong? What did he do? Why is this significant and what impact does it have today?</b> <b>Retell the story of landing on the moon.</b> <b>Question whether cars today are an improvement?</b> <b>Pollution – what are the alternatives? What will happen in the future? Electric cars?</b>  <b>Duxford visit?</b>
Tier 2 Vocab	Who? What? Where? When? Family, mum, dad, brother, sister, aunt, uncle, cousin, grandparents, school,	Who? What? Where? When? Cars, trains, aeroplanes, horse and cart, bicycles rockets, space shuttle. balloons, past, present, future, a long time ago, years, century.	Who? What? Where? Who? When? How? Century, year, past, present, change, modern, capital city, England, London, River Thames, firemen, horses, photos, artefacts, detectives,				



# LTP FOR HISTORY 2024 onwards detailing Powerful Knowledge, Skills and Progression



	home, time – days, weeks, months, years.			
Tier 3 Vocab	Hockwold, Feltwell, Weeting, Brandon, Family tree, modern, memories.	Neil Armstrong, Apollo, The Wright Brothers, Montgolfier.		Thomas the Baker. Pudding Lane, evidence, Samuel Pepys

### PROGRESSION AND SEQUENCING – FROM EYFS

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

School Based EYFS Assessment: History
I can tell you about my family's past, such as when I was a baby
I can talk about something I did yesterday/today and something I am going to do in the future (tomorrow/the weekend)
I can identify that something is from the past.
I can talk about the similarities & differences between stories, artefacts, photos etc.
I can talk about how things were different a long time ago.
I can talk about a person who lived in the past.



# LTP FOR HISTORY 2024 onwards detailing Powerful Knowledge, Skills and Progression



What are we learning in Elm Class?				Under the sea	Where in the world?	We are Zoologists.
National Curriculum	Hockwold and beyond	The Victorians	Heroes and Heroines			
	Significant historical events, people and places in their own locality.	<p>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. (Florence Nightingale, Queen Victoria &amp; Queen Elizabeth)</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>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. (Mary Seccole, Christopher Columbus, Rosa Parks)</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Prince William and Harry (mental health)</p>			
Suggested Activities linked to disciplinary and substantive knowledge	<p>Look at houses in the village how and why have they changed? Can you put photos of the houses in chronological order?</p> <p>Interview a local resident – how do they think the village has changed?</p> <p>Look at old photos of the village – why are things different?</p> <p>How old is our school? How do you know?</p> <p>Village walk to look at houses of different ages</p>	<p>Compare lives in Victorian Britain – what are the similarities and differences?</p> <p>Why would life be different for some people? Look at clothing and housing.</p> <p>A Victorian school compared to our school – similarities and difference?</p> <p>How did electricity improve Victorian life?</p> <p>Put household artefacts in chronological order – how have they changed? Why have they changed?</p> <p>Who was Florence Nightingale? What influence has she had on hospitals today?</p> <p>Examine her diary entries – what do they tell us about her life both in Victorian England and in the Crimea?</p> <p>Ancient House Museum visit to school</p>	<p>What did people think about African Americans at the time of Rosa Parks? Compare this to now and the cause and consequence of their beliefs. How has this improved life for many?</p> <p>Look at primary and secondary sources of evidence and look at how they help us learn from the past.</p> <p>Describe memories and changes that have happened since you have been alive – how have they improved our lives?</p> <p>Why is Christopher Columbus still famous? What does ‘exploration’ mean and how is it different in different time periods?</p> <p>Study the chronology of Neil Armstrong and Christopher C to see that they are at different times – how do we know? Why are they so different, yet both explorers? Which discovery is more important to us now and why do they think this?</p>			
Tier 2 Vocab	Who? Why? When? How? Hockwold, where I live, old, new, similarities, differences, the past,	Who? Why? Where? When? How? Years, decades, century, Victorian Britain, rich, poor, newspapers, diaries, photos, pictures, artefacts	Who? Why? Where? When? How? Years, decades, century, modern world, significant, changes			



Tier 3 Vocab	Hockwold cum Wilton, living memory	Queen Victoria, Industrial revolution, chronological order, Florence Nightingale, Crimea	Beliefs, primary, secondary sources.			
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## Key Stage Two National Curriculum Aims

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### National Curriculum Objectives written in red

#### Historical Skills Key

Historical Enquiry including Chronology	Interpreting History/Sources. Questioning to find out more	Continuity & Change	Similarities & Difference	Cause & Consequence. Making Informed Judgements	Significance
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What are we learning in Beech Class Cycle A?					
National Curriculum	<b>Ruthless Romans</b>	Beyond Our World & See Hear!	<b>Invaders &amp; Settlers (Anglo Saxons &amp; Vikings)</b>	How does your garden grow?	<b>Groovy Greeks</b>
	The Roman Empire and its impact on Britain: Julius Caesar’s attempted invasion in 55-54BC Boudica (local study) Hadrian’s Wall A local history study (Iceni/Boudica)		Britain’s Settlement by Anglo Saxons and Vikings: Anglo Saxons invasions, settlements and kingdoms. Place names and village life. Viking raids and invasions Anglo Saxon laws and justice.		Ancient Greece – a study of Greek life and achievements and their influence on the western world



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<p><b>Suggested Activities linked to disciplinary and substantive knowledge</b></p>	<p><b>The Spread of the Roman Empire:</b> Develop chronologically secure knowledge and understanding of the British &amp; world history by learning about the attempted invasion of Julius Caesar and the successful invasion and conquest of Claudius.</p> <p><b>Boudica’s Rebellion:</b> Why did Boudica revolt? What were the different perspectives of people at that time?</p> <p><b>Hadrian’s Wall:</b> Research why and how Hadrian’s Wall was built. Describe the key features of the wall. Would it work to do that around Hockwold?</p> <p><b>Roman Roads:</b> Why did the Romans build new roads in Britain? How has that provided a legacy for modern day roads.</p> <p><b>What else did the Romans do for us? How did the Latin language enable the people of Britain to become literate?</b></p> <p>Investigate the link between our modern-day calendar months and Roman numbers.</p> <p>How did Romans introduce the people of Britain to pay for goods with coins instead of trading items? What would happen if we did not use coins today?</p> <p>Research the chronology of Roman leaders from coins excavated.</p> <p>Investigate where Hockwold treasure was found (Now at the British museum)</p>		<p><b>The Invaders:</b> How and when did the Anglo Saxons invade Britain? How does this link to the Vikings invading and settling in Britain?</p> <p>Explain knowledge of the 7 Anglo Saxon kingdoms. Research about key historical characters of the time.</p> <p><b>Place names:</b> where did the Anglo-Saxons settle and why?</p> <p>How do the names used link to modern day place names?</p> <p><b>Village Life:</b> Use resources and historical information to describe a typical Anglo-Saxon. village and explain what jobs people did. Why? How you know? How was this different and similar to the life of a Viking?</p> <p><b>Artefacts:</b> Examine primary and secondary evidence to deduce what life was like for Anglo-Saxon people.</p> <p><b>The Anglo-Saxon Kings:</b> Develop a chronology of the Anglo-Saxon kings and what happened in Britain during their reign. How they fought against the Vikings. (Include King Ethelred)</p> <p><b>Laws &amp; Justice:</b> Research the difference &amp; similarities between the Anglo-Saxon and Viking legal systems and the Modern British legal system in Britain. Why are they similar and different?</p> <p>Visit to West Stow.</p>	<p><b>Who were the Ancient Greeks?</b> Expansion &amp; dissolution of empires in context How did it grow and why? Develop a chronology of the Greek timeline.</p> <p><b>Democracy:</b> How did Ancient Greece change from before the democratic system, after and the modern day. What similarities and differences are there?</p> <p>Research and explain how the political system worked in Ancient Greece to other political systems.</p> <p><b>Ancient Greek Olympics:</b> Understand that the Olympics derives from Greek. Look at how the Olympics has changed over time.</p> <p><b>Greek God and Goddesses:</b> Learn about the different Gods and Goddesses and the claims made about them – is this reliable evidence? Use the knowledge learned to make own Greek myth.</p> <p><b>The Trojan War:</b> Research the war. Why, how, when, how do you know? Link to other wars that you have learnt about to construct similarities and differences. Present your findings to the class.</p>
<p>Tier 2 Vocab</p>	<p>Invasion, Claudius, modern, ancient, Roman, Latin, chronology. Primary, secondary.</p>		<p>Who? What? Why? How? When? timeline, chronology, years, centuries, artefacts, first hand evidence, second hand evidence, artwork, pictures, paintings,</p>	<p>Who? What? Why? How? When? timeline, chronology, years, centuries, B.C/ A.D, artefacts, first hand evidence, second hand evidence, artwork, pictures, paintings, Ancient Greece, Olympics,</p>
<p>Tier 3 Vocab</p>	<p>Revolt, rebellion, excavated, Boudica, Hadrian’s Wall, Julius Caesar.</p>		<p>Anglo-Saxon, Viking, exile, invade, kingdom, longboat, outlawed, reign.</p>	<p>Trojan, myth, Goddess, democratic, political.</p>



# LTP FOR HISTORY 2024 onwards detailing Powerful Knowledge, Skills and Progression



What are we learning in Beech Class Cycle B?						
National Curriculum	<b>Time Detectives</b>	What does it Matter?	<b>Exciting Egypt</b>	Stars & Stripes (America)	Biological Bodies	Fascinating Fieldwork
	Changes in Britain from the Stone Age to the Iron Age: Late Neolithic hunter gatherers and early farmers: Skara Brae. Stonehenge Iron Age Hill Forts		The achievements of the earliest civilisations – Ancient Egypt.			
	<p><b>Introduction to the Stone Age:</b> Develop a chronologically secure knowledge via a timeline of the lives of Stone age to Iron Age people and how they became more civilised over time.</p> <p><b>Cave Painting:</b> Understand how our knowledge of the past has been constructed by looking at Cave paintings. What do they tell us?</p> <p><b>Living &amp; Eating:</b> What did people eat in Stone Age times? Where did they live? How is that similar and different from today? Why?</p> <p><b>Skara Brae:</b> Study Skara Brae – how does its significance help us to learn more about the Stone age?</p> <p><b>Hillforts:</b> What is a Hillfort and why was it a popular place to live in the Iron Age?</p> <p>How did farming and tool making change over time. How is it similar and different to today's farming?</p> <p>Research Stonehenge and druids. Are these resources reliable? Why? Could there be more than one version of events? How do you know?</p> <p>Research the Druid festival – why was it significant?</p> <p><b>Visit to Grime's Graves</b></p>		<p><b>Who were the Ancient Egyptians?</b> Continue to develop chronology of history and learning where and when Ancient Egyptians lived (old kingdom, middle kingdom, new kingdom)</p> <p><b>What was life like?</b> Research the daily lives of Ancient Egyptian people and how/why it is similar and different to another time in history.</p> <p><b>Burials, rituals and mummification:</b> Why did they build tombs, pyramids and what is the mummification process -why so important?</p> <p><b>Tutankhamun:</b> How was it discovered? What type of source is it? How do we know? What have we learnt from this discovery?</p> <p><b>Hieroglyphics:</b> How was this discovered and what has it taught archaeologists? Research the Rosetta stone. How is it different and similar to how we write today?</p> <p><b>Ancient Egyptian Gods:</b> Who were they? What were their beliefs? How did this shape their traditions as well as daily life?</p> <p><b>Visit to Howard Carter Museum</b></p>			
Tier 2 Vocab	Stone, Iron, age, Stone Henge, Druid, Hill fort	Ancient Egypt, chronology, kingdom, Gods, Goddesses.				
Tier 3 Vocab	Chronology, palaeolithic, ice-age. Mesolithic, Neolithic, BC, Skara Brae, archaeologists.	Mummification, archaeologists, Tutankhamun, Hieroglyphics, rituals, burials.				

What are we learning in Oak Cycle A?							
	<b>The Great War</b>		<b>World War 2</b>	cat	Lo	Ea	Cir



# LTP FOR HISTORY 2024 onwards detailing Powerful Knowledge, Skills and Progression



<b>National Curriculum</b>	<p>A study or an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history</p>	<p>A study or an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history</p> <p>Local history study (using artefacts from the church)</p>			
<b>Suggested Activities linked to disciplinary and substantive knowledge</b>	<p>To investigate what led to the start of WW1 using primary and secondary sources.</p> <p>To research what life was like on the Western front using primary and secondary sources.</p> <p>How reliable are these sources? Why might they be biased?</p> <p>What changes were made during the war that are still in Britain today?</p> <p>What was life like for people living during the war?</p> <p>Can you relate propaganda to modern day advertising?</p> <p>Who were the Allies and why did they help?</p> <p>What is The Treaty of Versailles?</p> <p>Research the changes to Europe after WW1 – why did these happen?</p> <p><b>Local Historian Visit (Chris S)</b></p>	<p>What led to the outbreak of war? Plot the order of events onto a timeline.</p> <p>Who were the main people of history at this time? Why?</p> <p>Why were people evacuated? How and where did they go? Why did they go to these places? Use primary and secondary sources to understand how it felt.</p> <p>Rationing and how diets were different to modern day Britain – why?</p> <p>What was the role of women during the war? How did their lives change?</p> <p>What is the significance of this? (Also, Anne Frank)</p> <p>Learn what happened in the Holocaust and how this affected the families of those involved.</p> <p>What changed as a result of the war?</p> <p>How has Hockwold changed since the war?</p> <p>Link to other wars that you have learnt about to construct similarities and differences. Present your findings to the class.</p> <p><b>Gressenhall trip</b>  <b>Darren Norton – Brandon Historical society/tank factory/RAF Feltwell</b></p>			
Tier 2 Vocab	Artefacts, The Great War, World War	War, primary, secondary, outbreak, evacuation.			
Tier 3 Vocab	Alliance, armistice, conscription, front line, No man's land, treaty, trench, assassination, Franz Ferdinand, propaganda, Treaty of Versailles.	Allies, evacuee, Ann Frank, rationing, Holocaust, axis, Blitz, Nazi, Adolf Hitler, Winston Churchill, Franklin D Roosevelt.			



# LTP FOR HISTORY 2024 onwards detailing Powerful Knowledge, Skills and Progression



What are we learning in Oak Cycle B?							
National Curriculum	Islamic Civilisation	Amazing Antarctica	20 <sup>th</sup> Century	Beautiful Biomes	Evolution	Healthy Bodies	
	A non-European society that provides contrasts with British history: Islamic civilisation.		Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Local study				
Suggested Activities linked to disciplinary and substantive knowledge	<p><b>Meeting the Islamic civilisation:</b> Learning who the IC were and how they fit into the chronology of historical events learned over time. Where did they live? How did the world of the Middle East change during the life of the Prophet Muhammad? Activity: A publisher wants a colourful and clear double page spread to show before and after view. Pupils produce a diagrammatic representation on a double page spread</p> <p>Why did Islam spread so rapidly in the seventh century? Activity: You are a Byzantine spy, who has visited the court of the caliph at Medina. You have to report back why Umar was a particularly successful leader?</p> <p><b>Religion &amp; Gods: Who were the Gods that the Islamic civilisation believed in and how did that affect their daily lives? How do we know? Are the sources reliable? How does this equate to other beliefs that we have learnt about? What has changed over the years and what has stayed the same in Islamic beliefs?</b></p> <p><b>Exploration &amp; Discovery:</b> Understand how the knowledge of the past is constructed from a range of sources and that different versions of the past may exist – give reasons for why this is and the different theories different historians have. Use these to learn more about the Islamic civilisation.</p> <p><b>Food: What type of food was eaten and how does it relate to religious significance? Is this the same today?</b></p> <p><b>Advancements:</b> Can pupils explain that some ancient civilisations showed greater advancements than people who lived centuries after them.</p> <p>What can we learn about Islam from the way they set up the capital at Baghdad? E.g., how a new capital city was established by the caliphs in Baghdad, how the layout of the city gives us information about early Islamic civilisation about daily life in Baghdad. Activity: pupils to provide a guide to merchants wishing to travel to the fabulously wealthy city of Baghdad during its heyday in the eighth century.</p> <p>In its Golden Age, ten times more people lived in Baghdad than in London. So, what was so special about it? Activity: Pupils are given a gallery of images showing scenes from life in Baghdad which they have to explore and then summarise the qualities that made it special.</p> <p><b>What can we learn from the art and architecture of Islam?</b> Activity: Pupils visit a gallery of 20 images you have set up, with captions. Pupils have to prepare a PowerPoint display in which they use only 6 images that best show the key features of art and architecture. But which will they choose and why?</p> <p>Comparison with modern day Islam – Malala/linked to EVS topic.</p>	At the Movies: Devise questions surrounding the cinema in the 20 <sup>th</sup> C relating to change, cause, similarities and difference as well as significance. How has the cinema changed?	The Beautiful Game: Develop a chronology of the changes of football locally, in Britain and the world. Provide clear changes in different periods of time answering how and why football has changed in the 20 <sup>th</sup> C.	The Swinging 60s: How did people spend their leisure time in the 1960s. Interview someone who was growing up at that time and look at primary and secondary sources to write a narrative or diary entry. Compare to today's children and look at similarities/differences, continuity and change.	The Gogglebox: Understand how our knowledge of the past is constructed from a range of sources and that different versions of the past may exist. Learn how and why television became a popular leisure activity. Understand how important TV is to British people and how advertising has changed.	Technology: Construct informed responses that involve organisation of relevant historical information by learning how technology has impacted leisure and entertainment in 21 <sup>st</sup> C. See how changes in 20 <sup>th</sup> C affect our lives today.	Comparing Brandon through the ages.
Tier 2 Vocab	Who? What? Why? How? When? Chronology, centuries, B.C/ A.D, artefacts, primary, secondary, artwork, pictures, paintings, Islam.	Visit Science Museum	Television, cinema, changes, advertising				
Tier 3 Vocab	Empire, century, mosque, House of Wisdom, Caliph, The Caliphate, Muslim, scholar, Muhammad, Allah, civilisation.		Century, decade, opinion, bias, persuasive.				



### Oak Class: One day during Black History Month each year to study Black History/Slavery

Exploring the history of slaves taken from Africa to other countries such as the USA– the chronology of events.

What did the slaves do for their owners and how did it make them feel?

To view the countries on a map and understand how they made the journey.

Study the underground railroad and the attempted escape by many slaves.

The abolition of slavery and equality/civil rights.

Study influential figures such as Martin Luther King Jr and recap on Rosa Parks.

Study what life was like for the slaves after slavery.

### Each class to learn/recap on the reason we celebrate Remembrance Day

Y1	<b>Progression/Assessment Criteria – Powerful Knowledge and Skills for History</b>
	I can explain the different ages of those in my family and how I know this.
	I can put objects in age order using my historical knowledge and explain why I have done this.
	I can give some reasons to describe how my own life is different from lives of people in the past.
	I can talk about why important familiar events happened and what followed as a result using common words & phrases i.e. why we wear poppies; why we have bonfire night, GfOL
	I know that information about the past can be found from a variety of sources.
Y2	<b>Progression/Assessment Criteria – Powerful Knowledge and Skills for History</b>
	I can place significant historical events on a timeline and work out how time has passed between them. (First moon landing, GfOL, When Florence Nightingale was a nurse)
	I can explain talk about some old and new houses in my village- how they are the same and different
	I can explain what life was like for a Victorian child at school compared to us
	I can explain about the significant historical people we have learnt about (Christopher Columbus, Florence Nightingale, Rosa Parks) using historical words and phrases.
	I can explain the difference between primary and secondary sources
	I can ask relevant questions to find out more about the past using sources to understand about the past.



# LTP FOR HISTORY 2024 onwards detailing Powerful Knowledge, Skills and Progression



<b>Y3 / 4</b>	<b>Progression/Assessment Criteria – Powerful Knowledge and Skills for History</b>
	I can place a number of events chronologically on a timeline using appropriate historical terms i. e. BCE, age etc
	I can explain what the significant historical people that we have learnt about did (Julius Caesar, Claudius, Boudica)
	I can explain why Romans have done for us
	I can say when the Anglo Saxons invaded Britain.
	I can explain why Britain was an important country to invade.
	I can use sources to help me answer questions.
	I can explain what I have learnt about the Greeks (Gods, Goddesses, Trojan war, Olympics, Democracy)
	I can explain how Iron age people became more civilised over time using different sources (cave paintings, hill forts, Grimes Graves, farming, flint knappers)
	I can explain what life was like for an Egyptian (including pyramids, Tutankhamun, hieroglyphics, mummification) and how it is different and similar to the lives of the Anglo Saxons
	I can give examples of how the past can be represented and interpreted in different ways using a range of sources to help me talk about different aspects of the past.

<b>Y5/Y6</b>	<b>Progression/Assessment Criteria – Powerful Knowledge and Skills for History</b>
	I can use a time line, historical dates and language in my work.
	I can explain how the Great War & WW2 started, the link between them and the allies.
	I can explain key differences & similarities between WW1 & WW2 (propaganda, evacuation, food rationing holocaust)
	I can explain how reliable the primary and secondary sources are.
	I can explain what the Holocaust is.
	I can explain how & why Europe changed as a result of the wars.
	I can explain who Muhammed was and what he believed in
	I can explain how a religion has impacted on the daily lives and how the city of Baghdad is set up.
	I can look at the changes between ancient Islam and modern-day Islam and why they have happened
	I can explain how leisure activities have changed throughout the 20 <sup>th</sup> C and why
	I can describe how technology has impacted on most areas of life – and debate whether there are negatives of the internet
I can explain what life was like for slaves and why Martin Luther King Jr was so influential	