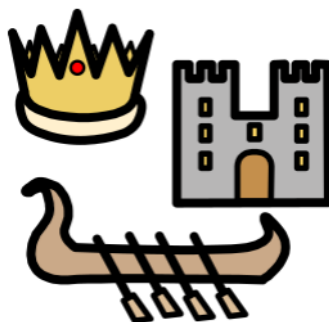




# History

## Subject Intent

At Three Bridges Primary school, we want every child to **learn** the necessary skills to be successful historians. We want to create an **engaging** and **enjoyable** curriculum that fosters a love for the subject and builds the required skills for the child to continue onto the next stage of their learning. By providing an awareness of the general chronology of British and World history, we aim to positively impact on each child's life outside of school. By providing the correct level of scaffold or challenge, we aim for each child to be **ready** for their next step so that they can **achieve** at their appropriate level. Similarly, we aim to provide a **nurturing** and **respectful** learning environment, where every child is able to tackle difficult challenges in a **resilient** way.



## National Curriculum Objectives

EYFS	<p>Past and Present ELG</p> <p>Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
KSI	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>
KS2	<p>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.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>

## Progression of Knowledge and Skills - History

	Chronology	Evidence & Interpretation	Cause & Consequence	Change & Continuity	Similarity & Difference	Historical Significance
Nursery	I can sequence family members by size and name (baby, child, adult) and explain who they are (baby, toddler, child, teenager, adult, elderly) using family photos	I can look at different book editions of traditional tales and recognise which one belongs to my teacher's Gran	I can question why things happen	I can say how I have changed by comparing baby photos of me and photos of me now	I can compare the differences and similarities of me with my other family members	I can talk about important events in my life
Knowledge and end point	A Nursery child will begin to make sense of their own life story and family's history					
Key Vocabulary	Mum, Dad, brother, sister, Granny, Grandpa, baby, child, grown-up, now, then					
Year R	They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling	Comment on images of familiar situations in the past. Children understand the past through stories read in class. They know how to find more information	Children can question why things happen and give simple explanations	Children show an understanding of the past through settings, characters and events encountered in books read in class and storytelling	Children know some similarities and differences between things in the past and now. Compare and contrast characters from stories, including figures from the past	Talk about the lives of the people around them and their roles in society
Knowledge end point	A Reception child can 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					
Key Vocabulary	Simple words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'					

	Chronology	Evidence & Interpretation	Cause & Consequence	Change & Continuity	Similarity & Difference	Historical Significance
<b>Year 1</b> <b>Famous Explorers</b>  <b>Once Upon a Time</b>  <b>Toys</b>	<b>Famous Explorers</b> I can place explorative events on a timeline.	<b>Famous Explorers</b> With support, I can use evidence of explorers' lives to ask questions about the past.	<b>Famous Explorers</b> I can discuss the causes of exploring and what we found out from exploration.	<b>Famous Explorers</b> I can describe changes over a period of time.	<b>Famous Explorers</b> I can use pictures and stories to find out about the past and compare different explorations.	<b>Famous Explorers</b> I can name significant explorers from the past.
	<b>Once Upon a Time</b> I can place events and some artefacts on a timeline.	<b>Once Upon a Time</b> With support, I can observe or handle some evidence to ask questions about the past.	<b>Once Upon a Time</b> I can begin to explain why monarchs built castles and what the consequences of these actions were.	<b>Once Upon a Time</b> I can describe changes and historical events.	<b>Once Upon a Time</b> I can compare the similarities and differences between different castles.	<b>Once Upon a Time</b> I can begin to talk about key events of a significant king/queen or castle.
	<b>Toys</b> I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life.	<b>Toys</b> I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"	<b>Toys</b> I can discuss causes that lead to toys changing.	<b>Toys</b> I can say which toys have stayed the same and which toys have changed overtime.	<b>Toys</b> I can compare toys using pictures from the past and present.	<b>Toys</b> I can name a significant toy from the past.
<b>Knowledge end point</b>	<b>Famous Explorers</b> 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 ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about: The lives of significant individuals in the past who have contributed to national and international achievements.					
	<b>Once Upon a Time</b> 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 ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about the following: The lives of significant individuals in the past who have contributed to national and international achievements.					
	<b>Toys</b> 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					

	<p>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 ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>Pupils should be taught about:</b></p> <p><b>Changes within living memory:</b> Where appropriate, these should be used to reveal aspects of change in national life.</p>
Key Vocabulary	<p><b>Famous Explorers:</b> Explore, explorer, exploration, significant, astronaut, oceanographer, mountaineer, before, after, past, present, monument, same, different, change, continuity, then, now.</p> <p><b>Once Upon a Time</b>  <b>attack:</b> Battle of Hastings, Balmoral Castle, before, Buckingham Palace, change, continuity, <b>coronation,</b> <b>defend,</b> different, drawbridge, <b>king,</b> <b>monarch,</b> monument, moat, now, past, present, present day, <b>protect,</b> <b>queen,</b> Queen Elizabeth II, <b>reign,</b> regal, significant, sceptre, similar, then, Windsor Castle, William the Conqueror</p> <p><b>Toys:</b> Before, after, past, present, old, new, then, now, today, modern, timeline, different, same, favourite</p>
Themes and Concepts	<p><b>Famous Explorers:</b> Exploration and Invasion  <b>Substantive concepts explicitly taught:</b> Exploration, trade</p> <p><b>Once Upon a Time:</b> Power  <b>Substantive concepts explicitly taught:</b> empire, monarchy</p> <p><b>Toys:</b> Society &amp; Community  <b>Substantive concepts explicitly taught:</b> Trade, civilisation, industry</p>

<p>Year 2 Hospitals and Healthcare</p> <p>The Great Fire of London</p>	<p><b>Hospitals and Healthcare</b> I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.</p> <p><b>The Great Fire of London</b> I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.</p>	<p><b>Hospitals and Healthcare</b> I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p><b>The Great Fire of London</b> I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p><b>Hospitals and Healthcare</b> I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p> <p><b>The Great Fire of London</b> I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p><b>Hospitals and Healthcare</b> I can describe changes and the historical events they led to.</p> <p><b>The Great Fire of London</b> I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p><b>Hospitals and Healthcare</b> I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented.</p> <p><b>The Great Fire of London</b> I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.</p>	<p><b>Hospitals and Healthcare</b> I can describe significant people and events from the past and explain why they are important.</p> <p><b>The Great Fire of London</b> I can describe significant people from the past and explain why they are important. I can name a monarch.</p>
<p>Knowledge end point</p>	<p><b>Hospitals and Healthcare</b> 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 ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about: <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><b>The Great Fire of London</b> 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 ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about the following: <i>Events beyond living memory that are significant nationally or globally.</i></p>					
<p>Key Vocabulary</p>	<p><b>Hospitals and Healthcare:</b> Before, after, past, present, old, new, then, now, today, modern, timeline, different, same, similar, compare, decade, century, pioneer, discrimination</p> <p><b>The Great Fire:</b> Evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline</p>					
<p>Themes and Concepts</p>	<p><b>Hospitals and Healthcare:</b> Conflict and Disaster Substantive concepts explicitly taught: Empire, industry</p> <p><b>The Great Fire:</b> Conflict and Disaster Substantive concepts explicitly taught: Monarchy and Civilisation</p>					

<p>Year 3</p> <p>Stone Age to Iron Age</p> <p>The Egyptians</p>	<p><b>Stone age to Iron age (11)</b> I can place ages in order of time and understand the meaning of their names. (Woven throughout) I can use BCE. (Woven throughout)</p> <p><b>The Egyptians</b> I can place events, artefacts and historical figure on a timeline using dates.  With support, I can use BCE and CE.</p>	<p><b>Stone age to Iron age</b> I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence. (1, 3, 9, 10, 11)</p> <p><b>The Egyptians</b> I can suggest suitable sources of evidence for historical enquiries.  I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p><b>Stone age to Iron age</b> I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration and use evidence to support my answers. (7)</p> <p><b>The Egyptians</b> I can suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p><b>Stone age to Iron age</b> I can explain the concept of change over a long period of history using evidence (2, 4, 8)</p> <p><b>The Egyptians</b> I can begin to explain the concept of change over a long period of history.</p>	<p><b>Stone age to Iron age</b> I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. (Woven throughout)</p> <p><b>The Egyptians</b> I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p><b>Stone age to Iron age</b> I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support). (5, 6)</p> <p><b>The Egyptians</b> I can suggest suitable sources of evidence for historical enquiries.  I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>
Knowledge end point	<p><b>Stone age to Iron age</b> 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. <b>Pupils should be taught: Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>Ancient Egyptians</b> 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. <b>Pupils should be taught: The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study.</b></p>					
Key Vocabulary	<p><b>Stone age to Iron age:</b> Artefacts, excavation, archaeologist, <b>continuity</b>, remains, <b>migrate</b>, preserve, agriculture, domestication, <b>significant</b>, mine, ore, alloy, beaker, burial, construct, <b>settlement</b>, palisade, granary, ditch.</p> <p><b>Ancient Egyptians:</b> era, artefact, <b>chronology</b>, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, <b>monarchy</b>, <b>empire</b>.</p>					
Themes and Concepts	<p><b>Stone age to Iron age:</b> Society and Community <b>Substantive concepts explicitly taught:</b> migration, settlement, trade, civilisation, industry</p> <p><b>Ancient Egyptians:</b> Power <b>Substantive concepts explicitly taught:</b> Civilisation, trade, settlement, empire, monarchy, rebellion</p>					



<p>Year 4</p> <p>Ancient Greeks</p> <p>Romans</p>	<p><b>The Ancient Greeks</b> I can place artefacts within their correct age. (1) I can place events, artefacts and historical figures on a timeline using dates. (7) With support, I can use BCE and CE. (7)</p> <p><b>The Romans</b> I can use dates and terms accurately in describing events. (2, 4)</p>	<p><b>The Ancient Greeks</b> I can suggest suitable sources of evidence for historical enquiries. (1, 3,) I can observe evidence to ask about the past and come to conclusions based on what I have seen. (1) I can explain how we find prehistoric evidence. (1)</p> <p><b>The Romans</b> I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. (1)</p>	<p><b>The Ancient Greeks</b> I can suggest causes and consequences of some of the main events and changes in Greece. (5)</p> <p><b>The Romans</b> I can describe causes and consequences of some of the main events and changes in Britain when the Romans invaded. (6)</p>	<p><b>The Ancient Greeks</b> I can begin to explain the concept of change over a long period of history. (Woven throughout)</p> <p><b>The Romans</b> I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity. (8)</p>	<p><b>The Ancient Greeks</b> I can describe similarities and differences between Athens &amp; Sparta. (4)</p> <p><b>The Romans</b> I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p>	<p><b>The Ancient Greeks</b> I can discuss the importance of people and events in time and the significant impact they had on society. I can suggest suitable sources of evidence to find out about significant people/events. (6, 8, 9)</p> <p><b>The Romans</b> I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (3)</p>
<p>Knowledge end point</p>	<p><b>The Ancient Greeks</b> 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. <b>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>The Romans</b> 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. <b>Pupils should be taught about: the Roman Empire and its impact on Britain</b></p>					



Key Vocabulary	<p><b>The Ancient Greeks:</b> civilisations; ceramics; excavate; Crete; trade; complex; export; bronze; import; oligarchy; city-state; outnumber; invasion; empire; retreat; revolt; unified; militaristic policy; tyrant; victorious;</p> <p><b>The Romans:</b> archer; infantry; fleet; annex; military; alliance; legion; emperor; empire; peninsula; tactic; settlement; kingdom; revolt; occupation; outnumber; governor; conquer; fort; defences; civil war; pillage.</p>
Themes and Concepts	<p><b>The Ancient Greeks:</b> Society and Community</p> <p><b>Substantive concepts explicitly taught:</b> civilisation; trade; settlement; empire; monarchy</p> <p><b>The Romans:</b> Exploration and Invasion/ Power</p> <p><b>Substantive concepts explicitly taught:</b> civilisation; trade; settlement; empire; monarchy; rebellion</p>

<p>Year 5</p> <p>Ancient Maya</p> <p>Anglo-Saxons and Vikings</p>	<p><b>Ancient Maya (9)</b> I can use dates and terms accurately in describing events and people. (1)</p> <p><b>The Anglo-Saxons and Vikings (9)</b> I can use BCE and CE. (Woven throughout)</p> <p><i>I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</i></p>	<p><b>Ancient Maya</b> I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past. (3, 6)</p> <p><b>The Anglo-Saxons and Vikings</b> I can suggest sources of evidence to deduce information about the Saxons and Vikings. I can begin to discuss whether the evidence is reliable. (4, 8)</p>	<p><b>Ancient Maya</b> I can describe causes of events and their consequences in Ancient Maya. (9)</p> <p><b>The Anglo-Saxons and Vikings</b> I can suggest and evaluate causes and consequences of some of the main events and changes in Britain. (1, 3)</p>	<p><b>Ancient Maya</b> I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time. (woven throughout unit)</p> <p><b>The Anglo-Saxons and Vikings</b> I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. (6)</p>	<p><b>Ancient Maya</b> I can compare the similarities and differences between civilizations and cultures. (4, 7)</p> <p><b>The Anglo-Saxons and Vikings</b> I can compare similarities and differences between Anglo-Saxon and Viking culture. (5)</p>	<p><b>Ancient Maya</b> I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs. (2, 5, 8)</p> <p><b>Anglo-Saxons and Vikings</b> I can discuss the importance of people and events in time and the significant impact they had on society, using evidence to prove my discussion (with support). (2, 7)</p>
<p>Knowledge end point</p>	<p><b>Ancient Maya</b> 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. <b>Pupils should be taught about: a non-European society that provides contrasts with British history.</b></p> <p><b>Anglo-Saxons and Vikings</b> 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. <b>Pupils should be taught about: Britain's settlement by Anglo-Saxons and Vikings and the struggle for the Kingdom of England.</b></p>					
<p>Key Vocabulary</p>	<p><b>Ancient Maya:</b> historian, archaeologist, artefacts, <b>region</b>, drought, irrigate, crops, porous, limestone, jadeite, <b>settlement</b>, ravine, gjaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port</p> <p><b>Anglo-Saxons and Vikings:</b> Aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priority, raid, rebellion, rebel, Scandinavia, settlement, status, tribe.</p>					
<p>Themes and Concepts</p>	<p><b>Ancient Maya:</b> Power</p> <p><b>Substantive concepts explicitly taught:</b> civilization, trade, settlement, empire, monarchy</p> <p><b>Anglo-Saxons and Vikings:</b> Exploration and Invasion: Humankind going out into the world to find new places, either through discovery, or through force and conflict (invasion).</p> <p><b>Substantive concepts explicitly taught:</b> migration, trade, monarchy, settlement, rebellion</p>					

<p>Year 6</p> <p>WWII</p> <p>Crime and Punishment</p>	<p><b>WWII (9)</b> I can use dates and terms accurately in describing events and people. (3)</p> <p><b>Crime and Punishment</b> I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). (1)</p>	<p><b>WWII</b> I can use sources of evidence to deduce information about the past. (4, 7)</p> <p><b>Crime and Punishment</b> I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate. (3, 5, 6)</p>	<p><b>WWII</b> I can describe some of the causes and consequences of World War 2. (6, 9)</p> <p><b>Crime and Punishment</b> I can describe the social causes of crime and punishment. I can describe the consequences of crimes. (Woven throughout the unit)</p>	<p><b>WWII</b> I can identify periods of rapid change in history and contrast them with times of relatively little change. (5)</p> <p><b>Crime and Punishment</b> I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity. (4, 7)</p>	<p><b>WWII</b> I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. (2)</p> <p><b>Crime and Punishment</b> I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day. (8)</p>	<p><b>WWII</b> I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (1, 7, 8)</p> <p><b>Crime and Punishment</b> I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (2)</p>
<p>Knowledge end point</p>	<p><b>WWII</b> 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. <b>Pupils should be taught: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study, Crime and Punishment</b> 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. <b>Pupils should be taught: changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</b></p>					
<p>Key Vocabulary</p>	<p><b>WWII:</b> republic, <b>citizen</b>, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian, <b>government</b>, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron <b>Crime and Punishment:</b> crime, period, <b>chronology</b>, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation.</p>					
<p>Themes and Concepts</p>	<p><b>WWII:</b> Society and Community <b>Substantive concepts explicitly taught:</b> empire, monarchy, civilisation, rebellion <b>Crime and Punishment:</b> Power/Conflict and Disaster <b>Substantive concepts explicitly taught:</b> empire, monarchy, civilisation, rebellion</p>					