



## History Curriculum Knowledge and Skills Progression Map

### National Curriculum Subject Content

#### **KS1**

Pupils should be taught about:

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

#### **Pupils in KS1 should:**

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework
- Identify similarities and differences between ways of life in different periods.

#### **KS2**

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study (Bristol and the Slave trade)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians)
- The achievements of the earliest civilizations (Ancient Egypt)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history (Mayan civilization c. AD 900)

#### **Pupils in KS2 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
- Make connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and develop the appropriate use of historical terms

<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Address and devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
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## Year 3

	<b>Stone Age to Iron Age in Britain</b>	<b>The Romans</b>	<b>Anglo-Saxons in Britain</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</li> <li>• Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied and understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future</li> <li>• Draws from historical sources and relevant information to makes connections between the</li> </ul>	<ul style="list-style-type: none"> <li>• A timeline is organised in chronological order and can be divided into BC and AD.</li> <li>• The Stone Age came before the Bronze Age which came before the Iron Age.</li> <li>• The ages are named after the main or new materials used for making tools. **</li> <li>• To know how Stone Age people lived by using case study evidence from Skara Brae.</li> <li>• Houses changed over the historical periods from basic animal skin shelters to stone roundhouses to hillforts. **</li> <li>• Stonehenge is a famous monument that was started in the Stone Age but changed through the time period. **</li> </ul>	<ul style="list-style-type: none"> <li>• To know a timeline can be divided into BC and AD.</li> <li>• To know a timeline is organised in chronological order.</li> <li>• To know the meaning of key vocabulary conquered, empire</li> <li>• To know the Roman Invasion coincided with the end of the Iron Age **</li> <li>• To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain **</li> <li>• To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion.</li> <li>• To know and understand the role of Julius Caesar in the</li> </ul>	<ul style="list-style-type: none"> <li>• The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands.</li> <li>• The Angles, Saxons, Jutes and Picts were from other parts of Europe.</li> <li>• The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England.</li> <li>• Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.</li> <li>• Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities.</li> <li>• Anglo-Saxon artefacts and sites are an important source of knowledge</li> </ul>

<p>past and is able to state aspects of the past, from the periods studied, that are relatable to the present day</p>	<ul style="list-style-type: none"> <li>• There are differing viewpoints as to why Stonehenge was built.</li> <li>• Human life changed over the time periods from hunter-gatherer to farming and agriculture. **</li> <li>• In the Iron Age there was a range of economic and social changes. For example, the introduction of money, different towns and defences and an increase in trade and land ownership.</li> <li>• The Celts were the dominant people living in the UK in the Iron Age.</li> </ul>	<p>invasion of Britain and identify the reasons for Julius Caesar wanting to invade Britain***</p> <ul style="list-style-type: none"> <li>• To know and understand the role of Claudius in the invasion of Britain and identify the reasons for Julius Caesar wanting to invade Britain**</li> <li>• That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca.</li> <li>• To know about the relationship between Celts and Romans after each invasion (ie relative peace and trade links) **</li> <li>• To know that the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics) **</li> </ul>	<p>and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life.</p> <ul style="list-style-type: none"> <li>• Early Anglo-Saxons believed in many different Gods and Goddesses.</li> <li>• Through the time period, many Anglo Saxons converted to Christianity, making it the dominant religion in Britain.</li> </ul>
<p><u>Cross-curricular links including themed weeks</u></p>	<ul style="list-style-type: none"> <li>• Art – weaving</li> <li>• English – Stone Age Boy text</li> <li>• Science – Rocks and soils</li> </ul>	<ul style="list-style-type: none"> <li>• Geography – Can locate on a map the key countries the Romans invaded</li> <li>• Art – Roman Soldier portraits</li> <li>• DT – Design and build a Roman settlement</li> </ul>	<ul style="list-style-type: none"> <li>• Art – Designing and making a brooch</li> <li>• RE – Conversion from paganism to Christianity</li> </ul>

		<ul style="list-style-type: none"> <li>English – Information text on the Roman Army</li> <li>Maths – Telling the time on Roman numeral clock faces</li> </ul>	
<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Can sequence key events from a significant era, showing chronological understanding of this era in relation to others</li> <li>Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy</li> <li>Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era</li> <li>Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms</li> <li>Can use a range of sources and understands how knowledge of the past has been constructed</li> </ul>	<ul style="list-style-type: none"> <li>Locate and place events from the Stone Age, Bronze Age and Iron Age.</li> <li>Ask questions about how Stone Age people lived.</li> <li>Organise and communicate historical information using ICT.</li> <li>Use a range of sources to carry out research.</li> <li>Use primary and secondary sources to suggest what the past might have been like.</li> <li>Use historical vocabulary to describe the periods.</li> <li>Identify and describe reasons for and results of changes in the periods.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and place the Romans alongside other significant eras on a timeline, including those both in BC and AD</li> <li>Order artefacts in chronological order</li> <li>Use primary and secondary evidence to find out information about the life of the Celts</li> <li>Compare the attempts of both Caesar and Claudius to invade Britain and explain why Claudius was more successful</li> <li>Compare the different viewpoints of Boudicca's rebellion</li> </ul>	<ul style="list-style-type: none"> <li>Locate and place the Anglo Saxon timeline alongside other significant eras on a timeline</li> <li>Sequence events in the history of England following on from the Roman retreat, to demonstrate how government has changed over time.</li> <li>Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources.</li> <li>Explained and evaluated the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources.</li> <li>Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence.</li> <li>Identify and evaluate the reasons behind the change from paganism to Christianity.</li> </ul>
<b><u>Chronological awareness</u></b>			

- Use a timeline to place historical events in chronological order
- Describe dates of and order significant events from the period studied

**Knowledge and understanding of events, people and changes in the past**

- Use evidence to describe the culture and leisure activities from the past
- Use evidence to describe the clothes, way of life and actions of people in the past
- Use evidence to describe buildings and their uses of people from the past

**Historical Interpretation**

- Explore the idea that there are different accounts of history.

**Historical Enquiry**

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past

<ul style="list-style-type: none"> <li>Ask questions and find answers about the past.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>			
<u>Year 4</u>			
	<b>Victorian Britain</b>	<b>Ancient Egypt</b>	<b>Viking Britain</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</li> <li>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied</li> <li>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future</li> <li>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods</li> </ul>	<ul style="list-style-type: none"> <li>To know the Victorian era was the period of Queen Victoria's reign from 20<sup>th</sup> June 1837 to 22<sup>nd</sup> January 1901.</li> <li>To know the Victorian period comes nearly 800 years after the Anglo Saxon period.</li> <li>Prince Albert was the husband of Queen Victoria and came up with the idea of the Great Exhibition.</li> <li>The Great Exhibition was opened on 1<sup>st</sup> May 1851 and came to an end on 15<sup>th</sup> October 1851.</li> <li>The Great Exhibition was designed to show off the inventiveness and industrial power Britain had.</li> <li>The Victorian period was a time of great inventions.</li> </ul>	<ul style="list-style-type: none"> <li>The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC</li> <li>Egypt is in North Africa and that 90% is a desert area.</li> <li>The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water.</li> <li>The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops.**</li> <li>Ancient Egyptians used hieroglyphics to communicate**</li> </ul>	<ul style="list-style-type: none"> <li>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</li> <li>They travelled in boats called longships and first arrived in Britain around AD 787</li> <li>The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).</li> <li>They were looking for valuable goods like gold and jewels, imported foods and other useful materials.</li> <li>The Vikings also wanted to claim land and tried to take over much of Britain.</li> <li>They invaded and settled in Scotland before heading south to</li> </ul>

<p>studied, that are relatable to the present day</p>	<ul style="list-style-type: none"> <li>• Children worked from an early age as chimney sweeps, servants, workhouses.</li> <li>• The importance of education and going to school became greater.</li> </ul>	<ul style="list-style-type: none"> <li>• The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. **</li> <li>• A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. **</li> <li>• Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars' **</li> <li>• Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed</li> </ul>	<p>places such as York. By AD 878 the Vikings had settled permanently in Britain.</p>
<p><u>Cross-curricular links</u></p>	<ul style="list-style-type: none"> <li>• Art – Victorian portraits</li> <li>• English – Street Child text</li> </ul>	<ul style="list-style-type: none"> <li>• Art – making and painting canopic jars</li> <li>• English – Egyptian Cinderella text, Three Little Pharaohs text, Scarab secret text. Diary entry and adventure story based on Howard Carter.</li> </ul>	<ul style="list-style-type: none"> <li>• DT – designing and making Viking longboats.</li> <li>• English – Nordic fairy tales</li> </ul>
<p><u>Skills</u> <u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> </ul>	<ul style="list-style-type: none"> <li>• Order significant events and dates from the Victorian period on a timeline.</li> <li>• Ask questions and find answers about Queen Victoria.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out and draw conclusions about Egyptian life by looking at artefacts.* * *</li> <li>• Use different resources, including keys, and knowledge of other languages to decode hieroglyphics into English.</li> </ul>	<ul style="list-style-type: none"> <li>• Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and</li> </ul>

<ul style="list-style-type: none"> <li>• Order significant events and dates on a timeline</li> <li>• Describe the main changes in a period in history</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>• Use evidence to describe what was important to people from the past</li> <li>• Use evidence to show how the lives of rich and poor people from the past differed</li> <li>• Describe similarities and differences between people, events and artefacts studied</li> <li>• Describe how some of the things I have studied from the past affect/influence life today</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Look at different versions of the same event in history and identify differences</li> <li>• Know that people in the past represent events or ideas in a way that persuades others</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures,</li> </ul>	<ul style="list-style-type: none"> <li>• Use documents, pictures and photographs, to collect evidence about the Great Exhibition.</li> <li>• Communicate ideas about the past using different genres - writing.</li> <li>• Describe the main changes in inventions during the Victorian period.</li> <li>• Communicate ideas about the past using different genres - drama role-play what life was like for a Victorian child.</li> <li>• Use evidence to describe how the importance of education grew in the period.</li> <li>• Describe how the Victorian school system has influenced present day.</li> <li>• Describe similarities and differences between notable people of the Victorian period.</li> </ul>	<ul style="list-style-type: none"> <li>• Use role-play to deepen understanding of the life of pharaoh. * *</li> <li>• Use creative writing skills to describe historical event.</li> <li>• Use pictures to create a hypothesis and then investigate which evidence could support this. * *</li> <li>• Use primary and secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and subsequent events. * *</li> </ul>	<p>organising information about Viking life.</p> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions prompted from the handing of artefacts.</li> </ul>
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<p>photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past</p> <ul style="list-style-type: none"> <li>• Ask questions and find answers about the past</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>			
<b><u>Year 5</u></b>			
	<b>Ancient Greece</b>	<b>WW2</b>	
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied</li> <li>• Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</li> <li>• Understands how to use a range of sources to develop and</li> </ul>	<ul style="list-style-type: none"> <li>• The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks)</li> <li>• Ancient Greece had a warm, dry climate, as it does today.</li> <li>• Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best known city states are Athens and Sparta.</li> <li>• In Athens, Greek styles of art, architecture, philosophy and theatre were developed.</li> </ul>	<ul style="list-style-type: none"> <li>• The war started on Sep 1<sup>st</sup> 1939 when Nazi Germany invaded Poland.</li> <li>• The leader of the Nazi party was Adolf Hitler.</li> <li>• The war was fought between the allies (Britain, France, USA, Soviet Union) and the axis (Germany, Italy, Japan)</li> <li>• The Holocaust was the persecution, imprisonment and murder of people of the Jewish faith.</li> <li>• Over 6 million Jews were killed.</li> </ul>	<p><b><u>British Week</u></b></p>

<p>deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features</p> <ul style="list-style-type: none"> <li>● Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information</li> </ul>	<ul style="list-style-type: none"> <li>● Athens had a democratic government – people who lived there made decisions by voting.</li> <li>● In Sparta, there was a strong emphasis on military warfare.</li> <li>● In 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them.</li> <li>● The first Olympic games were held in 776 in the city-state Olympia.</li> <li>● The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.</li> <li>● Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour.</li> <li>● Some of our alphabet came from the one that the Ancient Greeks used.</li> <li>● Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.</li> </ul>	<ul style="list-style-type: none"> <li>● Rationing was the fair distribution of food and resources because they were scarce.</li> <li>● The Blitz was the continual bombing of British towns, cities and ports by the Germans.</li> <li>● Children were evacuated from towns and cities, and sent to live with new families in the country.</li> <li>● German messages were coded with the help of the Enigma machine and the mathematicians at Bletchley Park helped decode these messages.</li> <li>● The war in Europe ended in 1945 due to the fight back in France by the Allies at D-Day, weakened axis forces and the suicide of Hitler.</li> <li>● VE Day (Victory in Europe) was celebrated on 8<sup>th</sup> May 1945.</li> <li>● USA and Japan were still at war but this was ended by the American use of atomic bombs on Hiroshima and Nagasaki.</li> </ul>	
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<u>Cross-curricular links</u>	<ul style="list-style-type: none"> <li>• Art – sculpting Greek pots</li> <li>• English – myths and legends</li> </ul>	<ul style="list-style-type: none"> <li>• Art – abstract art based on WW2</li> <li>• English – diary of Anne Frank</li> </ul>	<u>Ghandi (with a focus on the Salt March and the partition)</u>
<p><b>Skills</b></p> <p><b><u>Chronological awareness</u></b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Order significant events, movements and dates on a timeline</li> <li>• Describe the main changes in a period in history</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past.</li> <li>• Give own reasons why changes may have occurred, backed up by evidence.</li> <li>• Describe similarities and differences between some people, events and artefacts studied</li> <li>• Describe how historical events studied affect/influence life today.</li> <li>• Make links between some of the features of past societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g. democracy), and link aspects of life from Athens and Sparta (competitive sport, culture etc) to modern life. Deepen this understanding by devising historically valid questions. * *</li> <li>• Use a range of sources to be able to convey, through creative writing, what life was like for a hoplite soldier (primary: images of body armour, sculptures and art depictions; secondary: text books, the internet and narration from a historian via documentaries) * *</li> <li>• Use maps to study how the Ancient Greeks planned their journeys to trade and compare these with the trade routes of different eras. * *</li> <li>• Note connections and contrasts between modern worldwide religions and</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of people, events and changes.</li> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Using various sources, give reasons for why the war started.</li> <li>• Describe how the events of the Holocaust have affected present day life.</li> <li>• Use reliable sources to describe what life was like in Britain during the war.</li> <li>• Using ICT, present findings and communicate knowledge on life in WW2 Britain.</li> <li>• Note connections between advances in science which had an important impact on the direction of the war.</li> </ul>	<u>British Week</u>

(e.g. religion, houses, society, technology.)

**Historical Interpretation**

- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history
- Give reasons why there may be different accounts of history.
- Evaluate evidence to choose the most reliable forms

**Historical Enquiry**

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical question
- Investigate own lines of enquiry by posing questions to answer

**Organisation and Communication**

knowledge of who the Ancient Greeks worshiped, supported by own research and enquiry. \*\*\*

- Gather, record and present key information from Ancient Greek life at home. Pupils will draw on their skills from previous years to create hypotheses of what life was like for children (in Athens and Sparta) using their research skills to develop and explore their reasoning. \*

<ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>			
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Year 6

	<b>Slavery, the slave trade and its relationship to Bristol</b>	<b>The Tudor Dynasty</b>	
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied</li> <li>Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</li> <li>Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the</li> </ul>	<ul style="list-style-type: none"> <li>The triangular slave trade took place between Europe, West Africa and America.</li> <li>Slaves were captured, sold and chained together.</li> <li>They were transported in ships to Europe or America.</li> <li>There are different viewpoints on how slaves were treated on board ships, depending on the source.</li> <li>Slaves were sold to work on plantations.</li> <li>Edward Colston, who profited from the slave trade, invested money in Bristol, building schools and becoming an important figure.</li> </ul>	<ul style="list-style-type: none"> <li>The Tudors began with the reign of Henry VII after victory at the Battle of Bosworth in 1485.</li> <li>The Battle of Bosworth was also known as the War of the Roses.</li> <li>After Henry VII died, the throne was taken by his son Henry VIII in 1509 until his death in 1547.</li> <li>Henry VIII had six wives: Catherine of Aragon (divorced) Anne Boleyn (beheaded) Jane Seymour (died) Anne of Cleves (divorced) Catherine Howard (beheaded) Katherine Parr (survived)</li> <li>Henry's divorce from Catherine of Aragon meant he was</li> </ul>	<p><u>British Week</u></p>

<p>legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information</li> </ul>	<ul style="list-style-type: none"> <li>• Act for the abolition of the slave trade in Britain signed in 1807.</li> <li>• Slavery Abolition Act signed in 1833.</li> </ul>	<p>excommunicated by the Pope, the leader of the Roman Catholic Church.</p> <ul style="list-style-type: none"> <li>• Henry broke away from the Catholic Church and became the Head of the Church of England.</li> <li>• The Victorian period saw the explorers seek out new lands and discover new resources.</li> <li>• Elizabeth I reigns from 1558 to 1603.</li> <li>• In 1588, the Spanish Armada attempted to invade Britain unsuccessfully.</li> <li>• The Tudor reign ended with the death of Elizabeth I in 1603.</li> </ul>	
<p><u>Cross-curricular links</u></p>		<ul style="list-style-type: none"> <li>● Tudor dance – PE</li> <li>● Sculpture – Art</li> <li>●</li> </ul>	<p><u>The Suffragettes</u></p>
<p><u>Skills</u> <u>Chronological awareness</u></p> <ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Identify and compare changes within and across different periods.</li> <li>• Understand how some historical events occurred</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how some of the things studied from the past affect/influence life today.</li> <li>• Evaluate evidence to choose the most reliable forms</li> <li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline</li> <li>• Describe similarities and differences between some people.</li> </ul>	<p><u>British Week</u></p>

<p>concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past.</li> <li>• Give reasons why changes may have occurred, backed up by evidence</li> <li>• Describe similarities and differences between some people, events and artefacts studied</li> <li>• Describe how some of the things studied from the past affect/influence life today</li> <li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate evidence to choose the most reliable forms.</li> <li>• Know that people both in the past have a point of view and that this can affect interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> <li>• Understand how some historical events occurred concurrently in different locations</li> <li>• Identify and compare changes within and across different periods.</li> </ul>		
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- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past

**Historical Enquiry**

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions
- Investigate own lines of enquiry by posing questions to answer

**Organisation and Communication**

- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT
- Plan and present a self-directed project or research about the studied period

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