



Ashbrook Junior School

Curriculum Subject Progression Overview



History

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.

	Whole School Concept						
	Identity & Diversity	Community	Sustainable Development	Perseverance	Equality & Fairness	Creativity	
Year 3	Stone Age PRIOR LEARNING- Year 2- Pre-history: DINOSAURS <u>Historical Knowledge</u> (constructing and sequencing the past) Have an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of historical terms. Know about key events beyond living memory that are significant nationally			Roman Empire PRIOR LEARNING- Year 2- <u>Historical Knowledge</u> (constructing and sequencing the past) Have an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of historical terms. Know about key events beyond living memory that are significant nationally	Ancient Greece PRIOR LEARNING- Year 2- <u>Historical Knowledge</u> (constructing and sequencing the past) Have an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of historical terms. Know about key events beyond living memory that are significant nationally		



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	<p>or globally. <u>History Concepts</u> (change and development, cause and effect, significance) Explore and recognise why events happened and what happened as a result. Identify and explain valid causes and effects for some of the main events covered. Historical Enquiry (planning and carrying out a historical enquiry, using source evidence) Understand some of the ways in which they find out about the past and identify different ways in which it is represented. Ask and answer questions using historical sources to show understanding of key events.</p>			<p>or globally. <u>History Concepts</u> Explore and recognise why events happened and what happened as a result. Identify and explain valid causes and effects for some of the main events covered. Identify why certain people were significant and explore the impact they had. Historical Enquiry Understand some of the ways in which they find out about the past and identify different ways in which it is represented. Ask and answer questions using historical sources to show understanding of key events.</p>	<p>or globally. <u>History Concepts</u> (change and development, cause and effect, significance) Explore and recognise why events happened and what happened as a result. Identify why certain people were significant and explore the impact they had. <u>Historical Enquiry</u> Understand some of the ways in which they find out about the past and identify different ways in which it is represented. Ask and answer questions using historical sources to show understanding of key events.</p>	
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	<p>•WALT understand what the first people in Britain were like. (30,000BC)</p> <ul style="list-style-type: none"> • Know that early Stone Age people lived in caves or very simple shelters • Know that they made stone tools and survived by hunting and fishing • Know some of the animals that lived in Palaeolithic Britain e.g. woolly mammoths, straight-tusked elephants, giant oxen (aurochs), hippos, cave lions etc. <p>WALT understand what life was like in the Mesolithic Period (8000BC to 4500BC)</p> <ul style="list-style-type: none"> • Know that Britain was linked to Europe by a strip of land called Doggerland • Know that settlements were set up along riverbanks and the British coast 			<p>•WALT understand how the Romans conquered Britain.</p> <ul style="list-style-type: none"> • Know that an Empire is a group of countries ruled over by a person, government or country. • Know that Julius Caesar tried to invade Britain but failed (54-55BC) and that Emperor Claudius succeeded in invading Britain (43AD) • Know some of the key features of the roman military e.g. people (legionaries, auxiliaries), structure (legions, centuries, centurion), weapons and armour • Know that the army was made up of soldiers from across the empire e.g. Syrians, Aurelian Moors, community of Aballava <p>WALT understand who Boudica was.</p>	<p>WALT understand what life was like in Ancient Greece.</p> <ul style="list-style-type: none"> • Know some key features of Ancient Greek life: homes, family, pastimes, food, fashion, jobs, art • Know some of the key features of Ancient Greek military e.g. hoplite foot soldier, phalanx formation, weaponry, cavalry, warships etc. <p>•WALT understand that the Ancient Greek's believed the gods/goddesses watched over them</p> <p>WALT understand what was life like in Athens</p> <ul style="list-style-type: none"> • Know that Athens was ruled by democracy • Know that Athens was the richest and largest city-state in ancient Greece • Know that Athens was near the sea so had its own fleet of 	
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	<ul style="list-style-type: none"> • Know that humans lived a hunter-gatherer lifestyle How did life change during the Neolithic Period? (4000BC to 2500BC) • Know that Doggerland flooded and Britain became an Island at the start of this period <p>WALT understand what life was like in the Neolithic period</p> <ul style="list-style-type: none"> • Know that people learned to farm and settled in small communities • Know that Skara Brae is a Neolithic settlement and know some of the key discoveries e.g. houses, people • Know that they buried their dead in tombs and built huge stone circles for outdoor ceremonies <p>WALT understand how the Bronze Age started and how</p>			<ul style="list-style-type: none"> • Know some key events and features of Boudica’s life. • Know that Boudica rebelled and the reasons for that rebellion • Know what life was like for people living in tribes e.g. Iceni <p>WALT understand what life was like in Roman Britain.</p> <ul style="list-style-type: none"> • Know key features of a Roman villa in Britain • Know key features of Roman culture in Roman Britain e.g. clothes, pastimes, foods etc. • Know similarities and differences of life for Roman women in Britain and women in tribes <p>WALT understand why Hadrian’s wall was built.</p> <ul style="list-style-type: none"> • Study the battles between the Romans and tribes of Scotland. 	<p>ships and could trade easily</p> <ul style="list-style-type: none"> • Know some of the key roles of men, women and children in Athens. <p>WALT be able to compare life in Athens and Sparta</p> <p>What was life like in Sparta?</p> <ul style="list-style-type: none"> • Know that Sparta was ruled by an oligarchy of two Kings and a council of elders • Know that Sparta was inland and didn’t have a coast so didn’t trade but raided from neighbours • Know some of the key features of Sparta training for life as a soldier • Know some of the key roles of men, women and children in Athens. <p>What impact have the Ancient Greeks had on the modern world?</p>
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	<p>bronze was made and used.</p> <p>WALT understand the lives of people in the Iron Age and how life had developed from the Bronze Age.</p>			<ul style="list-style-type: none"> • Understand what Hadrian’s wall was and why it was built. How did Britain change during Roman Rule? • Know that building roads were an important part of trying to conquer and control Britain • Know that Romans built aqueducts throughout Britain <p>WALT understand why the Romans left Britain.</p> <ul style="list-style-type: none"> • Know that Romans left Britain as the City Rome was under attack and the empire was falling apart. (410AD) 	<p>WALT understand that the Olympics were important to the Ancient Greeks and the legacy lives on</p> <ul style="list-style-type: none"> • Know that the Ancient Greek government and law has influenced modern day life e.g. democracy, trial by jury, lawful equality • Know that Ancient Greek culture has influenced modern day life: mythology, theatre, pottery 	
	<p>Skills:</p> <p>Cause and Consequence- Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. changes took place during the Neolithic period.</p>					



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	<p>Source Enquiry- Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' Is aware that some sources may be more useful than others in answering certain historical questions.</p> <p>Similarity and Difference- Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages or a development made by the Romans. Can see links between changes, and begin to identify types of change. Will demonstrate an awareness of the significance of change and its impact.</p> <p>Significance- Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality.</p> <p>Interpretation- Can identify a number of ways in which two versions of the same account may differ. Can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer. Can identify a number of ways in which the interpretations are the same and also different.</p>					
Year 4	<p>Eyam Plague Village LINKED LEARNING-</p> <p>WALT understand what The Great Plague is and how it spread</p> <p>WALT understand how people treated the plague</p> <p>WALT understand how Eyam</p>	<p>Ancient Egyptians LINKED LEARNING- Many cities were developed around a river (Y3 Geog). – The key features of rivers (Y3 Geog) – An empire is a group of countries ruled over by a person, government or country e.g. Ancient Rome (Y3)</p> <p>WALT understand</p>			<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Black history Britain</p> <p>LINKED LEARNING- Studies of human and physical geography of different locations: Amazon Rainforest How and where volcanoes are formed (Y4) – Some countries</p>	



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	<p>responded to the outbreak of the plague</p> <p>WALT be able to compare how towns responded to the outbreak of the plague</p> <p>WALT understand how The Plague impacted Eyam</p>	<p>when and where the Ancient Egyptians lived</p> <ul style="list-style-type: none"> • Know that the ancient civilisation began 5000 years ago and lasted approximately 3000 years • Know some of the key finds that Egyptologists and archaeologists have discovered e.g. Tutankhamun's Tomb, Rosetta Stone etc. <p>WALT understand why the River Nile was so important</p> <ul style="list-style-type: none"> • Know some of the ways the River Nile was used e.g. food and resource, agriculture, travel, transportation of materials • Know that irrigation and the inventions of tools (e.g. shaduf) meant that people could effectively farm • Know that their skill in farming meant the 			<p>are affected by extreme weathers, earthquakes and tsunamis (Y6 Geography)</p> <p>Slavery- Roman Britain (Y3), Vikings (Y4), Ancient Egypt (Y4) – How the British Empire evolved during the Victorian era and that many of those countries still remain part of the commonwealth (Y6)</p> <p>WALT understand the early history of Black History</p> <ul style="list-style-type: none"> •The first Black people in Britain arrived as soldiers in the Roman armies and settled e.g. The Ivory Bangle Lady •under the rule of Septimus Severus, a Black Roman Emperor based in York •larger black communities have been present since at least 1500 	
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		<p>civilisation became rich</p> <p>WALT understand what the Ancient Egyptians believed</p> <ul style="list-style-type: none">• Know that the ancient Egyptians believed there were many gods and goddesses• Know that the rulers of ancient Egypt were called Pharaohs• That Tutankhamun was a child pharaoh who spend his reign undoing many of the laws imposed by his father Akhenaten• Know that priests played an important role in ancient Egypt, providing daily offerings and conducting rituals• Know some of the key stages and processes of mummification• Know why the ancient Egyptians built the pyramids <p>WALT understand</p>			<ul style="list-style-type: none">• People of African origin lived in many different locations in Tudor England, and did a variety of respected jobs e.g. John Blanke <p>WALT understand the Transatlantic Slave Trade</p> <ul style="list-style-type: none">• The transatlantic slave trade was the largest forced migration in history• 1562 John Hawkins travels to Sierra Leone where 300 people are kidnapped and forced into enslavement.• From 1607, England began developing colonies in the Americas and began to use enslaved labour within them• 1672 The Royal African Company was formed in England to manage the trading of enslaved people.• From 1807, the trading of enslaved people in the British	
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		<p>what life was like for the ancient Egyptians.</p> <ul style="list-style-type: none">• Know some of the key features of life in ancient Egypt: pastimes, food, clothing, housing, jobs• Know some of the similarities and differences between the lives of rich and poor children <p>What happened to the ancient Egyptians?</p>			<p>Empire was abolished. However, it does not free people who are enslaved.</p> <p>WALT understand the experience of people travelling on The Empire Windrush</p> <ul style="list-style-type: none">•The HMT Empire Windrush was a ship which travelled from the Caribbean to Britain in 1948.•Britain needed more workers to rebuild the country after World War Two.•The British Government passed a new law allowing people from the Caribbean to live and work in Britain.•Britain used adverts to ask them to move to Britain.•Between 1948 and 1971, over half a million people from the Caribbean settled in the UK.•Caribbean people	
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					<p>who moved to the UK were known as the Windrush Generation.</p> <ul style="list-style-type: none">•Some Caribbean people were made to feel unwelcome in Britain and were discriminated against•Laws put in place to protect the rights of black people living in Britain <p>WALT understand the experiences of some of the Windrush Generation</p> <ul style="list-style-type: none">•1963 The Bristol Bus Boycott is organised to protest against racism.•1976 The Race Relations Act is passed and the Commission for Racial Equality is established.•1987 The first Black members of parliament are elected. <p>WALT be able to discuss our feelings</p>	
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					about a historical issue <ul style="list-style-type: none">•2020 The Black Lives Matter movement- Protests demanding racial equality are accompanied by the removal of statues dedicated to people involved with the enslavement of people.	
	<p>Skills:</p> <p>Cause and Consequence- Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied. Can understand that the same event can result in both positive and negative effects.</p> <p>Source Enquiry- Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of how black people were treated. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.</p> <p>Similarity and Difference- Can explain why certain changes and developments were of particular significance within topics and across time periods. Can provide a comprehensive list of the changes of Crime and Punishment within the period studied. Will identify links between the changes. Will provide a clear rationale for why one change could be considered to be more important than others. May provide insightful ideas about whether some things did not change very much within a period and why</p> <p>Significance- Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme. E.g achievements of Ancient Egyptian civilisation. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today.</p>					



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	Interpretation- Can identify a range of ways in which two or more accounts of the same event differ. Can comment on a range of possible reasons for the differences in a number of accounts.					
Year 5	<p>Anglo Saxons - Britain's settlement by Anglo-Saxons.</p> <p>LINKED LEARNING- Throughout history, Britain has been shaped by invaders and settlers: Stone Age (Y3), Roman Britain (Y3) Cities have been developed around rivers (Geography) Forts and Castles have been used over time for protection and control (Y3)</p> <p>WALT be able to make a chronology of events</p> <ul style="list-style-type: none"> • Know that the Anglo Saxons invaded Britain in 449AD and know they were invited to help defend the Celts against the Picts and 	<p>Vikings -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>LINKED LEARNING- Anglo-Saxons (Y5)</p> <p>WALT be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Scandinavia)</p> <p>WALT be able to timeline the changes in British history between the end of The Roman occupation of Britain and 1066</p> <p>WALT understand Viking raids, invasions and further</p>		<p>Mayans</p> <p>LINKED LEARNING- The names of the seven continents and five oceans (Y3 Geography) – The UK is in Europe which is one of the seven continents (Y3) People have invaded and settled in the United Kingdom throughout History (Anglo-Saxons, Vikings, Stone Age)</p> <p>WALT understand who the Maya were and where did they live</p> <ul style="list-style-type: none"> • Know that the Maya were hunter-gatherers who settled (2000BC) and eventually settled and farmed • Know some of the 	<p>Moon landing and space travel</p> <p>WALT be able to compare a range of historically significant people and events from across different periods of history and explain why they were significant</p> <p>WALT understand how to check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why</p> <p>WALT be able to use a range of sources to</p>	<p>Industrial Revolution -Local study</p> <p>WALT be able to order events in chronological order for the period</p> <ul style="list-style-type: none"> • Britain was largely made up of rural communities prior to the Industrial Revolution • Prior to the Industrial Revolution, much work was made up of farming and home craft trades <p>WALT understand that The Industrial Revolution is a period of technological change that led to mass production and faster transport</p> <ul style="list-style-type: none"> • Water was important in being able to power steam-based technologies



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	<p>Scots then they decided to stay.</p> <ul style="list-style-type: none"> • To know that the Anglo Saxons were made of three tribes the Angles, Saxons and Jutes and they came from Denmark Holland and Germany. <p>WALT understand what Anglo Saxon life was like.</p> <ul style="list-style-type: none"> • To know what Anglo Saxons houses were like. • Know that there was a long hall in in every Anglo-Saxon village that was used as a meeting place. • Know that most Anglo Saxons were farmers but would fight at warriors for their thanes. <p>WALT understand what the Anglo Saxons believed.</p> <ul style="list-style-type: none"> • To know that when the Anglo Saxons first invaded Britain they were pagans • To know that in 596 	<p>invasions (including Danegeld)</p> <p>WALT be able to place on a timeline some of the key conflicts between the Vikings and the Anglo-Saxons</p> <p>WALT understand that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England (to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan)</p> <p>WALT understand that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England (to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan)</p> <p>WALT be able to</p>		<p>key finds archaeologists have made and what they have told us about the Maya</p> <ul style="list-style-type: none"> • Know that carvings, murals and sculptures can tell us about Mayan life <p>WALT understand how the Maya produced food</p> <ul style="list-style-type: none"> • Know that food was produced by hunting, foraging and farming • Know that Mayans used three types of farming: Raised Field, Terrace Farming, Shifting Cultivation • Know some of the foods Mayans farmed and how they did it: maize, beans, squash, chillies, tomatoes, cotton, cocoa and vanilla • Know that trade was important to the Maya <p>WALT understand what life was like for the Maya</p> <ul style="list-style-type: none"> • Know that the 	<p>make the most accurate interpretation of a historical period</p> <p>WALT be able to compare how life was similar and different for varied groups of people in the same/different time</p>	<p>and this is one of the reasons why major cities are often built near rivers</p> <ul style="list-style-type: none"> •Water was an important part of the development in transport e.g. the use of canals to be able to transport <p>WALT understand the reason why people migrate. People began to move from rural communities into towns and cities to look for work</p> <ul style="list-style-type: none"> •The railway was created and increased transport speeds, connecting up the country •People often lived in cramped housing conditions which led to the spread of diseases <p>WALT be able to name some inventions of the period. (e.g. railway, spinning jenny, steam engine, electrical</p>
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	<p>the Roman Christian church sent missionaries to Britain to convert the Anglo Saxons to Christianity.</p> <ul style="list-style-type: none"> • To know that local kings expected their followers to convert to Christianity when they did. • Monasteries were places, where groups of nuns or monks organised worship. <p>WALT understand when the Vikings invade Britain</p> <ul style="list-style-type: none"> • Know that the Vikings raided Lindisfarne in 793AD and know some of the key events • Know that there were first-hand accounts of these raids in historical records (that may show bias) <p>How did the Vikings invade so successfully?</p> <ul style="list-style-type: none"> • Know that Vikings engineered boats 	<p>represent the changing state of Britain throughout the years leading up to 1066</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> •The Vikings came from Scandinavia (modern-day Denmark, Sweden and Norway) •Danelaw split England in two - one half under Anglo-Saxon rule and the other half under Viking rule •Alfred the Great managed to fight back against the Vikings, leading to Danelaw •The Vikings were pushed back, before returning and gaining control of England •Cnut the Great ruled from 1016 to 1035 over England and parts of Scandinavia •In 1066, three men 		<p>Maya built huge amounts of temples, palaces, causeways, schools and marketplaces</p> <ul style="list-style-type: none"> • Know that temples and palaces were built from stone and huts to live in were made from wood and thatch • Know some of the key features of Mayan homes • Know that clothes helped people to identify between rich and poor • Know that the Mayan game called Pok-A-Tok was important in their society <p>WALT understand what the Maya believed.</p> <p>(Compare with Ancient Egypt and Ancient Greece)</p> <ul style="list-style-type: none"> • Know that the Mayans belief was polytheistic (many gods) • Know that ancestor 		<p>telegraph)</p> <ul style="list-style-type: none"> •Over time there were improvements in healthcare due to new technology <p>WALT be able to identify examples of how life was different in Derby as a result of the Industrial Revolution.</p> <p>(e.g. lace industry, terraced housing etc.)</p> <ul style="list-style-type: none"> •Discuss the links between our Industrial Revolution and the Industrial Revolution in modern-day China - Is it fair to try and slow their revolution when the West did the same thing?
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	<p>that could navigate seas and rivers and that this gave them an advantage over others</p> <ul style="list-style-type: none"> • Know that Vikings used rivers, including the river Trent, to invade and control Britain <p>WALT understand what life was like in Viking Britain.</p> <ul style="list-style-type: none"> • Know that Vikings lived in longhouses, with a family sharing one room Did the Vikings ever defeat the Anglo-Saxons? • Know that the Anglo-Saxons and the Vikings fought to control Britain • Know key events and features of Alfred the Great's life • Know that King Alfred divided the country and gave an area known as Danelaw to the Vikings (878AD) Did the Vikings 	<p>thought they should be King</p> <ul style="list-style-type: none"> •Harold Godwinson defeated Harald Hardrada in the Battle of the Stamford Bridge ending Viking interest in England •William the Conqueror defeated Harold Godwinson in the Battle of Hastings - Norman rule of England began 		<p>worship was important to the Maya (similar Ancient Egypt at the time)</p> <ul style="list-style-type: none"> • Know that priests acted between human and supernatural: performing rituals, music, dance and sacrifices <p>WALT understand what happened to the Maya</p> <ul style="list-style-type: none"> • Know that the Maya were conquered and destroyed by Spanish invaders (1600AD) 		
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	<p>invade Nottingham?</p> <ul style="list-style-type: none">• Know that Nottingham was an Anglo-Saxon settlement known as Snotta-inga-ham.• Know that Snotta-inga-ham was captured in 867AD by Danish Vikings and turned into a fortified settlement• Know that Nottingham became part of Danelaw in 878AD					
	<p>Skills:</p> <p>Cause and Consequence- Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain.</p> <p>Source Enquiry- From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?' Can explain why they have made that selection, possibly with some references to utility and reliability.</p> <p>Similarity and Difference- Can independently and confidently provide a comprehensive list of the changes within the period studied. Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g.</p>					



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	<p>decide why one or more changes in the Anglo-Saxon period is of particular importance. Will identify a range of links between the various changes. Can provide insightful ideas about whether some things did not change very much within a period and why this occurred.</p> <p>Significance- Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g the developments made by the Anglo-Saxons. Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.</p> <p>Interpretation- Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. Can explain why there may be differing interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations.</p>					
<p style="text-align: center;">Year 6</p>	<p>WW2</p> <p>LINKED LEARNING- An empire is a group of countries ruled over by a person, government or country e.g. Ancient Rome (Y3), Ancient Egypt (Y4), British Empire (Y4) – London is the capital city of England, situated around the River Thames (Y3 Geography) – The United Kingdom is an Island in Europe</p>	<p>Crime and Punishment (Victorians)</p> <p>LINKED LEARNING- Romans, Anglo-Saxons, Industrial Revolution all linked</p> <p>WALT understand what the Romans believed about crime and punishment</p> <p>The Romans designed their punishments to discourage potential criminals.</p> <ul style="list-style-type: none"> ●How you were punished depended on who you were and your position in 				<p>Kedleston Hall</p> <p>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>LINKED LEARNING- An empire is a group of countries ruled over by a person, government or country e.g. Ancient Rome (Y3), Ancient Egypt (Y4), British Empire (Y4) – London is the capital city of England, situated</p>



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	<p>and was once connected by land to the continent (Y3 Geography) –etc. People emigrating to the UK between 1948 and 1971 from Caribbean countries have been labelled the Windrush generation (Y4)</p> <p>WALT understand why Britain declared war on Germany.</p> <ul style="list-style-type: none"> • Know some of key events leading up to the invasion of Poland e.g. Kristallnacht • Know that Neville Chamberlain was the Prime minister at the time Britain declared war and was succeeded by Winston Churchill <p>WALT understand what happened during the Blitz and what was its impact.</p> <ul style="list-style-type: none"> • Know that the 	<p>Roman society.</p> <ul style="list-style-type: none"> • Whipping and fines were the most common punishments. • Wooden shoes were sometimes placed on the feet of prisoners, making escape difficult. • For very serious crimes you could be killed by crucifixion, thrown from a cliff, into a river or even buried alive. <p>Crucifixion was saved for serious crimes such as revolts against the empire.</p> <p>WALT understand how the legal system worked in Anglo-Saxon Britain.</p> <p>Anglo-Saxon people accused of a crime had a trial.</p> <ul style="list-style-type: none"> • an ordeal would take place when decision could not be made • no prisons- punishments including stoning, 				<p>around the River Thames (Y3 Geography) – The United Kingdom is an Island in Europe and was once connected by land to the continent (Y3 Geography) –etc. People emigrating to the UK between 1948 and 1971 from Caribbean countries have been labelled the Windrush generation (Y4)</p> <p>WALT order events in chronological order for events that happen during the studied period</p> <ul style="list-style-type: none"> • Kedleston Hall is in Derbyshire, just outside the city centre • Kedleston Hall is classed as a local place of historical significance • Kedleston Hall was
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	<p>German warfare strategy was called blitzkrieg</p> <ul style="list-style-type: none"> • Know that Eric Irons OBE was an RAF veteran from Nottingham. • Know that he moved to Nottingham from Jamaica after WWII and eventually became the UK's first Black Magistrate • Know some of the ways the Blitz affected life in Britain • Know some of the keyways Britain protected itself from attack e.g. air raid shelters, gasmask drills and blackout regulations • Know that Anderson and Morrison shelters were used at home to provide protection= • Know that children were evacuated from cities <p>WALT understand the impact of war on daily life.</p>	<p>whipping and hanging.</p> <p>WALT be able to compare both the modern British and Roman justice system with that of the Anglo-Saxons.</p> <p>WALT understand different punishment methods that were popular during the Tudor period.</p> <p>WALT be able to research the life of a historical figure based on historical sources (understand the experiences of Victorian prisoners). The Victorians looked for alternative ways to hanging people for committing crimes.</p> <ul style="list-style-type: none"> • poor people did not receive enough help from government-turned to life of crime to survive • prisons built-prisoners had to do 				<p>built in the 18th Century</p> <ul style="list-style-type: none"> •The Curzon family owned Kedleston Hall •The Curzon family came from Normandy following the Norman Conquest and lived in the Kedleston area <p>WALT understand how the landed gentry lived. The houses they owned and the parties and events</p> <ul style="list-style-type: none"> •Rich, landed gentry males were expected to become MPs, extending their power <p>WALT understand that Britain had an empire that included India as part of it.</p> <ul style="list-style-type: none"> •George Curzon was an MP who also spent time as the Viceroy of India •Viceroy of India was a role that meant ruling over India <p>WALT investigate our own lines of enquiry by posing</p>
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	<ul style="list-style-type: none">• Know that propaganda was used to provide information about the war and to shape public view• Know that rationing was used to preserve food supplies• Know that conscription was used, and this impacted the workforce• Know some of the duties women undertook in WWII e.g. mechanics, engineers, tank drivers etc. <p>WALT understand the impact of the war on Jewish children.</p> <ul style="list-style-type: none">• Know that the holocaust was a process that started with discrimination against Jewish people and ended with millions of people being killed because of who they were.	<p>very physically demanding tasks</p> <p>WALT be able to reflect on what I have learnt about the history of crime and punishment in Britain.</p>				<p>historically valid questions and using a range of sources to answer these</p> <p>Questions around George Curzon, Suffrage, India.</p> <ul style="list-style-type: none">•George Curzon opposed the campaign for women to get the vote that was led by the suffragettes and suffragists•George Curzon was Foreign Secretary following the First World War•Kedleston Hall is now owned by the National Trust due to financial issues for the Curzon family
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	<ul style="list-style-type: none">• Know that Kindertransport was a British mission to rescue Jewish children and move them out of Nazi Germany• Know some of the experiences of Jewish children at concentration camps• Know that concentration camps were liberated					
		<p>Skills:</p> <p>Cause and Consequence- Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.</p> <p>Source Enquiry- Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.</p> <p>Similarity and Difference- Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars. Will confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights. Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.</p>				



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	<p>Significance- Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. How the Battle of Britain was a turning point. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance.</p> <p>Interpretation- Can confidently and independently identify the different interpretations in a range of topics. Can give a range of valid reasons for the different interpretations in a range of topics. Demonstrate insight into why some aspects of the interpretation may be the same. Will make reference to the differing types of representation.</p>
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