

Disciplinary Knowledge by Class

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| Class 2 | Changes to farming in our community | S&D: Identify how farming is different from the past. S of E: Use artefacts to answer simple questions about the past. C&C: Understand how technology has changed farming |
| | Local Study: Houses and Homes | S&D Identify similarities and differences from the past to now. S of E: Find answers to simple questions about the past. HI: Identify what it was like to live in homes in the past. |
| | The History of the Railways. | C&C: Identify one cause and effect for the development of the railways. HS: Understand how trains have changed over time and put onto a timeline. S&D: Identify how railways have changed over time. |
| | Significant individual: Grace Darling | C&C: Identify one cause and effect for the development of the RNLI. HS: Identify the difference between the past and present in own and other's lives. |
| | Local Study: The school and its community | S&D: Identify how schools are different today from the past. S of E: Find answers to simple questions about schools in the past. HI: Use photographic evidence to find out about the school and community. |
| | Great Fire of London | C&C: Identify one cause and effect for the development of the fire brigade. S of E: Extract evidence from Samuel Pepys' diary to learn more about the Great Fire of London. HS: Sequence events of the Great Fire of London. |
| Class 3 | Local History: Why were castles built in our locality? | HI: Distinguish between different sources of evidence. S&D: Make valid statements about the similarities and differences between different types of castles. HS: Identify when the Battle of Hastings occurred and where this fits in a timeline of other events. |

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| | Changes in Britain from the Stone Age to the Iron Age | SofE: Use sources of evidence to build up a picture of the past. HI: Select what is most significant in a historic event. |
| | Roman Britain | C&C: Understand how the Romans have contributed to the development of our roads. HS: Place historical events onto a timeline. SofE: Use sources of evidence to build up a picture of the past. |
| | Local History: Why did people settle on Clee Hill? | C&C: Understand how Clee Hill has changed over time as a result of quarrying. SofE: Use first hand experiences of local people to find out about Clee Hill in the past. |
| | Beliefs in Ancient Egypt: | SofE: Use images of hieroglyphics and artefacts to build up an image of Ancient Egypt. HS: Know when the Ancient Egyptians were and how it fits in on a timeline with other events. HI: Distinguish between different sources of evidence (Howard Carter's discovery of Tutankhamun compared with a local). S&D: Make valid statements about the similarities, differences and changes (compare Ancient Egyptian festivals to Easter). |
| | Exploring Benin's Big Picture of the Past | SofE: Use a range of evidence to understand how Benin was built. HI: Distinguish between different sources of evidence (Should the Benin bronzes have been taken?). S&D: Make valid statements about similarities and differences. C&C: Understand the cause and effect of the massacre and siege of Benin. |
| Class 4 | The effect of Anglo-Saxons and Scots settlement in Britain: | C&C: Explain the cause and effect of different events (how place names have evolved from the Anglo-Saxon names). HS: Sequence with independence the key events on a timeline. (Anglo-Saxons key events) |

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| | Significant individual: Who was Walter Tull? | HS: Sequence with independence the key events on a timeline. (follow the life of Walter Tull, how he was treated and how his legacy is so important). S&D: Explain the trend of how life in Britain has changed since Walter Tull was alive. |
| | How far did we know the real Queen Elizabeth II? | SofE: Understand how Queen Elizabeth II was depicted on different artefacts. HI: Explain reasons why a particular person was of particular significance. |
| | Chronological Unit: Can laws change over time? | HS: Sequence with independence the key events on a timeline. C&C: Explain the cause and effect of how laws have changed over time. SofE: Comment with confidence on the range of different sources. |
| | Chronology Unit: How important have numbers been over time? | S&D: Address and devise historically valid questions about change (how counting today is different to the past). C&C: Explain the cause and effect of how numbers have changed over time. |
| | The Blitz: all we need to know about World War II? | SofE: Comment with confidence on the different sources of evidence of Britain in the Blitz. C&C: Explain the effects the Blitz had on Britain. HI: Explain how it is possible to have different interpretations of events (looking at WW2 from German perspective). |
| Class 5 | How well did the Anglo-Saxons and Vikings get on with each other? | C&C Consider different types of causes and effects for how the Viking raids led to changes in trade. HI: Confidently use sources of information to follow up a line of enquiry as to whether the Vikings were raiders or settlers or if the Vikings should have sailed to England. |
| | History of the ancient Olympic Games: | HS: Explain independently the sequence of events and society and how the ancient Olympic games influenced the modern games. SofE: Evaluate independently the reliability of a range of sources depicting the ancient Olympic games. |

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| | | S&D: Compare similarities and differences and coherently explaining how the ancient Olympic games compares to the modern games. |
| | The Mayans | SofE: Evaluate independently a range of sources considering reliability and how the source was compiled. C&C: Consider different types of cause and effect including how the Mayans influenced life today. |
| | Ancient Greeks | C&C: Consider different types of causes and effects including how Greek democracy has built the British values of today. SofE: Bring together knowledge of different sources of information to look at the validity of the evidence (do historians know the purpose of items or just suggesting possible solutions). |
| | How has education changed over time (Victorians)? | S&D: Compare similarities and differences and coherently explaining how schools are different today to the Victorian era. SofE: Evaluate independently a range of sources considering reliability and how the source was compiled. |
| | The story of migration to Britain | C&C: Consider different types of cause and effect including how migration has led to a diverse Britain. HI: Compare the significance of key events across history and explain the reasons for different interpretations of events (the migrants view compared to those living in Britain at the time). |