

### Disciplinary Knowledge by Class

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. SofE: 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. SofE: 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. SofE: 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.

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

	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.

		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).