



Year	Nursery		Subject	History			Academic Year 25/26
Prior Knowledge			End Point			Key Vocabulary	
			<ul style="list-style-type: none"> • Communication - Talk about own immediate family and relations and pets. • Observe - In pretend play, imitates everyday actions and events from own family and cultural background. • Describe - Events in their own life. • Research - Can ask questions to develop their own understanding. • Vocabulary - Beginning to understand some talk about immediate past and future. 			Old, New First, Next, Same, different	
	<i>I wonder what makes me so special?</i>	<i>I wonder why we celebrate?</i>	<i>I wonder what changes in winter?</i>	<i>I wonder how plants grow?</i>	<i>I wonder who lives there?</i>	<i>I wonder why trees are green?</i>	
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	
1	Talk about the people who live with us	Explore festivals and family traditions from different cultures inc Christmas, Diwali, Hanukkah	Exploring school's grounds and observing seasonal changes over time.	Exploring family traditions of Shrove Tuesday	Exploring how animals grow over time	Recount and share family experiences of holidays in the UK and abroad	
2	Begin to understand our extended family	Remembrance Day	Explore the festival and family traditions of Lunar New Year	Explore festivals and family traditions from different cultures inc: Easter, Holi and Ramadan			
<p><i>General learning throughout the year:</i></p> <p>Through interactions talking about what they did yesterday, last week, last year.</p> <p>Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's - throughout the year.</p> <p>Learning about the family traditions of children in class from different cultural backgrounds.</p> <p>Learning Feedback times - talking about learning from the previous day / week.</p>							



Year	Reception		Subject	History		Academic Year 25/26
Prior Knowledge			End Point			Key Vocabulary
<ul style="list-style-type: none"> • Communication - Talk about own immediate family and relations and pets. • Observe - In pretend play, imitates everyday actions and events from own family and cultural background. • Describe - Events in their own life. • Research - Can ask questions to develop their own understanding. • Vocabulary - Beginning to understand some talk about immediate past and future. 			<ul style="list-style-type: none"> • Communication - talk about key events, in own lives, about family, friends, other people including significant people. • Observe - show an interest in significant events and experiences in the lives of others, including friends and family members. • Describe - features of objects, people, places at different times, make comparisons. • Research - find out about, people, places, events, objects, ask questions, use different sources to find the answers. • Chronology - order simple experiences in relation to themselves, and others including stories, events, experiences. • Vocabulary - language of time when talking about past/present events in their own lives. 			<ul style="list-style-type: none"> Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same
	<i>I wonder what makes me so special?</i>	<i>I wonder why we celebrate?</i>	<i>I wonder what changes in winter?</i>	<i>I wonder how plants grow?</i>	<i>I wonder who lives there?</i>	<i>I wonder why trees are green?</i>
	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning	Sequence of Learning
1	Talk about our families and our extended family	Exploring school's grounds and observing seasonal changes over time.	Exploring school's grounds and observing seasonal changes over time.	Exploring family traditions of Shrove Tuesday	Exploring animal life cycles and discussing change over time	Talk about how we have changed during the year. What can we do now that we couldn't do at the beginning of the year?
2	Thinking about changes in our life as we grow and get older.	Explore festivals and family traditions from different cultures inc Christmas, Diwali, Hanukkah	Explore the festival and family traditions of Lunar New Year	Explore festivals and family traditions from different cultures inc: Easter, Holi and Ramadan		Recount and share family experiences of holidays in the UK and abroad
3	Look at our school grounds and the history/changes within our school.	Remembrance Day		How has life changed.		
4	Explore, compare and contrast toys past and present					
<p><i>General learning throughout the year:</i></p> <p>Through interactions talking about what they did yesterday, last week, last year.</p> <p>Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's - throughout the year.</p> <p>Learning about the family traditions of children in class from different cultural backgrounds.</p> <p>Learning Feedback times - talking about learning from the previous day / week.</p> <p>Sharing stories from our parents and grandparents time - i.e., Doaaq.</p>						



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Year	Year 1	Subject	History	Academic Year 25/26	
Prior Knowledge		End Point		Key Vocabulary	
<ul style="list-style-type: none"> • Communication - talk about key events, in own lives, about family, friends, other people including significant people. • Observe - show an interest in significant events and experiences in the lives of others, including friends and family members. • Describe - features of objects, people, places at different times, make comparisons. • Research - find out about, people, places, events, objects, ask questions, use different sources to find the answers. • Chronology - order simple experiences in relation to themselves, and others including stories, events, experiences. • Vocabulary - language of time when talking about past/present events in their own lives. 		<ul style="list-style-type: none"> ▶ Recognise the distinction between past and present. ▶ Order and sequence some familiar events and objects. ▶ Identify some similarities and differences between ways of life at different times. ▶ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. ▶ Retell some events from beyond their living memory which are significant nationally or globally. ▶ Describe some changes within their living memory (including aspects of national life where appropriate). ▶ Make simple observations about different people, events, beliefs and communities. ▶ Use sources to answer simple questions about the past. ▶ Identify some of the basic ways in which the past can be represented. ▶ Choose parts of stories and other sources to show what they know about the past. ▶ Describe special or significant events. ▶ Retell simple stories or events from the past. ▶ Use simple historical terms. 		Yesterday Today Tomorrow Same Different Change	
	Sequence of Learning: Family Album	Sequence of Learning: Fire! Fire!	Sequence of Learning: Penguins, Possums and Pigs	Sequence of Learning: Growth and Green Fingers	Sequence of Learning: The Great Outdoors
	Changes within living memory	Events beyond living memory - Great Fire of London			
1	To recognise and talk about the history of ourselves.	To recognise the distinction between past and present. To identify similarities and differences between ways of life in different periods.	N/A	N/A	N/A



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2	To recognise and talk about the history of our family.	To know about sources that help us to find out about the past. To begin to understand the reasons why people acted as they did from a range of sources.	N/A	N/A	N/A
3	To order events of our life into chronological order on a timeline.	To ask and answer questions about the past through observing a range of sources such as objects, pictures, people talking about the past, buildings and written sources. To begin to understand the reasons why people acted as they did from a range of sources.	N/A	N/A	N/A
4	To recognise and talk about how birthdays have changed.	To put the events of The Great Fire of London into chronological order.	N/A	N/A	N/A
5	To recognise and talk about how toys have changed.	To recognise that their own lives are different from the lives of people in the past.	N/A	N/A	N/A
6	To recognise and talk about the history of the British royal family.	N/A	N/A	N/A	N/A
Quiz Questions					



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Year	Year 2	Subject	History	Academic Year 25/26	
Prior Knowledge		End Point		Key Vocabulary	
Year 1 End Point/ Year 2 Prior Knowledge <ul style="list-style-type: none"> ▶ Recognise the distinction between past and present. ▶ Order and sequence some familiar events and objects. ▶ Identify some similarities and differences between ways of life at different times. ▶ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. ▶ Retell some events from beyond their living memory which are significant nationally or globally. ▶ Describe some changes within their living memory (including aspects of national life where appropriate). ▶ Make simple observations about different people, events, beliefs and communities. ▶ Use sources to answer simple questions about the past. ▶ Identify some of the basic ways in which the past can be represented. ▶ Choose parts of stories and other sources to show what they know about the past. ▶ Describe special or significant events. ▶ Retell simple stories or events from the past. ▶ Use simple historical terms. 		Year 2 End Point <ul style="list-style-type: none"> ▶ Order and sequence events and objects. ▶ Recognise that their own lives are similar and / or different from the lives of people in the past. ▶ Use common words and phrases concerned with the passing of time. ▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ▶ Develop awareness of significant historical events, people and places in their own locality. ▶ Ask and answer simple questions about the past through observing and handling a range of sources. ▶ Consider why things may change over time. ▶ Recognise some basic real Choose parts of stories and other sources to show what they know about significant people and events. ▶ Talk about what / who was significant in simple historical accounts. ▶ Demonstrate simple historical concepts and events through role-play, drawing and writing. ▶ Use a variety of simple historical terms and concepts 		Past Present Future Important Event Era Artefacts Time Order	
	Sequence of Learning: Family Album	Sequence of Learning: Fire! Fire!	Sequence of Learning: Penguins, Possums and Pigs	Sequence of Learning: Growth and Green Fingers	Sequence of Learning: The Great Outdoors
	Changes within living memory	Events beyond living memory - Great Fire of London			
1	To recognise and talk about the history of ourselves.	To recognise the distinction between past and present. To identify similarities and	N/A	N/A	N/A



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		differences between ways of life in different periods.			
2	To recognise and talk about the history of our family.	To know about sources that help us to find out about the past. To begin to understand the reasons why people acted as they did from a range of sources.	N/A	N/A	N/A
3	To order events of our life into chronological order on a timeline.	To ask and answer questions about the past through observing a range of sources such as objects, pictures, people talking about the past, buildings and written sources. To begin to understand the reasons why people acted as they did from a range of sources.	N/A	N/A	N/A
4	To recognise and talk about how birthdays have changed.	To put the events of The Great Fire of London into chronological order.	N/A	N/A	N/A
5	To recognise and talk about how toys have changed.	To recognise that their own lives are different from the lives of people in the past.	N/A	N/A	N/A
6	To recognise and talk about the history of the British royal family.	N/A	N/A	N/A	N/A
Quiz Questions					



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Year	Year 3	Subject	History			Academic Year 25/26		
Prior Knowledge			End Point			Key Vocabulary		
Year 2 End Point <ul style="list-style-type: none">▶ Order and sequence events and objects.▶ Recognise that their own lives are similar and / or different from the lives of people in the past.▶ Use common words and phrases concerned with the passing of time.▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.▶ Develop awareness of significant historical events, people and places in their own locality.▶ Ask and answer simple questions about the past through observing and handling a range of sources.▶ Consider why things may change over time.▶ Recognise some basic read Choose parts of stories and other sources to show what they know about significant people and events.▶ Talk about what / who was significant in simple historical accounts.▶ Demonstrate simple historical concepts and events through role-play, drawing and writing.▶ Use a variety of simple historical terms and concepts			Year 3 End Points <ul style="list-style-type: none">▶ Use some dates and historical terms when ordering events and objects.▶ Demonstrate awareness that the past can be divided into different periods of time.▶ Explore trends and changes over time.▶ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.▶ Describe some aspects of the Roman Empire and recognise its impact on Britain.▶ Demonstrate knowledge of aspects of history significant in their locality.▶ Use sources to address historically valid questions.▶ Recognise that our knowledge of the past is constructed from different sources of evidence.▶ Recognise that different versions of past events may exist.▶ Describe some of the ways the past can be represented. <ul style="list-style-type: none">▶ Discuss some historical events, issues, connections and changes.▶ Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology.			Chronological Significant Power Development Compare Contrast Influence BC and AD Ancient Civilisation		
	Sequence of Learning : There's No place Like Home- Local History	Sequence of Learning : Healthy Humans 3D clay or textile sculpture	Sequence of Learning: Rock and Roll- Ancient Britain - Stonehenge			Sequence of Learning : The Iron Man	Sequence of Learning : What the Romans did for Us- Roman Britain	
1	Visit to Newarke Houses to explore the history of Leicester. LO: to make some links between and across periods, such as the		LO: To find out what happened in the Stone Age. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.				LO: To understand where the Roman Empire began. The Roman Empire and its impact on	



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	differences between clothes, food, buildings or transport.					Britain Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.
2	LO: To compare maps of our local area around school- use digimaps.		LO: to understand what a 'hunter-gather' is and tools that were used. Take part in an archery session to understand a method of hunting.			LO: To establish a chronological understanding of the Roman Invasion of Britain. Successful invasions by Claudius and conquest. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.
3	LO: To order local buildings in chronological order.		LO: To find out what people ate in the Stone Age and how their diet changed. <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>			LO: To look at the events of 'Boudicca's Rebellion' from different perspectives. British Resistance Construct informed responses that involve thoughtful selection and organisation of relevant historical information
4	LO: To use methods of		LO: To find out what we know about Skara Brae.			LO: To explore Roman



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	historical enquiry, and how evidence is used sources to find out about Alice Hawkins.		Visit http://www.steveflanagan.co.uk/media/tours/skarabrae/orkney.html			mosaics and create a mosaic. Impact of technology, culture and beliefs - Roman Mosaics <i>Understand how our knowledge of the past is constructed from a range of sources.</i>
5	LO: To understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this- local study of statues. Why are these people important to Leicester?		LO: To look at different homes from the Palaeolithic, Mesolithic and Neolithic times. <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i>			LO: To discover and use facts about Roman Gods. Impact of technology, culture and beliefs - Roman Gods <i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i>
6			LO: To create pictures in the style of cave paintings. <i>Understand how our knowledge of the past is constructed from a range of sources.</i>			LO: To discover facts about Roman Roads and find out where they were built. Impact of technology, culture and beliefs - Roman Roads <i>Address historically valid questions about</i>



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						<i>change, cause, similarity and difference, and significance.</i>
Quiz Questions						



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Year	Year 4	Subject	History		Academic Year 25/26
Prior Knowledge		End Point			Key Vocabulary
Year 2 End Point <ul style="list-style-type: none">▶ Order and sequence events and objects.▶ Recognise that their own lives are similar and / or different from the lives of people in the past.▶ Use common words and phrases concerned with the passing of time.▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.▶ Develop awareness of significant historical events, people and places in their own locality.▶ Ask and answer simple questions about the past through observing and handling a range of sources.▶ Consider why things may change over time.▶ Recognise some basic realia Choose parts of stories and other sources to show what they know about significant people and events.▶ Talk about what / who was significant in simple historical accounts.▶ Demonstrate simple historical concepts and events through role-play, drawing and writing.▶ Use a variety of simple historical terms and concepts		Year 3 End Points / Year 4 Prior Knowledge <ul style="list-style-type: none">▶ Use some dates and historical terms when ordering events and objects.▶ Demonstrate awareness that the past can be divided into different periods of time.▶ Explore trends and changes over time.▶ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.▶ Describe some aspects of the Roman Empire and recognise its impact on Britain.▶ Demonstrate knowledge of aspects of history significant in their locality.▶ Use sources to address historically valid questions.▶ Recognise that our knowledge of the past is constructed from different sources of evidence.▶ Recognise that different versions of past events may exist.▶ Describe some of the ways the past can be represented.▶ Discuss some historical events, issues, connections and changes.▶ Select and organise historical information to present in a range of ways.▶ Use relevant historical terms and vocabulary linked to chronology.	Year 4 End Points <ul style="list-style-type: none">▶ Use dates and historical terms when ordering events and objects.▶ Identify where people and events fit into a chronological framework.▶ Explore links and contrasts within and across different periods of time.▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.▶ Use sources to address historically valid questions and hypotheses.▶ Recognise how sources of evidence are used to make historical claims.▶ Recognise why some events happened and what happened as a result.▶ Identify historically significant people and events in different situations.▶ Discuss significant aspects of, and connections between, different historical events.▶ Select and organise relevant historical information to present in a range of ways.▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.		Chronological Significant Power Development Compare Contrast Influence BC and AD Ancient Civilisation Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure
	Sequence of Learning: Sparks Might Fly	Sequence of Learning: The Great Plague	Hunted	Sequence of Learning: Water, Water Everywhere	Sequence of Learning: Passport to Europe



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				What were the greatest achievements of Ancient Egypt?	
1		To understand what London was like in 1665-1666.		What is the chronology of Ancient Egypt?	
2		To understand more about the Great Plague.		What was life like in early Egypt?	
3		To understand what help there was for people during the Plague.		Did the Ancient Egyptians write anything down?	
4		To understand what happened to people who caught the plague.		Who were the Egyptian gods?	
5		To know more about the victims of the plague.		What did the Ancient Egyptians believe about the afterlife?	
6		To understand what happened at Eyam.		How were the pyramids built?	
7				What were the consequences of invasion on the Old Kingdom of Ancient Egypt?	
8				What were the success of the New Kingdom?	
9				Who was Ramses II?	
10				How did the Egyptian Empire end?	
Quiz Questions					



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Year	Year 5	Subject	History	Academic Year 25/26
Prior Knowledge		End Point		Key Vocabulary



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<ul style="list-style-type: none">▶ Use dates and historical terms when ordering events and objects.▶ Identify where people and events fit into a chronological framework.▶ Explore links and contrasts within and across different periods of time.▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.▶ Use sources to address historically valid questions and hypotheses.▶ Recognise how sources of evidence are used to make historical claims.▶ Recognise why some events happened and what happened as a result.▶ Identify historically significant people and events in different situations.▶ Discuss significant aspects of, and connections between, different historical events.▶ Select and organise relevant historical information to present in a range of ways.▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.	<p>Year 5 End Points / Year 5 Prior Knowledge</p> <ul style="list-style-type: none">▶ Use dates and appropriate historical terms to sequence events and periods of time.▶ Identify where people, places and periods of time fit into a chronological framework.▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales.▶ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.▶ Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world.▶ Describe key aspects of a non-European society such as the early Islamic civilisation.▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses.▶ Recognise how our knowledge of the past is constructed from a range of sources.▶ Evaluate sources and make simple inferences.▶ Choose relevant sources of evidence to support particular lines of enquiry.▶ Discuss and debate historical issues.▶ Use appropriate vocabulary when discussing and describing historical events.▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.▶ Choose relevant ways to communicate historical findings. <p>Year 5 End Points</p> <ul style="list-style-type: none">▶ Use dates and a wide range of historical terms when sequencing events and periods of time.▶ Develop chronologically secure knowledge of the events and periods of time studied.▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.▶ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.▶ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.▶ Regularly address and sometimes devise historically valid questions and hypotheses.▶ Give some reasons for contrasting arguments and interpretations of the past.▶ Describe the impact of historical events and changes.▶ Recognise that some events, people and changes are judged as more significant than others.▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues.▶ Use appropriate vocabulary when discussing, describing and explaining historical events.▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.▶ Choose the most appropriate way of communicating different historical findings	<p>empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan, hostile, idol, Scandinavia, priory, monk.</p> <p>historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajar, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port</p>		
Sequence of Learning: Fitter, Higher, Stogner	Sequence of Learning: Food Glorious Food	Sequence of Learning: Earthlings	Sequence of Learning: Inventors and Inventions	Sequence of Learning : A Kingdom United Richard III



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				What similarities and differences are there between the Maya civilisation and England from the 8 th to the 10 th Century?	
1	What were the greatest achievements of Ancient Greece?	N/A	N/A	Where and when did the Maya live?	Who was Richard III?
2				What made the Maya civilization so successful?	When and why did Richard III become king (timeline)?
3	What can excavations tell us about early Greece?			How do we know about the Maya?	What led to Richard III becoming king (family tree)?
4	What was life like in early Greece?			How were the Maya ruled?	What are symbols of power?
5	How did the Minoans trade in early Greece?			How was Anglo-Saxon England ruled?	Are all sources of evidence reliable?
6	What was life like in Athens and Sparta?			What do we know about the Maya City States and the Anglo-Saxon Kingdoms?	What happened at the Battle of Bosworth?
7	How did the city-states overcome the Persian invasion?			How do the leaders of the Maya and the Anglo-Saxons compare?	What can archaeologists deduce from what they find?
8	What was life like in the city-states after the Persians retreated?			How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive?	How was archaeological evidence used to identify the remains of Richard III?
9				Who was involved in the struggle for power in England from the 8th to the 10th century?	How did Osteology - The study of bones- help archaeologist?
Quiz Questions					



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Prior Knowledge			End Point		Key Vocabulary
Year 6 End Points <ul style="list-style-type: none"> ▶ Use dates and appropriate historical terms to sequence events and periods of time. ▶ Identify where people, places and periods of time fit into a chronological framework. ▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales. ▶ Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. ▶ Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. ▶ Describe key aspects of a non-European society such as the early Islamic civilisation. ▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses. ▶ Recognise how our knowledge of the past is constructed from a range of sources. ▶ Evaluate sources and make simple inferences. ▶ Choose relevant sources of evidence to support particular lines of enquiry. ▶ Discuss and debate historical issues. ▶ Use appropriate vocabulary when discussing and describing historical events. ▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. ▶ Choose relevant ways to communicate historical findings. 			Year 6 End Points <ul style="list-style-type: none"> ▶ Use dates and a wide range of historical terms when sequencing events and periods of time. ▶ Develop chronologically secure knowledge of the events and periods of time studied. ▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. ▶ Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. ▶ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. ▶ Regularly address and sometimes devise historically valid questions and hypotheses. ▶ Give some reasons for contrasting arguments and interpretations of the past. ▶ Describe the impact of historical events and changes. ▶ Recognise that some events, people and changes are judged as more significant than others. ▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues. ▶ Use appropriate vocabulary when discussing, describing and explaining historical events. ▶ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. ▶ Choose the most appropriate way of communicating different historical findings. 		crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation. republic, citizen, state, overthrow, occupation, anti- Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron
	Sequence of Learning : Survival	Sequence of Learning : Britten's got talent	Sequence of Learning: Heroes and Villains Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?	Sequence of Learning : Super Sleuth- How has Crime and Punishment changed over time?	Sequence of Learning : Oh I do like to be beside the seaside
1	N/A	N/A	Where is Germany and what is it like today?	What is crime and punishment?	N/A
2	N/A	N/A	How did Hitler come to	What was crime and	N/A



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			power?	punishment like in Roman Britain?	
3	N/A	N/A	How did Hitler become the leader of Germany?	What was crime and punishment like in the Anglo-Saxon period?	N/A
4	N/A	N/A	How was Europe ruled before the start of WW2?	What was crime and punishment like in the Tudor period?	N/A
5	N/A	N/A	How did Hitler expand Germany?	What was crime and punishment like in the Stuart period?	N/A
6	N/A	N/A	How did the Second World War begin?	What was crime and punishment like in the Victorian period?	N/A
7			How did the Second World War impact specific localities? (Focus on mapping of direct bombing hits in Leicester)	How did the police force develop through the 20th century?	N/A
8				What are crime and punishment like today compared with the past?	N/A
9					
Quiz Questions					