



St. Andrew's
CE Primary School
& Nursery

History

Why History?

At St Andrew's, our children are inspired and curious to learn about the past, including that on their own doorstep. History helps pupils to understand the complexity of people's lives, the process of change, and the diversity of societies. This helps them to develop their own identity, cultural capital and aspirations for the future.

History Rationale

We want our children to be inspired by the past. We want our pupils to develop their historical capital through learning about the past in their own community as well as contrasting societies. We want history to be memorable, engaging and inspiring.

Curriculum Intent

The history curriculum has been designed to promote a love of learning and curiosity. It has been carefully crafted to link well with the wider picture of curriculum areas, ensuring that the national curriculum requirements are met yet is bespoke to our school.

Local history is at the heartbeat of the curriculum: inspiring pupils to learn about their own heritage and what makes our community special. They use this to compare and contrast other cultures, respect diversity and appreciate what they have. For example, the Birch Hill building which is within extremely close proximity to the school is used for a local history topic where pupils learn about why it has become a preserved building due to its importance in the community.

We enrich the pupils' time at school with memorable experiences and provide inspiring opportunities inside and outside the classroom. Pupils enjoy school trips to enrich their learning, such as to Manchester museum as part of their topic about the Ancient Egyptians. History days are an important part of school life, where pupils are invited to dress up and take part in exciting and engaging activities.

Curriculum Implementation

The history curriculum has been carefully built and structured from the recent refining of curriculum areas. It has been designed to provide learning opportunities and assessment milestones for each year group to ensure progression throughout school. It should embed key learning, knowledge and skills to promote pupils' development.

Key facts, which we expect the pupils to learn, have been developed for each year group to ensure understanding of each topic area. This will help pupils to be aware of the main points and knowledge for the topic they are studying and use this to deepen their learning and understanding.

The knowledge-based learning objectives have been developed in order to confirm pupils are being taught the key facts through each topic. Alongside this, the skills for each year group ensures progression throughout school. The development of the key facts and assessment grids being done in collaboration between the history leader and teaching staff means there is clear understanding of expectations for each year group across school as well as a shared vision for how history should be taught at St Andrew's.

History is taught weekly for a one hour session per half term. Each year group has three topics to cover over the year. History is taught discreetly, however, there are connections that can be drawn between subjects and year groups. This method of learning should mean pupils can retain what they have learned and improve the rate of progress made.

Curriculum Impact

Formative and summative assessment is used to assess pupils' understanding. The assessment grids have been refined and broken down for each key stage in order to make sure history is progressive and can be built on year on year. Teachers are encouraged to intervene to fill gaps on pupils understanding and extend the more able to make sure they are meeting the year group standard.

The bespoke assessment grids (which are in line with the school's form of assessment) can be used formatively in order to assess pupils' understanding as the topic progresses and inform future planning. The grids are then used to inform summative assessment judgments for each topic.

As part of the monitoring cycle, pupil and staff questionnaires are conducted to ensure the aims and intent of the curriculum are being met. This allows the history subject leader to be aware of the level of engagement pupils have in history lessons and make adjustments if required. It also means any gaps in subject knowledge can be addressed through CPD opportunities or use of additional resources can be implemented.

Alongside this, book scrutinies and lesson drop ins take place to ensure there is a quality of education in history being taught. Feedback is given at staff meetings to share positive areas and improvements that can be made.

History School Overview

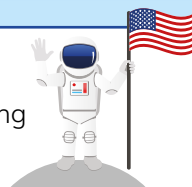
Autumn

Spring

Summer

Year 1

The moon landing



A local history study
- comparing nurses

Changes in toys

Year 2



Changes in communication

The Great Fire of London

The Wright Brothers

Year 3

Changes in Britain from the
Stone Age to the Iron Age



The Roman Empire and
its impact on Britain

A local history study -
The Co-operative Movement

Year 4

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

Ancient Egypt



Year 5

Ancient Greece

The Mayan civilisation



World War II

Year 6



A local history study
- Birch Hill

Progression and power in the
Victorian period

The Shang Dynasty
of China

History Year 1

I can recall facts about the moon landing.		I can explain how people communicate using toys.	I can use stories and other sources to ask and answer questions about the past.
I know who Katherine Johnson was and how she helped with the moon landing.	I can discuss the changes Florence Nightingale made to hospitals.	I can discuss how social attitudes to play have changed.	I can give some reasons for the way people in the past acted in the way they did.
I can sequence the events of the space race.	I can explain when Florence Nightingale was alive and how she became a nurse.	I can think critically about the advantages and disadvantages of modern day toys.	I can show chronological understanding by sequencing a change over time.
I can use videos, pictures and news reports to gather information.	I can compare hospitals from the past and modern hospitals.	I can explain how the way we play has changed.	I can use common words and phrases to show the passing of time.
I can talk about Neil Armstrong and why he is famous.	I can talk about who Lilly Lord was and why she was important locally.	I can discuss which materials are used to make toys in Victorian times and now.	I can listen to and understand stories about significant events and people from the past including in the locality.
I can explain when and where the moon landing took place.	I can compare Florence Nightingale, Lilly Lord and a Modern Day nurse.	I can explain how toys have changed over time.	I can identify similarities and differences about different time periods.
The Moon Landing	A local history study - Comparing nurses	Changes in toys	Skills

History Year 2

I can write a diary entry about the Great Fire of London.	I can learn new skills and knowledge in other areas of the curriculum when understanding more about the Wright Brothers.	I know that early people used pictures to communicate.	I can use stories and other sources to ask and answer questions about the past.
I understand that Samuel Pepys' diary gives us information about the Great Fire of London.	I can compare the purpose of aircraft in the past and now.	I know how the printing press changed the way people communicated.	I can give some reasons for the way people in the past acted in the way they did.
I can identify similarities and differences between the Fire Service then and now.	I can ask and answer questions about the Wright Brothers and their achievement.	I know what Morse Code is.	I can show chronological understanding by sequencing a change over time.
I can use different sources to explain why the fire spread so quickly.	I know who the Wright brothers were and why they are significant.	I can put telephones into chronological order.	I can use common words and phrases to show the passing of time.
I can sequence the events of the Great Fire of London.		I can use different sources to find out about Tim Berners-Lee and the World Wide Web.	I can listen to and understand stories about significant events and people from the past including in the locality.
I can listen to and understand stories about the Great Fire of London.		I can identify similarities and differences in the ways people have communicated over time.	I can identify similarities and differences about different time periods.
The Great Fire of London	The Wright brothers	Changes in communication	Skills

History Year 3

I can explain what prehistory means and when prehistory was.	I can explain the spread of the Roman Empire.	I know when and where the Co-operative Movement was established.	I can recall information about significant people, and events in the world, Britain and the local area.
I can use archaeological evidence to draw conclusions about the Stone Age, Bronze Age and Iron Age.	I can examine a range of artefacts to find out about Roman life.	I can research the Co-operative Movement in a variety of ways.	I can show understanding of a range of achievements from this period along with key developments.
I can show how people lived in the Stone Age by looking at evidence from the past.	I can recall key facts about the invasion of Britain.	I know why the Co-operative Movement was established and what was sold.	I can compare different periods of history.
I know that the Stone Age was divided into the Palaeolithic, Mesolithic and Neolithic periods.	I can research Roman battle formations.	I can list the values of the Rochdale Pioneers.	I can describe the impact on the world of different historical periods.
I can describe the buildings that Stone Age people lived in.	I can understand what religious beliefs the Romans had and I know about some of the gods and goddesses that they worshipped.	I can explain how the Co-operative Movement has grown.	I can compare ways in which the past has been interpreted.
I can explain what hill forts were.	I can show how the Romans have influenced our lives today.	A local history study - The Co-operative Movement	I can use a range of sources of information to investigate the past and it to support my findings.
Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain		Skills

History Year 4

I can explain when and where they invaded Britain and describe features of the location.	I can explore what Britain was like before the first Viking invasion.	I can find out about Ancient Egypt by looking at artefacts and a range of sources.	I can recall information about significant people, and events in the world, Britain and the local area.
I can describe a typical Anglo-Saxon village and the jobs people did.	I can explain what a Viking invasion in Britain was like.	I can explain similarities and difference between the Egyptians writing and my own.	I can show understanding of a range of achievements from this period along with key developments.
I can explain influential people, buildings and how Christianity has developed.	I can explain how the Viking settlement in Britain affected the Anglo-Saxons.	I can describe similarities and differences between the Egyptians and our current period.	I can compare different periods of history.
I can use evidence to describe religious beliefs of the early Anglo-Saxon people and the Gods they worshipped.	I can identify why King Alfred was known as 'Alfred the Great'.	I can understand the social hierarchy of Ancient Egypt.	I can describe the impact on the world of different historical periods.
I can research how the Anglo-Saxons have influenced Britain.	I can explain the development of Danegeld by King Ethelred 11.	I can find out what was important to people during this time.	I can compare ways in which the past has been interpreted.
I can examine a range of artefacts to find out about life in Anglo-Saxon times.	I can identify the end of the Vikings and Anglo-Saxon era in Britain.	I can explain what I already know about the Egyptians and place the era on a timeline.	I can use a range of sources of information to investigate the past and it to support my findings.
Britain's settlement by the Anglo-Saxons and Scots	The Viking struggle for the Kingdom of England	The achievements of the earliest civilisations- Ancient Egypt	Skills

History Year 5

I can use a range of sources to find out about the past and then present my findings (Battle of Marathon).

I can recall facts about Ancient Greek gods and goddesses.

I can recall facts about the Trojan War.

I can explain the origins of the Olympic Games, using a range of sources.

I can explain how the political system worked in Ancient Greece.

I can explain the chronology of the Ancient Greeks.

Ancient Greece

I can explain the Maya writing system.

I can identify and use a range of evidence sources to help me understand more about the Maya civilisation.

I can understand how the Maya number system works and what it was used for.

I can explain the religious beliefs of the Maya people.

I can explain who the Maya people were and where they are from.

I can explain the chronology of the Maya civilisation.

The Ancient Maya Civilisation

I can explain the range of people's jobs during WW2.

I can research key individuals from WW2.

I can explain evacuation and rationing.

I can recall facts about the Battle of Britain.

I can explain the key events of WW2.

I can explain the chronology of WW2.

World War II

I can demonstrate knowledge and understanding of significant people, and events in the wider world, Britain and the locality.

I can show understanding of the technological, scientific, cultural and aesthetic achievements from this period along with political, religious and economic developments.

I can demonstrate understanding of the past by describing characteristic features of the period and can identify contrasts, connections and trends across periods of history.

I can describe some short and long term causes and consequences of the main historical events.

I can identify and discuss some of the different ways in which the past has been interpreted.

I can use a range of sources of information to investigate the past and use relevant information to support my findings.

I can place this period of history into different periods of time to show a secure chronological understanding.

Skills

History Year 6

I can examine a range of artefacts to find out about life in the Shang dynasty.

I can use archaeological evidence to draw conclusions about what life was like for different people.

I can describe the social hierarchy of the Shang dynasty.

I can explain who Fu Hao was and why the discovery of her tomb was significant.

I can explain the discovery, purpose and significance of oracle bones.

I can explain when and where the Shang dynasty was in existence.

The achievements of the earliest civilisations - The Shang Dynasty of Ancient China

I can find out about a key figure who influenced Victorian Britain.

I can research Queen Victoria's power.

I understand the main factors of the industrial revolution.

I understand some of the changes that took place for children in the 19th century.

I can find out what life was like for poor children in Victorian Britain.

I can place the Victorian era on a timeline.

Progression and power in the Victorian period

I can demonstrate my knowledge about Birch Hill by explaining its main purposes.

I can ask questions to promote discussion about the purpose of Birch Hill.

I can research the Birch Hill building in a variety of ways.

I can explain why Birch Hill is an important building in the locality.

I can explain how Birch Hill has changed over time.

A local history study - Birch Hill

I can demonstrate knowledge and understanding of significant people, and events in the wider world, Britain and the locality.

I can show understanding of the technological, scientific, cultural and aesthetic achievements from this period along with political, religious and economic developments.

I can demonstrate understanding of the past by describing characteristic features of the period and can identify contrasts, connections and trends across periods of history.

I can describe some short and long term causes and consequences of the main historical events.

I can identify and discuss some of the different ways in which the past has been interpreted.

I can use a range of sources of information to investigate the past and use relevant information to support my findings.

I can place this period of history into different periods of time to show a secure chronological understanding.

Skills

All About Me

Key Facts

1. I know my full name.
2. I know my birthday.
3. I know some things that have happened in my life e.g. birth, learned to walk, started school.
4. I know who my family members are.
5. I know life was different when my family members were little.



Assessment

I know what makes me unique e.g. full name and birthday.



I can talk about past and present events in my own life.



I can talk about the lives of my family members.



I know about similarities and differences between myself and my family members' lives.



I can talk about similarities and differences in relation to my family and others' families.



I know that information can be retrieved from computers and books.



Key Vocabulary

first name

last name

surname

before

long time ago

family

parents

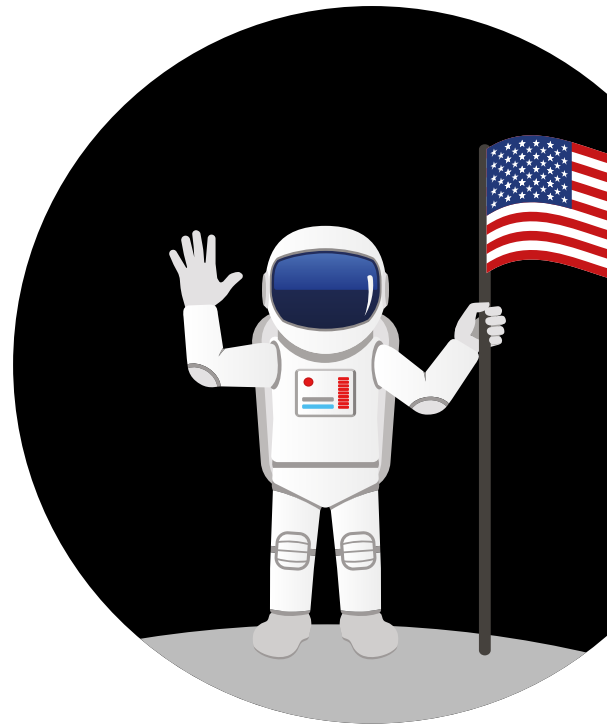
grandparents

siblings

The Moon Landing

Key Facts

1. Neil Armstrong was the first man to walk on the moon.
2. It was over 50 years ago.
3. They went to space in a rocket.
4. America won the space race.
5. The other astronauts were called Buzz Aldrin and Michael Collins.



Assessment

I can explain when and where the moon landing took place.



I can talk about Neil Armstrong and why he is famous.



I can use videos, pictures and news reports to gather information.



I can sequence the events of the space race.



I can recall facts about the moon landing.



I know who Katherine Johnson was and how she helped with the moon landing.



Key Vocabulary

NASA
moon
Apollo 11
launch
astronaut
scientist
USA

A local history study Comparing nurses

Key Facts

1. Florence Nightingale was born in 1820.
2. She was a nurse in the Crimean war.
3. She is known as the lady with the lamp.
4. Modern hospitals are cleaner and better equipped to help sick people.
5. Lilly Lord worked at Birch Hill Hospital as a nurse.



Assessment

I can discuss the changes Florence Nightingale made to hospitals.



I can explain when Florence Nightingale was alive and how she became a nurse.



I can compare hospitals from the past and modern hospitals.



I can talk about who Lilly Lord was and why she was important locally.



I can compare Florence Nightingale, Lilly Lord and a Modern Day nurse.



Key Vocabulary

nurse
Crimean War
Birch Hill
cleaner
dirtier
soldiers
hygienic

Changes in Toys

Key Facts

1. Victorian toys were not plastic.
2. A popular Victorian toy was a whip and top.
3. Modern toys allow us to communicate e.g xbox.
4. People played outside more in Victorian times.
5. Some Victorian toys are still popular e.g Dolls house.



Assessment

I can explain how toys have changed over time.



I can discuss which materials are used to make toys in Victorian times and now.



I can explain how the way we play has changed.



I can think critically about the advantages and disadvantages of modern day toys.



I can discuss how social attitudes to play have changed.



I can explain how people communicate using toys.



Key Vocabulary

plastic
communication
technology
Victorian
whip and top
social attitude
diablo

Changes in Communication

Key Facts

1. People used to use symbols and animals to communicate with each other
2. Morse code was used to send messages
3. Printing made life easier for people.
4. Alexander Graham Bell invented the telephone.
5. Tim Berners-Lee invented the World Wide Web.



Assessment

I can identify similarities and differences in the ways people have communicated over time.



I can use different sources to find out about Tim Berners-Lee and the World Wide Web.



I can put telephones into chronological order.



I know what Morse Code is.



I know how the printing press changed the way people communicated.



I know that early people used pictures to communicate.



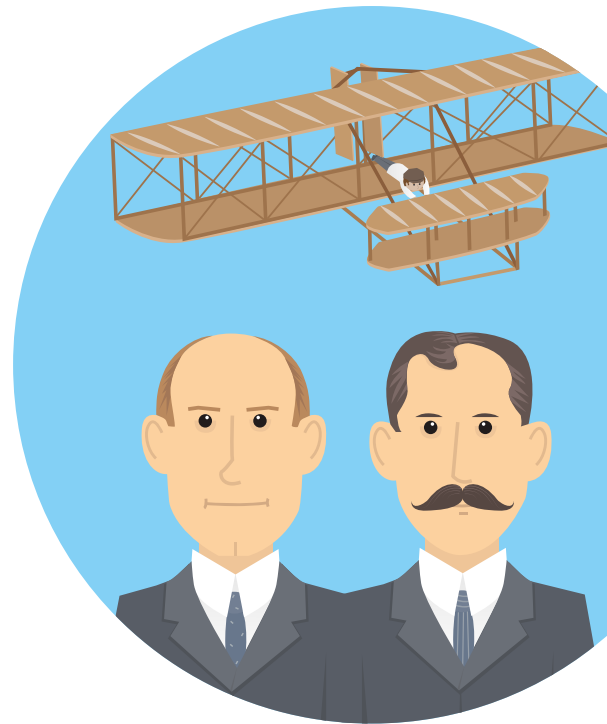
Key Vocabulary

past
present
internet
inventor
printing press
world wide web
communication
telephone box
Morse Code
symbol

The Wright Brothers

Key Facts

1. The Wright brothers were called Orville and Wilbur.
2. The Wright brothers invented the first aeroplane.
3. The first flight was in 1903.
4. The Wright brothers were born in America.
5. Planes looked different in the past than they do today.



Assessment

I know who the Wright brothers were and why they are significant.



I can ask and answer questions about the Wright Brothers and their achievement.



I can compare the purpose of aircraft in the past and now.



I can learn new skills and knowledge in other areas of the curriculum when understanding more about the Wright Brothers.



I know how the printing press changed the way people communicated.



I know that early people used pictures to communicate.



Key Vocabulary

aeroplane

significant

USA

source

international

propeller

feet

aviation

The Great Fire of London

Key Facts

1. The Great Fire of London was in 1666.
2. The fire started in a bakery.
3. Thomas Farriner started the fire.
4. Samuel Pepys wrote a diary.
5. The Fire Service has changed over time.



Assessment

I can listen to and understand stories about the Great Fire of London.	  
I can sequence the events of the Great Fire of London.	  
I can use different sources to explain why the fire spread so quickly.	  
I can identify similarities and differences between the Fire Service then and now.	  
I understand that Samuel Pepys' diary gives us information about the Great Fire of London.	  
I can write a diary entry about the Great Fire of London.	  

Key Vocabulary

River Thames
Pudding Lane
monument
thatched roof
timber
wooden
fire hook
diary

The Roman Empire and its impact on Britain

Key Facts

1. The Roman Empire started in 750 BCE and lasted until 410 AD.
2. The Romans invaded Britain and started ruling it in 43 AD.
3. Roman armies created powerful battle formations and they nearly always defeated their enemies.
4. The Romans had religious beliefs and worshipped gods such as Jupiter, Apollo and Mercury.
5. The legacy of Ancient Rome is still felt today in government, law, language, architecture, and religion.



Assessment

I can explain the spread of the Roman Empire.	
I can examine a range of artefacts to find out about Roman life.	
I can recall key facts about the invasion of Britain.	
I can research Roman battle formations.	
I can understand what religious beliefs the Romans had and I know about some of the gods and goddesses that they worshipped.	
I can show how the Romans have influenced our lives today.	

Key Vocabulary

invasion
Boudicca
gods and goddesses
Roman Empire
battle formation
religious beliefs
invader
settler

British and World History Timeline

Prehistoric period
15,000 BC -43 AD



Romans in Britain
43-420 AD

Cooperative Movement
started 1844

The Stone Age to the Iron Age

Key Facts

1. The pre-historic period was from 15,000 BC to 43 AD.
2. Pre-history means the period of time before written records.
3. The pre-historic period includes the Stone Age, the Bronze Age and the Iron Age.
4. The Stone Age was divided into three periods – Palaeolithic, Mesolithic and Neolithic.
5. Hill forts were a feature of the Iron Age.



Assessment

I can explain what prehistory means and when prehistory was



I can use archaeological evidence to draw conclusions about the Stone Age, Bronze Age and Iron Age



I can show how people lived in the Stone Age by looking at evidence from the past.



I know that the Stone Age was divided into the Palaeolithic, Mesolithic and Neolithic periods.



I can describe the buildings that Stone Age people lived in.



I can explain what hill forts were.



Key Vocabulary

pre-history
Stone Age
Bronze Age
Iron Age
Palaeolithic
Mesolithic
Neolithic
archaeologist
hill fort

British and World History Timeline

Prehistoric period
15,000 BC - 43 AD

Romans in Britain
43-420 AD

Cooperative Movement
started 1844



A local history study The Co-operative Movement

Key Facts

1. The Co-operative Movement started in 1844.
2. The first shop was on Toad Lane in Rochdale.
3. It was set up because people were treated unfairly in the shops.
4. The first items they sold were butter, flour, oatmeal, sugar and candles.
5. There are now Co-operative Movements all over the world.



Assessment

I know when and where the Co-operative Movement was established.	  
I can research the Co-operative Movement in a variety of ways.	  
I know why the Co-operative Movement was established and what was sold there.	  
I can list the values of the Rochdale Pioneers.	  
I can explain how the Co-operative Movement has grown.	  

Key Vocabulary

Co-operative
Movement
Toad Lane
established
unfair
butter, flour,
oatmeal, sugar,
candles
Pioneers
values

British and World History Timeline

Prehistoric period
15,000 BC -43 AD

Romans in Britain
43-420 AD

Cooperative Movement
started 1844

The Viking struggle for the Kingdom of England



Key Facts

1. The Vikings arrived in Britain in 787AD from Scandinavia (Denmark, Norway and Sweden) and arrived in longboats.
2. King Ethelred 11 reigned for 37 years and introduced Danegeld.
3. The names of the days of the week came from the Vikings once they invaded Britain.
4. The last great Viking king was killed at the Battle of Stamford Bridge.
5. The last Viking kings shaped the future of Britain. The period ended when the Normans conquered in 1066.

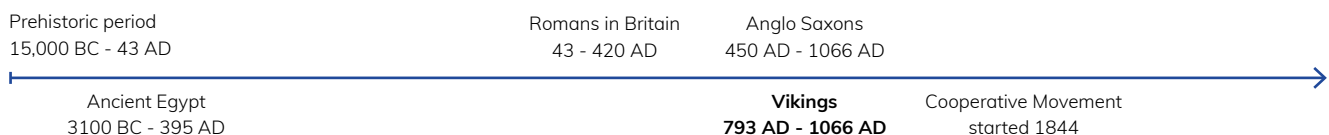
Assessment

I can explore what Britain was like before the first Viking invasion.	
I can explain what a Viking invasion in Britain was like.	
I can explain how the Viking settlement in Britain affected the Anglo-Saxons.	
I can identify why King Alfred was known as 'Alfred the Great'.	
I can explain the development of Danegeld by King Ethelred 11.	
I can identify the end of the Vikings and Anglo-Saxon era in Britain.	

Key Vocabulary

longboat
Dangeld
longhouse
Scandinavia
Danelaw
Jorvik
Odin
invader
conquest
raids

British and World History Timeline



Britain's settlement by the Anglo-Saxons and Scots

Key Facts

1. The Anglo-Saxons were made up of 3 tribes; The Angles, The Saxons and The Jutes.
2. They arrived in Britain in the middle of the fifth century, travelling across the North Sea.
3. The Anglo-Saxons influenced the change to Christianity and founded many important buildings e.g. Canterbury Cathedral.
4. Many place names were established by the Anglo-Saxons e.g. Hollingworth and Oldham.
5. At the start of each new year, around the 25th December they carry out a celebration where they enjoy a feast and decorate the village.

Assessment

I can explain when and where they invaded Britain and describe features of the location.



I can describe a typical Anglo-Saxon village and the jobs people did.



I can explain influential people, buildings and how Christianity has developed.



I can use evidence to describe religious beliefs of the early Anglo-Saxon people and the Gods they worshipped.



I can research how the Anglo-Saxons have influenced Britain.



I can examine a range of artefacts to find out about life in Anglo-Saxon times.



Key Vocabulary

shires
Wessex
Wergild
Mercia
thatched
St Bede
bronze

British and World History Timeline

Prehistoric period
15,000 BC - 43 AD

Romans in Britain
43 - 420 AD

Anglo Saxons
450 AD - 1066 AD

Ancient Egypt
3100 BC - 395 AD

Vikings
793 AD - 1066 AD

Cooperative Movement
started 1844



Ancient Egypt - The achievements of the earliest civilisations

Key Facts

1. The Ancient Egyptians were the first civilization to invent writing. The era lasted for over 3000 years from 3150BC to 30BC.
2. The Ancient Egyptians built pyramids for tombs. The Great Pyramid took 20 years to build.
3. The Ancient Egyptians believed in the afterlife. They performed a ritual called Mummification.
4. King Tutankhamun was a boy King- The pharaoh was king for 9 years and died at 19 years old.
5. Howard Carter found King Tutankhamun's tomb in 1922.

Assessment

I can explain what I already know about the Egyptians and place the era on a timeline.



I can find out what was important to people during this time.



I can understand the social hierarchy of Ancient Egypt.



I can describe similarities and differences between the Egyptians and our current period.



I can explain similarities and difference between the Egyptians writing and my own.



I can find out about Ancient Egypt by looking at artefacts and a range of sources.



Key Vocabulary

linen
tomb
Mummification
hieroglyphics
pharaoh
merchants
descendants
pyramids

British and World History Timeline

Prehistoric period
15,000 BC - 43 AD

Romans in Britain
43 - 420 AD

Anglo Saxons
450 AD - 1066 AD

Ancient Egypt
3100 BC - 395 AD

Vikings
793 AD - 1066 AD

Cooperative Movement
started 1844

The Ancient Maya Civilisation

Key Facts

1. The Maya civilisation lasted from 1000BC-1697AD.
2. Civilisation came from Mexico.
3. Maya civilisation formed of a number of city states.
4. Itzamna was the King of the Maya Gods.
5. They were the first civilisation to develop Mathematical concepts and make use of a calendar.



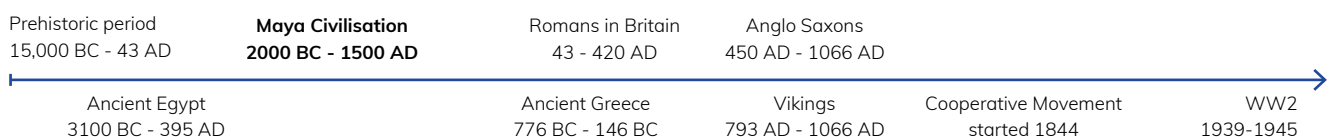
Assessment

I can explain the chronology of the Maya civilisation.	
I can explain who the Maya people were and where they are from.	
I can explain the religious beliefs of the Maya people.	
I can understand how the Maya number system works and what it was used for.	
I can identify and use a range of evidence sources to help me understand more about the Maya civilisation.	
I can explain the Maya writing system.	

Key Vocabulary

temple
jungle
pyramid
Mexico
Itzamna
glyph
uinal
chichen itza
cacao

British and World History Timeline



The Ancient Greeks

Key Facts

1. Period lasted from 146BC-776BC (After the Egyptians and before the Romans)
2. Zeus, Athena and Apollo are Greek Gods.
3. Greeks implemented democracy into their political system.
4. Greeks created the Olympic Games.
5. Invasion of Troy involved a large wooden horse hiding soldiers inside.



Assessment

I can explain the chronology of the Ancient Greeks.	
I can explain how the political system worked in Ancient Greece.	
I can explain the origins of the Olympic Games, using a range of sources.	
I can recall facts about the Trojan War.	
I can recall facts about Ancient Greek gods and goddesses.	
I can use a range of sources to find out about the past and then present my findings (Battle of Marathon).	

Key Vocabulary

city states
Trojan
Athens
Sparta
Corinth
democracy
sword
shield
Olympics

British and World History Timeline



The Second World War

Key Facts

1. The War began in 1939 and ended in 1945.
2. Key leaders during the war were Adolf Hitler, Winston Churchill and Neville Chamberlain.
3. Countries involved - Britain, Germany and Poland (invaded)
4. The Battle of Britain was an aerial battle against the German Luftwaffe.
5. Children were evacuated from cities into the countryside to keep them safe.



Assessment

I can explain the chronology of WW2.	
I can explain the key events of WW2.	
I can recall facts about the Battle of Britain.	
I can explain evacuation and rationing.	
I can research key individuals from WW2.	
I can explain the range of people's jobs during WW2.	

Key Vocabulary

Britain
Germany
blitz
air raid
evacuation
rationing
invasion
Luftwaffe
allies

British and World History Timeline



The Shang Dynasty

Key Facts

1. The Shang Dynasty lasted from 1600 BC to 1046 AD.
2. Fu Hao died and was buried in 1200 BC.
3. Dragon bones were discovered in 1899 AD.
4. The Shang Dynasty followed a feudal system.
5. A person's burial was dependent upon their social status.



Assessment

I can explain when and where the Shang dynasty was in existence.	
I can explain the discovery, purpose and significance of oracle bones.	
I can explain who Fu Hao was and why the discovery of her tomb was significant.	
I can describe the social hierarchy of the Shang dynasty.	
I can use archaeological evidence to draw conclusions about what life was like for different people.	
I can examine a range of artefacts to find out about life in the Shang dynasty.	

Key Vocabulary

bronze
oracle bone
nobles
artisans
feudal system
dynasty
warlords
emperor
pagoda

British and World History Timeline

Prehistoric period 15,000 BC - 43 AD	Maya Civilisation 2000 BC - 1500 AD	Romans in Britain 43 - 420 AD	Anglo Saxons 450 AD - 1066 AD	Victorian Period 1837 AD - 1901 AD	Birch Hill opened as a workhouse 1877
Ancient Egypt 3100 BC - 395 AD	Shang Dynasty 1556 BC - 1046 BC	Ancient Greece 776 BC - 146 BC	Vikings 793 AD - 1066 AD	Cooperative Movement started 1844	WW2 1939-1945

A Local History Study Birch Hill

Key Facts

1. Birch Hill opened as a workhouse in 1877.
2. It changed its purpose to a hospital in 1902.
3. Councillor Dearnley campaigned to save the clock tower in 2008.
4. Birch Hill opened as apartments in 2017, which it continues to be today.
5. Birch Hill is an important building in our community due to its unique architectural features.

Assessment

I can explain how Birch Hill has changed over time.	
I can ask questions to promote discussion about the purpose of Birch Hill.	
I can explain why Birch Hill is an important building in the locality.	
I can research the Birch Hill building in a variety of ways.	
I can demonstrate my knowledge about Birch Hill by explaining its main purposes.	
I can place on a timeline when Birch Hill was opened.	

Key Vocabulary

locality
community
clock tower
workhouse
conservation
campaign
architecture
preserve

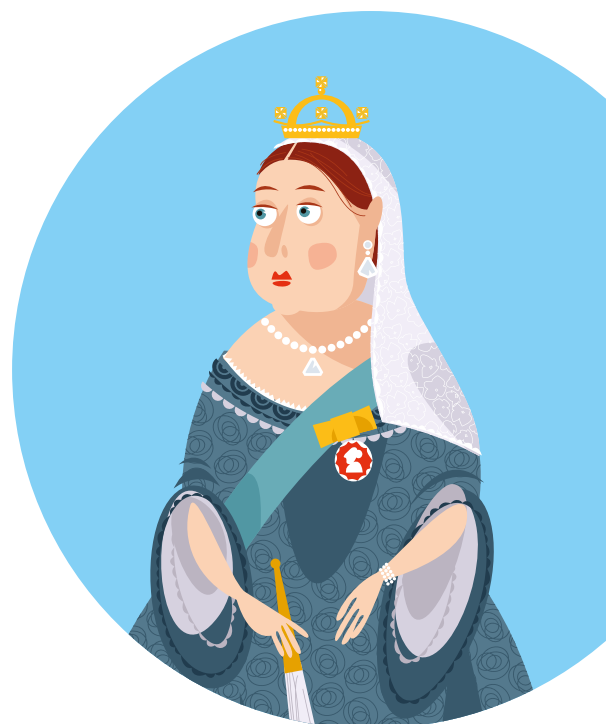
British and World History Timeline



Progression and power in the Victorian period

Key Facts

1. Queen Victoria ruled from 1837-1901.
2. She was known as the 'Grandmother of Europe'.
3. The six factors of the Industrial Revolution were: population boom, agriculture, factories, power, transport and Empire.
4. The Factory and Workshop Act was passed in 1878 where children under 10 were forbidden to work in factories and workshops.
5. In 1870, the Education Act made it mandatory for children to attend school.



Assessment

I can place the Victorian era on a timeline.



I can find out what life was like for poor children in Victorian Britain.



I understand some of the changes that took place for children in the 19th century.



I understand the main factors of the industrial revolution.



I can research Queen Victoria's power.



I can find out about a key figure who influenced Victorian Britain.



Key Vocabulary

reign
empress
British Empire
industrial revolution
Queen Victoria
colonies
coronation
population
workhouse
labour

British and World History Timeline

