

### History Curriculum Knowledge and Skills Progression Map

<p><b>EYFS Framework</b></p> <p><b><u>Communication and Language</u></b>  <b>ELG: Speaking</b>          Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><b><u>Understanding the World</u></b>  <b>ELG: Past and Present</b>          Talk about the lives of people around them and their roles in society          Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.          Understand the past through settings, characters and events encountered in books being read in class and storytelling.</p>
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<b>Subject Content:</b>	
<b><u>KS1</u></b>	<b><u>KS2</u></b>
<ul style="list-style-type: none"> <li>● <b>Changes Within Living memory</b></li> <li>● <b>Events Beyond Living Memory</b></li> <li>● <b>The Lives of significant people</b></li> <li>● <b>Local History: Significant Historical Events, People and Places</b></li> </ul>	<p><b>Chronology from the stone age to 1066</b>  <b>Chronology beyond 1066</b>  <b>Local Study</b>  <b>Ancient Ancients (approx. 3000 years ago)</b>  <b>Civilizations from 1000 years ago</b>  <b>Ancient Greece</b></p>
<b>National Curriculum Programmes of Study; Colour Coded Cross Referencing Key –</b>	
<b><u>KS1</u></b>	<b><u>KS2</u></b>
<ul style="list-style-type: none"> <li>● Develop an awareness of the past</li> <li>● Know where the people and events studied fit within a chronological framework</li> <li>● Identify similarities and differences between ways of life in different periods</li> <li>● Choose and use parts of stories and other sources to show understanding of key features of events</li> <li>● Understand some of the ways in which we find out about the past and identify different ways in which it is presented</li> </ul>	<ul style="list-style-type: none"> <li>● Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied*</li> <li>● Note connections, contrasts and trends over time and develop appropriate use of historical terms*</li> <li>● Address and devise historically valid questions about change, cause, similarity and difference and significance*</li> <li>● Construct informed responses that involve thoughtful selection and organisation of relevant historical information*</li> <li>● Understand how knowledge of the past is constructed from a range of sources*</li> </ul> <p><i>Where the identified knowledge/skill links to more than one NC requirement, the proceeding ** indicate the NC links.</i></p>

## Reception

### EYFS End Points (Informed by early learning goals).

### 'I can...' and 'I know...' statements.

#### **Communication and Language**

##### **ELG: Speaking**

- Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

#### **Understanding the World**

##### **ELG: Past and Present**

- Talks about the lives of people around them and their roles in society.
- Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understands the past through settings, characters and events encountered in books being read in class and storytelling.

#### **Links to Y1 Local Heritage Topic:**

- I can explore the world around me, noting different forms of transport.
- I can use the senses to explore the natural environment.
- I can explore the natural world around me – plant seeds and seedlings in the reception garden area and the Edible Playground.
- I can describe what I can see, hear and feel whilst outside.
- Some environments are different to the one in which I live.
- I can make observations and drawings of animals and plants in my surroundings.

#### **Links to Y1 Space Explorers Topic:**

- There are different types of transport, including cycles, trains, busses cars and boats. They each have advantages and disadvantages according to the journey they are being used for.
- Many people in our school community have links to countries all around the world, and have been on journeys to different countries.
- Different types of transport have different design features, according to their purpose.

#### **Links to Y1 Toys of the Past Topic:**

- I can compare and contrast characters from stories, including figures from the past.
- I can understand the past through settings, characters and events encountered in books read in class and storytelling.
- I can explore transport in the past and describe some similarities and differences between transport now.

Year 1				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 Week 1, 2 and 3	Spring 2 Week 4 and 5	Summer 2 Weeks 4 and 5
	Topic	History of Hackney <i>Subject Content: Local History: Significant Historical Events, People and Places</i>	Space explorers - Apollo 11 <i>Subject Content: Significant Individuals</i>	Toys from the Past <i>Subject Content: Changes within living memory (first generation)</i>
<ul style="list-style-type: none"> <li>Knows that changes occur over time and to consider specific changes within a historical context.</li> <li>Understands that objects and events in history reflect the era in which they were made/occurred</li> <li>Recalls specific dates and individuals associated with an historical era</li> <li>Knows that a primary source of information was created at the time of the study and that a secondary source was created after it.</li> </ul>	Key Knowledge	<ul style="list-style-type: none"> <li>Hackney has changed over time, from prehistory to the present day, and historical sources, such as objects, photographs, drawings and maps, can help us to identify what Hackney was like during different time periods.</li> <li>Local transport has changed over time.</li> <li>Tudor houses have key recognisable features, and had similarities and differences to the houses we live in today (Sutton House in Hackney is a rare example of a red brick building from the Tudor period)</li> <li>Buildings, including our school, have changed over time.. William Patten school was built in the Victorian era when education became available to all. Some original features (like the bell) remain</li> <li>Lots of Hackney was destroyed in World War II. The government invited people from all over the British Empire to settle in Britain and help rebuild the country, and do important jobs (e.g. working in the NHS).*</li> <li>Mary Wollstonecraft was a writer who wanted education for all and campaigned for equal rights. She opened a school for girls.*</li> <li>In 1948 a ship called the Empire Windrush arrived in London, from the Caribbean, with people coming to live and work in Britain. We call these people, and others from the Caribbean that came at a similar time, the Windrush generation.</li> <li>The Windrush generation have influenced Hackney (and British) culture, e.g. food and music. We celebrate the Windrush on Windrush day, and with sculptures such as Veronica Ryan's fruit sculpture outside Hackney Town Hall.</li> <li>Hackney Carnival is a celebration of Caribbean Heritage. It happens every year and is known for its bright and colourful costumes, music and dancing.</li> <li>Other significant individuals from Hackney include Diane Abbot, William Patten, Joseph Jackson Fuller, and James Stephen.</li> </ul>	<ul style="list-style-type: none"> <li>The Moon landing refers to the first time a human walked on the moon. It took place on July 20, 1969 and the astronauts were Neil Armstrong and Buzz Aldrin. They are American.</li> <li>The Moon landing was a result of the 'Space Race' between the USA and the USSR.</li> <li>To know the events of the Moon Landing in 1969 and the chronology of what happened, including the launch of Apollo 11 from Florida (16th July), landing on the moon using the Eagle module (20th July), spending over 21 hours on the moon, and returning to Earth, landing in the Pacific Ocean on 24th July.</li> <li>The first person on the moon was Neil Armstrong. Armstrong and Aldrin walked on the moon and did experiments as well as taking samples and photographs. Collins stayed in orbit around the moon in the command module.</li> <li>Sources help us to find out about the past and that these take different forms; eg photographs and film footage of the moon landing, written articles/films about and featuring the astronauts talking about their experience. Rock samples were also brought back to be studied.</li> <li>Primary sources are from the time of the event in history.</li> <li>Exploration has developed over time - from Christopher Columbus in the 15th Century to Roald Amundsen and Neil Armstrong in the 20th Century.</li> <li>There are similarities and differences between expedition items 50 and 500 years ago.</li> <li>Key female figures had major achievements during Apollo 11 and throughout the history of exploration (these include Katherine Johnson, Valentina Tereshkova, Mae Jemison, Helen Sharman, Christina Koch and Jessica Meir)</li> </ul>	<ul style="list-style-type: none"> <li>Toys have changed over time.</li> <li>Historically, toys were made of wood and metal. Plastic had not been invented yet. In the present day many toys are made of plastic.</li> <li>In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move.*</li> <li>Now we have electricity - Many modern toys are electrical and can move when you turn them on.</li> </ul>
	Cross Curricular Links	<ul style="list-style-type: none"> <li>Geography (Autumn 1: Local Area)</li> </ul>	<ul style="list-style-type: none"> <li>Literacy - report writing and asking questions</li> <li>D&amp;T making rockets</li> </ul>	<ul style="list-style-type: none"> <li>Science; Materials, circuits</li> <li>D &amp; T; use of mechanics in the context of moving toys</li> </ul>
	<b>KS1 Skills End Points:</b> <ul style="list-style-type: none"> <li>Can order historical artefacts and key events chronologically</li> <li>Can illicit information and draw conclusions from primary sources of history.</li> <li>Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.</li> <li>Can articulate historical understanding verbally and through writing.</li> <li>Can compare related historical and modern objects and consider the influence of an historic event or change in history.</li> </ul>	Key Skills	<ul style="list-style-type: none"> <li>Develop knowledge of chronology by ordering photographs - making a timeline</li> <li>Deduce information from historical sources, particularly in relation to chronology ****</li> <li>To use different historical sources to discuss and explain what Hackney was like at different time periods.</li> <li>Compare photos of the past to those in the present in the same location - William Patten school****</li> <li>Relate key events and happenings to a historical context (eg no education for the poor or for girls depending on the era)</li> <li>Identify changes from the past, such as modes of transport, from historical photographs (primary sources) ***</li> </ul>	<ul style="list-style-type: none"> <li>Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources</li> <li>Chronologically order events from the Moon Landing</li> <li>Identify the achievements of key figures by reading secondary sources</li> <li>Sort expedition items that were used over 500 years ago from those that were used 50 years ago by Neil Armstrong, and to identify similarities and differences.</li> <li>Write a simple newspaper article about the moon landing using information from primary and secondary sources</li> <li>Begin to develop awareness of which of these are primary and secondary sources.</li> <li>Develop an awareness of the chronology of exploration</li> </ul>
School Context		<ul style="list-style-type: none"> <li>Children deepen understanding of local community heritage through handling historical toys of own parents and grandparents.</li> <li>Visit to the Museum of Childhood</li> <li>Examine toys that children in the local area would have had (boxes provided by Hackney Museum).</li> </ul>	<ul style="list-style-type: none"> <li>Trip to design museum) / inflatable planetarium</li> </ul>	<ul style="list-style-type: none"> <li>Visit to Sutton House, Homerton</li> <li>Visit to Abney Park Cemetery</li> <li>Children consider history of shops in their immediate locality and the school itself to understand that changes occur over time</li> </ul>

Year 2				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 Week 6 & 7 Autumn 2 Week 1	Spring 2 Week 1 and 2	Summer 2 Week 6
<ul style="list-style-type: none"> <li>Knows that changes occur over time and to consider specific changes within a historical context.</li> <li>Understands that objects and events in history reflect the era in which they were made/occurred</li> <li>Recalls specific dates and individuals associated with an historical era</li> <li>Knows that a primary source of information was created at the time of the study and that a secondary source was created after it.</li> </ul>	Topic	Great Fire of London <i>Subject Content: Beyond Living Memory/significant historical events, people and places in own locality</i>	Mary Seacole & Florence Nightingale <i>Subject Content: Significant Individuals</i>	The History of Flight <i>Subject Content: Beyond Living Memory/Significant Individuals</i>
	Key Knowledge	<ul style="list-style-type: none"> <li>The great fire of London occurred centuries before the eras previously studied</li> <li>Where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery)</li> <li>Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles</li> <li>The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context.</li> <li>Key historical facts and dates (2nd September 1666 and last for five days)</li> <li>The difference between historical sources e.g. primary and secondary sources and how to use these to gain information</li> </ul>	<ul style="list-style-type: none"> <li>Florence Nightingale a famous British nurse who lived from 1820-1910.</li> <li>Florence Nightingale began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there.</li> <li>Nightingale helped to make hospitals more sanitary places and is considered the founder of modern nursing (Much of what we know about clean, organised hospital conditions today is thanks to Florence's hard work and research).</li> <li>During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets.</li> <li>Florence Nightingale influenced modern nursing and training in the medical profession.</li> <li>1853-1856 and was caused by disagreements between Russia and the UK, France, Sardinia and the Ottoman Empire over the ownership of territories in the Ottoman Empire.</li> <li>Hospitals, including that in Scutari were very basic and the soldiers were not given good food and medicine to help them get better.</li> <li>Wounded soldiers often arrived with diseases like typhus, cholera and dysentery. More men died from these diseases than from their injuries.</li> <li>Women were not highly regarded in the medical profession at the time and this has changed over time.</li> <li>Mary Seacole was born in 1805 in Jamaica to a Scottish soldier and a Jamaican nurse and healer.</li> <li>Mary Seacole learnt about traditional Jamaican treatments and remedies from her mother and from army doctors staying at the boarding house. These skills were put to good use when many people in Kingston fell victim to a deadly disease called cholera.</li> <li>Mary wanted to help the British soldiers who were going to Russia to fight in the Crimean war and opened a "British Hotel" near to the battlefields with her loyal friend Thomas.</li> <li>Lots of nurses did invaluable work looking after the soldiers in the Crimean War, but Mary showed further bravery by riding on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war.</li> <li>Mary was known amongst the soldiers as 'Mother Seacole' owing to her bravery.</li> <li>Primary sources from the time include portraits of Florence Nightingale and drawings of her attending to soldiers in Scutari hospital and the conditions, extracts from her book 'Notes on Nursing' and the black and white photograph from her nursing school).</li> <li>We can learn from Secondary sources on the internet and from biographies and workshops.</li> </ul>	<ul style="list-style-type: none"> <li>To know that people had an ambition to fly a long time before it became possible (Daedelus and Icarus story from ancient Greece, Da Vinci's drawings of a helicopter and mechanical flying machines).</li> <li>Many early attempts to fly were unsuccessful.</li> <li>The hot air balloon was invented by Montgolfier brothers in 1783. It has become the oldest invention that can successfully take people into flight.</li> <li>The first manned hot air balloon flight took place in Paris, 1783.</li> <li>Orville and Wilbur Wright were two brothers, born in America. Their interest in flight began when their father bought them a toy 'helicopter'.</li> <li>The Wright brothers' first aeroplane, the Wright Flyer, successfully flew in front of 5 people in 1903.</li> <li>Alliott Verdon Roe was the first Englishman to fly an all-British machine, with a triplane on Walthamstow Marshes in 1909.</li> <li>Bessie Coleman (1892 - 1926) was the first black woman in the world to earn a pilot's license. <a href="https://m.youtube.com/watch?v=Ar5i25rTLfs">https://m.youtube.com/watch?v=Ar5i25rTLfs</a></li> </ul>
	Cross Curricular Links	<ul style="list-style-type: none"> <li>Literacy: Creative writing about the great fire of London/study of a diary and own related diary entries</li> <li>Science: Properties of materials</li> </ul>	<ul style="list-style-type: none"> <li>Literacy: Writing a newspaper report about the Crimean War.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy (Drama): Role Play</li> <li>Geography: European Locations and North America</li> <li>DT: Mechanisms – working towards a brief.</li> </ul>
KS1 (Phase 1) Skills End Points:	Key Skills	<ul style="list-style-type: none"> <li>Compare primary and secondary sources.</li> <li>Put historical events in chronological order.</li> <li>Use secondary sources to find historical information.</li> <li>Use creative writing skills to write about a key historical event.</li> <li>Found out about the Great Fire by visiting a local historical landmark and hearing about the changes it caused.</li> <li>Research using historical sources.</li> </ul>	<ul style="list-style-type: none"> <li>Compare present day nursing with nursing from the past.</li> <li>Compare standards of hygiene in hospitals between the past and present.</li> <li>Use primary and secondary sources to find out about the lives of Florence Nightingale and Mary Seacole.</li> <li>Order events chronologically.</li> <li>Use and interpret a timeline with greater accuracy.</li> <li>Comment on the legacies of significant people in history and record key understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Order the events of flight history onto a timeline.</li> <li>Identify and say some differences between the Wright flyer and a modern aeroplane.**</li> <li>Recall some key facts about the Wright brothers.</li> <li>Deduce and learn from primary historical sources (early film footage of documenting initial unsuccessful early flying machines)****</li> <li>Act out the story of the Wright brothers' first aeroplane flight and think about how people may have reacted at the time.</li> </ul>
<b>School Context</b>				
	<ul style="list-style-type: none"> <li>Visit St Paul's Cathedral to see artefacts from the original building and find out about the changes caused by the great fire of London.</li> <li>Ask and answer questions to/from a local historian.</li> <li>Use of homework to discover more about the Great Fire in a local context.</li> </ul>	<ul style="list-style-type: none"> <li>Visit statue of Mary Seacole by St. Thomas' hospital.</li> <li>Visit Florence Nightingale Museum in London.</li> <li>Visit from Freshwater Theatre Company to William Patten.</li> </ul>	<ul style="list-style-type: none"> <li>In 1873, a 'DS Brown' of Stoke Newington gave a paper which considered in detail many aspects of aircraft design and manufacture. He suggested that steam power could be used in aviation!</li> </ul>	

Year 3				
Y3 and 4 (Phase 2) Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 Week 2 and 3	Spring 2 Week 1 and 2	Summer 2
	Topic	Stone Age, Bronze Age, Iron Age <b>Subject Content: Chronology from the stone age</b>	The impact of WWII on the local area <b>Subject Content: Local History</b>	-
<ul style="list-style-type: none"> <li>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</li> <li>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</li> <li>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</li> <li>Draws from historical sources and relevant information to make connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.</li> </ul>	<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>The Stone age was a prehistoric era which occurred before the eras previously studied.</li> <li>It was called the Stone Age because it was dominated by stone tools.**</li> <li>It consisted of three different periods called Paleolithic, Mesolithic and Neolithic **</li> <li>It lasted from 2.5 million years ago to approximately 5 million years ago**</li> <li>Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming **</li> <li>The way people lived (homes, diet) was influenced by natural materials **</li> <li>Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc) **</li> <li>The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). **</li> <li>In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership. **</li> </ul>	<ul style="list-style-type: none"> <li>WWII is an aspect of 'Modern History'.</li> <li>Germany invaded Poland September 1, 1939 and Britain and France declared war on Germany (start of WWII) on September 3, 1939.</li> <li>Rationing was introduced across the UK in January 1940.</li> <li>Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance.</li> <li>Neville Chamberlain was UK Prime Minister from 1937-1940</li> <li>Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55)</li> <li>Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45</li> <li>Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis (she wrote a famous diary about her experiences).</li> <li>Buildings in the immediate and wider locality suffered bomb damage as a result of their close proximity to the city. Many children from London were evacuated.</li> <li>The Japanese attacked the US navy in Pearl Harbour (December 7th 1941). The next day the USA enters the war fighting with the allies.</li> <li>90% of all able bodied single women between the ages of 18 and 40 were engaged in some form of work or National Service by September 1943. <a href="https://www.strinking-women.org/module/women-and-work/world-war-ii-1939-1945">https://www.strinking-women.org/module/women-and-work/world-war-ii-1939-1945</a></li> <li>WWII ended on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki.</li> </ul>	
	<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>RE: Religious beliefs/customs (Stone Age burial)</li> <li>Art: Create own cave painting</li> <li>Literacy: Specific HLR Text chosen (Skara Brae)</li> <li>Science: Rocks (in the context of Stone Henge)</li> </ul>	<ul style="list-style-type: none"> <li>Geography – maps (ordnance survey) / Local areas that were affected. (maps of bomb damage)</li> <li>PSHE - families with grandparents in the war. (making connections to self)</li> <li>WP Science - Edible Garden – nutrition / plants</li> </ul>	
	<b>Y3 and 4 (Phase 2) Skills End Points:</b>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Ask questions about the past that can be investigated</li> <li>Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits</li> <li>Use a range of sources to carry out research</li> <li>Used primary and secondary sources to suggest what the past might have been like</li> <li>Use historical vocabulary to describe the periods</li> <li>Identify and describe reasons for and results of changes in the periods</li> <li>Identified how natural materials available influenced changes</li> <li>Compared life in different time periods (e.g. stone age and modern man)</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees. Using primary sources from heritage project - film clips and interviews of people involved in WW2.</li> <li>Discuss the sequence of events. leading up to the beginning of WW2. Use knowledge of alliances and government pressures to discuss their views and opinions. (Use their timelines as secondary sources) When appropriate, make connections with past and current affairs and happenings in the world today.</li> <li>Write a letter of diary entry from the point of view of someone in WW11 they will draw on their local knowledge and how local areas have been affected, demonstrating empathy for others.</li> <li>Present findings from secondary sources guided by their written pieces; perform a sketch portraying the life of an evacuee.</li> <li>Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees using primary sources from the heritage project such as: film clips and interviews of people involved in WW2.</li> <li>Use role play to debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis.</li> <li>Use primary (videos of the time, Anne Frank's diary) and secondary sources (pictures and diagrams of objects and things used in WW2 eg ration poster, shelter design) of history to gain the knowledge of the experiences of children living in London during the war. (evacuees)</li> </ul>
<b>School Context</b>				
	<ul style="list-style-type: none"> <li>What might Stoke Newington/London have looked like during the Stone Age?</li> <li>How have recent inventions/discoveries influenced the way we live our lives today?</li> </ul>	<ul style="list-style-type: none"> <li>Refer to William Patten log books of evacuees</li> <li>Locate local areas that were affected using maps of bomb damage</li> <li>Utilise families with grandparents in the war (making connections to self) – heritage film.</li> <li>Trip to St Paul's Cathedral focussing on bomb damage.</li> </ul>		

Year 4					
Y3 and 4 (Phase 2) Knowledge End Points:	Term	Autumn	Spring	Summer	
	Half Term Coverage	Autumn 1 (Week 2 & 3)	Spring 1 Week 1 and 2	Summer 1 Week 1 and 2	
<ul style="list-style-type: none"> <li>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</li> <li>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</li> <li>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</li> <li>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.</li> </ul>	<b>Topic</b>	Romans <b>Subject Content:</b> Chronology from the stone age to 1066	Anglo Saxons <b>Subject Content:</b> Chronology from the stone age to 1066	Vikings <b>Subject Content:</b> Chronology from the stone age to 1066	
	<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>The Roman invasion coincided with the Iron Age</li> <li>To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain.**</li> <li>To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion.</li> <li>That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca.</li> <li>To know about the relationship between Celts and Romans after each invasion (ie relative peace and trade links) **</li> <li>That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics). **</li> </ul>	<ul style="list-style-type: none"> <li>The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands.</li> <li>The Angles, Saxons, Jutes and Picts were from other parts of Europe.</li> <li>The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England.</li> <li>Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.</li> <li>Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities.</li> <li>The effectiveness Anglo-Saxon society depended on discrete skills of its members.</li> <li>Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life.</li> </ul>	<ul style="list-style-type: none"> <li>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</li> <li>They travelled in boats called longships and first arrived in Britain around AD 787</li> <li>The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).</li> <li>They were looking for valuable goods like gold and jewels, imported foods and other useful materials.</li> <li>The Vikings also wanted to claim land and tried to take over much of Britain.</li> <li>They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.</li> </ul>	
	<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>Maths - Roman numerals and number system/use of comparative tables</li> <li>Literacy – Related text Hackney Loves Reading and use of information tests</li> <li>Art: analysis of a painting &amp; portrait of a roman soldier</li> </ul>	<ul style="list-style-type: none"> <li>Mapwork of local area</li> <li>D&amp;T - replicate design and choosing appropriate materials</li> <li>Literacy - using Beowulf as literacy text.</li> </ul>	<ul style="list-style-type: none"> <li>Art: Children make Viking ship figureheads</li> </ul>	
<b>Y3 and 4 (Phase 2) Skills End Points:</b> <ul style="list-style-type: none"> <li>Can sequence key events from a significant era, showing chronological understanding of this era in relation to others.</li> <li>Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms</li> <li>Can use a range of sources and understands how knowledge of the past has been constructed</li> <li>Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era</li> <li>Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.</li> </ul>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip, immersive 'Roman Day' experience.</li> <li>Compare Britain and Rome in the same era using a comparative table following class discussion.</li> <li>Research Roman life and Armies - using primary and secondary sources, as well as cross-curricular approach in Hackney Loves Reading and literacy.</li> <li>Undertake critical thinking by asking questions about a historical era and making and conveying value judgements</li> <li>Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference.</li> <li>Organisation and selection of relevant historical information, including artefacts, primary and secondary sources.</li> <li>Develop understanding of how our knowledge of the past is constructed from a range of sources.</li> <li>Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and place the Anglo Saxon timeline alongside other significant eras on a timeline</li> <li>Sequence events in the history of England following on from the Roman retreat, to demonstrate how government has changed over time.</li> <li>Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources.</li> <li>Explained and evaluated the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources.</li> <li>Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence.</li> <li>Identify similarities and differences between lettering from the present day and the past, understanding the influence of the past on the present.</li> <li>Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.</li> <li>Address and devise historically valid questions prompted from the handing of artefacts.</li> </ul>	
	<b>School Context</b>				
	<ul style="list-style-type: none"> <li>Visit the museum of London to see locally found Roman artefacts.</li> <li>Selection of topic relevant text for use in Hackney Loves Reading.</li> <li>Roman Curriculum Day – Themed activities and fancy dress.</li> </ul>	<ul style="list-style-type: none"> <li>Mapwork of local area</li> <li>D&amp;T - replicate design and choosing appropriate materials</li> <li>Literacy - using Beowulf as literacy text.</li> </ul>	<ul style="list-style-type: none"> <li>Children visit Hackney Museum to learn about Saxon and Viking settlements in Hackney, from artefacts.</li> </ul>		

Year 5				
Y5 and 6 (Phase 3) Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 (Week 5, 6 & 7)	Spring 2 (Week 3, 4 and 5)	Summer 2 (Week 6 and 7)
<ul style="list-style-type: none"> <li>• Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</li> <li>• Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</li> <li>• Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features.</li> <li>• Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.</li> </ul>	<b>Topic</b>	Ancient Egypt <b>Subject Content: Ancient Ancients (Approx 3000 years ago)</b>	Changing Power of Monarchs <b>Subject Content: Chronology beyond 1066</b>	Early Islamic Civilization Civilisations from 1000 years ago (contrast with British History)
	<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC</li> <li>• Egypt is in North Africa and that 90% is a desert area.</li> <li>• The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water.</li> <li>• The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops.**</li> <li>• Ancient Egyptians used hieroglyphics to communicate**</li> <li>• The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. **</li> <li>• A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. **</li> <li>• Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars**</li> <li>• Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed</li> </ul>	<ul style="list-style-type: none"> <li>• In 1066 Edward the Confessor died without an heir leaving England without a Monarch.</li> <li>• Harold Godwinson, William of Normandy, Harald Hardrada and Edgar Atheling were all competing for the throne.</li> <li>• The Witan were the council who decided who would be king in Anglo-Saxon England and Harold was chosen by it to be King.</li> <li>• William was a Norman who invaded and defeated Harold in the Battle of Hastings to become king. This was depicted in the Bayeux Tapestry and William became known as 'William the Conqueror'.</li> <li>• King Henry VIII was a King of England and Wales in Tudor times.</li> <li>• Henry wanted a male heir to the throne and married 6 times – Catherine of Aragon, a Spanish princess, had previously been married to Henry's brother, Arthur. They had a daughter, Mary, before the marriage was dissolved.</li> <li>• Anne Boleyn was beheaded after giving birth to Elizabeth</li> <li>• Jane Seymour died in childbirth to the son, Edward</li> <li>• Anne of Cleves was chosen from a painting but Henry found her unattractive and they divorced</li> <li>• Catherine Howard was very young and accused of being unfaithful (beheaded)</li> <li>• Catherine Parr survived Henry.</li> <li>• Elizabeth was unmarried when she became queen in 1558 following the death of her half-sister Mary. She never took a husband.</li> <li>• The country was very divided between Catholics and Protestants.</li> <li>• The Elizabethan era was culturally very vibrant and was known as the Golden Age. Shakespeare was writing plays during this period. Britain won a famous naval battle against the Spanish Armada.</li> <li>• Explorers like Sir Francis Drake were bringing back treasures from their adventures overseas.</li> <li>• England, Scotland and Ireland have separate histories and cultures and religions and were frequently antagonists in the past.</li> <li>• After Elizabeth's death, her cousin became the monarch. He was James, the King of Scotland and became the first Stuart King of England. This led to a union between the two nations and the subsequent creation of the Union Jack Flag.</li> <li>• James I continued to suppress Catholicism in England and ordered all Catholic priests to leave the country, leading to an assassination attempt known as the Gunpowder plot.</li> <li>• Victoria was born in 1819 - her grandfather was King George III. She became queen when she was 18 and married Prince Albert 3 years later. They had 9 children.</li> <li>• Victoria was a very involved Queen who met the prime minister weekly for a long meeting - the period was considered a very successful one, with much growth and prosperity.</li> <li>• British Empire - Victoria was monarch of a quarter of the Earth's land surface. She was also highly influential in Europe due to familial relationships with many other monarchs.</li> <li>• Albert died in 1861 and Victoria mourned the rest of her life. She died in 1901 and was much missed, she was a popular monarch.</li> <li>• Historical sources may be biased.</li> </ul>	<ul style="list-style-type: none"> <li>• Islam was founded by the Islamic prophet Muhammad (pbuh) , who was born in Mecca in 570AD.</li> <li>• By the middle of the 7th century, Islam had spread to the modern-day countries of Iran, Palestine, Syria, Lebanon, Iraq and Egypt.**</li> <li>• At its height, the Islamic Empire stretched from Spain to India and was ruled by a caliph.</li> <li>• Baghdad was built in 725 AD by Caliph Al-Mansur as the new capital of the Islamic Empire.</li> <li>• Baghdad was a perfectly round city, with all the important buildings in the centre.</li> <li>• The Silk Road was a trade route which linked the east to west, along which merchants sold their goods. It went through Baghdad.</li> <li>• During the Golden Age, Baghdad became the largest city in the world, with a population with more than 1 million.</li> <li>• The House of Wisdom was built in Baghdad. It contained a library and attracted scholars from around the world who translated texts into Arabic.</li> <li>• By 860 AD, the House of Wisdom had the largest collection of books in the world. All scholars were invited to study there, including Muslims, Jews and Christians.</li> <li>• In the House of Wisdom, scholars studied medicine, astrology and science and many new developments were made. The knowledge was very advanced for its time, with cures for many serious ailments being discovered.</li> <li>• Many new inventions were developed including the first camera and mechanical devices which told Muslims what time to pray.</li> <li>• The world's first hospitals were built in Baghdad along with universities and observatories.</li> <li>• Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today.</li> <li>• By the 8th century, Islamic scholars were using paper rather than parchment or papyrus for their writing.</li> <li>• Islamic Art developed during this period. It contains geometric shapes and repeated patterns.</li> <li>• While the Islamic civilisation was having the Golden Age, Europe was experiencing the Dark Ages (the era took place within the time that the Anglo Saxons and Vikings were in Britain).</li> <li>• Baghdad was the world centre of culture and learning until 1258, when the Mongols attacked from Asia. They burned Baghdad, destroyed the House of Wisdom and killed thousands of people. The city never recovered its former glory, but the ideas lived on.</li> <li>• Without the ideas that were created and passed on by the research and work from the House of Wisdom, the renaissance that began in Europe in the 14th century would not have happened.</li> </ul>
	<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>• Geography – significant geographical features (River Nile and climate and terrain of Egypt).</li> <li>• Science: Anatomy and Egyptian preservation of the body.</li> <li>• RE: Ancient Egyptian belief in the afterlife</li> <li>• Literacy: topic related written outcomes (diary of Howard Carter/profile of a Pharaoh/written report about importance of the Nile, &amp; analysis of newspaper reports from the 1920s.</li> </ul>	<ul style="list-style-type: none"> <li>• Hastings (cross-curricular: Geography)</li> <li>• create a portrait of Elizabeth I informed by her original portraits stating what the portrait represents about the monarch (cross-curricular: Art)</li> <li>• Significance of religious life in historical periods and particularly problems between Catholics and Protestants (RE)</li> <li>• write a newspaper report on the death of Queen Victoria (cross-curricular: Literacy)</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy: written prospectus informing of opportunities to study at the House of Wisdom</li> <li>• Geography: Studying Historical Maps and Routes (including the silk Road)</li> <li>• Art: Islamic Patterns</li> </ul>
<b>KS1 Skills End Points:</b> <ul style="list-style-type: none"> <li>• Can order historical artefacts and key events chronologically.</li> <li>• Can illicit information and draw conclusions from primary sources of history.</li> <li>• Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.</li> <li>• Can articulate historical understanding verbally and through writing.</li> <li>• Can compare related historical and modern objects and consider the effect or change caused by an historic event.</li> </ul>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Find out and draw conclusions about Egyptian life by looking at artefacts.* **</li> <li>• Use different resources, including keys, and knowledge of other languages to decode hieroglyphics into English.</li> <li>• Use role-play to deepen understanding of the life of pharaoh. * **</li> <li>• Use creative writing skills to describe historical event.</li> <li>• Use pictures to create a hypothesis and then investigate which evidence could support this. * *</li> <li>• Use primary and secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and subsequent events. * *</li> </ul>	<ul style="list-style-type: none"> <li>• Use artefacts to make connections and develop understanding of what makes a good monarch</li> <li>• Use knowledge to form and convey opinions on whether or not a monarch was successful, citing obtained facts from historical sources.</li> <li>• Extract historical information from text and video, noting down key facts.</li> <li>• evaluate what the key information is regarding a monarch's life to be able to produce relevant and concise historical informative writing.</li> <li>• Analyse Tudor portraits to infer what message the artist is trying to convey about their subject and important events during their time.</li> <li>• use different historical sources to come to a conclusion about a historical figure.</li> <li>• Compare the influence and power of the British Empire with modern equivalents.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some similarities and differences between life in Baghdad and London in AD 900</li> <li>• I can compare life in the Islamic Empire with that in Europe in the 10th – 11th centuries</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the House of Wisdom and its legacy, creating and advert and prospectus for study</li> <li>• Regularly address and devise historically valid questions about change, cause, similarity and difference and significance through the study of significant discoveries and concepts developed by early Islamic scholars and evaluate the impact of this on the wonder world.</li> <li>• Compare how early Islamic and European medicine in the Middle Ages was different. I can describe how the work of early Islamic doctors has influenced modern medicine.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the role of the caliphate in the early Islamic civilisation; act in role to present an opinion to explain why the Sunni or Shia Muslims should have the first caliphate.</li> <li>• Identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques.</li> <li>• Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.</li> </ul>
<b>School Context</b>				
	<ul style="list-style-type: none"> <li>• Visit British Museum</li> </ul>		<ul style="list-style-type: none"> <li>• Visiting V&amp;A in Summer term</li> <li>• British values - part of National Curriculum</li> </ul>	

		Year 6		
Y5 and 6 (Phase 3) Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 Week 4 and 5	-	Summer 2 Week 3 and 4
	Topic	Ancient Greece <i>Subject Content: Ancient Greece</i>	-	Discrimination
<ul style="list-style-type: none"> <li>Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</li> <li>Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</li> <li>Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features.</li> <li>Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.</li> </ul>	Key Knowledge	<ul style="list-style-type: none"> <li>The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks)</li> <li>Ancient Greece had a warm, dry climate, as it does today.</li> <li>Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta.</li> <li>In Athens, Greek styles of art, architecture, philosophy and theatre were developed.</li> <li>Athens had a democratic government – people who lived there made decisions by voting.</li> <li>In Sparta, there was a strong emphasis on military warfare.</li> <li>In 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them.</li> <li>The first Olympic games were held in 776 in the city-state Olympia.</li> <li>The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.</li> <li>Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour.</li> <li>Some of our alphabet came from the one that the Ancient Greeks used.</li> <li>Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.</li> </ul>	-	<ul style="list-style-type: none"> <li>Prejudice is judging people without knowing them **</li> <li>Discrimination is prejudice in action; treating people differently**</li> <li>Slavery is any system in which principles of property are applied to people, allowing individuals to own, but and sell other individuals. An enslaved person is unable to withdraw from such an agreement and works without payment.**</li> <li>In the 16<sup>th</sup> and 17<sup>th</sup> centuries, Portuguese traders took slaves from Africa to work in the Portuguese colony of Brazil and the Spanish colonies of South America**</li> <li>In the 16<sup>th</sup> century, English pirates started selling slaves to Spanish colonies Sir John Hawkins was the first English sea captain to do this, starting in 1562. **</li> <li>In 1625, the British captured Barbados in the West Indies and in 1655 they secured Jamaica. English slave traders started supplying African slaves to the English colonies. **</li> <li>In 1713, Spain gave British slave traders the contract to trade 144,000 slaves a year to Spanish South America **</li> <li>The slavery trade triangle involved the transportation by slave traders from Europe of enslaved African people, mainly to the Americas between the 16<sup>th</sup> – 19<sup>th</sup> centuries.**</li> <li>The slave trade made many people very rich but also ruined the lives of those captured into slavery.**</li> <li>The plantation system developed in the American South as the British colonists arrived in Virginia and divided the land into large areas suitable for farming.**</li> <li>At the end of the 18<sup>th</sup> century, public opinion began to turn against the slave trade. Key local individuals who opposed it include Olaudah Equiano, Thomas Clarkson, William Wilberforce and Quakers and the boycotting of sugar became a public protest. **</li> <li>In 1772, slavery was ruled illegal in England. **</li> <li>Racial segregation in the united states, as a general term, refers to the segregation of families, services and opportunities along racial grounds. **</li> <li>Apartheid was a system of institutionalised racial segregation that existed in South Africa and South West Africa (now Namibia) from 1948 until the early 1990s. **</li> <li>In 1936 African American Sprinter Jesse Owens amazed the world by breaking Olympic records and winning four golds in Berlin, the headquarters of Hitler's Nazi Regime. **</li> <li>Between 1948 and 19870, nearly half a million people moved from the Caribbean to Britain, which in 1948 faced severe labour shortages in the wake of the Second World War. The immigrants were later referred to as 'the Windrush generation' (so named after the Empire Windrush, the ship that brought one of the first groups of West Indian Immigrants to the UK in 1948). **</li> <li>The Windrush Scandal is a 2018 British Political scandal is a 2018 British political scandal concerning people who were wrongly detained, denied legal rights, threatened with deportation and, in a t least 82 cases, wrongly deported from the UK by the Home Office. **</li> <li>The 1968 Black Power Salute (also referred to as a human rights salute by Tommie Smith) is regarded as one of the most overtly political statements in the history of the modern Olympics. **</li> <li>Boycotts, marches and strikes are all forms of protest; Rosa Parks became one of the major symbols of the Civil Rights movement after she was arrested in Montgomery, Alabama, for refusing to give up her seat to a White passenger in 1955 (which she was required to do under segregation law). **</li> <li>For 381 days, after Rosa Parks' arrest, African-Americans boycotted public transportation to protest Parks' arrest and, in turn, segregation laws. **</li> </ul>
	Cross Curricular Links	<ul style="list-style-type: none"> <li>RE: religion in ancient Greece.</li> <li>Geography: significant places and maps of historical trade routes</li> <li>Literacy: written outcomes; letter from a hoplite, leaflet about home life and investigation of root words derived from Ancient Greek.</li> </ul>	-	<ul style="list-style-type: none"> <li>Year 6 trip to Hackney Museum for Black History Month</li> <li>Geography - analysing maps/Y4 North America Topic</li> <li>PSHE - equality and human rights</li> </ul>
KS1 Skills End Points:	Key Skills	<ul style="list-style-type: none"> <li>Use secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g. democracy), and link aspects of life from Athens and Sparta (competitive sport, culture etc) to modern life. Deepen this understanding by devising historically valid questions. **</li> <li>Use a range of sources to be able to convey, through creative writing, what life was like for a hoplite soldier (primary: images of body armour, sculptures and art depictions; secondary: text books, the internet and narration from a historian via documentaries) * *</li> <li>Use maps to study how the Ancient Greeks planned their journeys to trade and compare these with the trade routes of different eras. **</li> <li>Note connections and contrasts between modern worldwide religions and knowledge of who the Ancient Greeks worshiped, supported by own research and enquiry. ***</li> <li>Gather, record and present key information from Ancient Greek life at home. Pupils will draw on their skills from previous years to create hypotheses of what life was like for children (in Athens and Sparta) using their research skills to develop and explore their reasoning. *</li> </ul>	-	<ul style="list-style-type: none"> <li>Identify examples and places of discrimination.</li> <li>Create own investigative questions.</li> <li>Identify features, places and reasons for slavery.</li> <li>Use sources to prove or disprove hypotheses about impact of slavery on people at the time.</li> <li>Locate areas in North America of slavery, giving geographical reasons for this.</li> <li>Identify examples of those who acted against slavery.</li> <li>Identify examples and places of discrimination.</li> <li>Identify examples of the acting against discrimination.</li> <li>Identify and celebrate evidence of culture in Hackney that originated from the areas the 'slavery triangle'.</li> <li>Analyse and compare textual sources about equality and slavery e.g. Martin Luther King (I have a dream); quotations from Nelson Mandela, Malcolm X, anti-apartheid and modern songs.</li> </ul>
<ul style="list-style-type: none"> <li>Uses chronological awareness to establish clear narratives between within and across periods studied</li> <li>Organises and selects relevant historical information from primary and secondary sources, including artefacts, to develop and extend knowledge of specific individuals and their experiences and events linked to different eras and places</li> <li>Uses historical sources to investigate an initial hypothesis and conveys findings and understanding through a range of forms.</li> <li>Addresses and devises historically valid questions about change, cause, similarity and difference and significance*</li> <li>Makes connections, and recognises contrasts and trends over time and uses appropriate historical terms to articulate knowledge and understanding</li> </ul>		<ul style="list-style-type: none"> <li>Children compare own school experiences to what school was like in Ancient Greece.</li> <li>Trip to national gallery – guided tour focussing on how Greek mythology has been depicted by different artists</li> </ul>	School Context	<ul style="list-style-type: none"> <li>Trip to Hackney Museum for Black History Month.</li> <li>Looking at our local area and celebrating diversity.</li> </ul>