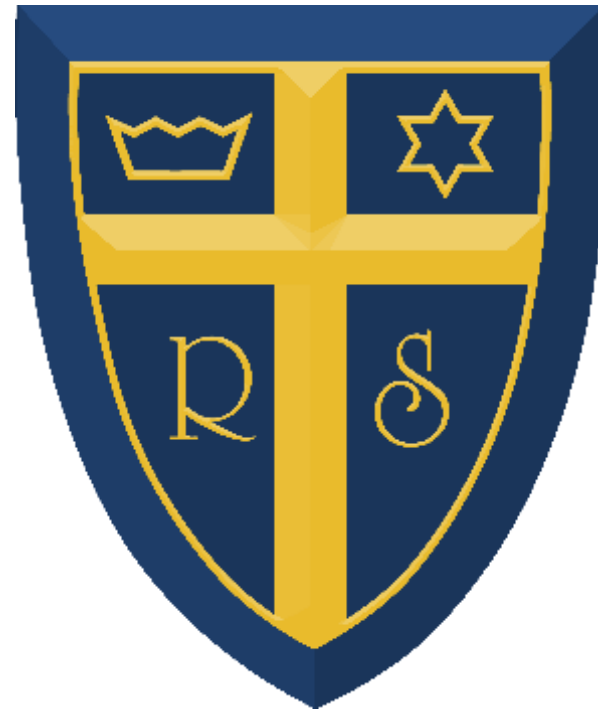




History

The Rosary Catholic Primary School
Progression of Knowledge and Skills in History



Year	Knowledge			Skills
Reception Autumn	Focus: Peak Into The Past			Chronological Understanding - Beginning to sequence events when describing them (e.g. daily routines, events in a story) - Recognising that some stories are set a long time ago. - Recognising significant dates for them (birthday). - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”) - Recounting activities that happened in their past using photos as a prompt. Disciplinary Concepts - Being aware of changes that happen throughout the year (e.g. seasons, nature). - Experiencing cause and effect in play - achieve through continuous provision. - Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day - Recalling special people in their own lives. - Using photographs and stories to compare the past with the present day. - Using stories and non-fiction books to find out about life in the past. - Recognising that different members of the class may notice different things in photographs from the past. Historical Enquiry - Asking questions about the differences they can see in photographs or images (in stories) that represent the past. - Making simple observations about the past from photographs and images. - Deciding whether photographs or images (e.g. from stories) depict the past. - Communicating findings by pointing to images and using simple language to explain their thoughts.
	Early Years Outcomes (Development Matters)			
	ELG: Understanding the World – Past and Present			
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.			
	Contributing towards: Changes over time: Toys (Year 1)			
	Objective	Sticky Knowledge	Key Vocabulary and Definitions	
	To describe changes over time.	Time moves forward but we look backwards to the past and now as the present	Change- to become different Time- how long it takes for things to happen. They also use time to describe how long ago things happened in the past. Time helps to describe when things may happen in the future as well. History- is the study of the past	
	To sort photographs from the past and present	Things are different from the past today ie us, toys, technology	Past- Events have already happened Present- existing or happening now	
	To begin to recognise the order events happen	We change as we grow older, from baby to toddler to child	Event - something that happens (memorable) Before- means earlier than the time or event mentioned After- following in time	
	To identify toys from the past	Toys change as we get older to meet our needs.	Old- having existed for a specified period of time New- having recently come into existence	
To compare pictures from the past and present	Photographs and pictures represent the past	Different- Not the same Similar- Having characteristics in common Same- Something identical to another		
Assessment Tasks	Assessing Sticky Knowledge: Create a time line of their life	Assessing Key Vocabulary and Definition: Children to be observed using the key vocab while doing the tasks.		



Year	Knowledge			Skills
Reception Spring & Summer	<i>Focus: Adventures through time.</i>			Chronological Understanding - Beginning to sequence events when describing them (e.g. daily routines, events in a story) - Recognising that some stories are set a long time ago. - Recognising significant dates for them (birthday). - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”) - Recounting activities that happened in their past using photos as a prompt. Disciplinary Concepts - Being aware of changes that happen throughout the year (e.g. seasons, nature). - Experiencing cause and effect in play - achieve through continuous provision. - Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day - Recalling special people in their own lives. - Using photographs and stories to compare the past with the present day. - Using stories and non-fiction books to find out about life in the past. - Recognising that different members of the class may notice different things in photographs from the past. Historical Enquiry - Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. - Deciding whether photographs or images (e.g. from stories) depict the past. - Communicating findings by pointing to images and using simple language to explain their thoughts.
	<i>Early Years Outcomes (Development Matters)</i>			
	ELG: Understanding the World – Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.			
	<i>Contributing towards: Changes over time: What is a Monarch? (Year 2)</i>			
	<i>Objective</i>	<i>Sticky Knowledge</i>	<i>Key Vocabulary and Definitions</i>	
	To begin to understand the concept of generations.	We all come from a family with different generations	Family- a group of two or more persons related by birth, marriage, or adoption Generations- a group of people born and living during the same time	
	To recognise special achievements	We can courageous and have achievements ie swimming badges, karate belts.	Achievement- Working to the best of your ability and being rewarded for the effort you put into it Courageous- making good choices in the face of fear or obstacles. It's another term for bravery.	
	To recognise some special items associated with kings and queens.	King Charles is our current king and Queen Elizabeth was his mother.	King- a male ruler of a country who usually inherits his position and rules for life Queen- a female sovereign who is the official ruler or head of state Royalty- a group of royals, or kings and their extended families	
	To understand that the environment around us changes as time passes.	Pictures and photos show us what it was like in the past.	Cart – a piece of equipment with wheels that a horse pulls along. Fan – a flat object that is waved to move air around. Hoop – a circular toy that can be rolled.	
	To compare modes of transport of the past with the present.	Transport has changed over time ie steam trains to electric trains.	Transport- all the methods people use to move themselves and their goods from one place to another Steam train- a train pulled by an engine powered by steam	
<i>Assessment Tasks</i>	Assessing Sticky Knowledge Children to be observed during matching activities throughout the terms	Assessing Key Vocabulary and Definition Observation of children during adult led activities.		



Year	Knowledge			Skills
Year 1 Autumn	<i>Focus: How am I making history?</i>			Chronological Awareness - Sequencing three or four events in their own life. - Placing events on a simple timeline. - Using common words and phrases for the passing of time e.g. now, long, ago, then, before, after. Disciplinary Concepts - Being aware that some things have changed and some have stayed the same in their own lives. - Understanding that some things change while other items remain the same and some are new. - Beginning to look for similarities and differences over time in their own lives. - Recalling special events in their own lives. - Beginning to identify different ways to represent the past (e.g. photos, stories). Historical Enquiry - Making simple observations about the past from a source. - Interpreting evidence by making simple deductions. - Communicating findings through discussion and timelines with physical objects/ pictures. - Using vocabulary such as – old, new, long time ago.
	<i>National Curriculum Knowledge</i> ✓ Changes in living memory ✓ Significant historical events, people and places in their own locality			
	<i>Prior Learning: How have I Changed Since I was A Baby? (EYFS)</i>			
	<i>Contributing towards: Changes Over Time: Toys (Year 1)</i>			
	Lesson	Sticky Knowledge	Key Vocabulary	
	1: What is my personal Chronology? Context – Where in time? (Timelines first lesson)	A timeline shows the order events in the past happened.	Timeline: A representation of a period of time with important events marked.	
	2: How can I find out more about myself? To learn more about my history.	Memories are events in our past.	Memory: Something remembered from the past.	
	3: How are special events remembered? To explore how we remember events	We celebrate the special events Christmas and Easter with special food and presents.	Celebrate, celebration: Doing something enjoyable to remember a happy day.	
	4: What have I learnt about childhood in the past? To compare childhood now with childhood in the past.	Describing simple changes.	Childhood: Time spent as a child.	
	5: What have I learnt about childhood in the past? To compare childhood now with childhood in the past	Children could play in the street because there weren't many cars. They were not allowed to play in the house as much as today. They could visit friends without an adult accompanying them.	Lifetime: The duration of a person's life.	
Assessment Tasks How am I making history?	Assessing Sticky Knowledge: Look at two photos; one from the past and one from the present. Circle similarities in one colour and differences in the other.	Assessing Key Vocabulary: Class Bingo		
<i>See also: Knowledge organiser.</i>				

Whole School History Curriculum



Year	Knowledge		Skills
Year 1 Spring	<i>Focus: How have toys changed?</i> <i>National Curriculum Knowledge</i> ✓ Changes in living memory <i>Prior Learning: How Am I Making History (Year 1)</i> <i>Contributing towards: What is a monarch? (Year 2)</i>		<i>Chronological Awareness</i> - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). <i>Disciplinary concepts</i> - Describing simple changes and ideas/objects that remain the same. - Understanding that some things change while other items remain the same and some are new. - Using artefacts, photographs and visits to museums to answer simple questions about the past. - Finding answers to simple questions about the past using sources (e.g. artefacts). - Sorting artefacts from then and now. <i>Historical Enquiry</i> - Asking questions about sources of evidence (e.g. artefacts). - Using sources of information, such as artefacts, to answer questions. - Making simple observations about the past from a source. - Interpreting evidence by making simple deductions. - Making simple inferences and deductions from sources of evidence. - Drawing simple conclusions to answer a question. - Using vocabulary such as – old, new, long time ago.
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions
	1: What is your favourite toy? To discuss a favourite toy.	A favourite toy is one you want to play with the most of all toys.	Memory: Something remembered from the past.
	2: Did your parents and grandparents play with the same toys as you? To find out what toys our parents and grandparents played with.	Parents and grandparents used to play with toy cars and dolls just like we do today.	Living Memory: A time remembered by people who are alive (roughly the past 100 years.).
	3: What were toys like in the past? To investigate what toys were like up to 100 years ago.	Toys 100 years ago did not contain electronics and were not made from plastic as these had not yet been invented.	Historian: A person who studies the past.
	4: What is similar and different about toys now and in the past? To compare toys from the past with modern toys.	Toys from the past are now worn. Toys would more likely have been made from wood or metal, however they still resemble modern toys from today.	Modern: Relating to present times.
	5: How have teddy bears changed over time? To investigate how teddy bears have changed over time.	In the past they would be made by hand. They would not have any plastic parts and be made from mohair. Today they use synthetic materials.	Similar / Different: Something that is like / NOT like something else.
	<i>Assessment Tasks:</i> How have toys changed?	Assessing Sticky Knowledge: On video, pupils to answer the following: What type of toy is it? When did children play with this toy? What does it look like? (Colour, shape, size.) How does it feel? Is the object broken or is anything missing? What material is it made of? How might children have played with it? What do you think toys will be like in the future?	Assessing Key Vocabulary: Match definition to key vocab
See also: Knowledge organiser.			



Year	Knowledge		Skills
Year 1 Summer	<u>Focus:</u> How have the explorers changed the world? <u>National Curriculum Knowledge</u> ✓ Changes in living memory ✓ Events beyond living memory that are significant nationally or globally ✓ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <u>Prior Learning:</u> How have Toys Changed? (Year 1) <u>Contributing towards:</u> Beyond Living Memory: How Did We Learn To Fly? (Year 2)		<u>Chronological Awareness</u> - Recording on a timeline a sequence of historical stories heard orally. <u>Disciplinary concepts</u> - Understanding that some things change while other items remain the same and some are new. - Asking why things happen and beginning to explain why with support. <u>Historical Enquiry</u> - Asking how and why questions based on stories, events and people. - Drawing out information from sources. - Making simple observations about the past from a source. - Interpreting evidence by making simple deductions. - Making simple inferences and deductions from sources of evidence. - Describing the main features of concrete evidence of the past or historical evidence. - Discussing and writing about past events or stories in narrative or dramatic forms. - Expressing a personal response to a historical story or event.
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions
	1: What is an explorer? To know what an explorer is.	A person who travels to different places to find out more about them.	Explorer: A person who explores a new or unfamiliar place or goes on a challenging journey.
	2: Where have explorers travelled, and when? To recognise the achievements of different explorers.	Explorers have travelled long distances to hot and cold places.	Beyond living memory: More than 100 years ago.
	3: Who was Christopher Columbus and what did he do? To record events on a timeline.	Christopher Columbus was an explorer who accidentally discovered America.	Exploration: Visiting an unfamiliar area.
	4: Who was Matthew Henson and what did he do? To use photographs to find out about the past.	Matthew Henson travelled in freezing conditions using a sled pulled by dogs.	Discovery: Finding something not known before.
	5: How has exploration changed? To recognise changes and similarities (continuities) over time.	Ships are used less and are powered. Aeroplanes help travel nowadays. We have better clothing for different conditions.	Voyage: A long journey travelling by sea or space.
	Assessment Tasks: How have explorers changed the World?	Assessing Sticky Knowledge: Name explorers studied from photographs. Explain why each explorer is important.	Assessing Key Vocabulary: Multiple choice quiz.
	See also: Knowledge organiser.		

Whole School History Curriculum



Year	Knowledge			Skills
Year 2 Autumn	<i>Focus:</i> How was school different in the past? <i>National Curriculum Knowledge</i> ✓ Changes in living memory ✓ Significant historical events, people and places in their own locality <i>Prior Learning:</i> How have Toys Changed? (Year 1) <i>Contributing towards:</i> How have children's lives changed? (Year 4)			<i>Chronological Awareness</i> - Sequencing up to six photographs, focusing on the intervals between events. <i>Disciplinary concepts</i> - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. - Identifying similarities and difference between ways of life at different times - Making comparisons with their own lives. <i>Historical Enquiry</i> - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Using sources to show an understanding of historical concepts. - Asking a range of questions about stories, events and people. - Understanding how we use books and sources to find out about the past. - Making links and connections across a unit of study. - Making simple conclusions about a question using evidence to support. - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. - Describing past events and people by drawing or writing.
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	
	1: Were schools different in the past? To find out how schools have changed over time.	A timeline is a line to show the order of important events in the past.	Date: A specific day, month or year on which something happens.	
	2: How have schools changed within living memory? To investigate what school was like in the past	Schools have changed over the past 100 years. The classroom furniture, school subjects and equipment are different today.	Source: An item that provides information about the studied historical topic.	
	3: How were schools different in the 1900s? To investigate what schools were like in the 1900s.	In the 1900s, children would write on slates with chalk and sit in rows.	Evidence: The information that historians extract from sources.	
	4: How have schools changed? To compare a modern classroom with a classroom 100 years ago.	There are similarities and differences between schools now and 100 years ago. Things that are the same include teacher, pupils, writing on the board. Things that are different included benches in rows, slates and blackboards, computers and interactive whiteboards.	Decade: A period of ten years. Century: A period of one hundred years.	
	5: What is similar and different about schools now and in the past? To compare three periods of time.	In the 1900s, at 12 years old, children finished school and got jobs whereas in the 1960s, most children left school at 16 to get jobs. In 1900s, children wrote on slate whereas in the 1960s and now, we use pencils, pens and paper	Period of time: A historic period is a span of time that has some distinctive features	
	<i>Assessment Tasks:</i> Would you have preferred to go to school in the past?	Assessing Sticky Knowledge: Task: Children use the facts they have learnt to draw pictures and write sentences to explain why they would or would not have liked to go to school in the past.	Assessing Key Vocabulary: Definition Bingo	
	See also: Knowledge organiser.			



Year	Knowledge		Skills
Year 2 Spring	<i>Focus: How did we learn to fly?</i> <i>National Curriculum Knowledge</i> ✓ Events beyond living memory that are significant nationally or globally ✓ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>Prior Learning: Great Explorers (Year 1)</i> <i>Contributing towards: Stone Age to Iron Age (Year 3)</i>		<i>Chronological Awareness</i> - Sequencing six photographs, focusing on the intervals between events. - Placing events on a timeline, building on times studied in Year 1. - Knowing where people/events studied fit into a chronological framework. <i>Disciplinary concepts</i> - Identifying simple reasons for changes. - Asking questions about why people did things, why events happened and what happened as a result. - Recognising why people did things, why events happened and what happened as a result. - Knowing some things which have changed/stayed the same as the past. <i>Historical Enquiry</i> - Finding out about people, events and beliefs in society. - Discussing who was important in a historical event. - Using artefacts and photographs to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts. - Recognising different ways in which the past is represented (including eye-witness accounts). - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing or writing. - Identifying a primary source.
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions
	1: Who were the Wright brothers? To find out about the Wright brothers.	The Wright brothers were the inventors of the first engine-powered aeroplane	Inventor: Someone who makes something that has never been made before.
	2: When was the first flight? To develop an understanding of historical significance.	Orville piloted the first flight on December 17th 1903	Achievement: Something done successfully through hard work or courage.
	3: Why was Bessie Coleman significant? To investigate why Bessie Coleman is significant.	Bessy Coleman was the first woman of colour to get an international pilot's license	Historically significant: A person or event that deserves attention.
	4: Why is Amelia Earhart significant? To develop an understanding of primary sources.	Amelia Earhart was the first woman to fly solo across the Atlantic Ocean	Eyewitness account: A written record or recording of someone who was at an event.
	5: Why was the moon landing special? To investigate why we remember the Moon landing.	The moon landing was special because it was the first time humans had walked on the Moon.	Primary source: An original document from the period being studied that has not been changed in any way
	Assessment Tasks: How did we learn to fly?	Assessing Sticky Knowledge: Task: Ordering the significant event in the history of flight on a timeline and include key information about each event learnt. Answer the Questions: How did these events change the future or make a difference? Which do you think was the most significant? Why?	Assessing Key Vocabulary: Match the definition to the words / words to the definition.
	See also: Knowledge organiser.		



Year	Knowledge			Skills
Year 2 Summer	<i>Focus: What is a Monarch?</i>			<i>Chronological Awareness</i>
	<i>National Curriculum Knowledge</i>			- Knowing where people/events studied fit into a chronological framework.
	✓ Events beyond living memory that are significant nationally or globally			<i>Disciplinary concepts</i>
	✓ Significant historical events, people and places in their own locality			- Recognising why people did things, why events happened and what happened as a result.
	<i>Prior Learning: How did we learn to fly (Beyond Living Memory) (Year 2)</i>			- Asking questions about why people did things, why events happened and what happened as a result.
	<i>Contributing towards: Anglo-Saxons (Year 3)</i>			- Finding out about people, events and beliefs in society.
				- Discussing who was important in a historical event.
				- Using artefacts, photographs and visits to museums to ask and answer questions about the past.
				- Making simple observations about a source or artefacts.
				- Using sources to show an understanding of historical concepts.
			- Comparing pictures or photographs of people or events in the past.	
			<i>Historical Enquiry</i>	
			- Asking a range of questions about stories, events and people.	
			- Understanding the importance of historically-valid questions.	
			- Understanding how we use books and sources to find out about the past.	
			- Evaluating the usefulness of sources to a historical enquiry.	
			- Selecting information from a source to answer a question.	
			- Making links and connections across a unit of study.	
			- Making simple conclusions about a question using evidence to support.	
			- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)	
			- Using relevant vocabulary in answers.	
			- Describing past events and people by drawing or writing.	
<i>See also: Knowledge organiser.</i>				

Whole School History Curriculum



Year	Knowledge			Skills	
Year 3 Autumn	<i>Focus:</i> Would you prefer to live in the Stone Age, Bronze Age or Iron Age? <i>National Curriculum Knowledge</i> ✓ Changes in Britain from the Stone Age to the Iron Age <i>Prior Learning: Changes Over Time (What is a Monarch?) (Year 2)</i> <i>Contributing towards: The Romans (Year 3)</i>			<i>Chronological Awareness</i> - Sequencing events on a timeline. - Using dates to work out the interval between periods of time & the duration of historical events or periods. - Using BC/AD/Century. - Placing the time studied on a timeline. - Using dates & terms related to the unit & passing of time e.g. millennium, continuity - Noticing connections over a period of time. <i>Disciplinary concepts</i> - Identify and compare different periods of history & identifying changes & continuity. - Identifying the links between different societies. - Identifying reasons for historical events, situations & changes. - Identifying similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Using a range of sources to find out about a period. <i>Historical Enquiry</i> - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary & secondary sources. - Asking the question “How do we know?”. - Reaching conclusions that are substantiated by historical evidence. - Describing past events orally or in writing, recognising similarities & differences with today.	
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions		
	1: How long ago did prehistoric man live? To recognise that prehistory was a long time ago and was the beginning of the history of mankind.	Prehistory was the beginning of the history of mankind.	Prehistory: The period of time before written records.		
	2: What does Skara Brae tell us about life in the Stone Age? To use archaeological evidence to learn about prehistoric houses.	Skara Brae teaches us about how people lived in the Stone Age.	Stone Age: Period of prehistory lasting 2.5 million years.		
	3: Who was the Amesbury Archer? To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.	Historians believe that the Amesbury Archer was a trader who brought pottery and copper from mainland Europe to Britain.	Archaeological evidence: Remains discovered by archaeologists that help reconstruct the past.		
	4: How did bronze change life in the Stone Age? To explain how bronze transformed prehistoric life.	The introduction of bronze transformed lives in Britain.	Bronze: A yellow-brown metal made by combining copper and tin.		
	5: How did trade change the Iron Age? To understand the importance of trade during the Iron Age.	Trading by exchanging increased and coins were introduced.	Import: / Export: Buying things from other countries. Selling things to other countries.		
	<i>Assessment Tasks:</i> Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Assessing Sticky Knowledge: Complete Kapow Unit Quiz Sequence events on a timeline	Assessing Key Vocabulary: Multiple choice quiz		
	<i>See also: Knowledge organiser.</i>				



Year	Knowledge	Skills																					
Year 3 Spring	<u>Focus:</u> Why did the Romans settle in Britain? <u>National Curriculum Knowledge</u> ✓ The Roman Empire and its impact on Britain <u>Prior Learning:</u> Would you prefer to live in the Stone Age, Bronze Age or Iron Age? (Year 3) <u>Contributing towards:</u> How hard was it to invade and settle in Britain (Year 4)	<u>Chronological Awareness</u> - Sequencing events on a timeline. - Using dates to work out the interval between periods of time & the duration of historical events or periods. - Using BC/AD/Century. - Placing the time studied on a timeline. - Using dates & terms related to the unit & passing of time e.g. millennium, continuity - Noticing connections over a period of time. <u>Disciplinary concepts</u> - Identify and compare different periods of history & identifying changes & continuity. - Identifying the links between different societies. - Identifying reasons for historical events, situations & changes. - Identifying similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Using a range of sources to find out about a period. <u>Historical Enquiry</u> - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary & secondary sources. - Asking the question “How do we know?”. - Reaching conclusions that are substantiated by historical evidence. - Describing past events orally or in writing, recognising similarities & differences with today.																					
	<table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td> 1: Why did the Romans invade and settle in Britain? To understand why the Romans invaded Britain. </td><td> The Romans invaded because Britain had resources like gold, iron, tin and cattle. </td><td> Romans: People (or objects) who originated from the city of Rome Invasion: People moving from one country to another, possibly using an army to take control. </td></tr><tr><td> 2: How did Britons respond to the Roman invasion? To create a visual interpretation of Boudicca. </td><td> The Celts were generally happy to live alongside the Romans until they took their land. </td><td> Celts: The people who lived in Britain before the arrival of the Romans Empire: A large number of countries ruled by one country or ruler. </td></tr><tr><td> 3: Why was the Roman army so successful? To understand how Roman soldiers were equipped for war. </td><td> Identify the names of the soldier’s equipment and the function of each item. </td><td> Legionary: A Roman soldier. </td></tr><tr><td> 5: What do artefacts tell us about life in Roman times? To make inferences about life in Roman times. </td><td> The Roman army won battles because they were well-equipped, efficiently organised, highly disciplined and used excellent tactics. </td><td> Inference: A conclusion reached by using evidence. </td></tr><tr><td> 6: How did the Romans change modern Britain? To identify the Roman legacy in Britain. </td><td> Roman legacy includes roads, drainage and sewage systems and education. </td><td> Secondary source: A document or a record that was not written at the time of the event studied </td></tr><tr><td> <u>Assessment Tasks:</u> Why did the Romans settle in Britain? </td><td> Assessing Sticky Knowledge: Task: Variety of questions based on each lesson question. Answer the Questions: Why did the Romans invade and settle in Britain? Draw pictures showing answers. How did Britons respond to the Roman invasion? Tick correct answer. What are some of the reasons as to why the Roman’s won many battles? What are some of the Roman legacies in Britain? </td><td> Assessing Key Vocabulary: Match the definition to the words / words to the definition. </td></tr></table>	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	1: Why did the Romans invade and settle in Britain? To understand why the Romans invaded Britain.	The Romans invaded because Britain had resources like gold, iron, tin and cattle.	Romans: People (or objects) who originated from the city of Rome Invasion: People moving from one country to another, possibly using an army to take control.	2: How did Britons respond to the Roman invasion? To create a visual interpretation of Boudicca.	The Celts were generally happy to live alongside the Romans until they took their land.	Celts: The people who lived in Britain before the arrival of the Romans Empire: A large number of countries ruled by one country or ruler.	3: Why was the Roman army so successful? To understand how Roman soldiers were equipped for war.	Identify the names of the soldier’s equipment and the function of each item.	Legionary: A Roman soldier.	5: What do artefacts tell us about life in Roman times? To make inferences about life in Roman times.	The Roman army won battles because they were well-equipped, efficiently organised, highly disciplined and used excellent tactics.	Inference: A conclusion reached by using evidence.	6: How did the Romans change modern Britain? To identify the Roman legacy in Britain.	Roman legacy includes roads, drainage and sewage systems and education.	Secondary source: A document or a record that was not written at the time of the event studied	<u>Assessment Tasks:</u> Why did the Romans settle in Britain?	Assessing Sticky Knowledge: Task: Variety of questions based on each lesson question. Answer the Questions: Why did the Romans invade and settle in Britain? Draw pictures showing answers. How did Britons respond to the Roman invasion? Tick correct answer. What are some of the reasons as to why the Roman’s won many battles? What are some of the Roman legacies in Britain?	Assessing Key Vocabulary: Match the definition to the words / words to the definition.	
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions																				
	1: Why did the Romans invade and settle in Britain? To understand why the Romans invaded Britain.	The Romans invaded because Britain had resources like gold, iron, tin and cattle.	Romans: People (or objects) who originated from the city of Rome Invasion: People moving from one country to another, possibly using an army to take control.																				
	2: How did Britons respond to the Roman invasion? To create a visual interpretation of Boudicca.	The Celts were generally happy to live alongside the Romans until they took their land.	Celts: The people who lived in Britain before the arrival of the Romans Empire: A large number of countries ruled by one country or ruler.																				
	3: Why was the Roman army so successful? To understand how Roman soldiers were equipped for war.	Identify the names of the soldier’s equipment and the function of each item.	Legionary: A Roman soldier.																				
	5: What do artefacts tell us about life in Roman times? To make inferences about life in Roman times.	The Roman army won battles because they were well-equipped, efficiently organised, highly disciplined and used excellent tactics.	Inference: A conclusion reached by using evidence.																				
	6: How did the Romans change modern Britain? To identify the Roman legacy in Britain.	Roman legacy includes roads, drainage and sewage systems and education.	Secondary source: A document or a record that was not written at the time of the event studied																				
	<u>Assessment Tasks:</u> Why did the Romans settle in Britain?	Assessing Sticky Knowledge: Task: Variety of questions based on each lesson question. Answer the Questions: Why did the Romans invade and settle in Britain? Draw pictures showing answers. How did Britons respond to the Roman invasion? Tick correct answer. What are some of the reasons as to why the Roman’s won many battles? What are some of the Roman legacies in Britain?	Assessing Key Vocabulary: Match the definition to the words / words to the definition.																				
		See also: Knowledge organiser.																					

Whole School History Curriculum



Year	Knowledge		Skills
Year 3 Summer	<i>Focus: What did the ancient Egyptians believe?</i> <i>National Curriculum Knowledge</i> ✓ The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <i>Prior Learning: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? (Year 3)</i> <i>Contributing towards: What did the Greeks ever do for us? (Year 6)</i>		<i>Chronological Awareness</i> - Sequencing events on a timeline. - Using dates to work out the interval between periods of time & the duration of historical events or periods. - Using BC/AD/Century. - Placing the time studied on a timeline. - Using dates & terms related to the unit & passing of time e.g. millennium, continuity - Noticing connections over a period of time. <i>Disciplinary concepts</i> - Identify and compare different periods of history & identifying changes & continuity. - Identifying the links between different societies. - Identifying reasons for historical events, situations & changes. - Identifying similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Using a range of sources to find out about a period. <i>Historical Enquiry</i> - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary & secondary sources. - Asking the question "How do we know?". - Reaching conclusions that are substantiated by historical evidence. - Describing past events orally or in writing, recognising similarities & differences with today.
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions
	1: Who were the Egyptians and when did they live? To know when and where the ancient Egyptians lived.	Know ancient Egyptians lived in Egypt between 2600BC and 100AD.	Civilisation: A large group of people with a common language, way of life and governance.
	2: Who were the ancient Egyptian gods and goddesses? To explain the importance of the Egyptian gods and goddesses.	The ancient Egyptians believed in multiple gods and goddesses	Creation story: A story which explains how the world was made.
	3: Why and how did the Egyptians build the pyramids? To evaluate the challenges of building an Egyptian pyramid.	Egyptians built pyramids to store the bodies of their pharaohs, in preparation for the afterlife.	Pharaoh: The King of Egypt. Pyramid: A tomb built for a pharaoh
	4: How and why did the Egyptians mummify people? To explain how and why the Egyptians mummified people.	Egyptians believed the soul and body reunited in the afterlife, so the body needed to be preserved in the best possible condition.	Mummification: How the skin and flesh of a dead body can be preserved.
	5: What did the ancient Egyptians believe? To evaluate significant ancient Egyptian beliefs.	Egyptians believed in the afterlife and followed a ceremony to ensure people would reach the afterlife.	Weighing of the heart ceremony: A ceremony deciding whether the deceased went to the afterlife.
	Assessment Task: What did the ancient Egyptians believe?	Assessing Sticky Knowledge: Create videos about what the ancient Egyptians believed. Children will be assessed on the accuracy of the sticky knowledge they can recall and include in the video	Assessing Key Vocabulary: Definition bingo
	<i>See also: Knowledge organiser.</i>		

Whole School History Curriculum



Year	Knowledge			Skills
Year 4 Autumn	<u>Focus:</u> How have children's lives changed? <u>National Curriculum Knowledge</u> ✓ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>Prior Learning:</u> How was school different in the past? (Year 2) <u>Contributing towards:</u> Who should feature on the £10 note? (Year 6)			<u>Chronological Awareness</u> - Sequencing events on a timeline. - Using dates to work out the interval between periods of time & the duration of historical events or periods. - Using BC/AD/Century. - Placing the time studied on a timeline. - Using dates & terms related to the unit & passing of time e.g. millennium, continuity - Noticing connections over a period of time. <u>Disciplinary concepts</u> - Identify and compare different periods of history & identifying changes & continuity. - Identifying the links between different societies. - Identifying reasons for historical events, situations & changes. - Identifying similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Using a range of sources to find out about a period. <u>Historical Enquiry</u> - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary & secondary sources. - Asking the question "How do we know?". - Reaching conclusions that are substantiated by historical evidence. - Describing past events orally or in writing, recognising similarities & differences with today.
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions	
	1: What do sources tell us about how children's lives have changed? To identify how children's lives have changed using a range of sources.	What children wore has changed, Roman times they wore togas and in Tudor times they wore trousers	Chronological order: Putting events in the order they happened.	
	2: Why did Tudor children work and what was it like? To understand why children worked in Tudor times and what working conditions were like.	Children had to work because they needed to bring money home for their families. Working was hard due to long days.	Apprentice: A young person who learns a trade or occupation in return for accommodation, clothing and food.	
	3: What jobs did children have in Victorian England and what were they like? To understand the types of jobs Victorian children had and their working conditions.	Jobs children had included, working in a coal mine, in a textile mill or being a domestic servant. Working conditions were tough and dangerous.	Working conditions: The conditions under which an employee has to work.	
	4: How did Lord Shaftesbury help to change the lives of children? To understand how Lord Shaftesbury changed children's lives.	Lord Shaftesbury improved children's working conditions brining in the Tenth Hour Act 1833 which aimed to reduce the work hours of children.	Factory Acts: A series of laws passed by Victorian governments to improve the working conditions of children.	
	5: How and why has children's leisure time changed? To understand how and why children's leisure time has changed.	Leisure activities have changed due to the advances in technology and time spent on leisure activities. For example, Tudor children did not have much time for leisure due to working and attending church on days off.	Compare: To identify similarities and differences between things.	
	<u>Assessment Tasks:</u> How have children's lives changed?	Assessing Sticky Knowledge: Diamond 9	Assessing Key Vocabulary: Class Bingo	
	See also: Knowledge organiser.			

Whole School History Curriculum



Year	Knowledge		Skills
Year 4 Spring	<i>Focus:</i> How hard was it to invade and settle in Britain? Anglo-Saxons <i>National Curriculum Knowledge</i> ✓ 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 <i>Prior Learning:</i> Why did the Romans settle in Britain? (Year 3) <i>Contributing towards:</i> How Did the Mayan civilisation compare to the Anglo-Saxons? (Year 5)		<i>Chronological Awareness</i> - Sequencing events on a timeline. - Using dates to work out the interval between periods of time & the duration of historical events or periods. - Using BC/AD/Century. - Placing the time studied on a timeline. - Using dates & terms related to the unit & passing of time e.g. millennium, continuity - Noticing connections over a period of time. <i>Disciplinary concepts</i> - Identify and compare different periods of history & identifying changes & continuity. - Identifying the links between different societies. - Identifying reasons for historical events, situations & changes. - Identifying similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Using a range of sources to find out about a period. <i>Historical Enquiry</i> - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary & secondary sources. - Asking the question "How do we know?". - Reaching conclusions that are substantiated by historical evidence. - Describing past events orally or in writing, recognising similarities & differences with today.
	Lesson	Sticky Knowledge	Key Vocabulary and Definitions
	1: Who were the Anglo-Saxons and the Scots? To understand why the Anglo-Saxons invaded Britain.	Anglo-Saxons were a group of people who invaded England and the Scots were a group who invaded Scotland.	Settlers: People who move to a new country and stay there permanently.
	2: How did the Anglo-Saxons settle in Britain? To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.	Anglo-Saxons settled in Britain by building their own homes out of natural materials including wood, wattle and daub.	Wattle: Branches or wooden strips woven together. Daub: Mud mixed with straw used to bind wattle together.
	3: What does Sutton Hoo tell us about Anglo-Saxon life? To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.	Sutton Hoo tell us Anglo-Saxons were skilled craftsmen and traded objects overseas with other countries.	Sutton Hoo: The site of an Anglo-Saxon burial.
	4: How did Christianity arrive in Britain? To understand how Anglo-Saxons converted to Christianity.	Christianity arrived in Britain because of the Christian missionaries who came over from Rome to persuaded people to convert.	Missionary: A person sent to an area to promote Christianity.
	5: Was King Alfred really great? To create an interpretation of Alfred the Great.	King Alfred the Great can be seen as great due to successfully defended his kingdom, Wessex, against the Vikings.	Interpretation: An explanation or opinion of something studied.
	<i>Assessment Tasks:</i> How hard was it to invade and settle in Britain?	Assessing Sticky Knowledge: Bullet points of difficulties when invading Britain	Assessing Key Vocabulary: Match vocabulary to definition grid
	<i>See also:</i> Knowledge organiser.		

Whole School History Curriculum



Year	Knowledge		Skills
Year 4 Summer	<i>Focus:</i> Were the Vikings raiders, traders or settlers? <i>National Curriculum Knowledge</i> ✓ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Prior Learning:</i> How hard was it to invade and settle in Britain? Anglo-Saxons (Year 4) <i>Contributing towards:</i> What was the impact of WW2 on British people? (Year 6)		<i>Chronological Awareness</i> - Sequencing events on a timeline. - Using dates to work out the interval between periods of time & the duration of historical events or periods. - Using BC/AD/Century. - Placing the time studied on a timeline. - Using dates & terms related to the unit & passing of time e.g. millennium, continuity - Noticing connections over a period of time.
	Lesson	Sticky Knowledge	Key Vocab. & Definitions
	1: Who were the Vikings and why did they come to Britain? To explain when and why the Vikings came to Britain.	The Vikings came to raid and take valuable items from monasteries as well as to settle and farm peacefully as their homeland was not fertile.	Vikings: A group of Scandinavian people who raided, invaded and settled in other countries in the 8th to 11th centuries.
	2: What do we know about the Vikings? To evaluate the validity of a source.	Primary sources are first-hand evidence from someone at that time whereas secondary is second-hand information from other researchers.	Bias: Allowing personal opinions to influence a viewpoint.
	3: How did the Vikings travel? To explore the features of Viking longboats.	The Vikings travelled around using longboats.	Longboat: A long, narrow boat moved by oars or sails.
	4: Were the Vikings raiders or traders? To examine why trading was important to the Vikings.	Anglo-Saxons saw the Vikings as raiders but others saw them as traders, depending on the source's perspective.	Perspective: The way a person thinks about something.
	5: What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain? To extract and interpret information from many sources.	Eric Bloodaxe losing York allowed the Anglo-Saxons to control the whole of England.	Cause: Something that makes an event happen. Events: Something significant that happened. Consequence: The result of an event.
	<i>Assessment Tasks:</i> Were the Vikings raiders, traders or settlers?	Assessing Sticky Knowledge: Summarise key points	Assessing Key Vocabulary: Multiple choice
	See also: Knowledge organiser.		<i>Disciplinary concepts</i> - Identify and compare different periods of history & identifying changes & continuity. - Identifying the links between different societies. - Identifying reasons for historical events, situations & changes. - Identifying similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Using a range of sources to find out about a period. <i>Historical Enquiry</i> - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary & secondary sources. - Asking the question "How do we know?". - Reaching conclusions that are substantiated by historical evidence. - Describing past events orally or in writing, recognising similarities & differences with today.

Whole School History Curriculum



Year	Knowledge	Skills																					
Year 5 Autumn	<u>Focus:</u> What was life like in Tudor England? <u>National Curriculum Knowledge</u> ✓ A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <u>Prior Learning:</u> How hard was it to invade and settle in Britain? Anglo-Saxons (<u>Year 4</u>) <u>Contributing towards:</u> the development of Church, state and society in Britain 1509-1745 (<u>KEY STAGE THREE</u>)	<u>Chronological Awareness</u> - Sequencing events on a timeline. - Understanding the term “century” & how dating by centuries works. - Putting dates in the correct century. - Using the terms AD & BC in their work. - Using relevant dates & relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, & Victorians - Developing a chronologically secure understanding of British, local & world history across the periods studied. <u>Disciplinary concepts</u> - Describing the links between main events, similarities & changes within & across different periods/studied. - Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well. - Describing sims & diffs between social, cultural, religious & ethnic diversity in Britain & the wider world. - Identifying significant people & events across different time periods. - Recognising primary & secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources. <u>Historical Enquiry</u> - Asking historical questions of increasing difficulty e.g. who governed, how & with what results? - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact & opinion. - Recognising ‘gaps’ in evidence. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts & analysing within a period & across time. - Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts.																					
	<table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocab. & Definitions</th></tr><tr><td>1: Fair ruler or tyrant? What was Henry VIII really like? To use different types of evidence to interpret the character of Henry VIII.</td><td>Henry the VIII was a person of authority and was rich.</td><td>Tudor: The name of the English royal family during the sixteenth century.</td></tr><tr><td>2: Why was Anne Boleyn killed? To make deductions about Anne Boleyn from a range of primary and secondary sources.</td><td>Anne Boleyn was executed because she did not give birth to a male heir.</td><td>Historical investigation: A problem-solving activity requiring you to use and apply the skills of an historian.</td></tr><tr><td>3: Why did Henry VIII have so many wives? To understand why Henry VIII had many wives.</td><td>Henry the VIII has 6 wives altogether mainly because he required a male heir.</td><td>Heir: The person who will inherit the throne when the king or queen dies.</td></tr><tr><td>4: What was a Royal Progress? To extract evidence from primary sources about the Royal Progresses of Elizabeth I</td><td>Royal progresses (tours) were an opportunity for Elizabeth to project a positive image throughout the country. Each city was thoroughly cleaned and lanterns were hung out for the royal progress.</td><td>Propaganda: Information given out that may not be accurate but is intended to make people believe something or to hold a particular point of view.</td></tr><tr><td>5: What can inventories tell us about life in Tudor times? To make deductions about the people in Tudor England using inventories.</td><td>Some Tudor homes had 6 rooms and most poor families lived only in one room. The picture of John Blanke was the only recorded picture of a black man at the English court.</td><td>Inventory: A list of all the items belonging to a person who died in Tudor times. Historical deductions: Using evidence to draw conclusions from a source.</td></tr><tr><td><u>Assessment Tasks:</u> What was life like in Tudor England?</td><td>Assessing Sticky Knowledge Newspaper report</td><td>Assessing Key Vocabulary Definition Bingo</td></tr></table>	Lesson	Sticky Knowledge	Key Vocab. & Definitions	1: Fair ruler or tyrant? What was Henry VIII really like? To use different types of evidence to interpret the character of Henry VIII.	Henry the VIII was a person of authority and was rich.	Tudor: The name of the English royal family during the sixteenth century.	2: Why was Anne Boleyn killed? To make deductions about Anne Boleyn from a range of primary and secondary sources.	Anne Boleyn was executed because she did not give birth to a male heir.	Historical investigation: A problem-solving activity requiring you to use and apply the skills of an historian.	3: Why did Henry VIII have so many wives? To understand why Henry VIII had many wives.	Henry the VIII has 6 wives altogether mainly because he required a male heir.	Heir: The person who will inherit the throne when the king or queen dies.	4: What was a Royal Progress? To extract evidence from primary sources about the Royal Progresses of Elizabeth I	Royal progresses (tours) were an opportunity for Elizabeth to project a positive image throughout the country. Each city was thoroughly cleaned and lanterns were hung out for the royal progress.	Propaganda: Information given out that may not be accurate but is intended to make people believe something or to hold a particular point of view.	5: What can inventories tell us about life in Tudor times? To make deductions about the people in Tudor England using inventories.	Some Tudor homes had 6 rooms and most poor families lived only in one room. The picture of John Blanke was the only recorded picture of a black man at the English court.	Inventory: A list of all the items belonging to a person who died in Tudor times. Historical deductions: Using evidence to draw conclusions from a source.	<u>Assessment Tasks:</u> What was life like in Tudor England?	Assessing Sticky Knowledge Newspaper report	Assessing Key Vocabulary Definition Bingo	
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	<u>See also:</u> Knowledge organiser.																						

Whole School History Curriculum



Year	Knowledge		Skills
Year 5 Spring	<i>Focus:</i> How did the Maya civilisation compare to the Anglo-Saxons? <i>National Curriculum Knowledge</i> ✓ A non-European society that provides contrasts with British history- one study chosen from: early Islamic civilization; Mayan civilization c.AD 900; Benin (West Africa) c.AD 900-1300 <i>Prior Learning:</i> How hard was it to invade and settle in Britain? Anglo-Saxons (Year 4) <i>Contributing towards:</i> What Did The Greeks Ever Do For Us? (Year 6)		<i>Chronological Awareness</i> - Sequencing events on a timeline. - Understanding the term “century” & how dating by centuries works. - Putting dates in the correct century. - Using the terms AD & BC in their work. - Using relevant dates & relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, & Victorians - Developing a chronologically secure understanding of British, local & world history across the periods studied.
	Lesson	Sticky Knowledge	Key Vocab. & Definitions
	1: Who were the Maya and when did they live? To recognise when and where the ancient Maya lived.	The Mayans lived in Mexico, Belize and Guatemala.	Contact and Spanish Conquest: A period of time in the Maya civilisation from AD 1524 to 1697.
	2: How did the Maya settle in the rainforest? To evaluate the challenges of settling in the rainforest.	Mayans were resilient, skilled farmers, engineers, and hunters.	Terrace farming: Small flat fields built on top of each other to increase the amount of available land.
	3: What similarities and differences existed between Maya and Anglo-Saxon homes? To compare and contrast Anglo-Saxon and Maya houses.	Both houses were rectangular in shape however Mayans had separate areas in the house for sleeping, living and eating.	Partitioning: Wood used to separate a house into sections for eating, sleeping and living.
	4: What did the Maya believe? To explain the importance of Maya gods and goddesses.	The Mayans believed the six deities were the ones who created the Earth.	Monotheism: A belief in one god. Polytheism: A belief in many gods.
	5: What do archaeological remains tell us about Maya cities? To design a map of a Maya city.	The great plaza was on the main street in which important buildings were located.	City-state: A large, independent city which governs the surrounding area.
	<i>Assessment Tasks:</i> How did the Maya civilisation compare to the Anglo-Saxons?	Assessing Sticky Knowledge Odd one out and explain why	Assessing Key Vocabulary Hinge questions
	See also: Knowledge organiser.		<i>Disciplinary concepts</i> - Describing the links between main events, similarities & changes within & across different periods/studied. - Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well. - Describing similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Identifying significant people & events across different time periods. - Recognising primary & secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources. <i>Historical Enquiry</i> - Asking historical questions of increasing difficulty e.g. who governed, how & with what results? - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact & opinion. - Recognising ‘gaps’ in evidence. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts & analysing within a period & across time. - Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts.

Whole School History Curriculum



Year	Knowledge		Skills
Year 5 Summer	<i>Focus: Victorians: What does the census tell us about our local area?</i> <i>National Curriculum Knowledge</i> ✓ A local history study <i>Prior Learning: How Have Children's Lives Changed? (Year 4)</i> <i>Contributing towards: Local history study (KEY STAGE THREE)</i>		<i>Chronological Awareness</i> - Sequencing events on a timeline. - Understanding the term "century" & how dating by centuries works. - Putting dates in the correct century. - Using the terms AD & BC in their work. - Using relevant dates & relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, & Victorians - Developing a chronologically secure understanding of British, local & world history across the periods studied. <i>Disciplinary concepts</i> - Describing the links between main events, similarities & changes within & across different periods/studied. - Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well. - Describing similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world. - Identifying significant people & events across different time periods. - Recognising primary & secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources. <i>Historical Enquiry</i> - Asking historical questions of increasing difficulty e.g. who governed, how & with what results? - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact & opinion. - Recognising 'gaps' in evidence. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts & analysing within a period & across time. - Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts.
	Lesson	Sticky Knowledge	Key Vocab. & Definitions
	1: What does the census tell us about the people living in our local area? To use the census to make inferences about people from the past.	A scholar is any person who was in education.	Census: An official survey of the population that is carried out every ten years.
	2: What happened to Mary Bucktrout? (Part 1) To use the census to investigate how the lives of people in the past changed.	Mary Bucktrout was a flax spinner in a factory then became an infant teacher.	Flax mill spinner: A person employed to work in a flax mill to make cloth or woven fabric.
	3: What happened to Mary Bucktrout? (Part 2) To use primary sources to find out about the working conditions of children in factories.	Mary Bucktrout lost her right arm and her thumb on her left hand when working as a flax spinner at the factory.	Yarn: Interlocking fibres created by spinning, which are used in textiles, knitting and sewing.
	4: How did Mary Bucktrout feel about the key events in her life? To recreate the thoughts and feelings of Mary Bucktrout.	Mary Bucktrout felt under pressure to clean the machines quickly.	Reconstruct: To build a picture of what a historical person or event was like.
	5: Who lived in our local area? (Part 1) To reconstruct the lives of people in a household using the census.	Elenora was a suffragette and crossed her name out from the census as she did not agree to giving her details when women weren't allowed to vote!	Suffragette: A woman who campaigned for the right to vote.
	<i>Assessment Tasks:</i> What does the census tell us about our local area?	Assessing Sticky Knowledge Exit tickets	Assessing Key Vocabulary Correct the mistake
See also: Knowledge organiser.			

Whole School History Curriculum



Year	Knowledge	Skills																					
Year 6 Autumn	<u>Focus:</u> What was the impact on World War 2 on the people of Britain? <u>National Curriculum Knowledge</u> ✓ A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <u>Prior Learning:</u> Were the Vikings raiders, traders or settlers? (Year 4) <u>Contributing towards:</u> Challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include: (KEY STAGE 3)	<u>Chronological Awareness</u> - Sequencing events on a timeline. - Understanding the term “century” & how dating by centuries works. - Putting dates in the correct century. - Using the terms AD & BC in their work. - Using relevant dates & relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, & Victorians - Developing a chronologically secure understanding of British, local & world history across the periods studied. <u>Disciplinary concepts</u> - Describing the links between main events, similarities & changes within & across different periods/studied. - Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well. - Describing sims & diffs between social, cultural, religious & ethnic diversity in Britain & the wider world. - Identifying significant people & events across different time periods. - Recognising primary & secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources. <u>Historical Enquiry</u> - Asking historical questions of increasing difficulty e.g. who governed, how & with what results? - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact & opinion. - Recognising ‘gaps’ in evidence. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts & analysing within a period & across time. - Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts.																					
	<table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocab. & Definitions</th></tr><tr><td>1: Why did Britain go to war in 1939? To understand the causes of World War 2.</td><td>Germany lost WW1 and was made to take responsibility. Germany was forced to lose some of its land, disarm and pay large fines.</td><td>Unrest: A state of disturbance among citizens of a country. Adolf Hitler: Leader of the Nazi party and Chancellor of Germany.</td></tr><tr><td>2: Who won the Battle of Britain? To understand how the Battle of Britain was won.</td><td>Battle of Britain had 4 phases - After the RAF’s successful defence, Germany eventually realised it would not gain control of British airspace.</td><td>Battle of Britain: The air battle between Germany and Britain for air supremacy.</td></tr><tr><td>3: What was evacuation like for children? (Part 1) To understand the emotions and experiences of children during the evacuation</td><td>The evacuation took place in stages. In September 1939, when war was declared, 1.5 million evacuees were sent to live in safer areas.</td><td>Evacuation: Moving people from a dangerous place to a safer place. Evacuee: A person who moves from away from a place of danger.</td></tr><tr><td>4: What impact did WW2 have on women’s lives? To identify the impact of WW2 on women’s lives.</td><td>During WW2, women had to play a different role in society due to the absence of many men. Women filled employment roles in industry, land and women’s armed services.</td><td>Women’s Land Army: Women who worked on farming food and preventing Britain from starving during the war.</td></tr><tr><td>5: Why did people migrate to Britain during and after World War 2? To explain why migrants come to Britain.</td><td>The Windrush generation refers to people who arrived in the UK after WW2 from Caribbean countries between 1948 and 1973.</td><td>Migration: The movement of people from one place to another to find better living conditions. Immigration: When people move to a new country to live.</td></tr><tr><td><u>Assessment tasks:</u> What was the impact of WW2 on the people of Britain?</td><td><u>Assessing Sticky Knowledge</u> Unit quiz from Kapow Children to work in pairs. Hot-seating activity: A child from London- How has your life changed since the outbreak of war?</td><td><u>Assessing Key Vocabulary</u> Definition bingo: children to select 6 pieces of key knowledge from selection.</td></tr></table>	Lesson	Sticky Knowledge	Key Vocab. & Definitions	1: Why did Britain go to war in 1939? To understand the causes of World War 2.	Germany lost WW1 and was made to take responsibility. Germany was forced to lose some of its land, disarm and pay large fines.	Unrest: A state of disturbance among citizens of a country. Adolf Hitler: Leader of the Nazi party and Chancellor of Germany.	2: Who won the Battle of Britain? To understand how the Battle of Britain was won.	Battle of Britain had 4 phases - After the RAF’s successful defence, Germany eventually realised it would not gain control of British airspace.	Battle of Britain: The air battle between Germany and Britain for air supremacy.	3: What was evacuation like for children? (Part 1) To understand the emotions and experiences of children during the evacuation	The evacuation took place in stages. In September 1939, when war was declared, 1.5 million evacuees were sent to live in safer areas.	Evacuation: Moving people from a dangerous place to a safer place. Evacuee: A person who moves from away from a place of danger.	4: What impact did WW2 have on women’s lives? To identify the impact of WW2 on women’s lives.	During WW2, women had to play a different role in society due to the absence of many men. Women filled employment roles in industry, land and women’s armed services.	Women’s Land Army: Women who worked on farming food and preventing Britain from starving during the war.	5: Why did people migrate to Britain during and after World War 2? To explain why migrants come to Britain.	The Windrush generation refers to people who arrived in the UK after WW2 from Caribbean countries between 1948 and 1973.	Migration: The movement of people from one place to another to find better living conditions. Immigration: When people move to a new country to live.	<u>Assessment tasks:</u> What was the impact of WW2 on the people of Britain?	<u>Assessing Sticky Knowledge</u> Unit quiz from Kapow Children to work in pairs. Hot-seating activity: A child from London- How has your life changed since the outbreak of war?	<u>Assessing Key Vocabulary</u> Definition bingo: children to select 6 pieces of key knowledge from selection.	
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Year 6 Spring	<u>Focus:</u> What did the Greeks ever do for us? <u>National Curriculum Knowledge</u> ✓ Ancient Greece- a study of Greek life and achievements and their influence on the western world <u>Prior Learning:</u> What did the ancient Egyptians believe? (Year 3) <u>Contributing towards:</u> at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century]: (KEY STAGE 3)		<u>Chronological Awareness</u> - Sequencing events on a timeline. - Understanding the term "century" & how dating by centuries works. - Putting dates in the correct century. - Using the terms AD & BC in their work. - Using relevant dates & relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, & Victorians - Developing a chronologically secure understanding of British, local & world history across the periods studied. <u>Disciplinary concepts</u> - Describing the links between main events, similarities & changes within & across different periods/studied. - Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well. - Describing sims & diffs between social, cultural, religious & ethnic diversity in Britain & the wider world. - Identifying significant people & events across different time periods. - Recognising primary & secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources. <u>Historical Enquiry</u> - Asking historical questions of increasing difficulty e.g. who governed, how & with what results? - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact & opinion. - Recognising 'gaps' in evidence. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts & analysing within a period & across time. - Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts.
	Lesson	Sticky Knowledge	Key Vocab. & Definitions
	1: Who were the Greeks and when did they live? To understand where and when the ancient Greeks lived.	Greece is an island in the Mediterranean Sea. Ancient Greece was in the time period 700-480 B.C.	Golden Period: The period from 480 BC to 323 BC in which the Greeks built temples, created democracy and made scientific discoveries
	2: What did the Greeks believe? To understand the importance of the Greek gods.	The Ancient Greeks believed that an extended family of 12 gods and goddesses controlled their lives. Mount Olympus was the home of the gods.	Zeus: God of the sky and supreme ruler of the Olympian gods. Hera: Queen of the Olympian gods and goddess of women and marriage. Aphrodite: The goddess of love and beauty and the daughter of Zeus.
	3: How was ancient Greece governed? To identify similarities and differences between Athens and Sparta.	Greece was governed as city-states. Athens and Sparta were two of the biggest.	Sparta: One of the most famous city-states in Greece and great rival to Athens.
	4: Did the ancient Greeks give us democracy? To understand how Athenian democracy worked.	Athenian democracy consisted of three parts: the assembly; the council or 'boule'; and the courts.	Democracy: A system of government meaning 'ruled by the people', either directly or through freely elected representatives. ALSO a British Value.
	5: How do Greek philosophers influence us today? To understand the importance of the ancient Greek philosophers.	The Ancient Greeks studied philosophy (asking questions about human existence). Philosophers such as Plato, Pythagoras, Socrates and Aristotle did not accept that mythology, gods and goddess explained human existence or made sense of the world.	Philosophy: The love of wisdom. Logic: Deciding whether something is true or false.
	<u>Assessment tasks:</u> What did the Greeks ever do for us?	Assessing Sticky Knowledge: Unit quiz Kapow Diamond 9 activity- Which of these events from Greek life has been most relevant for our current lives?	Assessing Key Vocabulary: Give a definition of, or describe, at least 5 out of 7 key words.



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Year 6 Summer	<i>Focus:</i> Unheard histories: Who should feature on the £10 note? <i>National Curriculum Knowledge</i> ✓ A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <i>Prior Learning:</i> How have children’s lives changed? <i>(Year 4)</i> <i>Contributing towards:</i> at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China’s Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century]: <i>(KEY STAGE 3)</i>	<i>Chronological Awareness</i> - Sequencing events on a timeline. - Understanding the term “century” & how dating by centuries works. - Putting dates in the correct century. - Using the terms AD & BC in their work. - Using relevant dates & relevant terms for the period & period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, & Victorians - Developing a chronologically secure understanding of British, local & world history across the periods studied. <i>Disciplinary concepts</i> - Describing the links between main events, similarities & changes within & across different periods/studied. - Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well. - Describing sims & diffs between social, cultural, religious & ethnic diversity in Britain & the wider world. - Identifying significant people & events across different time periods. - Recognising primary & secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Evaluating the usefulness of historical sources. <i>Historical Enquiry</i> - Asking historical questions of increasing difficulty e.g. who governed, how & with what results? - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact & opinion. - Recognising ‘gaps’ in evidence. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts & analysing within a period & across time. - Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts.																					
	<table><tr><td>Lesson</td><td>Sticky Knowledge</td><td>Key Vocab. & Definitions</td></tr><tr><td>1: Who features on banknotes and why? To explain the significance of people on banknotes.</td><td>Winston Churchill features on a bank note because he is a significant person who was famous for his speeches.</td><td>Issuing bank: The bank that prints banknotes. Watermark: A security pattern or picture on a banknote, which can only be seen with ultraviolet light.</td></tr><tr><td>2: Was Alfred the Great or Elizabeth I the more significant monarch? To decide whether a person is historically significant.</td><td>Alfred the Great defeated the Vikings and Elizabeth I gave England stability after a turbulent year.</td><td>Criteria: A statement used to make a judgment or decision.</td></tr><tr><td>3: How were Ellen Wilkinson and Betty Boothroyd historically significant? To evaluate the significance of historical figures.</td><td>Ellen Wilkinson was the first woman to become education minister and Betty Boothroyd was the first woman to become a Speaker of the House of Commons.</td><td>Legacy: Something that a historical person (or group of people) did which had a lasting impact on the future.</td></tr><tr><td>4: Why was Mary Seacole significant? To explain the significance of Mary Seacole</td><td>Mary Seacole nursed injured soldiers on the front line.</td><td>Racial prejudice: Unfair or harmful opinions, attitudes or treatment based on a person's ethnicity.</td></tr><tr><td>5: Who was more significant? Lily Parr or Betty Snowball? To evaluate the significance of sporting people.</td><td>Lily Parr inspired girls and women to play football and Betty Snowball helped popularise cricket.</td><td>Inspiration: Something or someone that motivates or encourages others.</td></tr><tr><td><i>Assessment</i> Who should feature on the £10 note?</td><td><i>Assessing Sticky Knowledge</i> Unit quiz from Kapow Answer big question: Who will be the face of the new £10 note- in long-hand. Give reasons for your choice.</td><td><i>Assessing Key Vocabulary</i> Describe the picture using at least 4 of the 7 vocabulary words.</td></tr></table>	Lesson	Sticky Knowledge	Key Vocab. & Definitions	1: Who features on banknotes and why? To explain the significance of people on banknotes.	Winston Churchill features on a bank note because he is a significant person who was famous for his speeches.	Issuing bank: The bank that prints banknotes. Watermark: A security pattern or picture on a banknote, which can only be seen with ultraviolet light.	2: Was Alfred the Great or Elizabeth I the more significant monarch? To decide whether a person is historically significant.	Alfred the Great defeated the Vikings and Elizabeth I gave England stability after a turbulent year.	Criteria: A statement used to make a judgment or decision.	3: How were Ellen Wilkinson and Betty Boothroyd historically significant? To evaluate the significance of historical figures.	Ellen Wilkinson was the first woman to become education minister and Betty Boothroyd was the first woman to become a Speaker of the House of Commons.	Legacy: Something that a historical person (or group of people) did which had a lasting impact on the future.	4: Why was Mary Seacole significant? To explain the significance of Mary Seacole	Mary Seacole nursed injured soldiers on the front line.	Racial prejudice: Unfair or harmful opinions, attitudes or treatment based on a person's ethnicity.	5: Who was more significant? Lily Parr or Betty Snowball? To evaluate the significance of sporting people.	Lily Parr inspired girls and women to play football and Betty Snowball helped popularise cricket.	Inspiration: Something or someone that motivates or encourages others.	<i>Assessment</i> Who should feature on the £10 note?	<i>Assessing Sticky Knowledge</i> Unit quiz from Kapow Answer big question: Who will be the face of the new £10 note- in long-hand. Give reasons for your choice.	<i>Assessing Key Vocabulary</i> Describe the picture using at least 4 of the 7 vocabulary words.	
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