



History 2021-2023

School Drivers	
<p style="text-align: center;">21st Century citizen</p> <p style="text-align: center;">Understanding of the Wider World Multicultural Awareness, British Values Sense of Community</p>	<p style="text-align: center;">Independent learners</p> <p style="text-align: center;">Creative and Curious Think Critically</p>

History Cycle A- 2021/2022 Cycle B- 2022/2023

EYFS	<p>Who was Guy Fawkes?</p> <p>Every year people celebrate bonfire night. There is a bonfire and fireworks. (M) Know that this is because of a man in the past called Guy Fawkes. Recall some important narratives, characters and figures from the past encountered in books read in class. (Guy Fawkes)</p> <p>Core learning: Children at the expected level of development will: Talk about the lives of the 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.</p>	<p>Past and present events in my own life.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; (Playground Games/Technology)</p> <p>Core learning: Know some things have happened recently and some things happened a long time ago. To talk about special times in their own life.</p> <p>Vocabulary: Birthday, Christmas, Holiday, Celebrations, party, past, now, next, last, before</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p> <p>Core learning: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Recall some important narratives, characters and figures from the past encountered in books read in class.</p> <p>Vocabulary: (Queen Elizabeth 2nd/ Royal Family) Queen; king; Prince; Princess</p>
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	<p>Recall some important narratives, characters and figures from the past encountered in books read in class.</p> <p>Vocabulary: Fireworks, sparklers, safe, rocket, explosion, Guy Fawkes, London, Houses of Parliament, gun powder.</p>		
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<p>Y1</p>	<p>I'm making History! NC ref: changes within living memory Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions. Suggestion: My timeline, family history, older visitor invited to school to be interviewed, investigating Christmas now and in the past.</p> <p>Core learning: What is my history? Pupils develop a timeline from present to past of their own life. (chronological understanding) Add to the timeline school start dates, special events they can remember, pets/toys etc. Discuss the memories pupils have, where appropriate, pupils can record their favourite memory or annotate a copy of a photograph. Compare toys/ homes/events/school/special events Think about questions we could ask of people from the past. use common words and phrases relating to the passing of time. What was Christmas like in the past? Look at images and photographs of Christmas in the</p>	<p>History detectives - spot the differences! NC Ref: changes within living memory, places in locality Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity. Suggestion: local history enquiry, toys/ phones/ transport now and then. (Visit to Preston Park Museum)</p> <p>Core learning: What were homes like before I was born? - use clues in photographs to find information and develop close observation skills. Develop core vocabulary related to houses and homes as well as build on basic chronological knowledge. Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) Create a timeline of houses, strengthening their sense of chronology. Discuss how life would be, their feelings/thoughts, if they were living in such houses. Extend to toys; sort artefacts from 'then' and 'now' (historical enquiry) Compare their toys now with toys from the past: handle artefacts and discuss. Encourage thoughts and vocabulary relating to time. "Why does this toy look dusty/dull/cracked?" etc How have toys changed?</p>	<p>Who has helped make History? NC ref: Significant individuals in the past, local significant individuals Focus: use of historical interpretations, chronology over a longer period, thinking about historical significance. Suggestion: Beatrix Potter</p> <p>Core learning: Explore primary sources: photographs of Lake District/ Beatrix Potter. Who could this person be? Encourage chn to analyse photos and develop vocabulary of time. Make comparisons between then and now. Use a series of primary sources to build up a sequence of her life. Ask and answer relevant basic questions about the past (historical enquiry) Pupils will look at the key features of life in rural areas at the time and compare them with aspects of life today - transport, homes/kitchens, work, life for children to look at similarity and difference. (visit to the farm at Beamish?)</p> <p>Vocabulary: Victorian, Edwardian, Twentieth Century, Nineteenth Century. Individual, effect, change. Author, rural, birth certificate, Lake District, home, work, farming, conservation.</p>
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	<p>past. What do pupils notice? What was the same? What has changed?</p> <p>Relate his/her own account of an event and understand that others may give a different version (historical interpretations)</p> <p>Talk, draw or write about aspects of the past (organisation and communication)</p> <p>Vocabulary: The past clues Timeline Date Before After Memory Photograph Story Source Interview</p>	<p>Find answers to some simple questions about the past from simple sources of information (historical enquiry)</p> <p>Vocabulary: (related to houses and homes) Chimney, window, post box, doors, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre-war, Edwardian, Victorian, century, decade, technology, architecture, home, house, bungalow, flats</p>	
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Y2	<p>Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance. Suggestion: inventions, special events - moon landing, electricity, first train etc.</p> <p>Core learning: To know about events beyond living memory - inventions Speak about how he/she has found out about the past (organisation and communication) Record what they have learned by drawing and writing (organisation and communication) Show an awareness of the past, using common words and phrases relating to the passing of time; describe where the people and events he/she studies fit within a chronological framework and identify similarities and</p>	<p>Why are some places special? NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources. Suggestion: Special places in the area visit and enquiry- cathedral etc.</p> <p>Core learning: Significant places in own locality Use primary sources of information Record what they have learned by drawing and writing (organisation and communication)</p> <p>Knowledge: Chronology, develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework. Historical terms - begin to use a vocabulary of historical terms such as recently, younger, years, decade, century, long ago. Explain/ analyse key concepts: significance - talk about important places and why they were built Use of primary sources for an enquiry - ask questions about events, begin to understand some ways we find out about the past, use a wider range of</p>	<p>All change? Holidays now and then NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources Suggestion: Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn. NC ref: Significant individuals in the past, local significant individuals; Grace Darling</p> <p>Core learning: To know about significant local individuals in the past who have had an impact - Grace Darling; Identify and write about changes within living memory and beyond - holidays then and now. Chronology over a longer time frame (years) show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
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	<p>differences between ways of life in different periods. Know about events that were significant globally or nationally (may have a Remembrance Day or be commemorated through festivals and anniversaries) Describe changes within living memory and aspects of change in national life describe events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight, first telephones or events commemorated through festivals or anniversaries discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. the Wright brothers and Neil Armstrong,</p> <p>Vocabulary: Century Inventor invention significance</p>	<p>sources, communicate findings and use the historic environment</p> <p>Vocabulary: Timeline Place Century Long Age Recent Church Cathedral Castle Mine</p>	<p>Speak about how he/she has found out about the past (organisation and communication) Record what they have learned by drawing and writing (organisation and communication)</p> <p>Vocabulary: Holiday Bank holiday Leisure Coast Transport/ travel Victorian/ Edwardian 1950s</p>
Y3/4 A	<p>Who does the skeleton found near Stonehenge belong to? NC reference Changes in Britain Stone Age to Iron Age (The Amesbury Archer - an exploration of Archaeology of the Bronze Age)</p> <p>Core learning: explore the role of archaeologists understand timeline of prehistoric Britain use correct terminology explore and understand the importance of the discovery of the Amesbury Archer (focus on Stonehenge)</p> <p>Begin to use some common words, signs or symbols to indicate the passage of time.</p>	<p>Why did the Ancient Egyptians build pyramids? NC ref: Achievements of earliest civilisations - Ancient Egypt Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p> <p>Core learning: extend understanding of chronology (timeline of world history) use correct terminology understand why the Egyptians built pyramids explore the discovery of Tutankhamen's tomb</p> <p>Developing Historical Knowledge: chronology, locations of the emergence of the earliest civilisations, key features of Egyptian civilisation - chronology of developments.</p>	<p>How have the Greeks shaped my world? NC Ref: Ancient Greece; achievements and influence. Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p> <p>Core learning: chronological knowledge of the long arc of time, century and millennia, BC/ AD. Explain/ analyse: pupils will be developing and using their knowledge to think about change, consequences and significance. Primary source use: photographs of artefacts Interpretations/ representations of the past Historical knowledge: chronological knowledge of the long arc of time, century and millennia, BC/ AD.</p>

	<p>Answer simple questions about historical stories and artefacts.</p> <p>Understand the changes within and between time periods.</p> <p>Understand how some changes take centuries whilst others are more rapid and give examples with evidence.</p> <p>Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.</p> <p>Have the ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.</p> <p>Historical knowledge: chronological knowledge of the long arc of time, century and millennia, BC/ AD</p> <p>Vocabulary: Stone Age, Bronze Age, Iron Age, archer, Stonehenge, Henge, flint knapping, archaeology, torc BC AD century trench artefact</p>	<p>Explaining/ Analyse second order concepts: Causation and significance</p> <p>Use of primary sources: The nature of the primary sources available for study of Egypt are in great contrast to the artefacts used so far in Stone Age to Iron Age with the appearance of writing and a far wider range of specialist tools/ equipment. Pupils will need some background knowledge to enable them to make inference from the primary sources.</p> <p>Interpretations/ representations of the past: Not explicitly developed in this unit. When reading information text/ looking at artistic representations, pupils should be increasingly aware that there are many versions of the same event.</p> <p>Vocabulary: Settlement, city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile</p>	<p>Ancient Greeks significant features, achievements and influence of the Ancient Greeks in relation to democracy, language and art.</p> <p>Interpretations/ representations of the past: pupils may encounter some artistic representations of the distant past. It is important to discuss the difference with a primary source and think about what artists base their ideas on.</p> <p>Vocabulary: Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite,</p>
Y3/4 B	<p>Who were Britain's first builders?</p> <p>NC ref: Changes in Britain Stone Age to Iron Age Focus: building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.</p> <p>Core learning: chronological knowledge of the long arc of time, century and millennia, BC/ AD</p>	<p>The Shang Dynasty</p> <p>NC ref: Achievements of earliest civilisations. Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)</p> <p>Core learning: develop a chronologically secure knowledge and understanding of world history devise historically valid questions about change,</p>	<p>Ancient Greek builders</p> <p>NC Ref: Ancient Greece; achievements and influence Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.</p> <p>Core learning: extend understanding of chronology (timeline of world history) use correct terminology</p>

	<p>Chronological knowledge and understanding are developed via a range of activities using timelines, key terms and dates pupils will be thinking about change, significance and similarity and difference</p> <p>Explain/ analyse second order concepts: pupils will be thinking about change, significance and similarity and difference.</p> <p>Primary source use: use of photographs of artefacts throughout, inference observation.</p> <p>Interpretations/ representations of the past: pupils will encounter artistic representations of the distant past, discuss the difference with a primary source and think about what artists base their ideas on.</p> <p>Vocabulary: hunter- gathers nomadic lifestyle ice age century and millennia, BC/ AD Stone Age, Bronze Age, Iron Age, archer, Stonehenge, Henge, flint knapping, archaeology, torc BC AD century trench artefact</p>	<p>cause, similarity and difference interpret primary and secondary sources.</p> <p>Pinpoint the location of the Shang on a map of China and describe and name some cities and physical features of the land.</p> <p>Describe the roles of different members of Shang society and know where they fitted in the Shang social hierarchy.</p> <p>Describe a range of artefacts and know what they were made of and what they were used for.</p> <p>Explain what oracle bones were and how the Shang used them.</p> <p>Vocabulary: Peasant Artisan Diviner Sacrifice Ancestor Millet Rural Yellow River Ritual Bronze Dynasty Hu Acupuncture Bamboo Buddhism Pagoda Confucius Oracle bones Ding Terracotta</p>	<p>explore Greek buildings – Acropolis, Parthenon – linked to Greek democracy and religion understand key aspects of Greek architecture (columns)</p> <p>Explain/ analyse second order concepts: pupils will be developing and using their knowledge to think about change, consequences and significance.</p> <p>Primary source use: use of photographs of artefacts throughout via observation and moving to making supported inferences from sources, including early written primary sources in translation.</p> <p>Vocabulary: Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite,</p>
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<p>Y4/5 A</p>	<p>What was daily life like for Romans? NC ref: The Roman Empire and its impact on Britain Focus: Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry. (Looking at the broader idea of the Roman Empire, focusing on Architecture and</p>	<p>Were the Vikings really vicious? NC Ref: The Viking and Anglo-Saxon struggle for England to 1066 Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p> <p>Core learning: Where the Vikings came from Why the Vikings invaded England How they invaded England</p>	<p>Tudors: Why did Henry VIII marry six times? NC ref: Construct informed responses by selecting and organising relevant historical information. Development of Church, State and Society. (significant individual; what were the consequences of Henry's first divorce? Use of primary and secondary sources; empathy with characters from the past; study of portraits and symbolism; comparing life then and now.)</p>
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<p>Artefacts - use of Primary sources: what do they tell you about the Romans?)</p> <p>Core learning: To know that life in Britain changed after the invasion of the Romans including the use of roads, plumbing and some foods. To know that we can find out about life in Roman times through the use of artefacts found by archaeologists</p> <p>Historical knowledge - Knowledge of People in the periods, their daily lives and habits. Chronology - when was the Roman period and when were the Romans in Britain? Key features - of daily Roman life. Historical terms - interpretation, source, villa, reconstruction</p> <p>Explain/ analyse second order concepts - Developing skills of locating and explaining similarity and difference</p> <p>Primary source use - Developing use of primary sources - observation, inference and clustering</p> <p>Interpretations/ representations of the past - Developing understanding and analysis of historical interpretations - nature, comprehension and comparison. Begin to think about purpose and reasons for a particular view.</p> <p>Vocabulary: Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueducts</p>	<p>The impact Vikings had on English history</p> <p>Historical knowledge - develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge.</p> <p>Primary source use - ask questions about primary sources, make inference.</p> <p>Interpretations/ representations of the past -pupils identify the features of a particular interpretation of an event/ person and the main message of an interpretation. Pupils test an interpretation to see connection with primary sources and then build their own interpretation.</p> <p>Vocabulary: Interpretation, Viking Representation Raider Primary source, Invasion</p>	<p>Core learning: What were the consequences of Henry's first divorce? The impact Henry's divorce had on the church today. Appreciate the achievements of past societies (e.g. the pyramids, cathedrals, illuminated manuscripts Consider the lives, writings and influence of inspirational figures from the past. Appreciate the tremendous influence of religion on human societies past and present Recognise that actions have consequences by considering the results of events and decisions Consider different political structures (e.g. democratic, autocratic, hierarchical) Learn how our present society has been shaped by the past.</p> <p>Vocabulary: Heir, Roman Catholic, protestant, Reformation, Taxes, Monasteries, priest, renaissance, divorce</p>
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<p>Y4/5 B</p>	<p>Why did the Romans march through County Durham? NC ref: A Local history study Focus: Key features of Roman army and British campaign,</p>	<p>What happened when the Romans left Britain? NC ref: Britain's settlement by the Anglo Saxons and Scots Focus: Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration),</p>	<p>Who was making history in faraway places in the year 1000? The Mayas NC ref: non-European society that provides contrast to British History Focus: Chronology -</p>
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<p>chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models) Binchester; Arbeia(?)</p> <p>Core learning: focus upon primary source use and developing pupil skills in the handling of historical interpretations. investigation of the local dimension Development of inference skills and combining information from sources.</p> <p>Historical knowledge: place of Romans in chronology of UK, connection to Iron Age and other key dates, overlap with other ancient civilisations. Key features of Roman life in overview, Empire growth and locations.</p> <p>Explain/ Analyse second order concepts: Looking at causes and consequences of events (invasion).</p> <p>Primary source use: use of range of artefacts, written primary sources, buildings etc. to work out features of Roman life. Development of inference skills and combining information from sources. Linking primary sources and interpretations.</p> <p>Interpretations/representations of the past: identifying the key points made by an interpretation, linking primary sources and interpretations.</p> <p>Vocabulary: Primary source, interpretation Empire, province, Julius Caesar, Emperor Claudius Baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple Invasion - legion,</p>	<p>consequences and significance. Use of information texts and historian's interpretations.</p> <p>Core learning: Explain and analyse second order concepts: effects and consequences using knowledge to make inference from primary sources explore gradual change</p> <p>Developing Historical Knowledge: The end of Roman rule, invasions and migrations of Angles/ Saxons/ Jutes, key features of Anglo-Saxon life - power, beliefs, farming, conflict with later invaders</p> <p>Explaining/ Analyse second order concepts: effects and consequences</p> <p>Use of primary sources: using knowledge to make inference from primary sources</p> <p>Interpretations/ representations of the past: Awareness that information texts are always one version of events.</p> <p>Vocabulary: Empire, legion, tribe, king, kingdom, churl, thane, bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindsifarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa's Dyke</p>	<p>developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p> <p>Core learning: similarity and difference to Britain at the same time change and continuity cause and consequence</p> <p>Developing historical knowledge: the key features of a Mayan society in contrast to Britain at a similar time. Chronological knowledge around contemporaneous development and duration.</p> <p>Explain analyse second order concepts: similarity and difference to Britain at the same time, change and continuity, cause and consequence.</p> <p>Primary source use: use of primary sources and artefacts in unfamiliar style and language to make supported inferences, connect information from different primary sources, consider how useful a primary source is for a particular enquiry.</p> <p>Interpretations/ representations of the past: identification of the main message in a historian's interpretation of a key event.</p> <p>Vocabulary: Civilisation, Maya, Mayan, century, millennium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza</p>
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	<p>legionary, soldier, weapon, Eagle standard, chariot Ancient Rome Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse Civilisation Archaeology</p>		
<p>Y6</p>	<p>Local Victorians NC Ref: Local History unit Describe changes which took place in our local town, during the nineteenth century. (buildings, transport) Compare and contrast different accounts of life. Features of child labour in Victorian pits. (Victorians at Beamish; mining at Beamish) (suggestions: Robert Stephenson; William Armstrong; Lewis Carroll - grew up near Darlington, the Jabberwocky was based on the Lambton Worm; the infamous Mary Ann Cotton; Timothy Hackworth; Elizabeth Barratt Browning; Gertrude Bell; Josephine Butler) Core learning: To understand the significance and impact of changes during Victorian times on today's society. Understand different methods of historical enquiry and recognise that sources can be interpreted in different ways. To study and understand a significant turning point in local history with the development of the railways. Compare and contrast the lives of Victorian children to children of today. Suggest reasons why people in Victorian times acted as they did. Vocabulary: Empire, exploration, society, technology, democracy.</p>	<p>Crime and punishment over the ages. NC ref: Aspect or theme since 1066). Focus: Chronological security - sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past. Core learning: develop chronological understanding and an awareness of the key features of differing periods in the past use dates and key terms as appropriate. ask questions about sources, suggest new lines of enquiry and make supported inference. Vocabulary: Medieval change Tudor continuity Georgian transformation Victorian century Twentieth Century similarity Post war difference Leisure technology Class pastimes</p>	<p>Why do we remember Norman Cornish? NC ref: local history study Focus: Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs. The life and times of Norman Cornish: an insight into the region's rich mining heritage. What was life like in mining communities in the 1950s/1960s? Core learning: To build skills of using historic environment, artefacts and oral history in an enquiry Use of primary source photographs, written sources to observe, describe and infer using images of artwork also. Vocabulary: Twentieth Century, birth certificate, 1950s, individual, effect, change. miner, artist, painting, drawing, Spennymoor, The Settlement, sketching club, advice, determination, succeed, Miners' Gala mural, Durham Coalfield</p>

	Curriculum End Points (NC)
EYFS End Points	<p>By the end of EYFS, pupils should be able to:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • 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 read in class and storytelling.
KS1 End Points	<p>By the end of KS1, pupils should be able to:</p> <ul style="list-style-type: none"> • Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • Understand events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • Know about 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • significant historical events, people (eg. Grace Darling, Beatrix Potter) and places in their own locality.
KS2 End Points	<p>By the end of KS2, pupils should be able to:</p> <ul style="list-style-type: none"> • describe changes in Britain from the Stone Age to the Iron Age • describe the Roman Empire and its impact on Britain • describe Britain's settlement by Anglo-Saxons and Scots • describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • describe a local history study: Why do we remember Norman Cornish? /Local Victorians/ Local individuals • describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Crime and punishment over the ages. • describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study Ancient Egypt; The Shang Dynasty of Ancient China • describe a study of Ancient Greek life and achievements and their influence on the western world • describe a non-European society that provides contrasts with British history -: Mayan civilization c. AD 900;

