

Meldreth Primary Progression in History

Chronological understanding & Prior Learning

EYFS (Development Matters): Learn about familiar situations in the past, such as homes, schools, and transport. Talk about experiences that are familiar to them and how these may have differed in the past. Begin to organise events using basic chronology, recognising that things happened before they were born.

KS1 (National Curriculum): Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

KS2 (National Curriculum): Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Incorporated in the following topics: All About Me!; Tell Me A Story, Once Upon a Time, Bumpus Jumpus Dinosaur Rumpus</p> | <p>Incorporated in the following topics: A Toy's Story, Towers, turrets and tiaras..., Superheroes,</p> | <p>Incorporated in the following topics: Look Up!, Fire, Fire!, Tell Me a Dragon, The Big Blue, Muck, Mess & Mixtures</p> | <p>Incorporated in the following topics: Prehistoric Times (Stone Age to Iron Age), Walk like an Egyptian (Ancient Egypt), Boudicca Bites Back (Romans in Britain), Me, my town, my country, my world (The UK and beyond)</p> | | <p>Incorporated in the following topics: Wish me luck as you wave me goodbye (WWII) Local History Study, Ancient Kingdoms (A British History - Anglo Saxons/Vikings), Ladies & Gentlemen...Her (The Changing Role of Women), The Birth of Democracy, Ancient Greece</p> | |
| <p>To know and order the days of the week. To use language relating to time in daily routines and conversations for example, 'yesterday', 'old', 'past', 'now' and 'then'.</p> | <p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past</p> <p>Place known events and objects in chronological order (timeline)</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p> | <p>Show an awareness of the past and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline)</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>To use words and phrases such as recently, before, after, now and later, past and present.</p> | <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use the terms prehistory/ prehistoric to describe periods of time in the past, where there are no written records.</p> <p>Describe dates of and order significant events from the period studied (timeline)</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> | <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Place some historical periods in a chronological framework (timeline)</p> <p>Describe the main changes in a period in history.</p> <p>Use historic terms related to the period of study.</p> | <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini Latin for "in the year of the Lord".)</p> <p>To know the term BCE (Before Common Era) where people do not want to make reference to Christianity.</p> <p>Describe the main changes in a period in history.</p> <p>Use dates to order and place significant events on a timeline using the terms century, decade.</p> | <p>Use timelines to place and sequence local, national and international events.</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> |
| <p>Misconceptions:</p> <ul style="list-style-type: none"> Confused chronology and no sense of duration - children drawing images such as modern technology in scenes of ancient times Confusing things a long time ago with more recent ones – having little idea really of whether something was a long time ago or more recent. | | | <p>Misconceptions:</p> <ul style="list-style-type: none"> Having no grasp that some things lasted a long time and others a shorter period of time. Problems with the mathematical dimension of time, i.e. abbreviations such as AD (CE) and BC (BCE). | | | |

Historical Enquiry & Prior Learning

EYFS (Development Matters): Engage in hands-on experiences that deepen children's understanding - visiting a local area that has historical importance. Learn about past lives of both women and men. Investigate evidence of familiar situations in the past, such as homes, schools, and transport. Encourage children to talk about experiences that are familiar to them and how these may have differed in the past.

KS1 (National Curriculum): Use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2 (National Curriculum): Note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

| EYFS Incorporated in the following topics: All About Me!; Tell Me A Story, Once Upon a Time, Bumpus Jumpus Dinosaur Rumpus | Year 1 Incorporated in the following topics: A Toy's Story, Towers, turrets and tiaras..., Superheroes | Year 2 Incorporated in the following topics: Look Up!, Fire, Fire!, Tell Me a Dragon, The Big Blue, Muck, Mess & Mixtures | Year 3 Incorporated in the following topics: Prehistoric Times (Stone Age to Iron Age), Walk like an Egyptian (Ancient Egypt), Boudicca Bites Back (Romans in Britain), Me, my town, my country, my world (The UK and beyond) | Year 4 | Year 5 Incorporated in the following topics: Wish me luck as you wave me goodbye (WWII) Ancient Kingdoms (Anglo Saxons/Vikings), Ladies & Gentlemen...Her (Changing Role of Women), The Birth of Democracy (A Greece) | Year 6 |
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| To talk about the lives of the people around them and their roles in society. | Describe some simple similarities and differences between artefacts | Understand some of the ways in which we find out about the past Identify different ways in which the past is represented. | To suggest sources of evidence from a selection provided. Use these to help answer questions. | To show knowledge and understanding by describing features of past societies and periods. | To give clear reasons why there may be different accounts of History | To give causes and consequences of events and changes in the periods studied; realising that there is often not a single answer to historical questions |
| To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' | To use the information learnt to describe the past and the differences between then and now (differences between houses before and after the fire for prevention). | To understand the difference between primary and secondary sources of evidence. | To give reasons why there may be different accounts of historical events; knowing that we need to question and challenge historical sources vchecking for bias. | To know that people, present and past, can represent events or ideas in ways that persuade others ; choosing reliable sources of evidence to answer questions. | To present structured and organised findings about the past orally, in writing, maths, ICT, drama and drawing skills. |
| To understand the past through settings, characters and events encountered in books read in class and storytelling. | Sort artefacts from 'then' and 'now'. Make simple observations about different types of people, events, and beliefs within a society. | Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. | To know that archaeologists examine human skeletons of people who died long ago and this gives them information about the lives of the people, for example what they ate, how they died. | To identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. | To give reasons why changes occurred during different time periods. | To choose the most appropriate way to present information to an audience. |
| To use the information learnt to describe the past and the differences between then and now. | Ask and answer questions such as: What happened in the past?, What was it like? And How long ago did it happen? | To use evidence to explain reasons why peoples in the past acted as they did. To look at two versions of the same event and identify differences in the accounts. | To know that historical artefacts are objects made by humans that tell us something about the past, for example, tools, pottery and jewellery. | To know that historical sources might be biased because of the thoughts and opinions of the people who produced them. | To look at different versions of the event and identify differences in the accounts. | To identify some social, cultural, religious and ethnic diversities in Britain and the wider world. |

Misconceptions:

- being content with a single reason for an event
- having stereotypical views of people in the past and historical situations

Misconceptions:

- seeing people in the past as amusing, brutal and inferior as well as two dimensional
- believing things were bound to happen in the way they did – i.e. the result was inevitable and could not have turned out differently
- believing the reasons for an event are just a list of unconnected factors

Knowledge and Interpretation & Prior Learning

EYFS (Development Matters): Pupils are taught about: ♣ fictional and non-fictional characters from a range of cultures and times in storytelling. ♣ Children engage with texts, images, listen to oral stories to help them begin to develop an understanding of the past and present. ♣ Children begin to understand common themes from stories, such as bravery, difficult choices and kindness. ♣ Children use songs, poems, puppets, role play and other storytelling methods to recall characters from the past.

KS1 (National Curriculum): Pupils are taught about: ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the space race or events commemorated through festivals or anniversaries ♣ 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 ♣ significant historical events, people and places in their own locality.

LKS2 (National Curriculum): Pupils are taught about: ♣ changes in Britain from the Stone Age to the Iron Age ♣ the Roman Empire and its impact on Britain Examples ♣ Britain's settlement by Anglo-Saxons ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared - Egyptians

UKS2 (National Curriculum): Pupils are taught about: ♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ♣ World War 11 - a significant turning point in British history - ♣ The changing role of women in history - extending pupils' chronological knowledge beyond 1066 ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world ♣ Mayan civilisation - providing contrasts with British history

| EYFS | Year 1 | Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
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| <p>All About Me! Children will know how they have changed from being a baby to being 4/5.</p> | <p>A Toy's Story To know that toys in the distant past were made from wood, tin or fabric. To know that the materials that toys were made of have changed due to new technology. To know that plastic is used because it lasts a long time. To know that a tradition is a belief or behaviour that has been passed on through time. To know that traditions can change over time. To know the differences and similarities between toys over time, eg. Lego, Barbie and Action man. To know that memories are important things that we remember from the past. To know that sources are things that tell us about life in the past and give some examples, e.g. pictures, objects, stories.</p> | <p>Fire, Fire To know that the Great Fire of London happened in 1666. To know that buildings were mainly made from wood and straw and that these are flammable. To know that the buildings were very close together. To know that, at that time, people used fire for cooking and for light. To know that a bakery in Pudding Lane was the source of the fire as the oven was burning overnight. To know that there was a strong wind and that this made the fire spread more quickly. To know that Samuel Pepys was a man living in London at the time and he wrote a diary. To know that Samuel Pepys' Diary is an important source of information about the Great Fire. To know that they tried to put out the fire with simple</p> | <p>Prehistoric Times - Bronze Age To know that people discovered how to make copper and bronze, which was harder than stone, and therefore the stone age came to an end. To know that people discovered how to smelt the soft metals of copper and tin together to make a much stronger metal- Bronze and that this meant that better weapons and tools could be made.</p> <p>Prehistoric Times - Iron Age To know that Hill forts were defended settlements developed on high land so that they were difficult to attack. To know that Britain had many Hill forts and they were home to thousands of people. To know that archaeological evidence shows the Roundhouse to be the typical Iron age home. To know that weapons eg. Swords, shields, spears etc were now made from iron. To know that the Roman invasion ended the Iron age</p> <p>Prehistoric Times - Stone Age To know that during this time, hunting and gathering was the main food source. To know the Mesolithic era was the Mid- Stone age To know that humans settled near rivers and lakes, where there was a good food supply of water, fish and visiting animals.</p> | <p>Wish me luck as you wave me goodbye (WWII) To know that the second world war started 1st September 1939 and ended on 2nd September 1945. To know that WW2 was one of the most important events of the 20th Century. To know the war started was started by Germany in an unprovoked attack on Poland. To know that the ruling party in Germany at the time was the Nazi Party. To know more than 30 countries were involved in WWII, To know that Germany surrendered on 7th May 1945. To know that VE Day stands for Victory in Europe Day and was 8th May 1945 but that after this date the war still continued in other parts of the world, for example, Japan. To know that Winston Churchill was the Prime Minister of the United Kingdom during the war. To know that Adolf Hitler was the leader of Germany during the war. To know that Britain and France declared war on Germany after Hitler had refused to abort his invasion of Poland. To know that The British Empire was a group of countries ruled by Britain. To know that during WW2 the whole of the British Empire came together to fight and this involved many countries across the world. To know that these soldiers came from India, Australia, South Africa, countries in the Caribbean and other counties across the world and that many of them lost their lives fighting in these wars.</p> |

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| | <p>To know that old toys are an example of a source because they tell us about life in the past.</p> | <p>equipment such as leather buckets. To know that they pulled houses down to make a firebreak to try to stop the fire. To know that after the fire London was rebuilt with bricks, wide streets and parks and that this was to stop another fire from happening. To know that The Monument is a tower in London that reminds people about the fire. To know that Sir Christopher Wren designed The Monument and the new St Paul's Cathedral. To know that the London Fire Brigade was set up to stop fires from spreading again. To know the rhyme "London's Burning" off by heart.</p> | <p>To know that people invented clay pots, which were used for collecting and storing water. To know that people painted birds, animals and humans. To know that people could travel over land to Europe and Africa due to the ice age. To know the Neolithic era was the Late Stone age To know that Britain became the Island that we are today, due to the sea levels rising following the ice age. To know that the first farming techniques were used during this period. To know people started living in small communities. To know that there is no written evidence and this leaves us with an incomplete picture.</p> | <p>To know The Blitz was a German bombing campaign against the United Kingdom in 1940 and 1941, during the Second World War. To know the blitz air raids caused enormous destruction and heavy civilian casualties—some 43,000 British civilians were killed and another 139,000 were wounded. To know that the air raids had little effect on Britain's ability to continue in the war. To know that the air raids caused destruction to houses, factories and railways. To know The Blitz affected people badly because it became much more difficult to obtain the necessary means to survive, e.g. food, water, shelter. To know that children were evacuated to the countryside from large cities to keep them safe from bombings and they were called evacuees. To know that the Battle of Britain was a battle of the Second World War, in which the Royal Air Force (RAF) defended the United Kingdom against large-scale attacks by Nazi Germany's air force, the Luftwaffe. To know that food was rationed during the WW2. To know that rationing means allowing people to only have a certain amount of each food. To know that Nazi Germany murdered over 6 million Jewish people during the war and this was called The Holocaust. To know the saying 'Make do and mend,' which came about when clothes rationing was introduced during the Second World War. To know that during WWII, whilst men were away fighting, the women were also helping the war effort by working in factories producing weapons, building ships, aeroplanes, were air-raid wardens, fire officers and evacuation officers, drivers of fire engines, trains and trams and as nurses. To know that the war changed the role of women from mainly staying at home, looking after children, to working physical jobs that men had done before.</p> |
| <p>Tell Me A Story Children will explore images, stories and artefacts from the past.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p> | | <p>Look Up! To discuss the lives and work of Neil Armstrong, Helen Sharman and Tim Peake. To know about the moon landing of 1969.To explore the impact of women on space exploration</p> | | |

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| <p>Once Upon a Time</p> <p>Children will look at images of buildings from the past and identify similarities and differences.</p> <p>Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now</p> | <p>Superheroes</p> <p>To know how smallpox was treated before and after Edward Jenner's discovery</p> <p>To know that William Wilberforce helped free 800,000 of slaves, and prevented more people from becoming slaves.</p> <p>To Know that Lilian Bader was one of the first black women to join the British Armed Forces and was a trail blazer for other women</p> <p>To know the achievements of Amelia Earhart</p> | <p>Tell Me a Dragon</p> <p>To know who Mary Anning was and why we remember her today</p> <p>To know what Mary Anning did that was important.</p> <p>To know what Mary Anning's achievements were.</p> <p>To explore facts about dinosaurs from different periods in the Mesozoic era: Cretaceous and Jurassic.</p> | <p>Boudicca Bites Back – Romans in Britain</p> <p>To know that the Romans invaded and conquered Britain in August 55 BC</p> <p>To know that Romans then settled in Britain.</p> <p>To know that the Roman period came after the Iron Age.</p> <p>To know that Rome was the centre of the Roman Empire.</p> <p>To know that the Roman Empire covered much of modern Europe and also stretched into North Africa.</p> <p>To know some countries that were under Roman rule, including France Spain and north African countries like Morocco and Egypt.</p> <p>To know that an Empire is a group of countries that are ruled over by an Emperor.</p> <p>To know that there is evidence that African-Romans lived in Britain.</p> | <p>A British History – Anglo Saxons/Vikings</p> <p>To know that the Anglo Saxons were warrior farmers who came from North-Western Europe - Germany (Saxons), Southern Denmark (Angles) and Northern Denmark (Jutes).</p> <p>-T know that the two main groups were the Angles and the Saxons who gave their name to the time period – the Anglo-Saxon time.</p> <p>To know that the land they settled in was known as Angle-land.</p> <p>To know that the Anglo Saxons began to invade Britain while the Romans were still in control (350AD) and began to settle after the Romans had left in around 450AD starting the Anglo-Saxon period.</p> <p>To know that the Anglo Saxons lived in groups called tribes and that there were 7 main Anglo-Saxon kingdoms – Northumbria, Mercia, Wessex, East Anglia, Essex, Sussex and Kent.</p> <p>To know that they were originally pagan but were converted to Christianity by Saint Augustine</p> <p>To know that pagans worshipped nature and the Earth.</p> <p>To know that much of what we know about the Anglo-Saxons comes from graves like Sutton Hoo in Suffolk as Anglo-Saxons were buried with their possessions.</p> <p>To know that the Vikings came from an area known as Scandanavia and included the countries Denmark, Norway and Sweden.</p> <p>To know some of the “push factors” that encouraged Saxons to leave their home countries: flooding, lack of space, danger of attack.</p> <p>To know some of the “pull factors” that encouraged Saxons to come to Britain: good farmland, British kings would pay Saxons to fight off enemies, the Romans had left so there was no-one to protect the land.</p> <p>To know that the Vikings invaded in search of land and wealth.</p> <p>To know that the Vikings first invaded Britain in AD 793 (at Lindisfarne) and last invaded in 1066.</p> <p>To know that many Vikings settled in England.</p> <p>To know some aspects of everyday Viking life: long houses, longboats, farming and warriors.</p> <p>To know that there was a long struggle between the Anglo-Saxons and the Vikings for control of Britain and that they lived alongside each other but not always peacefully.</p> <p>To know that Ethelred united the kingdoms and became the King of England.</p> <p>To know that around 1000AD the English king Ethelred the Unready tried to stop the Vikings by giving them gold and land (Danegeld).</p> <p>To know that Ethelred fled to France and Cnut (a Viking) become King of England.</p> <p>To know that Edward the Confessor, son of Etherlred, fled to Normandy with his family when the Vikings invaded Britain.</p> <p>To know that when Edward died, it was unclear who would become King, leading to the Battle of Hastings in 1066.</p> |
| <p>Where in the World shall we go?</p> <p>Children will know who David Attenborough is and why he is important.</p> <p>Children will look at images of seaside holidays from the past and present and identify similarities and differences.</p> | | <p>Fire, Fire</p> <p>To know that The Gunpowder Plot happened on 5th November 1605</p> <p>To know that the Gun Powder Plot happened before living memory.</p> <p>To know that this means that no-one who is alive now can remember it happening.</p> <p>To know that King James the first was king at the time of The Gunpowder Plot.</p> <p>To know that Catholics are a group of Christians.</p> <p>To know that protestants are a group of Christians.</p> <p>To know that King James the first was a protestant Christian</p> <p>To know that the king did not allow people to be Catholics.</p> <p>To know that a law decided by a country and if it is broken there is a punishment, for example, going to prison.</p> <p>To know that a government is a group of people who are in charge of running a country.</p> <p>To know that the government in this country is based in The Houses of Parliament in London.</p> | <p>To know that Romans changed the way of life in Britain because they brought new ideas and ways of doing things.</p> <p>To know that Romans introduced new inventions, for example Aqueducts which they used to transport water to towns and cities.</p> <p>To know that the Romans introduced hypocausts which were heating systems used to heat buildings by circulating hot air below the floors of rooms.</p> <p>To know that the Romans used a different number system called Roman Numerals.</p> <p>To know that Romans wrote down information about their daily lives and that we can learn a lot from this written evidence.</p> <p>To know that Romans wrote on wax tablets or papyrus because paper had not been invented.</p> <p>To know the Romans built new straight roads in Britain between the main towns and cities.</p> <p>To know that they built the roads as straight as possible to make their journeys shorter and quicker.</p> <p>To know that Roman roads were made by Roman soldiers</p> <p>To know that Emperor Hadrian was responsible for the building of the famous wall, which marked the most northerly point that the Romans conquered.</p> <p>To know that Hadrian built the wall to protect Roman Britain from the unconquered north.</p> <p>To know that Celtic tribes were people who also lived in Britain during Roman times.</p> <p>To know that Boudicca was the Queen of the Iceni tribe, who lived alongside the Romans peacefully for some time.</p> <p>To know that Boudicca led a revolt against the Romans when they took away her home and land. As a woman she could not inherit from her husband.</p> | |

Bumpus Jumpus Dinosaur Rumpus

Children will know who Mary Anning is and why she is important.

Children will know how we know about the past

Towers, turrets and tiaras...

To know some features of Norman castles.

To know the structure of medieval castles.

To know who lived in medieval castles.

To know how common people were treated in medieval times.

To know how the Tower of London's uses have changed over time.

To know that a **plot** is a plan made in secret by a group of people to do something harmful.

To know that a group of men led by **Robert Catesby**, **plotted** to kill King James and **blow up The Houses of Parliament**.

To know that the gunpowder plotters were a group of **Catholics**, who did not like how King James was treating Catholics in England. To know that the **plotters** planned to use **barrels of gunpowder** underneath The Houses of Parliament to blow it up.

To know that Guy Fawkes was **caught** under the houses of Parliament on November 5th with the barrels of gunpowder.

To know that we now celebrate **bonfire night** every 5th November to celebrate the fact that the plot **failed**.

To know that we light **fireworks** to **represent** the gunpowder in the barrels.

To know that we make **'guys'** to put on the bonfire to represent Guy Fawkes.

Walk like an Egyptian (Ancient Egyptian)

To know that the Kingdoms of Egypt were split into **Old, Middle and New**.

To know that ancient **Egyptian society** was structured like a pyramid.

To know how important the **River Nile** was and how it provided the Ancient Egyptians with everything they needed for daily life.

To know that that the Ancient Egyptians became experts in **building boats**, and navigating the river; allowing them to trade items.

To know that **Deir el-Medina** is the name for the workers' village.

To know that the village was created specially so craftsmen could live there whilst they built the royal tombs.

To know that that **no one is quite sure** how the pyramids were built.

To know that **Ancient Egyptians believed in preserving the body** and providing the dead with all the things that they would need to live in the next world, to live in the afterlife.

To know that it was important for the Ancient Egyptians people to do many **good deeds so their heart was light**.

To know about the afterlife and the process of mummification.

To know about the **discovery of Tutankhamun's tomb** and it's importance to archaeology.

Ladies & Gentlemen...Her (The Changing Role of Women)

To know the varying roles and rights of women in ancient civilisations (such as Greece, Rome and Egypt).

To explore women's positions in medieval and Renaissance Britain and the many legal and social restrictions on women.

To research and present about one of either Cleopatra, Boudicca, Joan of Arc or Elizabeth I and explain what their impact has been on the modern world.

To find out about women's lives between the 17th and 19th centuries, looking at some of the first rumblings of feminism.

To understand the changes in society that were brought about by the Industrial Revolution and look at the strict social etiquette rules that Victorian women had to abide by.

To create a secret society, based on the 'Blue Stocking Society' and create a list of rules and teachings to abide by.

To know about the women's suffrage movement, and the suffragettes and other women who campaigned in different ways for women's right to vote.

To find out about some specific women and events, and the effect the women's suffrage movement had on society.

To consider primary source arguments from the time as to why women should be barred from voting and construct logical, well-reasoned arguments as rebuttals against them.

To find out what happened when WW1 broke out and how it affected the roles, rights and responsibilities of women.

To find out when and how women finally achieved the right to vote and explore how the war changed women's position in society.

To represent how female representation in the workplace changed from pre to post-WW1 and consider the wider societal implications of this occurrence.

To use a timeline to recap the changes that took place up to 1928 regarding the role of women. They will then go on to use primary and secondary sources to find out about the lives of women during the 1950s. They will use sources to evaluate how women's lives changed (or not) in the years following the world wars.

To consider the inequality between girls and boys being rewarded differently for the same tasks as a context for exploring the disparity in pay and work options between men and women in the 1960s and 1970s.

To find out about second wave feminism and the changes to laws relating to women's pay, work and education.

To debate between female and male workers at the Dagenham Ford Factory based on prevailing attitudes at the time.

To consider whether men and women are equal today, both in Britain and in other parts of the world.

To identify and research into an area of inequality for women either on a local or global scale and design a campaign and pressure group to force change in this area.

The Birth of Democracy -Ancient Greece

To know that **democracy means a system of government by the people** of a country typically through elected representatives.

To know that **democracy began in** Greece and the citizens chose and elected people into power.

To know our political system in the UK is based upon the early democracy created in Greece.

To know there were **three main systems of democracy** in Ancient Greece (The Ekklesia, The Boule, The Dikasteria)

To know that 'The Ekklesia' was the main assembly of citizens who met and made laws and decisions.

To know that a law is a legal rule.

To know that **only men were a part of Greek democracy;** women, slaves and children were not allowed to be a part of it.

To know only Greek men were allowed to vote.

To know that an election is election is a decision-making process by which a population chooses an individual or group to hold public office.

To know that some of the **political parties in Modern Britain** are Conservative/Labour/Liberal Democrats/Green.

To know that **women and men over the age of 18 can vote** in Modern Britain.

To know that the ancient Greeks constructed ramps of stone to help people who had trouble walking or climbing stairs access holy sites. These ramps are the oldest known evidence of architecture designed to **meet the needs of disabled people.**

To know that the **Olympic Games** are a worldwide sporting event that happens every four years.

To know that The **Olympics started in Greece** and many of the activities are still used in Modern Olympics, for example, running, discus, javelin, long jump, boxing.

To know some of the events from the Ancient Olympics that are not in the modern Olympics, for example, chariot racing.

To know that **they started in honour of Zeus** (King of the Greek Gods)

To know that the **Olympic flame** is a flame lit at Olympia in Greece, the site of the ancient Olympics, and ceremonially taken to the city that is hosting the Olympic Games, where it is kept alight for the duration of the Games.

To know that much of our **knowledge about the Olympics comes from Greek pottery and paintings.**

To know that in Ancient Greece, people worshipped the **Greek Gods** who they believed lived in a cloud palace called Mount Olympus.

Misconceptions:

- Stereotypical views of people in the past and historical situations
- confusing a real source with a reconstruction

Misconceptions:

- seeing sources just as a way of gathering information – accepting them at face value
- pupils often do not see a source in its original context so get a simplified and distorted view as they have been adapted to make classroom use easier.
- resorting to copying and uncritical description rather than showing any higher-order skills