



History

Oakhill Church School

Our curriculum is designed and built upon children’s prior knowledge, and we use quality first-hand experiences to help unlock children's curiosity and invest in their cultural understanding and capital. The curriculum makes links and connections to establish purposeful learning which is relevant now and for life in the future.

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Curriculum Overview

EYFS – The World				
Step 1	Milestone (CP2)	Step 2	Step 3	Checkpoint
<p>Step 1: I am learning to understand past and present from stories and artifacts</p> <p>Step 1: I am learning to observe and talk about familiar situations in the past – home, school, transport</p> <p>Link Cycle A: Changes within living memory – Personal history</p> <p>Link Y1 : Cycle B: Changes within living memory – Personal history</p>	<p>I can use the language of past and present</p> <p>I can talk about the past, present and future and understand some things are in the past</p> <p>Link Cycle A: The lives of significant individuals – Queen Elizabeth II</p> <p>Cycle B: The lives of significant individuals – Queen Victoria</p>	<p>I am learning to talk about common themes in historical stories – brave, difficult choices, kindness.</p> <p>I am learning to observe and talk about experiences that they are familiar with that may have been different in the past.</p> <p>Link: Cycle A: Events beyond living memory that are significant nationally – Explorers – Robert Scott</p> <p>Link: Cycle B: Events beyond living memory that are significant nationally – Guy Fawkes</p>	<p>I am learning to talk about a range of fictional and non-fictional characters from a range of cultures.</p> <p>I am learning to order events based on chronology, recognising that things happened before they were born.</p> <p>Link Cycle A: Events beyond living memory that are significant nationally – Explorers – Robert Scott</p> <p>Link: Cycle B: Events beyond living memory that are significant nationally – Guy Fawkes</p>	<p>I can talk about the lives of the people around me and their roles in society</p> <p>I can tell you some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</p> <p>I can understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Link: Cycle A: Significant historical events, people and places in own locality – Castles (Structures): Nunney Castle</p> <p>Link: Cycle B: Significant historical events, people and places in own locality – Castles (Life Within): Farleigh Hungerford Castle</p>



Curriculum Overview

KS1	(YR/1)	Cycle A	<i>Changes within living memory – Personal history</i>	<i>The lives of significant individuals – Queen Elizabeth II</i>	<i>Events beyond living memory that are significant nationally – Explorers – Robert Scott</i>	<i>Significant historical events, people and places in own locality – Castles (Structures): Nunney Castle</i>
		Cycle B	<i>Changes within living memory – Personal history</i>	<i>The lives of significant individuals – Queen Victoria</i>	<i>Events beyond living memory that are significant nationally – Guy Fawkes</i>	<i>Significant historical events, people and places in own locality – Castles (Life Within): Farleigh Hungerford Castle</i>
	(Y1/2)	Cycle A	<i>Significant historical events, people and places in own locality - Oakhill Brewery</i>	<i>Events beyond living memory Significant globally - Great Fire of London</i>	<i>Changes within living memory - Toys</i>	<i>The lives of significant individuals – Flight (Amelia Earhart/ The Wright brothers / Bessie Coleman)</i>
		Cycle B	<i>Significant historical events, people and places in own locality - Binegar Railway</i>	<i>Events beyond living memory Significant globally – The Titanic</i>	<i>Changes within living memory - Communication</i>	<i>The Live of Significant Individuals – NHS (Mary Seacole, Florence Nightingale, Edith Cavell)</i>
LKS2	(Y3/4)	Cycle A	<i>Changes in Britain - Stone age, Bronze Age and Iron Age</i> <i>What was the Stone Age and Bronze Age?</i>	<i>Local history study – Stonehenge</i>	<i>Achievements of the earliest civilisations – Ancient Egypt - Life as an Ancient Egyptian</i>	<i>Local history study – Shepton Mallet pre 19th Century</i>



Curriculum Overview

	(Y4/5)	Cycle B	<p><i>Changes in Britain - Stone age, Bronze Age and Iron Age</i></p> <p><i>What was the Iron Age?</i></p>	<i>Local history study – Avebury</i>	<i>Achievements of the earliest civilisations – Ancient Egypt – Legacies, Transportation and Settlement</i>	<i>Local history study – Shepton Mallet post 19th Century</i>
		Cycle A	<p><i>Achievements of the earliest civilisations – Ancient Greece – Life as a Greek</i></p>	The Roman Empire and its impact on Britain – Battle and Conflict	<i>Local history study – Roman baths</i>	Britain’s settlement by Anglo-Saxons and Scots – The Anglo Saxons
		Cycle B	<p><i>Achievements of the earliest civilisations – Ancient Greece – Legacies and Conflict</i></p>	The Roman Empire and its impact on Britain – Life in Roman Britain and Legacies	<i>Local history study – Roman Villa (The Newt)</i>	Britain’s settlement by Anglo-Saxons and Scots- The Vikings
UKS2	(Y5/6)	Cycle A	<i>A non-European society in contrast with Britain – Early Islamic Civilisation</i>	<i>An aspect of British history beyond 1066 - The Victorians and the Industrial revolution – Life as a Victorian</i>	<i>An aspect of British history beyond 1066. - World War 2 – Life at Home</i>	<i>Local history study – Mining</i>
		Cycle B	<i>A non-European society in contrast with Britain – The Maya</i>	<i>An aspect of British history beyond 1066 - The Victorians and the Industrial revolution - Transport</i>	<i>An aspect of British history beyond 1066. - World War 2 – Life at War</i>	<i>Local history study – Bristol post war migration.</i>



Curriculum Overview

Y3/4
Ancient Egypt



3000 BC – 332 BC

Y5/6
Ancient Maya



2000 BC – AD 1500

Y1/2
Communication



1516 – 2000s

Y1/2
Toys



1850 – 20th Century

YR/1
Queen Elizabeth
and Royal Event:



1926 - 2022

Y3/4
Stone Age



2.4 million years ago – 3000 BC

Y3/4
Iron Age



1837 - 1911
1200 BC – 550 BC

Y4/5
Anglo Saxons



AD 410 – AD 1066

Y4/5
Vikings



AD 793 – AD 1066

Y1/2
Great Fire of London



1666

YR/1: Queen Victoria
Y5/6: Victorians



1837 - 1901

Y5/6
WWII



1939-1945

Y3/4
Bronze Age



3000 BC – 1200 BC

Y3/4
Shepton Mallet



750 BC - Present

Y4/5
Roman Empire



625 BC – AD 476

Y1/2
Oakhill Brewery/Binegar Railway



1767 - Present

Y1/2
Titanic



1912

YR/1
Personal History



Present

Y4/5
Ancient Greece



1200 BC – 323 BC

Y5/6
Ancient Baghdad



AD 570 - 750

YR/1
Guy Fawkes



1570 - 1606

Y1/2
Flight



1903 - present

Y1/2
NHS

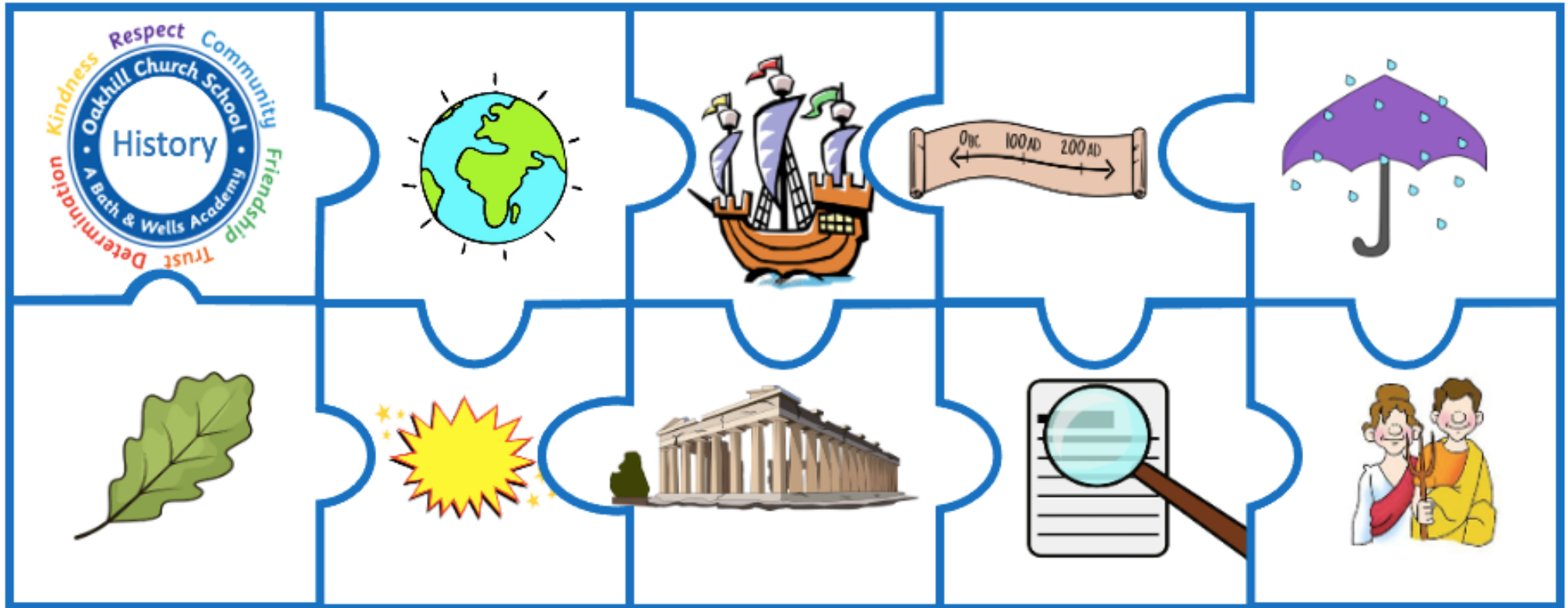


1948 - present



Developing Historical Understanding

Being an Oakhill Historian:





Developing Historical Understanding

	<p>Where in History did this happen?</p> <p>Understand what came before and after different events by developing a coherent, chronological narrative of local, British and global history, from the earliest times to the present day.</p>		<p>How has cause and effect impacted History?</p> <p>Recognise how cause and effect has had an impact on British and World History.</p>
	<p>What is our place in the world?</p> <p>Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Consider how different societies existed in different parts of the world at the same time.</p>		<p>How have travel and settlement shaped Britain?</p> <p>Explore how travel, trade, exploration and immigration shaped British, Global and Local history</p>
	<p>What can evidence and artifacts tell us about the past?</p> <p><i>Explore a range of sources to gather evidence for the past.</i></p>		<p>What legacy has been left behind?</p> <p>Know and understand significant aspects of the history of the wider world by recognising the importance of legacy and what different periods of history have left behind.</p>
	<p>How have battles shaped history?</p> <p>Look at battles and conflicts in the past and how they have impacted periods of History.</p>		<p>How was life similar and different in the past?</p> <p>Explore the lives, societies, cultures, settlements and beliefs of people in the past.</p>
	<p>How has our local environment changed over time?</p> <p>Children to explore localities close to their school (Oakhill Brewery, Binegar Railway), and those slightly further away (Shepton Mallet, Stone Henge, Avebury, Roman Baths)</p>		

Developing Historical Understanding

	<p>Where in History did this happen?</p> <p>YR/1: Personal history Y1/2: Binegar Railway, Oakhill Brewery, Titanic, Great Fire of London KS2: World, British and local history taught chronologically (exception of Ancient May and Ancient Baghdad)</p>		<p>How has cause and effect impacted History?</p> <p>Y1/2: Flight, Titanic, NHS, Great Fire of London Y3/4: Stone age/Bronze Age, Iron age Y5/6: Anglo/Viking struggle, Ancient Greece Y5/6: WW2, Post war migration,, Victorians</p>
	<p>What is our place in the world?</p> <p>YR/1: Castles, Queen Elizabeth, Queen Victoria, Guy Fawkes Y1/2: Planes, NHS, Great Fire of London Y3/4: Egyptians, Stone age, Iron Age, Bronze Age Y4/5: Greece, Anglo Saxons and Scots Y5/6: Ancient Islamic, Mining, Maya, WW2, Post war, Victorians</p>		<p>How have travel and settlement shaped Britain?</p> <p>Y1/2: Binegar Railway, Railway, Planes, Titanic Y3/4: Stone Age, Bronze age, Iron Age Y4/5: Anglo Saxons and Scots Y5/6: Ancient Islamic, Post war migration, Victorians</p>
	<p>What can evidence and artifacts tell us about the past?</p> <p>YR/1: Castles, Queen Elizabeth Y1/2: Binegar Railway, Oakhill brewery Y3/4: Stone Age/Bronze Age, Iron Age, Stonehenge/Avebury, Egyptians Y4/5: Romans, Ancient Greece Y5/6: Mining, WWII</p>		<p>What legacy has been left behind?</p> <p>YR/1: Queen Elizabeth/Queen Victoria Y1/2: NHS, Flight Y3/4: Stonehenge/Avebury,, Egyptians, Anglo Saxons Y4/5: Romans , Ancient Greece Y5/6: Mining, Victorians</p>
	<p>How have battles shaped history?</p> <p>Y3/4: Iron Age Y4/5: Romans, Ancient Greece Y5/6: WW2, Post war</p>		<p>How was life similar and different in the past?</p> <p>YR/1: Castles, Personal history Y1/2: Personal history, toys, communication Y3/4: Stone age/Bronze age , Iron age, Egyptians Y4/5: Greece, Romans Y5/6: Ancient Islamic, Maya, Victorians, WWII</p>
	<p>How has our local environment changed over time?</p> <p>Y1/2: Oakhill Brewery/Binegar Railway Y3/4: Pre/post 19th century Shepton Mallet/ Stonehenge/Avebury Y4/5: Romans Baths Y5/6: Radstock Mining/Bristol post war</p>		



Developing Historical Understanding

Stage 2 (2-3)

I am learning to recognise what might come next in my routine

I can describe what is happening now and what might happen next

I am learning to respond to now and next

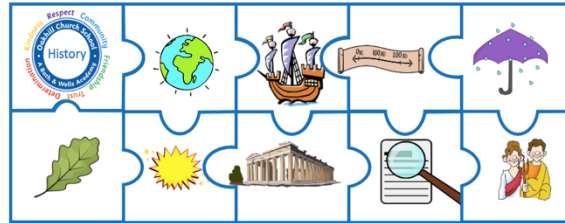
I am learning to retell a story that just happened

I can follow my routine

I can anticipate what will happen next

I can talk about something that just happened.

EYFS Granular Steps



History in EYFS

The World (*leading into Geography*)

The knowledge I am learning;

- Understand past and present in my own life
- Order events and artefacts chronologically

Stage 3 (3-4)

- I am learning to know my position in my family
- I am learning to retell stories from my past
- I can describe who is in my family
- I can talk about things I have done in my past such as holidays, visits or things at home
- I am learning to retell my life story.
- I am learning to understand the position of my wider family
- I am learning to experience fact and fiction
- I am learning to understand what past, present and future means
- I can tell you what happened yesterday
- I can talk to you about my family and where they belong and how they are connected
- I can talk about the future

Stage 4 (4-5)

- I am learning to understand past and present from stories and artifacts
- I am learning to observe and talk about familiar situations in the past – home, school, transport
- I can use the language of past and present
- I can talk about the past, present and future and understand some things are in the past
- I am learning to talk about common themes in historical stories – brave, difficult choices, kindness.
- I am learning to observe and talk about experiences that they are familiar with that may have been different in the past.
- I am learning to talk about a range of fictional and non-fictional characters from a range of cultures.
- I am learning to order events based on chronology, recognising that things happened before they were born



British History

		Chronological understanding of British History	
		Cycle A	Cycle B
Year R/1	<p>Castles – Using evidence and artifacts children explore life in the past. Children learn about British history by exploring castles and places beyond living memory – Farleigh Hungerford</p> <p>Queen Elizabeth – Explore the lives of significant individuals by learning about Queen Elizabeth, events beyond living memory and the impact of her legacy on Britain.</p>	<p>Castles – Using evidence and artifacts children explore life in the past. Children learn about British history by exploring castles and places beyond living memory – Nunney Castle</p> <p>Queen Victoria – Explore the lives of significant individuals by learning about Queen Elizabeth, events beyond living memory and the impact of her legacy on Britain.</p>	
Year 1/2	<p>Oakhill Brewery – Explore significant historical events by using evidence and artifact to understand when the brewery opened. Explore the impact of the fire on business and develop a chronological understanding of its history and use.</p> <p>Great Fire of London – Children will learn about how the fire started and spread across London and the implications that this had on London.</p>	<p>Binegar Railway – Explore significant historical events by using evidence and artifacts to understand how the railway in Britain began. Explore the impact the railway had on travel and coal distribution and develop a chronological understanding of the inventions and inventors that led to its creation.</p> <p>The Titanic – Children learn about an event beyond living memory establishing the chronology of the events that led to its sinking. They explore the cause of the tragedy and its importance to the history of travel from Britain.</p>	
Year 3/4	<p>Stone age: Explore evidence and artifacts such as those found in Skara Brae to develop an understanding of late neolithic hunter-gatherers and early farmers. Explore how the climate impacted life in stone age Britain through cause and effect.</p> <p>Bronze age: Understand how technology, travel and religion changed Britain and use evidence and artifacts to develop children’s understanding.</p>	<p>Iron Age: Look at the impact of conflict on Iron age Britain and explore through cause and effect how rising conflicts resulting in hill forts, weaponry and tribal kingdoms.</p>	
Year 5/6	<p>Roman Empire: Explore the legacy left behind by the Romans. Look at conflict during this period due to Caesar’s failed invasion. Explore life in the past in Roman Britain.</p>	<p>The Roman Empire: Explore the Romanisation of Britain. Look at conflict during this period due to Claudius’ successful conquest and British resistance to Roman rule.</p>	



British History

	<p>The Anglo Saxons: Explore the impact of Anglo saxon invaders through cause and effect and consider the legacy that they left behind. Consider what it would be like to be in an Anglo Saxon village and the legacy of Christian conversion during this period and the impact of Anglo Saxon and Scots invasion/conflict.</p>	<p>The Viking struggle: Consider the causes and effect that led to Viking invasions and arrival in Britain. Explore the conflict between Anglo Saxons and the Vikings and consider the legacy left behind by Anglo Saxon laws and the first kings of England. (Alfred the Great)</p>
Year 5/6	<p>The Victorians: Explore what life was like during Victorian times through exploring life in a workhouse, toys and Queen Victoria</p> <p>WW2: Life at Home: Look at the causes of WWII and the impact on life in Britain that followed.</p> <p>Mining: Through using local evidence, discover the history of coal mining in the area and through cause and effect, explore nationalisation.</p>	<p>WW2: Life at War: Explore conflicts during the second world war and consider their impact on both British and world history.</p> <p>Post war Britain: By exploring cause and effect, consider the impact the second world war had on migration to Britain and the conflicts that took place as a result. Consider the impact of this in the locality of Bristol considering the Bristol bus boycott and the events that caused this conflict.</p>



World History

		Chronological understanding of World History	
		Cycle A	Cycle B
Year 1/2	<p>Old toys : Consider how artifacts (old toys) have changed over time and what they tell us about life in the past.</p>		<p>History of Flight - Explore the inventions of significant individuals (The Wright brothers) and the flights (Bessie Coleman) that led to the developments in world travel.</p> <p>History of Communication - Explore the inventions of significant individuals including William Caxton and Tim Berners-Lee and explore how there changes in communication have changed the world.</p>
Year 3/4	<p>Ancient Egypt : Explore the achievements of an ancient civilisation exploring their beliefs and contributions to world history (mummification, hieroglyphics, Gods, pharaohs).</p>		<p>Ancient Egypt : Explore the achievements of an ancient civilisation exploring their artifacts and legacies (pyramids; Tutankhamun’s tomb; Cleopatra;) and their contributions to world history through Transportation and Settlement – The Nile.</p>
Year 4/5	<p>Ancient Greece: Explore the achievements of an ancient civilisation exploring their beliefs and contributions to world history (Alexander the Great’s Empire, Greek philosophers, Athens and Sparta, Olympic games).</p>		<p>Ancient Greece : Explore the achievements of an ancient civilisation exploring their battles (Battle of Marathon, Trojan horse), beliefs (Gods), and the legacy that they have left behind.</p>
Year 5/6	<p>Ancient Islamic society : Explore the impact of Ancient Islamic civilisation on travel and world trade and compare a non-European life in the past with the past of Britain.</p>		<p>Maya: Explore the legacy left behind and the beliefs and technologies of the Maya and compare a non-European civilisation comparing life in the past with life in the past in Britain.</p> <p>The Victorians: Through cause and effect, look at the impact of the industrial revolution and the impact it had on travel across Britain, the world and the establishment of the common wealth.</p> <p>WW2: Learn about battles during the second war considering its impact on both British and world history.</p>



Local History

Chronological understanding of Local History		
	Cycle A	Cycle B
Year D/1	Castles : Explore history places in their own locality consider what life was like in the past (Farliegh Hungerford)	Castles : Explore history places in their own locality consider how castles have changed over time (Nunney Castle)
Year 1/2	Oakhill Brewery : Explore a historical place in their own locality consider what life was like in the past and the monuments and artifacts that tell us about it	Binegar Railway : Consider the chronology of inventions that led to the creation of the railway. Explore the railway, how it changed local travel and coal distribution and the evidence and tracks that are still around today.
Year 3/4	Shepton Mallet Pre 19th Century : Explore a historical place in their own locality (Maesbury Castle) and consider what life was like in the past and the monuments and artifacts that tell us about it. Explore how transportation and settlement allowed Shepton to evolve into a prosperous market town, earning its wealth from woolen trade.	Shepton Mallet Post 19th Century : Explore the how the 19 th century heralded the increasing importance of brewing for Shepton Mallet and how transportation has changed in the 19 th century in the town (opening and closure of two railway lines)
Year 4/5	Roman baths : Consider the lasting legacy of the roman empire in the local area and what life looked like in Bath in the past.	



Local History

Year 5/6	<p>Radstock mining : Use artifacts and evidence to consider the legacy of mining in our local area and community.</p>	<p>Post war Bristol : Learn about the conflicts that took place in post war Bristol considering the events of the Bus boycott and the actions behind them.</p>
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CUE Assessment

Content: I can describe aspects of history and recall some knowledge and facts about a place, person or time period.

Understanding: I can explain aspects of history and use evidence and examples when discussing my ideas.

Evaluating: I can analyse and evaluate my ideas and compare and contrast my learning within the context of my previous learning.

		Cycle A			Cycle B			
Year 1/2	Oakhill Brewery	<ul style="list-style-type: none"> Content: What was the Oakhill Brewery? 	<ul style="list-style-type: none"> Understanding: Why did the Brewery close? 	<ul style="list-style-type: none"> Explain: How was life in Oakhill different in the past compared with now? 	Binegar Railway	<ul style="list-style-type: none"> Content: What was the Binegar railway used for? 	<ul style="list-style-type: none"> Understanding: Why did the Victorians create the railway? 	<ul style="list-style-type: none"> Explain: How do railways impact life today?
	Great Fire of London	<ul style="list-style-type: none"> Content: What was the Great Fire of London? 	<ul style="list-style-type: none"> Understanding: Why did the fire spread so quickly? 	<ul style="list-style-type: none"> Explain: How was fighting fires different then compared to now? 	Titanic	<ul style="list-style-type: none"> Content: What was the Titanic? 	<ul style="list-style-type: none"> Understanding: What happened the night the Titanic sank? 	<ul style="list-style-type: none"> Explain: How did the class of a person affect their life on the titanic?



CUE Assessment

	Toys	<ul style="list-style-type: none"> Content: What are the names of some toys that we play with today? 	<ul style="list-style-type: none"> Understanding: How were toys different for you parents and/or grandparents? 	<ul style="list-style-type: none"> Explain: How did life in Victorian times impact children? 	Communication	<ul style="list-style-type: none"> Content: Can you name some methods of communication? 	<ul style="list-style-type: none"> Understanding: Can you describe how were messages transported before the Royal Mail? 	<ul style="list-style-type: none"> Explain: How is life different with the internet than without?
	Flight	<ul style="list-style-type: none"> Content: Who created the first plane? 	<ul style="list-style-type: none"> Understanding: How did the Wright brothers and others change how we travel today? 	<ul style="list-style-type: none"> Explain: How might life be different today if it wasn't for Bessie Coleman and Amelia Earhart? 	NHS	<ul style="list-style-type: none"> Content: What is the NHS? 	<ul style="list-style-type: none"> Understanding: Why is the NHS important? 	<ul style="list-style-type: none"> Explain: Can you compare how different nurses have improved nursing?
Year 3/4	Stone Age	<ul style="list-style-type: none"> Content: What was life like in the Stone Age? 	<ul style="list-style-type: none"> Understanding: What do artifacts such as tools and weapons tell us about life in the Stone Age? 	<ul style="list-style-type: none"> Explain: How did life change over the Stone Age and Bronze Age? 	Iron Age	<ul style="list-style-type: none"> Content: What was life like in the Iron Age? 	<ul style="list-style-type: none"> Understanding: How did travel change the Iron Age? 	<ul style="list-style-type: none"> Explain: What were the similarities and difference between the Stone Age and the Bronze Age, and the Iron Age?



CUE Assessment

	Stonehenge	<ul style="list-style-type: none"> Content: What legacies remain the Bronze age? 	<ul style="list-style-type: none"> Understanding: What does the legacy of Stonehenge tell us about the lives of people in the Bronze Age? 	<ul style="list-style-type: none"> Explain: How has the purpose of Stonehenge been disputed over time? 	Avebury	<ul style="list-style-type: none"> Content: What legacies remain the stone age? 	<ul style="list-style-type: none"> Understanding: What does the legacy of Avebury tell us about the lives of people in the stone Age? 	<ul style="list-style-type: none"> Explain: How has the site of Avebury changed over time?
	Ancient Egypt	<ul style="list-style-type: none"> Content: What was life like in Ancient Egypt? 	<ul style="list-style-type: none"> Understanding: What do artifacts tell us about the beliefs of Ancient Egyptians? 	<ul style="list-style-type: none"> Explain: Can you use artifacts to compare Ancient Egypt with Stone Age/Iron Age Britain? 	Ancient Egypt	<ul style="list-style-type: none"> Content: What legacies remain from Ancient Egypt? 	<ul style="list-style-type: none"> Understanding: What do artifacts tell us about the beliefs of Ancient Egyptians? 	<ul style="list-style-type: none"> Explain: Can you explain why the Nile was important to the life of Ancient Egyptians?



CUE Assessment

	Shepton Mallet Pre 19 th Century	<ul style="list-style-type: none"> Content: What was life like in pre 1900 Shepton Mallet? 	<ul style="list-style-type: none"> Understanding: How did Shepton Mallet evolve into a prosperous market town? 	<ul style="list-style-type: none"> Explain: What are the main difference between life in pre 19th Century Shepton Mallet and the present? 	Shepton Mallet Post 19 th Century	<ul style="list-style-type: none"> Content: What was life like in post 1900 Shepton Mallet? 	<ul style="list-style-type: none"> Understanding: How did the railway change life in post 1900 Shepton Mallet ? 	<ul style="list-style-type: none"> Explain: How did Shepton Mallet change during the 19th century?
Year 4/5	Ancient Greece	<ul style="list-style-type: none"> Content: What was life like in Ancient Greece? 	<ul style="list-style-type: none"> Understanding: What do artifacts tell us about the beliefs of Ancient Greeks? 	<ul style="list-style-type: none"> Explain: Can you use artifacts to compare Ancient Greece with Ancient Egypt? 	Ancient Greece	<ul style="list-style-type: none"> Content: What legacies remain from Ancient Greece? 	<ul style="list-style-type: none"> Understanding: What do artifacts tell us about the beliefs of Ancient Greeks? 	<ul style="list-style-type: none"> Explain: Can you explain some differences between Athens and Sparta?



CUE Assessment

	Romans	<ul style="list-style-type: none"> Content: What happened when the Roman Empire came to Britain? 	<ul style="list-style-type: none"> Understanding: How did the Roman Empire manage in conquer Britain? 	<ul style="list-style-type: none"> Explain: How did the Roman cause turmoil and conflict amongst Celt? 	Romans	<ul style="list-style-type: none"> Content: Who were the Romans? 	<ul style="list-style-type: none"> Understanding: How did the Roman Empire change Britain? 	<ul style="list-style-type: none"> Explain: How did Britain influence the Romans?
	Anglo Saxons	<ul style="list-style-type: none"> Content: What happened when the Anglo-Saxons came to Britain? 	<ul style="list-style-type: none"> Understanding: How did Anglo-Saxons settlers change Britain? 	<ul style="list-style-type: none"> Explain: How did Britain influence Anglo-Saxon settlers? 	Vikings	<ul style="list-style-type: none"> Content: What happened when Vikings invaded England? 	<ul style="list-style-type: none"> Understanding: How did Viking invasions affect Anglo-Saxon life? 	<ul style="list-style-type: none"> Explain: Can you compare the effects of the Viking invasion on Britain with the Roman invasion?



CUE Assessment

Year 5/6	Early Islamic	<ul style="list-style-type: none"> Content: What was life like in the Ancient Islamic society? 	<ul style="list-style-type: none"> Understanding: Why was knowledge valued in Ancient Islamic civilisation? 	<ul style="list-style-type: none"> Explain: How does the Ancient Islamic civilisation compare with the Britain in the Middle ages? 	The Maya	<ul style="list-style-type: none"> Content: Where was the Maya civilisation? 	<ul style="list-style-type: none"> Understanding: What do we know about the Maya's advances in technology, skills and beliefs? 	<ul style="list-style-type: none"> Explain: How do the beliefs of the Mayans compare and contrast with another ancient civilisation?
	Victorians	<ul style="list-style-type: none"> Content: What was life like as a Victorian? 	<ul style="list-style-type: none"> Understanding: Why was wealth important in Victorian society? 	<ul style="list-style-type: none"> Explain: How did life as a Victorian compare with life in Britain during the middle ages and/or Anglo-Saxon? 	Victorians	<ul style="list-style-type: none"> Content: Where did the Victorians travel to? 	<ul style="list-style-type: none"> Understanding: How did the British empire change during the Victorian period? 	<ul style="list-style-type: none"> Explain: How did the industrial revolution impact migration in Britain?



CUE Assessment

	WWII	<ul style="list-style-type: none"> Content: What was life like in Britain during the war? 	<ul style="list-style-type: none"> Understanding: How did rationing effect life at home? 	<ul style="list-style-type: none"> Explain: Can you explain how the role of woman changed in Britain during WWII? 	WWII	<ul style="list-style-type: none"> Content: What are the names of some key events during the war? 	<ul style="list-style-type: none"> Understanding: What was happening outside of Europe during the War? 	<ul style="list-style-type: none"> Explain: Can you explain how some German people also suffered?
	Mining	<ul style="list-style-type: none"> Content: What is the mining history of our local area? 	<ul style="list-style-type: none"> Understanding: What do artefacts tell us about the history of mining in our local area? 	<ul style="list-style-type: none"> Explain: How did coal mining and the industrial revolution change life in our local area? 	Post War Migration	<ul style="list-style-type: none"> Content: Why did people migrate to Britain after WW2? 	<ul style="list-style-type: none"> Understanding: Why did migrants face challenges in Britain? 	<ul style="list-style-type: none"> Explain: How did migration in Britain after WW2 compare to migration during the industrial revolution?