

Spread Your Wings. Learn New Things. Fly As High As You Can.



National Curriculum History Programmes of Study and EYFS Framework		
Relevant Early Learning Goals		
Understanding the World (Past and Present)		
<ul style="list-style-type: none"> • 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. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
Little Doves	Nursery	Reception
<ul style="list-style-type: none"> • I am starting to use words for time such as now. • I am able to say who is in my family. 	<ul style="list-style-type: none"> • I am beginning to make sense of my own life story and family history. 	<ul style="list-style-type: none"> • I am able to compare and contrast characters from stories, including figures from the past. • I am able to comment on images of familiar situations from the past.
Areas	Y1/2	Y3,4,5,6
Knowledge and Understanding of British History	Pupils should be taught about: Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	Pupils should be taught about: <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Local History	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> • A local history study
Knowledge and Understanding of Wider World History	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world



Spread Your Wings. Learn New Things. Fly As High As You Can.

		<ul style="list-style-type: none">• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
--	--	--

Spread Your Wings. Learn New Things. Fly As High As You Can.



Dovecotes Long Term History Planning						
EYFS	KS1		Y3/4	Y5/6		
EYFS teach through themes which are heavily led by the children's interests.	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	Changes within living memory How has life changed since when our grandparents were children?	London's Burning! Did the great fire make London a better or worse place?	Changes in Britain from the Stone Age to the Iron Age What was life like in the Stone Age and Iron Age and how do we know?	Columbus, The Moon Landing and Martin Luther King How are Christopher Columbus, Martin Luther King and the Moon Landing significant in American history?	Ancient Greece and their Influence on the Western World What did the Ancient Greeks do for us?	The Home Front During WW2 How was Britain able to stand firm against the German threat?
	Oh I Do Like to Be Beside the Seaside How have holidays changed over time?	Nurturing Nurses: Florence Nightingale and Mary Seacole What was Florence Nightingale and Mary Seacole's greatest achievement?	Investigating Pompeii Why was Pompeii lost and forgotten about for almost 1700 years?	Brilliant Benin What sort of place was Benin and what changes took place when the Europeans started trading?	The Mayans What was everyday life like for Mayan people and how can we possibly know?	
Local History How has Wolverhampton and the Dovecotes Estate changed over time?	Polar Explorers: Scott of the Antarctic Who on earth is Scott of the Antarctic?	The Roman Empire and its Impact on Britain What happened when the Romans came to Britain?	Ancient Egypt What did the Ancient Egyptians achieve?	Scots, Anglo-Saxons and Vikings What was life like in Anglo-Saxon Britain and how far did the Vikings get in trying to take over the country?	The Molineux How did the Molineux Stadium get its name? Coming to England (The Windrush) How has migration changed British culture?	

Spread Your Wings. Learn New Things. Fly As High As You Can.



Whole School - Disciplinary Concept Progression				
	EYFS	KS1	Y3/4	Y5/6
<p>Chronological Understanding</p> <p>Key Questions?</p> <ul style="list-style-type: none"> - When did it happen? - How long did it take? - Which period of history did this come after? - Which period(s) of history came before? 	<ul style="list-style-type: none"> • To place events (pictures or text) in order. • To place numbers in order. • To use words that indicate past. • To identify how they have changed • To identify things that are from the past/old • Start to use words and phrases such as before, after, past, present, then and now. 	<ul style="list-style-type: none"> • Use words and phrases relevant to the past; old, new, a long time ago. • Recognise that some objects belong in the past. • Begin to understand where people and events fit on a timeline. • Recount changes within living memory. • Use words and phrases such as before, after, past, present, then and now. • Understand where people and events fit within a chronological timeline. • Sequence photographs and objects on a timeline 	<ul style="list-style-type: none"> • Develop an increasingly secure chronological knowledge of local, British and world history, using dates. • Use words and phrases related to a specific period. • Understand more complex terms eg BC/AD. • Put events, places and people on a timeline (matching dates) • Use mathematical knowledge to work out how long ago events took place. • Identify some main events from a period of history (add some relevant detail about them) and order them 	<ul style="list-style-type: none"> • Develop an increasingly secure chronological knowledge of local, British and world history, using dates. • Order a greater number of significant events, movements and dates on a timeline. • Describe the main changes in a period in history and place them in the correct order. • Summarise the main events from a period of history, explaining the order of events and what happened.
<p>Cause and Consequence</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - Why did that happen? - What was the result of that happening? 	<ul style="list-style-type: none"> • Question why things happen and give explanations • Begin to identify what made something happen 	<ul style="list-style-type: none"> • Begin to recognise that significant events happened because of a cause • Begin to understand that aspects of life changed following an event 	<ul style="list-style-type: none"> • Identify reasons for and results of people's actions understand why people may have had to do something • Look for links and effects in time studied offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key

			<ul style="list-style-type: none"> Address and devise historical questions about cause Comment on the importance of cause and effects for some key events. 	<p>dates, characters and events of time studied</p> <ul style="list-style-type: none"> Short and long term causes of events identified and explained
<p>Continuity and change between periods and within them</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What key things changed in this period of history? Is this the same as it was in a different period of history? Is this different to how it was in a different period of history? 	<p>Can talk about:</p> <ul style="list-style-type: none"> changes that have happened to themselves 	<p>Can begin to identify:</p> <ul style="list-style-type: none"> old and new things in a picture. what was different and what was the same when their parents and grandparents were children 	<p>Can identify between and within periods:</p> <ul style="list-style-type: none"> Things that stayed the same Things that changed <p>Make links between events over time.</p> <p>Begin to note the similarities and differences:</p> <ul style="list-style-type: none"> within current period of history being studied when current period of history being studied is compared to previous periods that have been studied 	<p>Can identify and explain within and between periods of history:</p> <ul style="list-style-type: none"> key changes similarities why certain changes were important any subtle differences between similarities how changes may have been different in different places during the same period of history
<p>Historical Significance</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What changed as a result of this? Why was this person important/significant? Why was this event important/significant? 	<ul style="list-style-type: none"> Recognise and describe a special object. Recognise and describe a special time or event in their life (self, family or friends). 	<ul style="list-style-type: none"> Talk about who or what was important (eg in simple historical account). Talk about why they (who or what) were important and what changed/happened. 	<ul style="list-style-type: none"> Identify historically significant people and events from a period of history and what they did/happened. Begin to identify why what they did (or what happened) was important and how it changed things for people. 	<ul style="list-style-type: none"> Identify historically significant people and events from a period of history. Explain why they were significant. Describe and explain why what they did (or what happened) was important and how it changed things for people.

<p>Similarities and differences</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - Was it the same for everyone? - Who was it different for? - Was it the same everywhere? 	<p>Know about similarities and differences between:</p> <ul style="list-style-type: none"> • themselves and others • families • communities • traditions 	<p>Start to understand life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female <p>Start to understand that this may have been different in different places at the same time</p>	<p>Identify (by including some examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female • different cultures and races • different religions <p>Identify that this may have been different in different places at the same time</p>	<p>Explain (and give examples) how life was different for different people in the past:</p> <ul style="list-style-type: none"> • rich and poor • male and female • different cultures and races • different religions <p>Explain (and give examples) that this may have been different in different places at the same time.</p> <p>Attempt to explain reasons for these differences or explain the reasons other give.</p>
<p>Historical Interpretations</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - What did this person think? - Why did this person think like that? - Why does that person see it differently? - Can I trust this source? 	<ul style="list-style-type: none"> • Understand people have had different experiences • Understand people have different things. • Understand people might like different things. 	<ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Identify that two people could explain something differently or retell a story in a different way. 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist. • Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history. 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist and give reasons why. • Compare accounts of events from different sources. • Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history. • Make connections between different sources of evidence and identify the different interpretations.

				<ul style="list-style-type: none"> • Understand the importance of checking the accuracy of interpretations/evidence
<p>Historical Evidence</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - What is the evidence? - How do people know this? - What can this source tell me? 	<ul style="list-style-type: none"> • Sort some objects into new and old 	<ul style="list-style-type: none"> • Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects) • Describe similarities and differences between artefacts. • Look at pictures and photos to identify things from the past. • Sort some objects/artefacts between then and now. • observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> • use a range of primary and secondary sources to find out about the past; • Identify different sources that have given them information about the period they are studying. • Identify if a piece of evidence is first-hand or someone's view. • Identify details in pictures and artefacts. • Use evidence from a source to answer a question or support and answer • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research. 	<ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past; • Identify different evidence that supports a point they are making. • Select relevant sections of historical information to answer a question/enquiry • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; • investigate their own lines of enquiry by posing historically valid questions to answer.



Spread Your Wings. Learn New Things. Fly As High As You Can.

Key Stage 1 Substantive Concepts

city, commemoration, discrimination (including racism and sexism), entertainment, exploration farming, leisure, migration, ruler: king/queen, technology, trade, transport, travel, war: battle/conflict.

Key Stage 2 Substantive Concepts

city-state, civilization, colonisation, commemoration: remembrance, **conquest, culture, democracy**, discrimination: racism, **economy: barter/money/taxation/taxes, empire, enslavement**, entertainment, exploration, farming, golden age, **kingdom, knowledge**, leisure, migration, **occupation of territory, power, propaganda**, religion, ruler: king (**monarch**)/ **tribal chief/ emperor/ pharaoh**, settlement, **society**, technology, trade, transport, travel, **treaty, tribe**, war: battle/conflict/**invasion/army***

* concepts that are emboldened are new to key stage 2.

Spread Your Wings. Learn New Things. Fly As High As You Can.



Year 1 and 2 - Knowledge Progression			
Cycle A	Changes in Living Memory	Oh I Do Like to Be Beside the Seaside	Local History – Wolverhampton and the Dovecotes Estate
The Big Question	How has life changed since when our grandparents were children?	How have holidays changed over time?	How has Wolverhampton and the Dovecotes Estate changed over time?
Substantive Concepts	technology, travel, transport, entertainment, migration	technology, transport, travel, leisure, entertainment	commemoration, ruler: king/queen; farming, trade, migration, technology.
Substantive Knowledge	<p>How toys compare and contrast over the years and how they have developed with advances in technology.</p> <p>How toys in the past differed if you were a boy/girl; rich or poor.</p> <p>How styles of music and the way we listen to music has changed over the years with advances in technology.</p> <p>How the type of food we eat has changed with advances in technology, travel, migration.</p> <p>How transport has changed over the years on land to air and space travel.</p> <p>How the way we communicate has changed over the years with advances in technology.</p>	<p>What kind of things people did at the seaside 100 years ago.</p> <p>Why people went on holiday.</p> <p>How holidays differed if you were rich or poor 100 years ago.</p> <p>How the invention of the steam train allowed people to travel further and visit the coast more easily.</p> <p>How holidays, and the places we visit, have changed over the past 100 years with advances in transport and technology.</p>	<p>How Wolverhampton is named after Lady Wulfruna: who she was, how she was given land by the king, captured by the Vikings, founded St Peter's Church and has a statue outside the church.</p> <p>How Wolverhampton began as a small town selling wool and why it changed to a busy town with lots of people and factories .</p> <p>Why the area to which Wolverhampton belongs became known as the Black Country and why it has so many canals.</p> <p>How Wolverhampton became popular for making steel buckles, steel jewellery, sword handles and locks.</p> <p>What the houses were like if you were rich or poor in Wolverhampton when Queen Victoria ruled.</p> <p>Who and what are some of the significant people, places and events linked to Wolverhampton (Lady Wulfruna, St Peter's Church, Chubb Lock Works, first traffic lights in the country and Queen Victoria's visit to Wolverhampton in 1866), becoming a city in 2000.</p>



Spread Your Wings. Learn New Things. Fly As High As You Can.

			<p>What the city motto is and what the symbols represent on the city's coat of arms.</p> <p>How the Dovecotes estate was originally a sewage farm and who it was named after.</p> <p>What a Dovecote is and how one belonging to Barnhurst Farm still remains on the estate today.</p> <p>How in 1938 the farm was turned into an airfield and how it was used in WW2.</p> <p>How, in 1940, King George VI and Queen Elizabeth visited the airfield.</p> <p>How the airfield became Wolverhampton airport but closed after a plane crashed into a house.</p> <p>How the land was sold to build houses and develop Dovecotes housing estate.</p> <p>When Dovecotes Infant School was opened and that Dovecotes Junior School was built later in the 1970s.</p>
<p>Disciplinary Knowledge</p> <p>chronological understanding</p> <p>cause and consequence</p>	<ul style="list-style-type: none"> • arrange items, and events from newest to oldest on a timeline, understand where events studied fit within a chronological framework using language such as. 'They used to be like', 'When my Nan was a girl' • explain that the invention of plastic meant that toys stopped being made mainly from wood. • identify old and new things in a picture. 	<ul style="list-style-type: none"> • recognise that the past can be divided into different periods e.g. Victorian/100 years ago. • explain that the invention of the steam train and plane changed how we travel and the places that we can visit on holiday. • compare pictures of seaside holidays in the past and identify what they have in common with holidays now and 	<ul style="list-style-type: none"> • sequence photos on a timeline that fit in with the historical timeline of Wolverhampton's history. • begin to understand that aspects of life changed following an event. (more jobs in the factories meant people migrated from the countryside) • compare pictures of the school in the past and identify what's the same and what's different.

Spread Your Wings. Learn New Things. Fly As High As You Can.



<p>continuity and change</p> <p>historical significance</p> <p>similarities and difference</p> <p>historical interpretations</p> <p>historical evidence</p>	<ul style="list-style-type: none"> explain what was different and what was the same when their parents and grandparents were children. describe at least two differences between toys, music, food, transport and communication from 60 years ago and today. describe how toys change as children grow older. think about how people listened to music before other technologies developed and listen to some music from different eras. recognise the historical significance of space travel. compare how toys would be different in the past if you were rich or poor, a boy or a girl. compare adults talking about the past and ask how reliable the source is. observe or handle evidence (e.g. photos, stories, adults talking about the past, artefacts/objects) to ask simple questions about the past in order to find out about toys, music, food, transport and communication. 	<p>what makes them different, especially relating to clothes worn by children and adults and the entertainment available.</p> <ul style="list-style-type: none"> recognise the historical significance of the invention of the aeroplane. start to understand how life was different for people in the past if you were rich or poor. identify different ways in which the past is represented – an adult sharing their memories, photos. analyse a series of paintings to extract period detail, making simple deductions from photographs and paintings. 	<ul style="list-style-type: none"> identify historically significant people and events from a period of history and what they did or what happened. (the first traffic lights in the country were in Wolverhampton) compare how houses were different if you were rich or poor in Wolverhampton in the past; how some children as young as 4 worked and only the most wealthy went to school. compare adults sharing their memories of life at Dovecotes in the past and ask how two people can explain something differently. observe old photos of Wolverhampton and deduce answers to questions about the past.
<p>Cycle B</p>	<p>London's Burning</p>	<p>Nurturing Nurses</p>	<p><i>Polar Explorers – Scott of the Antarctic</i></p>
<p>The Big Question</p>	<p>Did the great fire make London a better or worse place?</p>	<p>What was Florence Nightingale and Mary Seacole's greatest achievement?</p>	<p>Who on earth is Scott of the Antarctic?</p>
<p>Substantive Concepts</p>	<p>city, commemoration, ruler: king, technology</p>	<p>commemoration, discrimination (including racism and sexism), war: battle, conflict.</p>	<p>commemoration, exploration, travel, technology</p>
<p>Substantive Knowledge</p>	<p>When the Great Fire of London started (in 1666) and who was King (Charles I).</p>	<p>Why Florence became a nurse and the discrimination she faced as a woman..</p>	<p>How Captain Scott was a British explorer who led two expeditions to Antarctica.</p>

	<p>How the fire started and why it spread so quickly.</p> <p>Who Samuel Pepys was and how he wrote in his diary about the GFOL</p> <p>How many people lost their lives in the GFOL and that London had to be rebuilt as a city including St Paul's Cathedral.</p> <p>What the impact of the GFOL was (it ended the Plague, buildings were rebuilt further apart from brick and stone, it marked the beginning of the fire brigade and relief aid).</p> <p>How the site where the fire first started is now marked by a monument built between 1671 and 1677.</p>	<p>How Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856).</p> <p>How she set up the Nightingale Training School for Nurses in 1860 at St Thomas' in London.</p> <p>How Florence got the Royal Red Cross from Queen Victoria to thank her for her service in 1883 and she has a statue in Pall Mall in London.</p> <p>How Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War.</p> <p>How Mary was a forgotten figure for 200 years but now has a monument outside St Thomas Hospital (the first large statue to remember a famous black person).</p>	<p>How Scott managed to get to the South Pole and what happened when he got there.</p> <p>How Scott risked his life and that of his team to get to the South Pole and how they lost their lives on the way home.</p> <p>Why Scott's team failed to get to the South Pole first and how they were beaten by a Norwegian team led by Roald Amundsen.</p> <p>How Scott is commemorated with a statue in London, Westminster.</p> <p>How advances in technology now keep people safe if they travel to the South Pole.</p>
<p>Disciplinary Knowledge</p> <p>chronological understanding</p> <p>cause and consequence</p> <p>continuity and change</p> <p>historical significance</p>	<ul style="list-style-type: none"> observe or handle evidence (e.g. photos, stories, adults talking about the past, artefacts/objects) to ask simple questions about the past and find answers on the basis of simple observations. extract information from primary and secondary sources. sequence events of the GFOL in chronological order. describe changes over time using temporal connectives such as next, the day after, a few days later. justify why people such as Samuel Pepys were important. 	<ul style="list-style-type: none"> observe or handle evidence (e.g. photos, stories, adults talking about the past, artefacts/objects) to ask simple questions about the past and find answers on the basis of simple observations. draw conclusions from simple visual clues, such as a portrait, paintings and a plaque and select evidence to back up statements. locate Florence and Mary in time and place using a timeline using phrases that show passage of time, e.g. 'when she returned', 'after the war', 'the most important'. 	<ul style="list-style-type: none"> observe or handle evidence (e.g. photos, stories, adults talking about the past, artefacts/objects) to ask simple questions about the past and find answers on the basis of simple observations. recognise important people from the past and characterize why they acted in a certain way. make informed guesses and inferences using clues from a photograph sequence a number of events in Scott's journey to the South Pole and discuss the setbacks he faced

Spread Your Wings. Learn New Things. Fly As High As You Can.

<p>similarities and difference</p> <p>historical interpretations</p> <p>historical evidence</p>	<ul style="list-style-type: none"> • explain why the GFOL was a significant historical event. • list how aspects of life changed as a result of the GFOL. • compare relief aid then and now when national disasters happen. • explain how London was similar and different at time of the GFOL to now – it was and is very busy city and crowded/ houses were made from wood. • identify different ways in which the past is represented – eye witness accounts (Pepys' diary, pictures). 	<ul style="list-style-type: none"> • sequence events in Mary's and Florence's lives. • explain why some periods of Mary's life were more important and significant than others. • use evidence to identify how life changed for Mary after the Crimean war • make judgments about which of Florence's achievements are the most important. • deduce the significance of Mary and Florence as a historical figure: what made them so special and why they deserve to be remembered. • explain how aspects of life changed after the Crimean War (more sanitary hospitals) • compare nurses today with those in Florence's and Mary' time. • infer why even nowadays not everyone has the same high opinion of Mary and are aware that her real contribution has been overlooked for 200 years. • interpret why life was different for different people in the past: if you were male/female a different race. 	<ul style="list-style-type: none"> • justify appropriate ideas as to how Scott should be remembered and grasp what is really significant about Scott • contrast how Scott was viewed in 1912 with his image 100 years later • cause and consequence • compare how people travel to the south pole now – they don't risk their lives like Scott! • compare similarities and difference in the expedition between Scott's and Amundsen's team.
--	--	--	---

Year 3/4 Knowledge Progression			
Cycle A	Changes in Britain from the Stone Age to the Iron Age	Investigating Pompeii	The Roman Empire and its Impact on Britain
The Big Question	What was life like in the Stone Age and Iron Age and how do we know?	Why was Pompeii lost and forgotten about for almost 1700 years?	What happened when the Romans came to Britain?

Spread Your Wings. Learn New Things. Fly As High As You Can.



Substantive Concepts	technology, farming, settlement, society , religion, economy: money, trade , travel, transport, entertainment, migration, war: battle/conflict, tribe , ruler: tribal chief, civilization.	civilization, culture, economy: money , farming, trade, democracy , discrimination, enslavement , entertainment, leisure, religion	society, empire, culture, civilization , migration, war: invasion/army, power, conquest, colonisation , settlement, economy: taxation, enslavement, tribe , ruler: tribal chief/emperor , technology, religion, entertainment, occupation of territory.
<p>Substantive Knowledge</p>	<p>How the Stone Age is part of a time period called Prehistory in Britain when there were no written records.</p> <p>How the earliest settlers in Britain were Stone Age man who lived in caves, moved around to find food, created cave art, made tools to hunt/ make clothes and learnt to make fire with flint to keep warm and cook food.</p> <p>How society developed from a hunter-gatherer lifestyle to settled farming and what that looked like (e.g growing crops, taming oxen to pull ploughs, keeping animals and canoes to fish).</p> <p>How Stone Age people lived (food, shelter, entertainment) from studying the archaeological site of Skara Brae.</p> <p>Possible reasons why and how Stonehenge was built, linked to religion and beliefs.</p> <p>How the Bronze Age brought the beginning of civilization and arrived in Britain with the migration of Bell Beaker people from mainland Europe.</p> <p>How life and the culture of Britain changed in Bronze Age and Iron Age Britain -</p>	<p>What buildings made up the city of Pompeii, such as theatres, an amphitheatre, public baths and several temples.</p> <p>What the climate was like and how this and the volcanic soil was good for farming and growing cereals, fruit and vegetables.</p> <p>How Pompeii was a busy city not far from the sea and so was a place where people came to holiday and trade from across the Mediterranean (oil, wine, pottery).</p> <p>How life was different for different groups of people in Pompeii – women/men, rich/poor, slaves, right to vote.</p> <p>What events led up to the eruption of Mount Vesuvius, such as the religious festival of Vulcan - God of fire – and the events afterwards.</p> <p>How Romans worshipped many gods and goddesses and were celebrating the religious festival of Vulcan (the Roman God of fire) the day before Vesuvius erupted.</p> <p>How Pompeii was preserved in Volcanic Ash, was later excavated and is now a World Heritage Site.</p>	<p>When the Roman empire existed and the extent of the Roman empire prior to the invasion of Britain.</p> <p>How Romans used force and their huge army to invade, conquer and spread their way of life to all parts of their Empire and why they did this (for natural resources, farmland, slaves and to raise taxes) .</p> <p>When and why the Romans invaded Britain.</p> <p>Why Boudicca stood up to the Romans and staged a revolt.</p> <p>How Britain was ‘Romanised’ after the Romans settled - architecture, food, Latin, roads, technology, such as central heating/aqueducts, entertainment and introduction of Christianity.</p> <p>Why the Roman invasion and occupation of Britain did not have a significant impact on the vast majority of people in Britain, including Caledonia.</p> <p>Why the Romans left (410) and have a broad view of what happened after.</p>

Spread Your Wings. Learn New Things. Fly As High As You Can.



	including war/conflict between tribal kingdoms, religious beliefs,		
Disciplinary Knowledge chronological understanding cause and consequence continuity and change historical significance similarities and difference historical interpretations historical evidence	<ul style="list-style-type: none"> compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences – male/female roles; religion. use primary and secondary sources selectively to research events in the past and piece together clues and ask and answer historical questions. make deductions about way of life including when, where, and how it was built by studying evidence of buildings left behind. make inferences and deductions about possible use of a range of artefacts. work out how archaeologists are able to make statements about the past when no written records exist. sequence some main events, places and people on a timeline using the terms BC/AD adding some relevant detail e.g stone age man moving to farming explain what stayed the same and what changed (taming and training oxen to pull ploughs, growing crops) recognise cause and effects for some key events. (changes in culture with the arrival of the Beaker people, development of bronze weapons created conflict between different tribal kingdoms) identify the significance of changes e.g man learning to make a fire with 	<ul style="list-style-type: none"> use a range of primary and secondary sources to find out about the past retell the eruption of Vesuvius in 79AD in chronological order using the term anno domini. order the events of the eruption of Mount Vesuvius on a timeline. summarise the consequences of the eruption Mount Vesuvius (loss of human, animal and plant life, buildings). compare and contrast this ancient society with my own. ask historically valid questions about the similarities and differences between the society of Pompeii and my own. Rich/poor; male/female; slavery. identify and describe historically significant people (Pliny who recorded the events of the eruption). explain that Pompeii is historically significant because the city's quick burial preserved it for centuries before its ruins were discovered in the late 16th century. recognise that there are different versions of events depending upon a person's place/role in history – for example, if you were a slave or an upper class Roman. explain that although Pompeii was destroyed, the Roman way of life continued due to its large empire. 	<ul style="list-style-type: none"> draw conclusions from maps and timelines about the meaning, size and timescale of the Roman empire 100 years apart, one on the eve of Caesar's invasion the other on the eve of Claudius'. infer using historical sources of evidence both primary and secondary. offer three valid reasons for the Roman invasion with confidence and why the empire came to an end re-tell the story of Boudicca's rebellion along with turning points in her rebellion interpret that there are differences in the way that historical characters have been portrayed in history books (Boudicca) and that stereotype warrior is not the only picture we have of her, although most pictures come from Roman accounts. justify how events from nearly 2000 years ago are difficult to describe accurately, because of the gaps in the evidence. recognize that people's views affect how they describe events i.e. Romans would have recorded things in a different way from the Celts list and describe the legacy of the Roman invasion of Britain – language, roads, engineering innovations etc

Spread Your Wings. Learn New Things. Fly As High As You Can.

	<p>flint, settled farming developed social skills and language)</p> <ul style="list-style-type: none"> test an interpretation of the Bronze Age/Iron Age - e.g. why Stone Henge was built/ the mystery of the 52 skeletons of Maiden Castle. 		<ul style="list-style-type: none"> compare how life stayed the same for the poor and changed for the wealthy following the Roman invasion. describe that it was different for people in Caledonia (Scotland); despite battling with them, the Romans never managed to conquer it. describe who Boudicca was and why she was historically significant.
Cycle B	Christopher Columbus, The Moon Landing and Martin Luther King	Brilliant Benin	Ancient Egypt
The Big Question	How are Christopher Columbus, Martin Luther King and the Moon Landing significant in American history?	What sort of place was Benin and what changes took place when the Europeans started trading?	What did the Ancient Egyptians achieve?
Substantive Concepts	travel, transport, trade, exploration, commemoration, technology, discrimination, enslavement	tribe, society , settlement, farming, ruler: king, kingdom , trade, religion, empire, colonisation, conquest, power, enslavement, civilization, golden age, war: invasion	religion, society, civilisation, enslavement, kingdom, ruler: pharaoh/emperor, economy: taxes , transport, trade, farming, technology, empire, war: invasion/ army, conquest, power
Substantive Knowledge	<p><u>Christopher Columbus</u> Who Christopher Columbus was and how he became famous. Why Columbus risked his life to explore somewhere no-one alive had ever seen. What life was like on board during such a long journey. How he stumbled upon the New World (America). Why not everyone thought Columbus was a hero. How Columbus thought he had discovered America, but the Vikings had already landed there 500 years before.</p>	<p>When and where the Kingdom of Benin was. How the kingdom of Benin developed from small families who settled in the rainforests of West Africa ruled by Ogisos into a large, powerful empire run by an oba. How huge earth walls were built around Benin city to protect the king (oba) from outsiders. What life was like for the oba as well as the ordinary people of Benin – craftworkers,</p>	<p>When and where the Ancient Egyptians lived. How we know about life in Ancient Egypt. What everyday life was like for Ancient Egyptians – men, women, children, jobs, houses, hieroglyphics, taxes, slavery. What the Egyptian class structure was: 1. King/Queen (pharaoh) who ruled 2. military leaders/scribes/priests/tax collector 3. farmers. 4. slaves How the pharaoh lived and ruled.</p>

Spread Your Wings. Learn New Things. Fly As High As You Can.

	<p>How and why should we remember Columbus.</p> <p><u>The Moon Landing</u> What the Space Race was. What animals were sent into space before humans. Who Katherine Johnson was and her role in the Apollo Moon Landing. What the Apollo 11 mission was and the astronauts who went. How they were able to get there and back safely. What they did whilst on the moon. How many people watched the Moon landing.</p> <p><u>Martin Luther King</u> Who Martin Luther King was. What racial segregation was and how Martin Luther King experienced this whilst growing up. How Rosa Parks started the Civil Rights Movement. How MLK became a Civil Rights Leader and faced persecution for his role in the Civil Rights Movement. How MLK led peaceful protests to achieve equal rights for African Americans. What his most famous "I Have a Dream" speech was. How his actions brought about a change in the law and ended segregation When and where MLK King was assassinated. How Martin Luther King won the Nobel Peace Prize. How he is commemorated with a holiday called MLK Day.</p>	<p>villagers, royal courtiers, palace chief and town chiefs.</p> <p>What gods the people of Benin worshipped.</p> <p>What the Benin people traded in (including slaves) and the trade links between Benin and Europe.</p> <p>How the Europeans wanted Benin's valuable resources and so invaded Benin and made it part of the British Empire.</p>	<p>What Ancient Egyptians believed and who they worshipped.</p> <p>How Tutankhamun's tomb was discovered in 1922 and what was found inside.</p> <p>What the Pyramids were and who may have built them.</p> <p>Why the River Nile was so important (farming, trading, technology - irrigation).</p> <p>How the Egyptian kingdom ended with Pharaoh Cleopatra when the Romans invaded, conquered and made it part of their Empire.</p>
--	---	---	--

Spread Your Wings. Learn New Things. Fly As High As You Can.

<p>Disciplinary Knowledge</p> <p>chronological understanding</p> <p>cause and consequence</p> <p>continuity and change</p> <p>historical significance</p> <p>similarities and difference</p> <p>historical interpretations</p> <p>historical evidence</p>	<ul style="list-style-type: none"> • identify different types of sources (primary and secondary) and use them to make deductions and begin to devise own historically valid questions. • describe historically significant people and events. • sequence significant events in Columbus' life and sequence images of the Moon Landing journey (there and back). • give valid reasons that motivated people to protest in America in the 1960s/Columbus' to travel west/ Neil Armstrong to go the moon and reject spurious ones. • explain the positive and negative impact of Columbus' discovery of America. • give valid reasons why opinion on Columbus today is divided. • consider the type of evidence available to historians studying the Moon landing of 1969, recognising what they think is the strongest source. • understand that people are sceptical as to whether the Moon Landing ever happened and know some reasons why (flag, footprint etc). • identify how life was different for people in America in the 1960s (racial segregation) • make links in how advances in technology have allowed man to explore our world and later space which continues today. 	<ul style="list-style-type: none"> • locate Benin for the period we are studying (when the Europeans came, and when Benin was destroyed at the end of the 19th century) on a pre-marked world timeline containing other periods they have studied esp. Egypt. • analyse why Benin might be a significant society, worthy of study. • use written accounts and illustrations that come from a later period to find out about a society for which very little written evidence remains and recognise that these sources might not always be accurate. • compare and contrast the ways in which British and African history has been recorded. • examine different rich sources of evidence (artefacts and archaeological evidence), create plausible alternative explanations for meaning of objects and evaluate what they can teach us about Benin culture. • create a living graph of events 1850-1890 showing the changes in fortune of Benin and their changing relationship with the British Empire. • Recognise how the people of Benin were ruled by kings for 100s of years but the obas became more ambitious to expand and build an empire. • explain the actions of Captain Phillips and other British soldiers and the consequences of opening trade routes with Europe. • recognise life was different for people in Benin based on your position in society. 	<ul style="list-style-type: none"> • use primary and secondary sources and artefacts to find out about Ancient Egypt. • locate Ancient Egypt in time and place in relation chronologically to other periods in other areas of the world. (i.e. Ancient Greece & Rome.) • locate the Nile valley on a world map and make deductions from map evidence. • address and devise valid historical questions about the Pyramids: Who built them? How were they built? etc and come to an independent conclusion. • recognise that there is more than one interpretation of who built the pyramids • explain that as a result of inventing papyrus, it gave the world the idea of moving away from carving words onto stone. • recognise that pharaohs were mummified and buried with all their belongings in pyramids which changed to secret tombs. • identify the historical significance of the discovery of Tutankhamun's tomb with its well-preserved artefacts. • compare how women had special rights, they were able to own property, work in trade and run farms alongside their husbands; but enslaved people worked as forced labour.
---	---	--	--

Spread Your Wings. Learn New Things. Fly As High As You Can.



Year 5/6 Knowledge Progression			
Cycle A	Ancient Greece and their Influence on the Western World	The Mayans	Scots, Anglo-Saxons and Vikings
The Big Question	What did the Ancient Greeks do for us?	What was everyday life like for Mayan people and how can we possibly know?	What was life like in Anglo-Saxon Britain and how far did the Vikings get in trying to take over the country?
Substantive Concepts	golden age, city-state , society, civilization, farming, trade, ruler: king; government: democracy , enslavement, culture, entertainment, leisure, religion; war: battle/conflict/army, discrimination, economy: barter/money , empire, knowledge	empire, civilization, society, settlement, city-state , culture, enslavement, religion, trade, technology, economy: barter , farming, ruler: king, war: invasion, conquest, knowledge .	farming, kingdom, society, settlement, conquest, war: battle/conflict/invasion/army, migration, transport, ruler: king/ tribal chief, kingdom, tribe, religion, treaty , trade, culture, economy: barter/money ; commemoration, knowledge .
Substantive Knowledge	<p>When the Ancient Greeks lived and the main events and places in Ancient Greek history.</p> <p>How the physical features, location and climate of Ancient Greece affected farming, trade and belonging to city states.</p> <p>Who King Minos was and details of the first Greek civilization (including the evidence behind the legend of Theseus and the Minotaur).</p> <p>How the Athenians beat the Persians at the Battle of Marathon, the consequences (such as the beginning of the Golden Age of Athens) and how there are 6 different versions of the Marathon run.</p>	<p>Where the Mayans lived and when the empire thrived in relation to the historical periods studied so far (Stone Age, Egyptians, Iron Age, Romans).</p> <p>How we study the Mayan Empire for their achievements (accomplished mathematicians who developed their own maths system and astronomers who built observatories and knew about a solar year; highly advanced architecture with huge stone stepped pyramids, roads and some of the largest cities in the world; developed chocolate).</p> <p>What life was like at the height of the Mayan civilisation (a hierarchical society ruled by kings with slaves at the bottom; rich/poor; houses; temples; plazas; ball</p>	<p>When the Anglo Saxons and Vikings lived in relation to the historical periods studied so far (Stone Age, Egyptians, Iron Age, Romans).</p> <p>Why the Anglo-Saxons invaded Britain linked to push and pull factors (to stop Picts invading Britain after Romans left, better land and climate to farm and grow crops, it would be an easy conquest).</p> <p>Where the Saxons migrated from, how they travelled to Britain, where they settled, how they lived and how we know (Staffordshire Hoard, Sutton Hoo, West Stowe, place name endings)</p> <p>How the Anglo-Saxons ruled (first as tribal chiefs then as separate kingdoms with a king who passed his power onto his</p>

Spread Your Wings. Learn New Things. Fly As High As You Can.

	<p>What everyday life was like in Athens and Sparta how this differed depending on your position within society (woman/girl, man/boy; trader, silver miner, slave, education, buildings and democracy).</p> <p>What life was like for women in Ancient Greece and how this differed if you were rich or poor.</p> <p>What we can tell about the Ancient Greeks from their interest in the theatre and festivals which entertained, honoured the Gods and, in the case of the Olympics, were used to compete and prepare for war.</p> <p>How Ancient Greek achievements still impact our lives today (language, architecture, medicine).</p>	<p>courts; city states that traded and warred with each other, belief in gods)</p> <p>How the Maya were able to be so successful when the area they lived in was mainly jungle (successful in growing crops using knowledge of the seasons and advanced agricultural methods such as slash and burn, trading in valuable raw materials and they bartered with goods like cacao beans)</p> <p>How we know what life was like there 1,000 years ago. (archaeological remains such as Pakal mask/tomb; hieroglyphs, stone columns, codex) and that much of Mayan history was destroyed by the Spanish when they conquered the area in the 16th century.</p> <p>What some of the many theories are for the decline of the Mayan Empire and why it ended so quickly; how some Mayan people still live in the same area today and try hard to keep their traditions alive.</p>	<p>children and sometimes a superking which meant ruler of all Britain).</p> <p>How Christianity came to pagan Britain and how we can be sure it changed people's lives (monasteries, churches with the first being at Canterbury, grave goods, preaching crosses, Bede's account).</p> <p>What Anglo Saxon culture was like including the arts (skilled craftworkers, played musical instruments, church artwork, wrote Beowulf) and the 6 methods of Anglo-Saxon justice.</p> <p>When the Vikings came to Britain, where they migrated from, how they travelled and why they attacked (with a focus on the raid at Lindisfarne).</p> <p>How the Anglo Saxons struggled against the Vikings from 790 – 1066 including major events and turning points (Battle of Edington, treaty of Danelaw, King Alfred and his 5 successors, Danegeld, King Cnut) which ended with the Battle of Hastings and the end of Anglo Saxon England.</p> <p>Who King Alfred was and why he was called the 'Great'. (Anglo Saxon Chronicles; educated, translator, founded the Navy, built fortified towns, lawmaker, defeated the Vikings)</p> <p>Why the Vikings should be remembered as raiders, settlers and traders and how opinions of the Vikings have changed</p>
--	---	---	---

Spread Your Wings. Learn New Things. Fly As High As You Can.



			with new evidence discovered (e.g. Yorvik).
<p>Disciplinary Knowledge</p> <p>chronological understanding</p> <p>cause and consequence</p> <p>continuity and change</p> <p>historical significance</p> <p>similarities and difference</p> <p>historical interpretations</p> <p>historical evidence</p>	<ul style="list-style-type: none"> place Ancient Greece on a simple timeline, showing Minoan Civilization/Trojan Wars, the Battle of Marathon leading to the Golden Age, Wars between Athens and Sparta and Alexander the Great (using the concepts of BC). ask historical questions and find out about the past using the physical evidence that has remained as well as the myths, legends and surviving buildings that have been left behind. consider whether there is any evidence for the legend of Theseus and the Minotaur. draw inferences from evidence on pots and make simple deductions. compare different versions of the Battle of Marathon and give 2 or 3 valid reasons why textbook accounts might differ. compare how life was different depending on your position within society or city state (Athens or Sparta). give valid reasons to explain the historical significance of the victory of the Greeks over Persia at the Battle of Marathon who at the time were the greatest power in the ancient world. detail some of the changes that happened in arts, thinking and buildings during the Golden Age of Greece and that the Golden Age began as a result of the Greek defeat of the Persians at the Battle of Marathon. 	<ul style="list-style-type: none"> identify the Mayan time period on a timeline to place it in context to previous study and modern day and understand that we are looking at a civilisation that spans a long period of time (over 2000 years). recognise how artists' reconstructions of the past are based on a mixture of physical evidence and imagination. explore and explain possible reasons why the Maya were such a significant society, worth studying in school. make deductions about the purpose of an object from its physical clues. gather information and evidence and form my own opinion about the past. recognise that the modern Maya retain aspects of their original culture today. use evidence to illustrate and support a number of explanations as to how the Maya were able to be so successful. explain and give examples of how, even though they lived in different cities and were ruled by different kings, the Maya shared a lot of common beliefs and traditions. 	<ul style="list-style-type: none"> locate key periods on a timeline, Ancient Egypt, Romans, Anglo-Saxons and Vikings, showing how they overlap. list reasons for the Saxons coming to Britain classifying these into push and pull factors. analyse patterns of settlement using a map showing 5th century cemeteries. use historical evidence to examine artefacts, make inferences and draw conclusions (such as about the person in the Sutton Hoo burial). recognise the main events in the conversion to Christianity showing how quickly it caught on with the rich but took longer to become widespread across Britain with the poor continuing to worship Pagan god. list Alfred's main achievements and critique which were the most significant including the Battle of Edington identify ,analyse and explain 2 or 3 turning points in Saxon/ Viking fortunes between 790-1066 . understand that lack of sources can distort our view of the past and can give too positive or negative of a person/event in history (e.g. in the case of the raid at Lindisfarne, interpretations of King Alfred as 'Great' and the violent image of the Vikings. grasp the significance of archaeological evidence especially more recent finds at Jorvik.

Spread Your Wings. Learn New Things. Fly As High As You Can.



	<ul style="list-style-type: none"> list how Greeks have influenced our lives today and we have derived our language and architecture from them. recognise that it is a legacy of the Athenians to have been the first to invent and use democracy, and their influence has continued as many countries still use a version of democracy today. 		<ul style="list-style-type: none"> explain similarities and differences between the Anglo-Saxon and Viking way of life (Saxons Christians and Vikings pagan; Vikings were seafaring and Saxons were farmers,; both were Germanic who invaded England)
Cycle B	The Home Front During WW2	Pt 1 - Local History Study: The Molineux	Pt 2 - Coming to England
The Big Question	How was Britain able to stand firm against the German threat?	How did the Molineux Stadium get its name?	How has migration changed British culture?
Substantive Concepts	war: battle/conflict/invasion/army, treaty, propaganda	enslavement, technology, transport, travel, migration entertainment, leisure, discrimination, commemoration: remembrance	monarch, colonisation, empire, migration, discrimination: racism, commemoration, society, culture, transport, travel
Substantive Knowledge	<p>What were the arguments for appeasement, the consequences of appeasement and why Britain had to go to war in 1939.</p> <p>What were Hitler's steps to war (beginning with the breaking of the terms of the Treaty of Versailles).</p> <p>Why it was necessary for children to be evacuated; why the evacuee numbers fluctuated between 1939 and 1945, how propaganda was used to encourage evacuation and how experiences of evacuation differed.</p> <p>How Britain was able to stand firm against the German threat (Dunkirk, Battle of Britain, The Blitz, air-raid shelters,</p>	<p>When the Molineux building was built.</p> <p>Who the Molineux family were; how they acquired their wealth and the how Benjamin Molineux came to own the property.</p> <p>How Benjamin Molineux owned a black domestic servant (George Africanus) who was educated, freed and became a successful businessman; how Africanus has been commemorated in Nottingham.</p> <p>How the building and grounds have developed over the years from a family house to a commercial site: fetes, exhibitions, hotel, sporting events especially cycle races, pleasure grounds,</p>	<p>How people of African descent migrated across the Roman Empire and settled in Britain (Ivory Bangle Lady, Aurelian Moor soldiers and Emperor Severus Septimus)</p> <p>How the British Empire had colonised about a quarter of the Earth's population by the end of the 19th Century</p> <p>How the British Commonwealth was formed following the end of the British Empire, and how it is headed by the British monarch.</p> <p>How commonwealth citizens served in World War 2 and helped to win the war, with a focus upon Caribbean service men and women, and the part they played.</p>

Spread Your Wings. Learn New Things. Fly As High As You Can.



	<p>rationing, 'make do and mend', women in the factories, Fire Service, Home Guard).</p> <p>How Christmas changed over the course of the war (year by year).</p> <p>Why it's so difficult to be certain what life on the Home Front was really like because of propaganda and censorship.</p> <p>What VE day was really like and how there are contrasting accounts of VE Day parties.</p>	<p>football ground/stadium, public house, city archives.</p> <p>How, in the 1800s, the advancement of technology such as the rail network and migration to towns/cities helped to develop the Molineux house and grounds as a profitable enterprise.</p> <p>How the Molineux house and grounds has been the site to significant events such as the South Staffordshire & Fine Arts Exhibition, International Bicycle World Championships and first ever league football match.</p>	<p>How the British government asked commonwealth men and women to come to Britain after World War 2 to fill jobs.</p> <p>When the ship HMT Empire Windrush arrived in Britain; how many passengers travelled on the ship, who they were, why it was such an important story and how the migration of people from the Caribbean did not slow down until 1962.</p> <p>What life was like for the Windrush men and women who settled in Britain (with a focus upon both positive and negative experiences).</p> <p>How migration has made Britain a more culturally diverse country to live in.</p> <p>How the huge contribution of the Windrush Generation to Britain has been commemorated.</p>
<p>Disciplinary Knowledge</p> <p>chronological understanding</p> <p>cause and consequence</p> <p>continuity and change</p> <p>historical significance</p>	<ul style="list-style-type: none"> sequence the key events in the run up to war (1918-39) and during the war (1939 – 1945). explain at least 3 consequences of appeasement.(e.g. gave Hitler more time to build weapons) interpret a graph to provide justifications for the changing numbers being evacuated. explain the significance of the Battle of Britain (psychologically a huge morale boost; enabled the Americans to establish a base to liberate Western Europe in 1944). 	<ul style="list-style-type: none"> sequence key events in the history of the Molineux Building (1720 to the present day) use a wide range of different sources to collect evidence about the Molineux building, such as pictures, documents, printed sources, posters, online material, photographs explain that, as a result of the rail network covering most of the country in the late 1800s, and the industrial revolution bringing prosperity to the region, the Molineux House and Grounds attracted thousands of visitors 	<ul style="list-style-type: none"> Order a greater number of significant events and dates on a timeline linked to Britain's development as a multicultural society. compare and contrast the range of differing reactions Caribbean immigrants experienced on coming to live in England. explain 3 ways that people from the commonwealth have enhanced British society (their support enabled the Allies to win WW2; helped to rebuild Britain by filling jobs after WW2; enriched the culture of Britain and made it a more diverse place to live)

Spread Your Wings. Learn New Things. Fly As High As You Can.

<p>similarities and difference</p> <p>historical interpretations</p> <p>historical evidence</p>	<ul style="list-style-type: none"> Analyse photographs or newsreel films from early 1940s including footage of the Blitz, raise enquiry questions and explain how it shows censorship/propaganda. compare and contrast the experiences of evacuees and explain why they differed. describe the major differences between war-time and pre-war Britain including references to rationing etc. compare written and visual sources, looking for areas of corroboration and disagreement showing how accounts of VE Day parties varied. present how Christmas was celebrated in a particular year, knowing that each year was slightly different between 1939 and 1944. 	<p>and spectators which ensured its profitability.</p> <ul style="list-style-type: none"> recognise how the Molineux building has been used as a commercial building for most of its life but the purpose has changed over time – (fetes, exhibitions, Pleasure Grounds, hotel, public house, City Archives). identify the historical significance of the Molineux grounds (in 1886 it became the venue for the International Bicycle World Championships; in 1888 it was the site of the first ever league football game in English history). explain how life was similar and different for rich and poor people in Britain in 1700s/1800s (in 1700s rich people may have owned servants; in the mid-1800s the working classes in town and cities began to take part in recreational activities). compare accounts of events at the Molineux Grounds from different sources. 	<ul style="list-style-type: none"> recognise how the Windrush generation has changed aspects of British culture over time. identify the historical significance of the story of the Windrush as a landmark event, beginning a wave of migration that was to last for decades. recognise that different versions of the past may exist and give reasons why. (newsreels of the welcomed arrival of the Windrush passengers coming to help the ‘mother country’ in its hour of need; whereas many passengers experienced racism almost immediately.) use a wide range of different evidence to collect evidence about the past – newsreels, news reports etc
--	--	--	--