



Matlock and Dales
Primary Partnership

History

Intent, Implementation and Impact Statement

Key Points	
Our Intent	To inspire a love of learning about the past alongside teaching the skills and knowledge to enable our children to become confident historians and set the foundations for their future learning.
Our Implementation	<p><u>Curriculum Rationale:</u> A high-quality history education helps our children gain a knowledge and understanding of Britain's past and that of the wider world. We aim to provide our pupils with a deep understanding of their local history and that of the wider world and the skills and key knowledge to enable them to make sense of it. Children are taken step-by-step on a journey through the chronology of British History whilst developing a clear understanding of how these events relate to learnings about Ancient Civilisations, local history and the achievements of significant individuals. Our curriculum has been carefully sequenced from EYFS through to the end of Key Stage 2 to ensure our children build on the knowledge and skills learnt to enable them to be confident historians.</p> <p><u>How has learning been sequenced?</u></p> <ul style="list-style-type: none">• We have mapped out the progression in each area and identified the vocabulary, knowledge and skills we explicitly teach.• Pupils are taught the key skills of historical enquiry, learn that History is interpreted in many different ways and learn how to communicate and organise their historical understanding.• For our pupils in EYFS and at the start of KS1, a strong focus is placed on ordering key events in their own lives and finding out about the past from others around them.• As they move through KS1, the children gain a greater understanding of where they fit in within their family history and about significant events and people past living-memory.• By the time they leave KS2, the children will have a coherent knowledge and understanding of Britain's past and that of the wider world so when entering KS3 pupils will be able to access the KS3 history curriculum.

	<p><u>Ensuring Inclusivity:</u></p> <ul style="list-style-type: none"> We understand that a child's success in History should not be limited by their academic ability/progress in a core subject, or any additional need, and that the way History is taught and assessed, should be in direct response to the needs of the learners. All History lessons and assessments offer the opportunity for written, oral or practical responses, enabling each child the opportunity for success. A range of methods are used to teach and assess History to meet the learning needs of all our pupils. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.
The Impact	<p><u>How is progress and attainment measured?</u></p> <ul style="list-style-type: none"> History in EYFS is measured through the children's progression through the ELG. Throughout Key Stage 1 and 2, pupils' progress in History is measured through both formative and summative assessment. Pupils are assessed in each of the key skills as well as through the key knowledge they should know. Formative assessment in History includes key questioning and opportunities for oral and written responses as well as practical work. Summative assessments are carried out at the end of each half-term and allow pupils the opportunity to showcase the knowledge and skills they have learnt. Children are assessed in History only on the historical concepts, skills and knowledge taught - not their literacy skills.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>ELG: Past and Present Children at the expected level of development will:</p> <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 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 			<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <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 local history study a study of an aspect or theme in British history that extends pupils' chronological 		

	storytelling.	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. 	<p>knowledge beyond 1066</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-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 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. 				
<h3>Learning</h3> <p>(fundamental skills – what will be constantly revisited?)</p>							
Chronology (Sequencing)	Begins to sequence some events or at least 2 related objects in order.	Sequence some events from their own personal or local history.	Sequence at least 3 events from their own personal or local history.	Use timelines to place events in order.	Names and places dates of significant events from past on a timeline.	Uses timelines to place and sequence local, national and international events.	Can sequence accurately all time periods studied, using relevant dates and time markers.
Enquiry	Use pictures and photographs to create a timeline and to find out information.	Find answers to simple questions about the past from sources of information e.g. artefacts and toys.	<p>Observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Begin to ask questions about artefacts and sources from the past to deepen their knowledge (who, what, why, when, where).</p> <p>Begin to use books and ICT to find answers to questions.</p>	<p>Compare a range of first and second-hand sources and begin to discuss validity / reliability.</p> <p>Compare information that they find on the internet to reliable information texts.</p> <p>Use ICT and quality information texts to research.</p>	<p>Use the library and internet for independent research. Select and record relevant information.</p> <p>Independently ask questions about artefacts, photographs and sources of information.</p> <p>Discuss validity and reliability of primary and secondary sources.</p> <p>Use a range of evidence to build up a picture of the past e.g. ICT, information texts, photographs, artefacts.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p>	<p>Use the library and internet for research with increasing confidence, finding quicker and more efficient ways of retrieving specific and relevant information.</p> <p>Identify primary and secondary sources independently and question their reliability and validity.</p> <p>Choose relevant material to present a picture of one aspect of life in time past and justify their choices.</p>	<p>Evaluate methods of retrieving information and choose the most relevant and efficient for them.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account, answering questions from others confidently and using evidence to support their answers.</p>

Cause and Consequence	Begin to understand consequences as a result of something that happens to them.	Discuss consequences in terms of immediate results of an event in the present.	Begin to recognise causes of actions and events in history and what happened as a result.	Sees that historical events have causes and consequences that result in change over time. Can list some causes and consequences of key historical events.	Sees that historical events have causes and consequences that result in change over time. Can list a greater range of causes and consequences of key historical events.	Identifies some of the consequences of events in terms of immediate and longer-term effects.	Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.
Continuity and Change	Recount changes in own life over time.	To know that things change over time.	Begin to describe changes over time	Can talk about the past in terms of periods e.g. Stone age, Romans; and understand there are differences and how things have changed between the two.	Can explain how a specific time period differs from another/today.	Describes main changes in a period in history, beginning to use words such as: social, religious, political, technological and cultural.	Describes main changes in a period in history using words such as: social, religious, political, technological and cultural using evidence for their choices and reasoning.
Organisation & Communication	Children express themselves accurately in the correct tense.	Sort events and objects into groups (i.e. then and now) Use timelines to order events or objects Tell stories about the past. Talk, write and draw about things from the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people.	Begin to communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT.	Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.		
Vocab	Then/before/now/next/after Young/old today/yesterday/tomorrow.	Then/before/now/next/after Old/new. Same/different. Order. Significant Days Months	Old/new. Significant Past/present Similarities/differences Timeline. Sequence.	Past/present Similarities/differences Timeline. Sequence. chronological first hand/primary evidence	chronological first hand evidence second hand evidence compare Sources BC/AD	artefacts compare/contrast reliability/validity Ancient Century Decade justify	justify interpret accuracy continuity infer deduce suggest

				<p>second</p> <p>hand/secondary</p> <p>evidence</p> <p>compare</p> <p>valid</p> <p>reliable</p> <p>Sources</p> <p>BC/AD</p>	<p>artefacts</p> <p>compare/contrast</p> <p>reliability/validity</p> <p>Ancient</p> <p>Century</p> <p>Decade</p>	<p>interpret</p> <p>accuracy</p> <p>continuity</p> <p>infer</p> <p>deduce</p> <p>suggest</p> <p>social</p> <p>religious</p> <p>technological</p> <p>cultural</p> <p>political</p>	<p>social</p> <p>religious</p> <p>technological</p> <p>cultural</p> <p>political</p> <p>conclude</p> <p>surmise</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">All Saints' Key learning - Sticky knowledge</p>	<p>Know the people in my immediate family that are older than me and those that are younger.</p> <p>Know that I grow and change over time.</p> <p>Know some changes in our lifetime.</p> <p>Know time can be measured (e.g. in Birthday's, days of the week etc).</p>	<p><u>My History:</u> Know that Matlock has changed through time – roads, buildings.</p> <p>Know that COVID 19 changed how we live and affected life nationally.</p> <p>Know that All Saints School has changed through time.</p> <p>Know about my own family history.</p> <p><u>Transport & Travel</u> Know that transport has changed over time (become safer, quicker and more comfortable).</p> <p>Know that there was a time before cars and aeroplanes.</p>	<p><u>The Gunpowder Plot</u> Know that The Gunpowder Plot was a plot to blow up the houses of Parliament.</p> <p>Know that Guy Fawkes and Thomas Percy were some of the friends involved.</p> <p>Know that they wanted King James removed from the throne.</p> <p>Know that we celebrate stopping the plot with Bonfire Night.</p> <p><u>A Victorian Christmas:</u> Know about the changes to Christmas made during the Victorian Era and how these relate to Christmas today.</p>	<p><u>The Stone-Age:</u> Know that this is the earliest period of human culture (Stone Age).</p> <p>Know about the differences in the way of life between people in the stone age and modern life.</p> <p>Know how images and paintings can provide us with clues about the past.</p> <p><u>Romans:</u> Know about at least three things that the Romans did for our</p>	<p><u>Vikings:</u> Know how an early civilization gave much to the world.</p> <p>Know that Britain was invaded on more than one occasion.</p> <p>Know that the Anglo-Saxons and Vikings were often in conflict.</p> <p>Know where the Vikings came from and where they invaded our country.</p> <p>Know where the Anglo-Saxons came from.</p> <p>Know the link between</p>	<p><u>Tudors:</u> Know who Henry VIII was and the impact of his reign: establishing new church.</p> <p>Know how many wives he had and what happened to them.</p> <p><u>Ancient Greece:</u> Know there was a struggle between the Athenians and the Spartans.</p> <p>Know that the Greeks were responsible for the birth of the Olympics.</p> <p>know that the Greek</p>	<p><u>Victorians:</u> Know what the Industrial Revolution was.</p> <p>Know Arkwright had an impact on the local area.</p> <p>Know how an industrial society differs from a pre-industrial society.</p> <p><u>WW2:</u> Know the key dates and events for WW1 and WW2.</p> <p>Know how WW1 happened and when. Know how WW1 led to WW2.</p>

		<p><u>Pole to Pole:</u> Know that Earnest Shackleton was one of the first Polar Explorers.</p> <p>Know that Earnest Shackleton is no longer alive.</p> <p>Know that Ann Daniels is a British Polar Explorer.</p> <p>Know that Ann Daniels was one of the first women to reach the North and South Pole.</p> <p>Know Ann Daniels is still alive today.</p> <p>Know that Daniels and Shackleton were both Polar Explorers but were alive during different times.</p> <p><u>Bears:</u> Know Teddy Bears were first made about 100 years ago.</p> <p>Know teddy bears have changed through time.</p> <p>Know we can identify whether a teddy bear is old or new by looking at it's features and the materials it is made from.</p> <p>Know how to ask questions to find information about an object.</p> <p>Know older people can give us information about the past.</p>	<p>Know L.S. Lowry was a Victorian artist, that he lived in the local area and that his artwork can tell us important information about the Victorian Era.</p> <p><u>Space:</u> Know Neil Armstrong was the first astronaut to land on the moon.</p> <p>Know that the moon landing was a significant moment in history.</p> <p>Know when the first moon landing was and details about Apollo 11s mission.</p> <p>Know who Tim Peake is and that he is still alive today.</p> <p>Know that both Neil Armstrong and Tim Peake have made a significant contribution to Space Travel and understanding of Space but that their lives were different and they were from different periods of time.</p> <p><u>Titanic's Journey:</u> Know that the Titanic was one of the first cruise liners.</p> <p>Know that the Titanic sank and this resulted in significant loss of life.</p> <p>Know that people of different</p>	<p>country.</p> <p>Know why the Romans needed to build forts in this country.</p> <p>Know that Rome was a very important place and many decisions were made there.</p> <p><u>Ancient Egypt:</u> Know what a civilisation is.</p> <p>Know pyramids, mummification and irrigation were all developed during Ancient Egypt.</p> <p>Know how the achievements of the Egyptians shaped modern life.</p>	<p>Anglo-Saxons and Christianity.</p> <p>Know that the Anglo-Saxons gave us many of the words that we use today.</p> <p><u>Normans:</u> Know what the Battle of Hastings was, when it was and why it was significant.</p> <p><u>Ancient Baghdad:</u> Know that an Ancient Civilisation began in Mesopotamia (Ancient Baghdad).</p> <p>Know that the Early Islamic empire involved the Silk route and this was the beginning of International trade, covering East - West-Asia, Africa and over to the Mediterranean and goods: Silk, glass, spices, carpets, curtains.</p> <p>Know that Baghdad was an important centre for trading of goods and knowledge from east to west, notably the House of Wisdom being the centre for scholars to exchange knowledge from different countries.</p> <p>Know how to build a</p>	<p>Gods were an important part of Greek culture.</p> <p>Know how the laws in Ancient Greece founded our system of democracy.</p> <p>Know how the modern police system was founded.</p> <p><u>Stuarts</u> Know who the cavaliers and the puritans were.</p> <p>Revise the causes and consequences of the Great Fire (Follow from infant)</p> <p>Know the Stuarts began in 1603.</p> <p><u>Europe</u> Know that GB left the union in 2020</p> <p>Know that we are still part of Europe</p> <p>Know that the vote to leave was only slightly over half.</p> <p><u>The Great Plague:</u> Know what caused the plague.</p> <p>Know why it spread so quickly.</p>	<p>Know the significant individuals involved in WW2.</p> <p>Know how WW2 shaped our lives today.</p> <p><u>Through the Decades:</u> Know and sequence key events of time studied.</p> <p>Know and compare the changes to class, gender, religion, technology, transport, houses, education, work and childhood.</p> <p>Know about the beliefs and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p><u>Ancient Mayan Civilisations:</u> Know about the life and achievements of Maya society.</p> <p>Know the impact of Maya Civilisation on modern society.</p> <p>Know when Maya Civilisation was first recognised by archaeologists and</p>
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		<p>People who help us: Know Florence Nightingale and Mary Seacole were both nurses in the Crimean War.</p> <p>Know that nurses and doctors were important during the COVID 19 pandemic.</p> <p>Know Florence Nightingale lived in Hollway.</p> <p>Know when the Great Fire of London happened and why.</p> <p>Know differences between London then and now (e.g. fire service, houses, transport).</p>	<p>social classes were treated differently.</p> <p>Dinosaurs: Know that the Mesozoic Era is split into three different times, what they are called and some of the plants and animals that lived then.</p> <p>Know that we can find information about the Mesozoic Era through studying fossils of plants and creatures.</p> <p>Know that there was a time before humans roamed the Earth.</p> <p>Know that the Earth looked different (Pangea, no man-made structures etc).</p> <p>Super Me: Know that certain individuals helped to change rules and laws.</p> <p>Know the names and some facts about significant individuals including why they were significant.</p> <p>Know that we can learn from researching the lives of significant individuals.</p>		<p>picture of Life in the early Islamic times - House, food, clothing, religion, and Islamic Art.</p>	<p>Know 3 remedies used.</p>	<p>when Maya society came to end, while recognising that there are still living Maya people today.</p> <p>Know why farming was important to their civilisation.</p>
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DCT
Key learning - sticky knowledge

Know the people in my immediate family that are older than me and those that are younger.

Know that I grow and change over time.

Know some changes in our lifetime.

Know time can be measured (e.g. in Birthday's, days of the week etc).

Childhood

Sequence events from recent personal history on a timeline to understand how much time has passed from the 1950s to the present day.
Compare and contrast lives of children in the 1950s with the present day. Know that childhood is different now to in the past,
Know that the Queen's Coronation as an important historical event within living memory.

The Gunpowder Plot

Know that The Gunpowder Plot was a plot to blow up the houses of Parliament.
Know that Guy Fawkes and Thomas Percy were some of the friends involved.
Know that they wanted King James removed from the throne.
Know that we celebrate stopping the plot with Bonfire Night.

School Days

Know about my own family history.
Know that Matlock has changed through time – roads, buildings.
Know that St Giles School has changed through time.
Know some of the differences and similarities of Victorian schools compared to the present.
Understand that we can use artefacts to find out about the past.

Movers and Shakers

Know what makes someone a significant individual.
Name some significant people from the past for example Christopher Columbus, Florence Nightingale, Rosa Parks and Neil Armstrong.
Know that Florence Nightingale was born in Derbyshire and was a nurse in the Crimean war.
Name some significant people from the present for example Greta Thunberg and Malala Yousafzai.

Magnificent Monarchs

Know what monarch and a monarchy are.

The Stone-Age

Know that this is the earliest period of human culture and understand the term prehistory.
Know that prehistory is divided into three main periods: Stone Age, Bronze Age, Iron Age
Know about the differences in the way of life between people in the Stone Age and modern life.
Know how archaeological sites, artefacts and cave paintings can provide us with clues about the past.

Ancient Egypt

Define a civilisation
Identify when and where the Ancient Egyptian civilisation appeared
Compare Ancient Egypt to our lives in the present day.
How are things similar/different?
Explore the achievements of the Ancient Egyptian civilisation: pyramids, mummification, writing
Know how the achievements of the Egyptians shaped modern life.

The Roman Empire and its impact on Britain

Know when and why the Romans first attempted to invade Britain.
Know that the emperor Claudius successfully invaded Britain in AD42
Understand the extend of the Roman Empire in AD42 and the power of its army.
Understand British resistance to the Roman invasion.
Understand the impact on Modern Britain including technology, culture and beliefs, including early Christianity.

Anglo Saxons and Vikings

Know that the Romans left Britain in AD410
Know that Britain was invaded by Picts and Scots, Anglo Saxons and Vikings
Know the impact of Anglo Saxon and Viking settlement on Britain today
Understand the Anglo Saxon and Viking struggle for the Kingdom of England
Know that in 1066 William of Normandy invaded

Victorians

Know what the Industrial Revolution was.
Know Arkwright had an impact on the local area.
Know how an industrial society differs from a pre-industrial society.

WW2

Know the key dates and events for WW1 and WW2.
Understand the causes of WW2.
Know the significant individuals involved in WW2.
Understand the impact of WW2 on daily life.
Know how WW2 shaped our lives today.

Ancient Greece

Understand the difference between the Athenians and the Spartans.
Know that the Greeks were responsible for the birth of the Olympics.
Know that the Greek Gods were an important part of Greek culture.
Know how the laws in Ancient Greece founded our system of democracy.
Know how the modern police system was founded

Eyam

Know what caused the plague.
Understand why it spread so quickly.
Understand the significance of the village of Eyam in stopping the spread of the plague.

STG
Key learning - Sticky knowledge

		<p>Know that the current monarch is King Charles III. Know that the power of monarchs has changed over time. Name three significant monarchs: Henry VIII, Queen Victoria and Queen Elizabeth II. ng the plot with Bonfire Night.</p>		
	<p><u>Me and my community</u> Know that they have changed since they were a baby. Know how people can care for their environment.</p> <p><u>Long Ago</u> Know that the past is made of events that have already happened. Know that memories are things we remember from the past.</p>	<p><u>Childhood</u> Sequence events from recent personal history on a timeline to understand how much time has passed from the 1950s to the present day. Compare and contrast lives of children in the 1950s with the present day. Know that childhood is different now to in the past, Know that the Queen’s Coronation as an important historical event within living memory.</p> <p><u>The Great Fire</u> Know that The Gunpowder Plot was a plot to blow up the houses of Parliament. Know that Guy Fawkes and Thomas Percy were some of the friends involved. Know that they wanted King James removed from the throne. Know that we celebrate stopping the plot with Bonfire Night.</p> <p><u>School Days</u> Know how St Giles has changed over time. Know some of the differences and similarities of Victorian schools compared to the present. Understand that we can use artefacts to find out about the past.</p> <p><u>The Gunpowder Plot</u> Know that The Gunpowder Plot was a plot to blow up the houses of Parliament. Know that Guy Fawkes and Thomas Percy were some of the friends involved. Know that they wanted King James removed from the throne. Know that we celebrate stopping the plot with Bonfire Night.</p>	<p><u>Ancient Egypt</u> Define a civilisation Know when and where the Ancient Egyptian civilisation appeared Compare Ancient Egypt to our lives in the present day. How are things similar/different? Know about the achievements of the Ancient Egyptian civilisation: art, writing, pyramids, mummification Know how the achievements of the Egyptians shaped modern life.</p> <p><u>The Stone Age</u> Know that this is the earliest period of human culture and understand the term prehistory. Know that prehistory is divided into three main periods: Stone Age, Bronze Age, Iron Age Know about the differences in the way of life between people in the Stone Age and modern life. Know how archaeological sites, artefacts and cave paintings can provide us with clues about the past.</p> <p><u>The Roman Empire and its impact on Britain</u> Know when and why the Romans first attempted to invade Britain. Know that the emperor Claudius successfully invaded Britain in AD42 Understand the extend of the Roman Empire in AD42 and the power of its army. Understand British resistance to the Roman invasion. Understand the impact on Modern Britain including technology, culture and beliefs, including early Christianity.</p> <p><u>Anglo Saxons and Vikings</u> Know that the Romans left Britain in AD410 Know that Britain was invaded by Picts and Scots,</p>	<p><u>Ancient Greece</u> Understand the difference between the Athenians and the Spartans. Know that the Greeks were responsible for the birth of the Olympics. Know that the Greek Gods were an important part of Greek culture. Know how the laws in Ancient Greece founded our system of democracy. Know how the modern police system was founded.</p> <p><u>Maafa and the Slave Trade (non-European Society)</u> Know that the Kingdom of Benin was a powerful West African civilisation that created wealth and power from Africa’s abundant natural resources, trade and military prowess from AD900-1300. Know that Britain became involved in the Maafa (slave trade) when Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562. Know that life was very difficult for enslaved people on plantations. Know that Britain benefitted from the enslavement of African people in many ways. Know that life was difficult for enslaved people immediately after abolition and that the impact on the lives of black people is still felt today.</p> <p><u>Industrial Revolution (Local History)</u> Know what the Industrial Revolution was and when it happened. Know that Richard Arkwright had an impact on the local area. Know how an industrial society differs from a pre-industrial society.</p> <p><u>WW2 and the Battle for Britain</u> Know the key dates and events for WW1 and WW2. Understand the causes of WW2.</p>

		<p><u>Explorers</u> Know what makes someone a significant individual. Learn about some significant explorers and their achievements: Christopher Columbus, Ernest Shackleton, Neil Armstrong, Tim Peake. Compare and contrast how life was different in the periods in which Columbus, Shackleton and Armstrong lived, compared to now. Know when the first aeroplane flight was. Know that Tim Peake is still alive.</p> <p><u>Movers and Shakers</u> Know Florence Nightingale and Mary Seacole were both nurses in the Crimean War. Know Florence Nightingale lived in Derbyshire. Know that Florence Nightingale improved conditions in hospitals. Know that nurses and doctors were important during the COVID 19 pandemic. Compare and contrast hospitals in Florence Nightingale's time to today. Learn about other significant individuals who improved life for others: Malal Yousafzai, Emily Davison, Rosa Parks.</p>	<p>Anglo Saxons and Vikings Know the impact of Anglo Saxon and Viking settlement on Britain today Understand the Anglo Saxon and Viking struggle for the Kingdom of England Know that in 1066 William of Normandy invaded</p>	<p>Know the significant individuals involved in WW2. Understand the impact of WW2 on daily life. Know how WW2 shaped our lives today.</p>
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