PHOENIX PRIMARY SCHOOL
HISTORY POLICY 2024/25

1.1 INTRODUCTION

History is a valued part of the curriculum, offering a meaningful way to explore, appreciate, and understand the past and how it has shaped the world we live in today. Through the study of history, students examine the relationship between events, people, and societies over time, developing a deep understanding of how the present has been influenced by the past.

At Phoenix Primary School, history education begins with an exploration of pupils' own local community and heritage, gradually expanding to include broader national and global perspectives. We aim to cultivate a sense of identity and place in the world, while fostering an awareness of diverse cultures and histories beyond their immediate environment.

History encourages children to learn through inquiry and investigation, often utilizing hands-on experiences such as examining artefacts, re-enactments, and visits to historical sites. We believe in building a history curriculum that sparks curiosity and inspires students to know more, remember more, and understand more about the past, enabling them to make informed connections to the present and future.

1.2 AIMS

The national curriculum for history aims to ensure that all pupils:

- ✓ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ✓ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ✓ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ✓ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ✓ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ✓ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

1.3 NATIONAL CURRICULUM

Early Years

Within the Early Years Foundation Stage, history is integrated into the area of Understanding the World. Children are encouraged to explore similarities and differences, develop an awareness of their local environment, and begin to understand different cultures and beliefs.

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These activities lay the foundation for historical understanding by helping children to:
- ✓ Observe, explore, and identify aspects of the past in their own surroundings and communities;
- ✓ Begin to learn about their own family history, cultural heritage, and the traditions of others;
- ✓ Discover and discuss historical features of their environment, expressing what they find interesting or important.

Key Stage 1

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.

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.

Pupils should be taught about:
- ✓ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ✓ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ✓ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [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.

Key Stage 2

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.

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.

Pupils should be taught about:
- ✓ changes in Britain from the Stone Age to the Iron Age
- ✓ the Roman Empire and its impact on Britain

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- ✓ 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 knowledge beyond 1066
- ✓ 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
- ✓ 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.

1.4 INTENT

At Phoenix Primary School, our history curriculum is designed to spark curiosity about the past and its impact on the present. We aim to instill a deep understanding of the events, people, and societies that have shaped our world. Our intent is to develop well-rounded individuals who appreciate the significance of history in understanding identity, culture, and the values of citizenship.

Our curriculum intent is guided by the National Curriculum requirements for History, with key focus areas including chronology, significant events and individuals, local and global history, and historical inquiry skills. We strive to ensure that our pupils build a strong foundation in historical knowledge, vocabulary, and critical thinking skills that they can apply both within and beyond the classroom.

1.5 IMPLEMENTATION – CUSP

A CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

CUSP History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places.

A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented

understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources.

CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and
practice is founded in evidence-led principles.

Please see Appendix One for the content overview for History according to CUSP.

1.6 PLANNING

There is a programme of study for geography in place from Year 1 to Year 6 that is taught through our thematic curriculum – other areas of our curriculum link so that knowledge and skills are revisited regularly to ensure retention and mastery of skills.

Skills in the Foundation Stage are planned through the objectives within the EYFS.

The CUSP History Curriculum package includes a sequence of lesson plans, contextual reference materials, vocabulary modules, explanatory videos and annotated exemplifications.

The CUSP planning template recommends 6 phases of each lesson which aims to eradicate lesson 'fade'. It adopts a teach – task – teach – task model. The Teach-Task cumulative sequence that draws on the six phases of a lesson supports coherent and effective creation of long-term memory. See the headlines and detail below:

Headlines for 6 phases of a lesson

Connect	Explain	Example	Attempt	Apply	Challenge
Retrieval	Instruction		Deliberate practice	Guided or independent practice	Integrate
Connect prior learning	My Turn	Worked examples	Our turn	Your turn	Sophisticate through retrieval, explanation,
Connect to concept and Big Idea	Explicit vocabulary instruction	Full or partially completed diagrams	Allows for misconceptions to be identified		Sophistication through self-questioning
Position learning within KO			Feedback given at the point of learning		Summarise using 'I know and I think' statements

Elaboration and detail for 6 phases of a lesson

Connect	Explain	Example	Attempt	Apply	Challenge
Make Connections with previous learning through questions, quizzes, two things, give one and get one routines.

Position and frame substantive concepts in context of this learning using Big Ideas map.

For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate. | Focus the learning question to help pupils attend.

Introduce essential vocabulary in the context of the lesson.

Use vocabulary modules and scripts to introduce new words.

Be efficient with words and clear with explanations.

RECEPTIVE LANGUAGE DEVELOPMENT | Make worked examples really explicit.

Use diagrams, images, videos, artefacts to help articulate the content.

Reduce number of slides on interactive boards.

Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up. | USE WHAT YOU KNOW

Pupils practically have a go at selecting and organising the content you have taught them.

DELIBERATE PRACTICE Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning.

FEEDBACK – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place. | SHOW WHAT YOU KNOW

Use teacher books to model page layout using double page spreads.

Use CUSP Thinking Hard routines to help pupils explain and connect their learning.

Use and apply vocabulary all the time. Make it unmissable and irresistible.

Increase productivity through CUSP Hexagon pathways to explain content. | DEEPEN WHAT YOU KNOW

Quizzes to increase the retrieval practice effect.

Self-questions to develop richer knowledge of the content.

Two things

Blank hexagon pathways

Open word paths

Partial word paths

Closed word paths |

1.7 RECORD KEEPING, ASSESSMENT AND REPORTING

Teachers will assess children's history work in a variety of ways to ensure they gain a comprehensive understanding of each child's learning and to identify what is needed to advance their historical knowledge. Teachers will observe students, provide written and oral feedback, and use the statements on the classroom monitor assessment system to make an overall judgment of each child's historical ability. Progression in history is discussed during staff meetings and moderation/standardisation sessions, both internally and externally. Teacher assessments are recorded termly in accordance with the school's assessment policy and are communicated to parents in an end-of-year written report.

Class teachers should maintain records of the work completed and the levels of achievement reached by each student. Written work, along with photographs of practical activities, serve as valuable reminders of pupils' accomplishments. These photographs are uploaded onto SeeSaw.

CUSP recommends that the assessment of pupils be formative, based on outcomes and questioning from each lesson. The following can be used to evaluate pupils' knowledge, application of skills, and understanding and use of historical vocabulary.

The most effective form of assessment in history occurs in-action, while pupils are actively engaged in learning. This approach allows us to gauge pupils' understanding in real time and provides teachers with opportunities to support or challenge them as needed. By encouraging pupils to articulate their thinking and demonstrate their skills, teachers can identify areas where additional instruction may be necessary and adjust their teaching strategies accordingly.

Children's effort and progress in history are reported to parents through the annual pupil report and during parent meetings throughout the year.

1.8 REASONABLE ADJUSTMENTS FOR PUPILS WITH SEND:

As part of the planning and preparation for the delivery of each block from CUSP, teachers will need to consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND

are able to access the materials and participate fully in the lesson. Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks. Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

1.9 SPEAKING AND LISTENING
Pupils are encouraged to provide specific evaluation of each other's work through verbal peer-assessment strategies.

1.10 MONITORING
The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with teachers and the SLT.

1.11 INCLUSION
At Phoenix Primary we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

1.12 MISSION STATEMENT

'Where We Rise To The Challenge'

Working together as a whole school community we aim for all pupils, parents and staff to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

We strive towards an outstanding school that provides a creative and enriching learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

We set high expectations and expect every child to thrive. They should reach their full potential, recognising personal strengths and celebrating personal achievements of themselves and others; both within the school and its wider community.

1.13 EQUAL OPPORTUNITY FOR SPECIFIC GROUPS INCLUDING EAL CHILDREN
Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

1.14 HEALTH AND SAFETY
Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as scissors or craft knifes. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards.

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1.15 PARENTAL INVOLVEMENT

As with all areas of children's learning we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework that may be set. Asking parents to come and share their skills and experiences. As well as joining in with the celebration of their children's achievement and success.

1.16 WELLBEING

Mental health and wellbeing is at the forefront of everything we do, from children to all staff across the school. We have an open-door policy within our environment and we offer all the opportunity to express themselves appropriately and ensure that matters of concern are dealt with correctly and supportively.

Approved by Governors:

Name: _____ Signed: _____

Date: _____

To be reviewed: August 2025

2 APPENDIX ONE – HISTORY SEQUENCE PROGRESSION & CUMULATIVE END GOALS (CUSP)

CUSP History Single Age Sequence Content Progression

	Autumn	Spring	Summer
Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt or Shang Dynasty	Ancient civilisation - Egypt or Shang Dynasty
Year 5	Ancient Greece	Ancient Greece Comparison study – Maya or Benin and Anglo-Saxons	Comparison study – Maya or Benin and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs or Battle of Britain

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Examples of Cumulative End Goals – By the end of Year 1

	Community	Knowledge	Power	Democracy
Changes within living memory **The lives of significant people** (Mary Anning and David Attenborough) **More lives of significant people** (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)	Pupils develop an understanding of the concept of COMMUNITY through: • knowing how shops and the high street have changed over time • knowing and explaining the lives of significant people and how they lived • knowing and explaining how their local area changed	Pupils develop an understanding of the concept of KNOWLEDGE through: • knowing and explaining how knowledge and technology has changed our community and local area through a study of shops • understanding that knowledge shaped the way significant people thought and influenced what we know and do today Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake	Pupils develop an understanding of the concept of POWER through: • knowing and explaining how, over time, technology had the power to change the way people lived their lives through shopping • knowing and explaining how significant people had the power and determination to change the way people thought and behaved. For example, Mae Jemison experienced racism, but became the first African America woman to become an astronaut • knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better	Pupils develop an understanding of the concept of DEMOCRACY through: • knowing and explaining that in the past, people in power were not always chosen by the people • knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning • knowing and explaining that sometimes people are not treated fairly

Examples of Cumulative End Goals – By the end of Year 2

	Community	Knowledge	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	**Pupils develop an understanding of the concept of KNOWLEDGE through:**	**Pupils develop an understanding of the concept of POWER through:**	**Pupils develop an understanding of the concept of DEMOCRACY through:**
Events beyond living memory (Great Fire of London)	• knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys, Christopher Wren, Simon of Sudbury	• knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built	• knowing how significant people used what they knew to change the way we understand science or history. For example, Samuel Pepys helped us know more about the Great Fire of London through his diary	• knowing and explaining how certain people in the past had power to make decisions, such as kings, queens and mayors, for example
Significant historical events, people, places in our locality	• knowing and explaining how their local area was shaped by events and people	• understanding how the local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways	• knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire	• knowing that in the past, people in power were not always chosen by the people
	• knowing and explaining what life was like in the community of London over 300 years ago			• knowing that the way people ruled has changed over time
Significant historical events, people, places in our locality	• knowing and explaining how the community and place they live has been shaped by significant past events and people			• explaining that democracy is a fair way of deciding who should be in charge

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Examples of Cumulative End Goals – By the end of Year 3

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	Pupils develop an understanding of the concept of KNOWLEDGE through:	Pupils develop an understanding of the concept of INVASION through:	Pupils develop an understanding of the concept of CIVILISATION through:	Pupils develop an understanding of the concept of POWER through:	Pupils develop an understanding of the concept of DEMOCRACY through:
Changes in Britain from the Stone Age – Iron Age **The Roman Empire and its impact on Britain**	• knowing and explaining how communities change through studying the Stone Age – Iron Age • knowing and explaining how technology and knowledge changed the way prehistoric people lived • knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans • knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey • knowing and explaining that buildings and places create communities, such as the Roman Forum, plaza or temple • knowing and explaining the importance of burials within a community	• knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons • knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Rome • knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britain • knowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items • knowing and explaining how the knowledge of rules and laws helped shape and control communities and civilisations	• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain • knowing and explaining what caused leaders to invade other places, such as wanting to get better resources • knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation • knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe	• knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain • knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome • knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome	• knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romans • Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence • knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain	• knowing and explaining how leaders ruled communities, kingdoms and civilisations • knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations • knowing and explaining about hierarchies within communities, kingdoms and civilisations

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Examples of Cumulative End Goals – By the end of Year 4

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	**Pupils develop an understanding of the concept of KNOWLEDGE through:**	**Pupils develop an understanding of the concept of INVASION through:**	**Pupils develop an understanding of the concept of CIVILISATION through:**	**Pupils develop an understanding of the concept of POWER through:**	**Pupils develop an understanding of the concept of DEMOCRACY through:**
Britain's settlement by Anglo-Saxons and Scots	• knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement	• knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons	• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain	• knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as ancient Egyptians or Shang Dynasty	• knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as irrigation from the River Nile	• knowing and explaining how leaders ruled communities, kingdoms and civilisations
Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	• knowing and explaining that buildings and places create communities, such as the temples, pyramids and cities	• knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations, such as the Shang Dynasty or Egypt	• knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for example, iron ore or tin	• knowing and understanding how the decisions and actions of leaders, along with environmental conditions can create both powerful or unstable and poor civilisations, such the three declines during the ancient Egyptian civilisation	• Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence	• knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations
	• knowing and explaining the importance of burials within a community	• knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Angles, Saxons and Jutes invaded and settled in Britain	• knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation	• knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and falling when weak and divided pharaohs led the civilisation	• knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England	• knowing and explaining about hierarchies within communities, kingdoms and civilisations
Ancient civilisation - Egypt or Shang Dynasty		• knowing and explaining how knowledge of metalwork also inspired jewellery and personal items	• knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe			
		• knowing and explaining how the knowledge of warfare helped the Anglo-Saxons repel the Picts and Scots to northern Britain				
		• knowing and explaining how the knowledge of warfare helped the Viking raids and invasions be successful				

Examples of Cumulative End Goals – By the end of Year 5

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	Pupils develop an understanding of the concept of KNOWLEDGE through:	Pupils develop an understanding of the concept of INVASION through:	Pupils develop an understanding of the concept of CIVILISATION through:	Pupils develop an understanding of the concept of POWER through:	Pupils develop an understanding of the concept of DEMOCRACY through:
Ancient Greece **Maya or Benin comparison with Anglo-Saxon Britain**	• knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement • knowing and explaining that beliefs, buildings and places create communities, such as the temples, pyramids and cities of the Maya or Benin • knowing and explaining the importance of beliefs, rituals and burials within a community, such as the Maya's polytheism or Anglo-Saxon's Christianity	• knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons – Ancient Greece, Maya, Benin • knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Maya, Benin or Ancient Greece • knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations – Ancient Greece, Maya, Benin	• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the expansion of the Greek Empire • knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as the Ancient Greek conflicts with the Persians • knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as Battle of Marathon or Salamis	• knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as the Ancient Greek Empire • knowing and understanding how the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms, such as Maya or Benin • knowing and explaining the causes and effects that led to civilisations, kingdoms rising and falling, such as the Maya or Ancient Greece	• knowing and explaining how power is connected to knowledge, belief, technology and trade - it was used to make city-states or civilisations stable and better places to live, such as writing and number systems invented by the Maya • knowing and explaining that the power to build great buildings, such as the Parthenon in Athens or Maya pyramids, brought people together through a shared belief • Knowing and understanding why inventions, such as metalwork, writing, astronomy or irrigation gave leaders the power to control and influence	• knowing and explaining how leaders ruled civilisations through early democracy in Athens • knowing how laws and rules shaped and influenced how leaders, kings and queens controlled city-states, kingdoms or civilisations, such as the Sparta • knowing and explaining how leaders, kings and queens ruled using beliefs, knowledge and power to control people, such as in Maya city-states • knowing and explaining about hierarchies within communities, kingdoms and civilisations

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Examples of Cumulative End Goals – By the end of Year 6

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through:	Pupils develop an understanding of the concept of KNOWLEDGE through:	Pupils develop an understanding of the concept of INVASION through:	Pupils develop an understanding of the concept of CIVILISATION through:	Pupils develop an understanding of the concept of POWER through:	Pupils develop an understanding of the concept of DEMOCRACY through:
How did conflict change the locality in WW2? The Windrush generation Battle of Britain or Five Significant Monarchs	• knowing and explaining how communities and localities change through studying the 'friendly invasion' when USAF bases were built across Britain and the Windrush generation • knowing how religion, culture and beliefs shaped the community, such as in London when the Windrush pioneers arrived • knowing and explaining how communities experienced segregation, racism and unfair treatment through studying the Windrush / WW2 • knowing and explaining that communities can be made up from different people from a wide range of places through refugees needing protection, migration and immigration	• knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Windrush people migrated from the Caribbean to Britain • knowing and explaining how the knowledge of rules and laws helped shape and control communities, for example rationing in the Second World War / Battle of Britain • knowing and explaining how knowledge and skills were in demand from Windrush settlers in post war Britain	• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the invasion of Poland by Hitler's Nazi Germany • knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as Queen Elizabeth I's war with Spain. • knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as the Battle of Britain (Y5/6)	• knowing and explaining how leaders and beliefs shaped how people lived their lives with shared or multiple beliefs, language, laws and ways of doing things, such as William the Conqueror or Henry VIII • knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations or kingdoms, such as in Tudor times • knowing and explaining the causes and effects that led to civilisations, kingdoms or dictatorships rising and falling, such as the rise and fall of Nazi Germany	• knowing and explaining how power is connected to knowledge, technology and trade – it can be used positively or negatively • knowing and explaining how the power to build and change communities positively, such as the Notting Hill carnival, happened • knowing and explaining that the power to change things doesn't guarantee success – Hitler's decision to start the Second World War • knowing and explaining the reasons why people exerted force and power over others, such as Henry VIII's decision to create the Church of England and dissolve the monasteries	• knowing and explaining how different kings and queens ruled and controlled power • knowing how laws and rules shaped and influenced how leaders, kings and queens controlled kingdoms, such as William the Conqueror in 1066 • knowing and explaining about hierarchies within communities and kingdoms • knowing and explaining how the Windrush generation fought for their democratic rights to live in the UK