

Summer Term							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of knowledge and skills through enquiries.		How do we know so much about Sappho and where she used to live?	Why was one of Britain's largest castles built in the middle of Warwick?		How did the House of Tudor come to rule Britain and what impact did it have? What is the Tudor legacy within Warwickshire?		How close were we to WW3 starting in the 1960s? The story of The Trojan Horse: historical fact, legend, or classical myth?
Recognise		Recognise that Pompeii was once an important Roman city. Recognise some of the ways in which lives of the rich and poor were different in the city of Pompeii. Recognise that Pompeii is overlooked by a volcano called Vesuvius and the danger this presents. Recognise that Sappho was a wealthy teenager living in Pompeii. Recognise that some people who were at Pompeii wrote first-hand accounts of what happened. Recognise how the shape of many people who died at Pompeii was preserved.	Recognise some features of a castle. Recognise and identify some features of a local historically important place. Recognise one important historical artefact associated with Warwick Castle. Recognise that ways of life were different in the UK at the time of this event than they are today. Identify and recognise a historically important person in the local area. Recognise that ways of life were different in Britain during the lifetime of this person from what they are today.		Recognise and identify some features of a local historically important place. Recognise that ways of life were different in Britain during the lifetime of a person from what they are today. Recognise the Tudor legacy within Warwickshire.		Recognise and identify connections, contrasts and trends over time. Recognise that Ancient Greece was a civilization that existed between 2800 and 2100 years ago. Recognise that the Trojan war was fought between the armies of the city of Troy and those of the cities of Sparta and Mycenae.
Identify, describe and suggest reasons		Identify and describe reasons for the way in which people lived in the city of Pompeii. Describe a 'typical' day in the life of Sappho. Identify and describe what the Roman Empire was. Describe the differences between primary and secondary historical	Identify and explain features of a castle. Describe events of Norman Conquest and how it led to building of castles. Identify some ways that people were living in Britain when Warwick Castle was important in the past. Describe and suggest reasons for why this		Identify some ways that people were living in Britain when this place was important in the past. Identify and recognise an historically important person in the local area. Suggest reasons for why this place is historically important. Describe and suggest reasons for how the		Describe some of the things which Virgil wrote about in a story. Describe what a myth is compared with an historical fact. Describe some of the evidence that suggests that the Trojan Horse may have existed.

		evidence about what happened in Pompeii. Identify a range of artefacts discovered in excavations at Pompeii. Identify, describe and suggest reasons for the use or a range of smaller artefacts excavated by archaeologists at Pompeii. Describe the cause and effects of the eruption of Vesuvius in AD 79. Describe how archaeologists have created plaster casts of their bodies.	place is historically important. Describe and suggest reasons for how people were living then.		House of Tudor came to rule Britain. Identify evidence of the remains of the Tudor legacy within Warwickshire.		
Sequence		Describe and provide reasons for the causes and effects of the destruction of Pompeii.					Sequence current studies on a timeline in relation to other studies.
Compare and contrast		Compare a 'typical' day in the life of Sappho with others in the city at the time. Compare and contrast the trustworthiness of the account of Pliny with that of the painting by Briulov as evidence of what occurred at Pompeii.	Compare and contrast this place with a place of national importance. Compare and contrast the main similarities and differences with ways of life today.		Compare and contrast this place with another place of national importance. Compare and contrast the main similarities and differences with ways of life today.		
Reason/speculate							To reason and construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Synthesise							To synthesise and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
Explain		Explain how archaeologists have gone about reconstructing the buildings of Pompeii.	Explain why Warwick/Kenilworth make good locations for castles.		Explain and suggest reasons for how people were living then.		Explain which event historians believe Virgil was writing about. Explain why historians believe that many of

		Explain why she was able to live a privileged life compared to most people. Explain how the actions of many people before and during the eruption put them in additional danger.	Explain what artefacts tell us about the lives of the people who used it.		Explain the ways of life of people living in Britain at the time of the event. Explain the reasons why this individual is remembered. Explain the impact of the Tudor house ruling Britain.		the stories of Ancient Greece may be fictitious. Explain the main events of the story of the siege of Troy. Explain the significance of the role played by Queen Helen of Sparta in the story.
Demonstrate understanding		Understand what it means to infer something from evidence. Understand why the remains of Pompeii went undiscovered for over a thousand years.			Demonstrate and understand of why some historical events are considered more significant than others.		Understand how our knowledge of the past is constructed from a range of sources. Understand that there may be other explanations for the story of the Trojan horse. Demonstrate an understanding of the main regions and cities of Ancient Greece. Understand why Virgil's account is secondary evidence and why therefore it may be inaccurate. Understand what the term civilization means. Understand that Greek mythology is a body of stories concerning the gods, heroes and rituals of the ancient Greeks.
Reach informed conclusions and make reasoned judgements					Reach informed conclusions and make reasoned judgements about how significant individuals lived compared with most people in Britain at the same time.		Reach a judgement as to the reliability of evidence which supposedly depict a Trojan Horse. Reach a conclusion as to what the truth behind the story of the Trojan Horse.
Justify							Justify what you think the truth behind the story of the Trojan Horse is.
Evaluate							Evaluate the different sources of evidence which supposedly depict a Trojan horse.

							Evaluate alternative evidence as to what the Trojan House may have been.
Critique							Critique the different sources of evidence which supposedly depict a Trojan Horse. Critique alternative evidence as to what the Trojan Horse may have been.