**History at Kimbolton St James’ Primary School**

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| **Knowledge Cycle A** | | | | | | | | |
| **Topic** | **Vocabulary** | | **Chronology, events and key dates** | | | | **People** | |
| **The Roman Invasion of Britain** |  | | * I know where to place the Romans on a timeline. * I know the key features of everyday life in the Roman Empire and the Roman Army. * I know that the Roman Empire covered most of Europe, North Africa and some of the Middle East, when it was at its largest. * I know that the Romans invaded Britain in 55BC but that the invasion was not fully successful. * I know the Romans came to Britain searching for riches, land, slaves and metal. * I know that the Romans finally fully conquered Britain in 43AD. * I know there was resistance to the Roman invasion of Britain from the tribes that already lived here and that opinions on the Romans varied. * I know the Romans withdrew from Britain in 410 AD. * I know Roman remains can still be found in Britain, such as forts and baths and that their influence on our modern life today includes towns, sanitation and roads. | | | | * Roman legend states that **Romulus** and **Remus** founded Rome on the River Tiber. * **Julius Caesar** was the first Roman emperor to invade Britain. * The **Emperor Claudius** was the emperor who finally invaded Britain successfully. * I know that **Boudicca** led a rebellion against the Romans. | |
| **WWII – Battle of Britain** |  | | * I know that World War II took place between 1939 and 1945. * I know that World War II started when Germany invaded Poland. * I know that the Battle of Britain and the Blitz took place in 1940 when Hitler planned to invade Britain. * I know that Britain used fighting technology such as radar, ground defences and fighter aircraft for the first time during the Battle of Britain. * I know that soldiers from all over the British Empire fought as pilots in the Battle Britain. * I know that many children and teachers were evacuated to safer locations in the countryside, including Kimbolton village. * I know that food and other goods were rationed and everyone had a ration book with coupons. * I know that there were public information campaigns to encourage people to cope with wartime hardship such as ‘Dig for Victory’ and ‘Make do and Mend’. * I know that women were part of the war effort at home in Britain doing the jobs that men had done prior to going off the fight in the war,.e.g. the Land Army. | | | | * I know that **Winston** **Churchill** was the British Prime minister during WWII * I know that **Adolf** **Hitler** was the head of the Nazi party in Germany. | |
| **Skills** | | | | | | | | |
| **HISTORICAL KNOWLEDGE** | | **HISTORICAL CONCEPTS** | | | | **HISTORICAL ENQUIRY** | | |
| 1. I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.  E.g. Children are able to use their knowledge of the Battle of Britain to reflect on the impact on the UK and Kimbolton Village.  2.I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.  E.g. Children are able to place key events of the Roman Empire on a timeline. | | 1. I can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Children understand the changes between the different periods of the Ancient Egyptian civilisation. | | 1. I can describe the importance of causes and effects for some of the key events and developments within topics. E.g. Children are able to explain the cause of the Battle of Britain and its effects on the population of the British Isles. | 1. I can explain why some aspects of historical accounts, themes or periods are significant. E.g. Children are able to explain why Roman achievements were significant for Britain.  2. I can comment on a range of possible reasons for differences in a number of accounts. E.g. Children can understand that Anglo Saxons and Vikings felt differently about the period of the Viking invasions. | 1. I can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Children are able to plan an information text that answers key questions regarding the Roman impact of British life. | | 1. I can understand and recognise possible uses of a range of sources for answering historical enquiries. E.g. Children are able to use a range of different sources to understand the changes in British life from the Stone Age to the Iron Age. |