

History

Curriculum Map and Assessment Framework

History – EYFS

ELG	Pupil outcomes / Year 1 readiness Historical knowledge and understanding	Other opportunities to develop historical understanding
<p>Understanding the World Past and Present</p> <p>ELG 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 storytelling; 	<p><u>All About Me</u></p> <ul style="list-style-type: none"> - I can recognise that I have changed since I was a baby and discuss some of those changes - I can talk about what I did yesterday/last week - I can order events in my day - I can talk about things that happened a long time ago, a short time ago and today - I can talk about why we remember special historical events - I can talk about people who help us 	<p>The Gunpowder Plot</p> <p>Remembrance</p> <p>Saints' days</p> <p>Birthdays</p> <p>Artists from the past</p>

Key Stage 1

Year 1

Term and Focus	NC objectives Pupils should be taught about:	The Big Idea Substantive Concepts	How will I think and act like a Historian	Pupil Outcomes Historical knowledge and understanding																																																																
Year 1 Autumn Term	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Changes within living memory - What is it like around here? Community Knowledge	<table border="1"> <thead> <tr> <th colspan="6">SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN</th> </tr> <tr> <th colspan="6">Historical enquiry</th> </tr> <tr> <th>Chronology</th> <th>Cause & consequence</th> <th>Change & continuity</th> <th>Similarity & difference</th> <th>Evidence</th> <th>Significance</th> </tr> </thead> <tbody> <tr> <td>How have you changed since you were born? What are the stages in your life? When were shops different to ours a long time ago? In this study, when we say a long time ago, how many years do we mean?</td> <td>Why have shops changed? What made shops change? How have shops changed in your community? Has all that change been good for shops?</td> <td>Are there any shops that have stayed the same? 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Year 1 Spring Term

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]

Study the lives of significant individuals in the past – Mary Anning and David Attenborough

Community Knowledge

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
What happened and when?	What happened that led Mary Anning to discover fossils?	How has the way people think about the past changed because of the discoveries of Mary Anning?	What do you notice that is similar about when Mary Anning lived and today?	Why do we need to know about the past?	What did Mary Anning do that was significant? Why was that?
What was life like at that time for these people?	What happened to Mary Anning as a result of her discoveries?	How has the way people think about wild animals and the environment changed because of David Attenborough's films?	What do you notice that is different about when Mary Anning lived and today?	How do we know about the past?	What did David Attenborough do that was significant? Why was that?
What things did they have that were similar to us?	What happened that led David Attenborough to film wildlife documentaries?			What things tell us about the past?	
What things did they have that were different?	What was the consequence David Attenborough making his films?				

- I can say who Mary Anning is and what she is known for.
- I can name the discoveries Mary Anning made.
- I can say who David Attenborough is and what he is known for.
- I can explain what David Attenborough has achieved.
- I can make comparisons between Mary Anning and David Attenborough, considering the similarities and differences.

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
legacy	the result of your actions	fossil	rock that holds remains of creatures that lived millions of years ago
inspire	someone who makes you want to do something	documentary	factual film or television programme
revealed	show others something they didn't know	significant	worth paying attention to
explore	travel through unknown places	naturalist	person who studies animals and plants
similar	having some of the same qualities	expedition	a journey of exploration

Etymology and morphology for explicit instruction

Prefix / Suffix / Root	Meaning	Examples
doc	to teach	doctor, document, doctrine
sign	to mark	signature, signal, signify
or	someone who	traitor, donor, creator
ex	out	explorer, expedition, explode

Relevant idioms and colloquialisms

as old as the hills	very old indeed
claim to fame	the reason why someone is well-known

Curriculum Narrative

Previous Learning

Past and Present

Science

Y1 Animals, including humans
Plants

The Natural World

People, Culture and Communities

Geography

Y1 Continents and oceans
Countries and capitals of UK

<p>Words I should know</p> <p>past, same, different, change</p>	<p>Roots, prefixes, suffixes and spelling rules</p> <p>-ed</p>
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Year 2 Autumn Term	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]	Events beyond living memory – The Great Fire of London Community Knowledge Power Democracy	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th colspan="6">SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN</th> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="6">Historical enquiry</th> </tr> <tr style="background-color: #e0e0e0;"> <th>Chronology</th> <th>Cause & consequence</th> <th>Change & continuity</th> <th>Similarity & difference</th> <th>Evidence</th> <th>Significance</th> </tr> </thead> <tbody> <tr> <td>When did the Great Fire of London start?</td> <td>What was the consequence of the Great Fire of London?</td> <td>How did London change as a result of the fire?</td> <td>What was different about the way fires were put out in 1666 compared with today?</td> <td>How do we know about the fire?</td> <td>What's important to know about the Great Fire of London?</td> </tr> <tr> <td>What day did the fire start?</td> <td>How does the word flammable connect to how the fire spread?</td> <td>What were the main things that changed?</td> <td>What was different about the way people lived in London in 1666 compared with today?</td> <td>What sources tell us about the fire?</td> <td>Who were the significant people at the time of the fire? What did they do? Were they significantly good or significantly bad?</td> </tr> <tr> <td>What day did the wind change direction?</td> <td>Did the wind help or hinder the spread of the fire?</td> <td>Was all of London destroyed by the fire?</td> <td></td> <td>Why weren't there any photographs taken?</td> <td></td> </tr> <tr> <td>Did the fire start to dwindle before the wind changed?</td> <td></td> <td>What buildings survived the fire?</td> <td></td> <td>What artefacts tell us about the Great Fire?</td> <td>Was the act of burying parmesan cheese and wine by Samuel Pepys the most important thing to know about the fire?</td> </tr> </tbody> </table>	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN						Historical enquiry						Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance	When did the Great Fire of London start?	What was the consequence of the Great Fire of London?	How did London change as a result of the fire?	What was different about the way fires were put out in 1666 compared with today?	How do we know about the fire?	What's important to know about the Great Fire of London?	What day did the fire start?	How does the word flammable connect to how the fire spread?	What were the main things that changed?	What was different about the way people lived in London in 1666 compared with today?	What sources tell us about the fire?	Who were the significant people at the time of the fire? What did they do? Were they significantly good or significantly bad?	What day did the wind change direction?	Did the wind help or hinder the spread of the fire?	Was all of London destroyed by the fire?		Why weren't there any photographs taken?		Did the fire start to dwindle before the wind changed?		What buildings survived the fire?		What artefacts tell us about the Great Fire?	Was the act of burying parmesan cheese and wine by Samuel Pepys the most important thing to know about the fire?	<ul style="list-style-type: none"> I can state when and where the Great Fire of London occurred. I can say how the Great Fire of London started. I can give reasons why the Great Fire of London spread quickly. I can name places including monuments that the fire spread to. I can explain how we know about the events of the Great Fire of London. I can explain the effect the Great Fire of London had on London and discuss how London changed as a result.
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Year 2 Spring Term			<h1>Coming Soon</h1>	
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Key Stage 2

Year 3

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Year 4

Term and Focus	NC objectives Pupils should be taught about:	The Big Idea Substantive Concepts	How will I think and act like a Historian	Pupil Outcomes Historical knowledge and understanding
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Year 4 Autumn Term

Britain's settlement by Anglo-Saxons and Scots

Anglo-Saxons

Invasion Power Community

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
Which empire crumbled and left Britain unable to defend itself from invaders?	What caused the Picts and Scots to start raiding southern Britain?	How did Britain change in Roman times?	What was different about the way of life in Britain through the Anglo-Saxons?	What evidence tells us about the Anglo-Saxon way of life?	What were the significant changes to the way of life in Britain after the Romans left?
When did that happen?	How is the Roman exit connected to the arrival of the Anglo-Saxon in Britain?	Did the way of life, that the Romans create, stay the same in Britain when they left?	What religion did people believe before the Anglo-Saxons arrived?	True or False? Anglo-Saxons lived in a period called pre-history. Explain why you think that.	How would you connect Bede and the word 'significant'?
When do historians think the Scots and Picts started raiding southern Britain?	What caused the Anglo-Saxons settlement of Britain?	How did Britain change when the Anglo-Saxons arrived?	How did small tribes and warrior kings change with the presence of the Anglo-Saxons?	What is a manuscript? How do these tell us about the past?	How did the Anglo-Saxons change the way that Britain was ruled?
When did the Anglo-Saxons arrive in Britain?		How did religion change in Britain during the time of the Anglo-Saxons?			Explain the significance between King Ethelbert of Kent and Augustine.

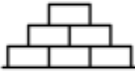
- I can explain why the Anglo-Saxons came to Britain.
- I can identify where the Anglo-Saxons came from and how they got there.
- I can explain what life was like for the Anglo-Saxons who settled in Britain.
- I can identify what kingdoms were formed by the Anglo-Saxons.
- I can identify the Anglo-Saxon kingdoms on a map of Britain.
- I can show an understanding of Anglo-Saxon artifacts, heritage sites and place names and explain why they are important in developing an understanding of the past.
- I can explain how religion influenced the Anglo-Saxons and show how we know this today.

Curriculum Narrative

Previous Learning

Year 3

Changes between Stone Age, Bronze Age and Iron Age



Year 3

Rome and its impact on Britain

Words I should know

culture, converted, kingdoms, churches, struggle, tribes

Roots, prefixes, suffixes and spelling rules

-ed, -tion, -less

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
abandoned	been left permanently	heptarchy	a state made up of seven autonomous (independent) regions
defenceless	without any protection	laden	heavily loaded
dominant	the controlling, strongest person, influence or thing	sporadic	scattered, occurring in irregular intervals
missionary	a person sent on a mission to promote a religion	vanquish	to defeat totally
pagan	a person having beliefs different from the main world religions	viewpoint	a person's opinion
reliant	depending on something or someone to continue	migration	movement from one part to another

Etymology and morphology for explicit instruction

Prefix / Suffix / Root	Meaning	Examples
-ary	collection of, relating to	library, visionary, dictionary
-ic	relating to	artistic, democratic, enthusiastic
hept	seven	heptagon, heptathlon, heptathlete
arch	ruler or leader	patriarch, archbishop, arch-rival
-ant	tending to	observant, assistant, reluctant

Relevant idioms and colloquialisms

need to taste the bitter to appreciate the sweet	you appreciate the good times more if you have been through tough times Origins of this saying can be found in Anglo Saxon manuscripts – <i>He never knows the pleasure of sweetness, who never tastes bitterness.</i> There is also evidence of a similar saying in ancient Buddhist writings.
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Year 4

Term and Focus	NC objectives Pupils should be taught about:	The Big Idea Substantive Concepts	How will I think and act like a Historian	Pupil Outcomes Historical knowledge and understanding																																																												
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Year 5

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Year 5 Autumn and Spring Term	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greeks - a study of Greek life and achievements and their influence on the western world Democracy Power Civilisation Knowledge	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e0e0e0;"> <thead> <tr> <th colspan="6" style="text-align: center;">SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN</th> </tr> <tr> <th colspan="6" style="text-align: center;">Historical enquiry</th> </tr> <tr> <th style="width: 16.6%;">Chronology</th> <th style="width: 16.6%;">Cause & consequence</th> <th style="width: 16.6%;">Change & continuity</th> <th style="width: 16.6%;">Similarity & difference</th> <th style="width: 16.6%;">Evidence</th> <th style="width: 16.6%;">Significance</th> </tr> </thead> <tbody> <tr> <td>Name the three periods that you studied about Ancient Greece.</td> <td>What led to the rise of the Ancient Greek civilisation?</td> <td>How did the early form of democracy in Ancient Greece lead to laws and rules today?</td> <td>Think about Greek city-states. What was similar and what was different between them?</td> <td>Antiquity describes the ancient past, including the Egyptians, Greeks and Romans.</td> <td>What was significant about the rise of democracy in Athens?</td> </tr> <tr> <td>When were those three periods in time?</td> <td>Why were they so powerful?</td> <td>What significant changes happened in Ancient Greece between 800 BC and 500 BC?</td> <td>Compare the Ancient Greek beliefs with the Roman beliefs. What do you think was similar and what was different?</td> <td>What evidence explains how the people of Ancient Greece lived?</td> <td>How has that influenced the way western countries choose their leaders?</td> </tr> <tr> <td>What was happening in Ancient Britain at the same time as the Classical Period in Ancient Greece?</td> <td>What legacy did the Ancient Greeks leave?</td> <td>Were there any things that remained constant through the Ancient Greece civilisation?</td> <td></td> <td>How do we know?</td> <td>Ancient Greece had phenomenal thinkers – who do you remember and why?</td> </tr> <tr> <td>Use a timeline – what else was happening in the world during these three Ancient Greek periods?</td> <td>True or false? The Olympic games today are very similar to those in ancient times.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN						Historical enquiry						Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance	Name the three periods that you studied about Ancient Greece.	What led to the rise of the Ancient Greek civilisation?	How did the early form of democracy in Ancient Greece lead to laws and rules today?	Think about Greek city-states. What was similar and what was different between them?	Antiquity describes the ancient past, including the Egyptians, Greeks and Romans.	What was significant about the rise of democracy in Athens?	When were those three periods in time?	Why were they so powerful?	What significant changes happened in Ancient Greece between 800 BC and 500 BC?	Compare the Ancient Greek beliefs with the Roman beliefs. What do you think was similar and what was different?	What evidence explains how the people of Ancient Greece lived?	How has that influenced the way western countries choose their leaders?	What was happening in Ancient Britain at the same time as the Classical Period in Ancient Greece?	What legacy did the Ancient Greeks leave?	Were there any things that remained constant through the Ancient Greece civilisation?		How do we know?	Ancient Greece had phenomenal thinkers – who do you remember and why?	Use a timeline – what else was happening in the world during these three Ancient Greek periods?	True or false? The Olympic games today are very similar to those in ancient times.					<ul style="list-style-type: none"> • I can understand who the Ancient Greeks were. • I can identify when the Ancient Greeks ruled and the different periods during this time. • I can identify and explain the beliefs of the Ancient Greeks. • I can identify the city-states of Athens and Sparta. • I can explain the differences between Athens and Sparta. • I can demonstrate an understanding of Athens and its democracy explaining how it was governed. • I can explain why the theatre was important to the Ancient Greeks. • I can explain what myths and fables the Ancient Greeks wrote. • I can explain what happened during the Battle of Salamis and why it was important. • I can explain why the Olympic games were invented by the Ancient Greeks. <p>I can explain who Alexander the Great was and why he was so renowned.</p>																									
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Year 5 Spring and Summer Term

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 non-European society that provides contrasts with British history

Comparison study – Maya and Anglo-Saxons.

Civilisation Knowledge Power

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
Describe the changes the Maya civilisation went through between AD 250 and AD 900.	What were the factors historians thought led to the decline of the Maya?	How did Maya civilisations change through their innovations?	What was similar between Maya city-states and Anglo-Saxon kingdoms?	How do we know about the Maya civilisation?	What were the significant Maya inventions?
What was happening in Britain at the same time as the Maya were at their most powerful?	What was the effect of fighting between city-states?	During the period AD 250 to AD 900, what stayed the same for the Maya civilisation?	What was different between Maya city-states and Anglo-Saxon kingdoms?	Which sources do you think were the most useful to know about the Maya people and their way of life?	Which of the Maya inventions do you think were the most significant? Why do you think that?
How had Britain changed during the rise and decline of the Maya civilisation?	What effect could deforestation have had on the environment around city-states?	Why do you think the Maya civilisation declined?	What other civilisations across the world had similarity to the Maya? Why do you say that?	What are Maya glyphs, stelae and codex?	
		Agree or disagree? The Maya civilisation ended in AD 900.		Why were stelae useful to archaeologists? What did they tell them?	

- I can locate where the Maya lived.
- I can demonstrate an understanding of the climate in which the Maya lived.
- I can identify and explain key events in the Maya history.
- I can demonstrate an understanding of factors which effected the Maya population.
- I can identify key structures within a Maya city.
- I can explain the significance of Maya city structures.
- I can identify some of the Maya inventions.
- I can explain why some Maya inventions were important or significant.
- I can explain what potential factors caused the decline of the Maya city-states.
- I can recall and retrieve information about Britain and the Anglo-Saxons.
- I can compare and contrast the lives of the Maya and Anglo-Saxons.

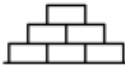
Curriculum Narrative

Previous Learning

Previous learning

Year 3 History
Roman Empire its impact on Britain

Year 4 History
Anglo-Saxon settlement and Viking struggle for Britain



Year 4 / Year 5 Geography
study of the world, including location of N and S America

Year 5 Science
Light Earth and Space

Words I should know

temple, civilisation, originated, erosion, increase, pyramid, settlement, rainforest, tropical, temperate

Roots, prefixes, suffixes and spelling rules

-tion/-sion, -ed, -ment, -al, in or

Tier 2 multiple meaning or high frequency	Tier 3 subject specific
population: the number of people in a particular place	deforestation: the clearing of large areas of trees
famine: an extreme shortage of food	codex: an ancient manuscript in book form
descendant: an ancestor or relative from the past	sacrifice: something or someone offered or surrendered
declining: becoming less or weaker	astronomy: the scientific study of stars, planets, other celestial objects and the universe
citizen: a legally recognised person of a country, state or city	warrior: an experienced soldier
native: a local inhabitant	polytheistic: related to the worship of many gods

Etymology and morphology for explicit instruction

Prefix / Suffix / Root	Meaning	Examples
astro	stars/space	astronaut, asteroid, astrology
de	away, remove, down	delete, descend, decay
poly	many	polygon, polysyllabic, polycyclic
scend/scent	climb	ascend, transcend, crescendo
pop	people	popular, populace, popularise

Relevant idioms and colloquialisms

can't see the woods for the trees	too busy focusing on the details to see the whole picture
the stars are aligned	present conditions and future prospects are good

Year 6

Term and Focus	NC objectives Pupils should be taught about:	The Big Idea Substantive Concepts	How will I think and act like a Historian	Pupil Outcomes Historical knowledge and understanding																																																																	
Year 6 Autumn Term	Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Battle of Britain Power Invasion Community	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e2e3e5;"> <th colspan="6">SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN</th> </tr> <tr style="background-color: #e2e3e5;"> <th colspan="6">Historical enquiry</th> </tr> <tr style="background-color: #e2e3e5;"> <th>Chronology</th> <th>Cause & consequence</th> <th>Change & continuity</th> <th>Similarity & difference</th> <th>Evidence</th> <th>Significance</th> </tr> </thead> <tbody> <tr> <td>When was World War One? When did Hitler's Nazi Germany invade Poland and France? Describe the onset of World War Two in chronological order. Describe the events of the Battle of Britain in chronological order.</td> <td>What caused Nazi Germany to invade Poland in 1939? What was the effect on other countries? What were the consequences of Hitler's actions for people in Poland, France and Great Britain? Rationing was a consequence of what actions taken by Nazi Germany?</td> <td>How did the invasion of Poland and France in 1939 change Europe? Did any countries decide not to be on one side or the other? Why do you think some countries decided to side with Nazi Germany? How did Great Britain change as a result of the war?</td> <td>How was life in Great Britain different because of the war? What were the big things that changed? Was life at home the same?</td> <td>What actions tell us about the terrible and iniquitous beliefs Hitler held? How do we know about the Battle of Britain? What sources tell us about the Battle of Britain? Do you think newspapers in Germany reported the same as in Great Britain?</td> <td>What allied invention detected enemy aircraft? Why was this significant? Rationing was introduced in January 1940, why was this significant? What actions did 'the few' take that made a significant contribution to the war?</td> </tr> </tbody> </table>	SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN						Historical enquiry						Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance	When was World War One? When did Hitler's Nazi Germany invade Poland and France? Describe the onset of World War Two in chronological order. Describe the events of the Battle of Britain in chronological order.	What caused Nazi Germany to invade Poland in 1939? What was the effect on other countries? What were the consequences of Hitler's actions for people in Poland, France and Great Britain? Rationing was a consequence of what actions taken by Nazi Germany?	How did the invasion of Poland and France in 1939 change Europe? Did any countries decide not to be on one side or the other? Why do you think some countries decided to side with Nazi Germany? How did Great Britain change as a result of the war?	How was life in Great Britain different because of the war? What were the big things that changed? Was life at home the same?	What actions tell us about the terrible and iniquitous beliefs Hitler held? How do we know about the Battle of Britain? What sources tell us about the Battle of Britain? Do you think newspapers in Germany reported the same as in Great Britain?	What allied invention detected enemy aircraft? Why was this significant? Rationing was introduced in January 1940, why was this significant? What actions did 'the few' take that made a significant contribution to the war?	<ul style="list-style-type: none"> I can explain why did Britain declared war on Germany in 1939 I can explain why rationing was introduced I can explain why people were evacuated from cities I can describe the events and timelines of the Battle of Britain. I can describe he Blitz and how Hitler continued to attack Britain I can explain how conflict changed society in the Second World War. 																																									
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Year 6

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Put the monarchs in chronological order. Explain your choices. Name different people or events in time, such as Anne Boleyn or the Industrial Revolution – pupils make relevant connections to the nearest monarch in time. How long did each monarch reign for? Are there any patterns between length of reign and success for Britain?	Select a monarch. Describe a significant event in their reign. Explain the cause of that event and the consequence. For example... What caused Elizabeth I's war with Spain? What were the consequences? What caused the Norman invasion? What were the consequences	Which monarch kept things mostly the same? Why do you say that? What evidence tells you that? Which monarch made lots of changes? Why do you think that? What evidence tells you that?	Out of the five monarchs studied, are there any similarities between them? What were the significant differences between the five monarchs studied? Did any of the monarchs have similar reigns? Which one was the longest reign? Was that good for Britain?	What tells us about the past of each monarch? Which sources are more reliable than others? Why is that? Where would you go to find about more about each monarch? What do you need to be careful with when using sources of evidence?	Which monarch had the most significant impact on Britain? Which monarch, do you think changed Britain for the better? Why is that? Which monarch do you think changed Britain for the worse? Why is that? Do all of the monarchs studied have a significantly good or a significantly bad impact on Britain?																											
Curriculum Narrative Previous Learning	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;"> 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 </td> <td style="width: 50%; text-align: center; border: none;"> Year 5 A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 </td> </tr> </table>		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	Year 5 A non-European society that provides contrasts with British history – Mayan civilization c. AD 900	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Prefix / Suffix / Root</th> <th style="width: 20%;">Meaning</th> <th style="width: 65%;">Examples</th> </tr> </thead> <tbody> <tr> <td>mono/mon</td> <td>one</td> <td>monarch, monosyllabic, monopoly</td> </tr> <tr> <td>-cracy</td> <td>rule, form of government</td> <td>democracy, bureaucracy</td> </tr> <tr> <td>dis</td> <td>apart, not</td> <td>dissect, disagree</td> </tr> <tr> <td>sper</td> <td>to hope</td> <td>desperate, prosper, despair</td> </tr> <tr> <td>dupl</td> <td>twofold/double</td> <td>duplicate, duplex</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Etymology and morphology for explicit instruction</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;">set my teeth on edge</td> <td>to express a distaste or annoyance with something This idiom was recorded in Shakespeare's play Henry IV. (Elizabethan period)</td> </tr> <tr> <td>flash in the pan</td> <td>a brief success that cannot be repeated This is from the 17th century when a musket was shot where the gunpowder flared up, but the ball did not fire. (Restoration period)</td> </tr> <tr> <td>mad as a hatter</td> <td>suggests a person is suffering from insanity The chemicals used by hatters, in Victorian times, did make them go mad after prolonged exposure. (Victorian period)</td> </tr> </tbody> </table>		Prefix / Suffix / Root	Meaning	Examples	mono/mon	one	monarch, monosyllabic, monopoly	-cracy	rule, form of government	democracy, bureaucracy	dis	apart, not	dissect, disagree	sper	to hope	desperate, prosper, despair	dupl	twofold/double	duplicate, duplex	Etymology and morphology for explicit instruction		set my teeth on edge	to express a distaste or annoyance with something This idiom was recorded in Shakespeare's play Henry IV. (Elizabethan period)	flash in the pan	a brief success that cannot be repeated This is from the 17th century when a musket was shot where the gunpowder flared up, but the ball did not fire. (Restoration period)	mad as a hatter	suggests a person is suffering from insanity The chemicals used by hatters, in Victorian times, did make them go mad after prolonged exposure. (Victorian period)
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