

	<i>Medieval history – Local study – Nottingham Castle</i>			<i>WW1</i>		
	<i>Concept</i>	<i>Skills Success Criteria</i>	<i>Knowledge</i>	<i>Concepts</i>	<i>Skills Success Criteria</i>	<i>Knowledge</i>
Chronology Vocabulary Days, weeks, months, years, Then, now, present day, modern day, in the past, Before, after Chronology, calendar, timeline, long ago	Know where all people/events studied fit into a chronological framework	Sequence 3 or 4 artefacts from distinctly different periods of time	Know how Nottingham castle has changed over time.	Know where all people/events studied fit into a chronological framework	Sort artefacts 'then' and 'now'	Know how footballers are similar / different in 1910 and 2020
	Develop an awareness of the past	Match objects to people of different time periods	Know what shopping / trade was like in medieval times – compare to modern day			
Enquiry Vocabulary Artefact, evidence, source, fact, fiction, opinion, first hand account Why, when, where, who, how, what, Archaeologist, memory, opinion	Choose and use parts of stories and other sources to show understanding (of concepts in Historical Interpretation)	Can check information in reference books	Look at jobs that would have been done in the castle – compare to jobs done in Buckingham palace now	Understand some ways we find out about the past	Can handle sources, ask questions, make observations and sketch them	Know what it would have been like to live in the trenches.
	Choose and use parts of stories and other sources to show understanding (of concepts in Historical Interpretation)	Can compare 2 versions of a past event	Know who has lived in the castle– link to King John (legend of Robin hood)	Ask and answer questions (relating to concepts in Historical Interpretation)	Can ask and answer questions relating to: why, what, who, how, where	Know what it would have been like to live in the trenches.

		Understand some ways we find out about the past	Can use as wide a range of sources as possible: photos, stories, reference books, artefacts, first hand accounts etc	Know how a castle is built to enable protection	Choose and use parts of stories and other sources to show understanding (of concepts in Historical Interpretation)	Can discuss reliability of photos/ accounts/stories	Know how Christmas was celebrated in WW1 (Christmas day truce)
Interpretation Vocabulary continue similarity, difference caused, result society, belief, king, queen, discovery, gods, goddesses, war, local, government, parliament	Continuity and Change	Make simple observations about different types of people, events, beliefs within a society	Can describe changes in life (clothes, toys, food, homes etc) between their life and the life of someone in the past	Look at jobs that would have been done in the castle – compare to jobs done in Buckingham palace now Know what shopping / trade was like in medieval times – compare to modern day	Make simple observations about different types of people, events, beliefs within a society	Can describe changes in life (clothes, toys, food, homes etc) between their life and the life of someone in the past	Know what Walter Tull's childhood was like.
	Cause and Consequence				Recognise why people did things, why events happened and what happened as a result	Can describe, in simple terms, why a significant individual acted the way they did. Can begin to understand cause and effect by looking at a significant individual's	Know why WW1 happened. Know key events in the life of Walter Tull.

						actions and what happened as a result.	
	Similarity and difference	Identify similarities / differences between periods	Can discuss the similarities and differences between sources	Know why the castle was built / destroyed at different times – link to defence -William the conqueror built it, rebuilt in stone 3 years later, after civil war it was destroyed.	Identify similarities / differences between periods	Can discuss the similarities and differences between sources	Know what it would have been like to live in the trenches – compare to army life now
	Significance	Know about significant individuals in history	Can say why a person is important in history	Know that the actions of King John caused the Magna Carta to be written.	Know about significant individuals in history	Can say why a person is important in history	Know that he is significant because he is the first black officer - army rules broken just for him.