



History

During each key stage pupils' complete projects focused on an area of History as part of their curriculum. The projects are organised in a two-year cycle in KS1 and a four-year cycle in KS2. Pupils learn specific knowledge in each project and deepen their understanding across each key stage, including the use of key concepts.

National Curriculum 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.

Key stage 1

Children 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.

Children will 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.

Children will learn through the key concepts of: **Similarity and Difference, Significance, Cause and Consequence, Chronology and Historical Enquiry**

Key stage 2

Children 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
- 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 civilisations – an overview of where and when the first civilisations 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.

Children will learn through the key concepts of: **Similarity and Difference, Significance, Cause and Consequence, Chronology and Historical Enquiry**

Key Concepts

During each history project Children explore the following key concepts, underpinned by the development of Historical Enquiry



Similarity and Difference, Cause and Consequence

Describing the similarities and differences between historical periods and describing the connections, contrasts and trends over time. Understanding what the causes were in key historical events and what the consequence of these was



Chronology

Understanding how to place learning within the bigger picture, to remember historical people, periods and events



Being a Historian: Historical Enquiry

Through historical enquiry, children will learn the skills of historians focusing on how to use evidence to understand events from the past.

Rationale

Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory then nothing has been learned.

Sweller

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Ofsted Framework 2019

When students' brains link background knowledge with new text, they are better at making inferences and retain information more effectively.

Vacca and Vacca (2002)

Retrieval is built into the teaching cycle in order to ensure that children activate what they already know and can then build on their existing knowledge, making connections, securing key concepts and deepening learning. Retrieval practice will help teachers to remind pupils of their previous learning and what they know from other subjects, as well as identifying what personal knowledge they bring to the new learning.

Similarity and difference; significance, cause and consequence

Similarity and difference supports children in recognising and analysing the diversity of past experience. It helps children to appreciate the reality of past lives. Focusing on cause and consequence enables children to understand that events happen for a reason. Historical events are caused by events that happened before them and historical events create changes that have consequences long after the event is over. Focusing on cause and consequence enables children to develop skills in reasoning with actions and events.

Chronology

It enables pupils to place their learning within the bigger picture and better remember historical people, periods and events. Without chronology, children's historical understanding will remain limited. Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. Topics and themes do not necessarily need to be taught in chronological order but each topic/theme must contain reference to its period in time and in relation to other historical events.

Enquiry

Any History Curriculum should *create awe and wonder* about the past. We want the pupils to be inquisitive and ask questions about history. A key component of every History Unit of Learning is historical enquiry. **Historical enquiry** is more than acquiring historical knowledge. It is the development of **key historical skills including observing, analysing, investigating and interpreting**. Quality history provision has historical enquiry at its heart. Through historical enquiry children can be shown how to **ask questions, select and evaluate evidence** and to **make judgments** about the past. It can also be a vital way of showing them that there is often more than one side to a story and that history is multi-perspective. Historical enquiry is all about asking questions or hypothesising about the past that we hope the evidence will help us to answer. Enquiry provides providing a common thread as children progress and mature through primary to secondary school. More how and why questions should be used, not just what, who where and when.

To help achieve this, it would be beneficial to start each lesson/session with a question. Sources of enquiry could include: artefacts, objects, photos, pictures, paintings, written accounts

Early Years Foundation Stage (EYFS)

Learning within our reception year provides the knowledge, skills and understanding bedrock for future learning. Children;

- Investigate and experience things and materials, and 'have a go' – with a purpose in mind.
- Concentrate and keep on trying if they encounter difficulties and enjoy achievements
- Have and develop their own ideas, make links between ideas and develop strategies for doing things.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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




Adaptive Teaching for SEND

The Code of Practice says that every teacher is a teacher of SEN. The teachers have overall responsibility for those Children and must ensure that they make appropriate progress.

Children with identified SEND will have adjustments made in QFT in line with the Mainstream Core Standards. In addition, when planning and preparing the teaching sequence for each project, teachers will consider what adaptations can be made in order for all children to access teaching and learning. Where this is an adaptation beyond the MSCs, teachers will consider, in particular, how specific skills are being developed.



Adaptive teaching will be considered and identified by teachers in the medium and short term planning for each project. Subject leaders, alongside the SENDCo will monitor the effectiveness of these adaptations.


Key Stage 1 – Years 1 and 2

Key Concepts	NC By the end of KS1	Specific Knowledge and Skills within the Projects			
		Cycle A		Cycle B	
		Mary Seacole and Edith Cavell	Landing on the Moon (DT)	Elizabeth I	Dover Castle (DT)
<p>Similarity and Difference, Cause and Consequence</p> 	<p>Children should be able to identify similarities and differences between ways of life in different periods.</p>	<p>Children learn how Mary Seacole and Edith Cavell helped to make the world a better place through learning about how they risked their lives to look after the wounded and the dying.</p> <p>Children learn to describe the key actions and events that were part of the lives of Mary Seacole and Edith Cavell.</p> <p>Children learn to describe the impact of those actions.</p> <p>Children learn about similarities and differences between aspects of life within the two periods in history.</p>	<p>Children learn about the first landing on the moon</p> <p>Children learn about and sequence key actions that the astronauts took and what the impact of those actions was</p> <p>Children learn about the astronauts and why they are famous. Children learn about the impact the landing had on the world.</p>	<p>Children learn about the monarch and key features of events in the life of Elizabeth I</p> <p>Children learn about why key events happened and how key events had an impact on people and the world.</p> <p>Children learn about key differences between war at sea during the life of Queen Elizabeth and modern-day war ships.</p>	<p>Pupils learn about how Dover Castle has been used in different periods of time, including, but not limited to the period of Elizabeth 1 and other time periods studied.</p> <p>Children learn to describe similarities and differences between ways of life in different periods.</p> <p>Children learn about how Henry II built Dover Castle and how the castle was used in World War II, describing the impact of war on the castle.</p>
<p>Chronology</p> 	<p>Children should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Children should know where the people and events they study fit within a chronological framework</p>	<p>Children learn to describe the time periods for the Crimean War and WW1 in particular reference to the present day.</p> <p>Children learn to order key dates in a simple time line, covering the birth and death of Mary Seacole and Edith Cavell.</p>	<p>Children learn to describe the time period of the Moon Landing, with reference to the present day</p> <p>Children learn to place this time in history of the moon landing in a simple chronological framework which includes key events from the previous project.</p>	<p>Children learn to describe the time period of the life of Elizabeth I, with reference to the present day and referring to historical periods already understood.</p> <p>Children learn to place the key life experiences of Queen Elizabeth in chronological order</p> <ul style="list-style-type: none"> • birth • coronation • Mary Queen of Scots and her execution • The Spanish Armada • The Golden Age 	<p>Children learn to describe how Dover Castle has changed over time making reference to the passing of time and the distance in time from present day.</p> <p>Pupils learn about how Dover Castle has been used in different periods of time, placing these within a chronological framework</p>
<p>Historical Enquiry</p> <p>Being an Historian</p> 	<p>Children should use a wide vocabulary of everyday historical terms.</p> <p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Children develop their understanding of Mary Seacole and Edith Cavell and the associated time periods using a wide range of vocabulary, including, but not limited to, that in the vocabulary development.</p> <p>Pupils learn how to ask questions to find out answers and to use sources such as pictures, stories and artefacts to learn about and understand key features of events.</p> <p>Children learn to sort artefacts into: 'then' and 'now';</p> <p>Children learn to use parts of stories to show the use as wide a range of sources as possible; answer questions related to different sources; use parts of stories and</p>	<p>Children develop their understanding of the moon landing and the associated time periods using a wide range of vocabulary, including, but not limited to, that in the vocabulary development.</p> <p>Children learn how to ask questions to find out answers and to identify and use sources such as pictures, stories and artefacts to show they understand key features of events</p> <p>Children learn to use timelines to understand and record the key events of the moon landing</p>	<p>Children develop their understanding of Elizabeth I and the associated time periods using a wide range of vocabulary, including, but not limited to, that in the vocabulary development.</p> <p>Children learn how to ask questions to find out answers and to use sources such as pictures, stories and artefacts to learn about and understand key features of events.</p> <p>Children learn to use a timeline to place the key life experiences of Queen Elizabeth in chronological order</p> <ul style="list-style-type: none"> • birth • coronation • Mary Queen of Scots and her execution • The Spanish Armada 	<p>Children develop their understanding of Dover Castle and the associated time periods using a wide range of vocabulary, including, but not limited to, that in the vocabulary development.</p> <p>Pupils learn how to ask questions to find out answers and to identify and use sources such as pictures, stories and artefacts to show they understand key features of events.</p> <p>Children learn to place events and periods of time of Dover Castle on a timeline</p>

		other sources to show the key events of the lives of Mary Seacole and Edith Cavell.		• The Golden Age				
Endpoints	As Children develop as Historians, they will:	<ul style="list-style-type: none"> Know why Mary Seacole and Edith Cavell are significant people in history Know what impact they had on helping Soldiers in the Crimean War and in WW1 Use words and phrases to show the passing of time choose and select evidence and say how it can be used to find out about the past 	As Children develop as Historians, they will:	<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Use words and phrases to show the passing of time Choose and select evidence and say how it can be used to find out about the past 	As Children develop as Historians, they will:	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous Use words and phrases to show the passing of time Choose and select evidence and say how it can be used to find out about the past 	As Children develop as Historians, they will:	<ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Use words and phrases to show the passing of time Choose and select evidence and say how it can be used to find out about the past
Deepening Understanding	Children will deepen their knowledge through:							
	<ul style="list-style-type: none"> Being able to ask historical questions about, and demonstrate understanding of, similarities and differences, cause and impact of actions and events, and the significance of people, land use and historical events, using historical language Chronological understanding, making connections, contrasts and trends over time Be given frequent opportunities at all ages to use historical enquiry skills observing, analysing, investigating and interpreting. This will be achieved using a variety of sources: artefacts, objects, photos, pictures, paintings, written accounts. Questions to be used at the beginning of each lesson/session for pupils to hypothesize and explore 							
Vocabulary	<p>Year 1: a long time ago, when I was little, past, since I was born, famous, celebrate, event(s), queen, king, rule, years, difference, object, artefact, picture, photograph, explain, used for <i>Challenge: chronological order, recent history, very old, when mummy and daddy were little, before, after, historical event, past/present, succeed/succession</i></p> <p>Year 2: before I was born, when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier, later, local area, historical event, when grandparents were young, Britain, parliament, older person, source, research, Briton <i>Challenge: locality, democracy, eye-witness account</i></p>							


Lower Key Stage 2 – Years 3 and 4

Key Concepts	NC By the end of KS2	Specific Knowledge and Skills within the Projects			
		Cycle A		Cycle B	
		Invaders and Settlers (Anglo Saxons and Vikings)	Victorians (DT)	Pre-Historic Britain	Egyptians (Art)
<p>Similarity and Difference, Cause and Consequence</p> 	<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Children learn about raids and invasions which occurred in Britain</p> <p>Children learn about the impact that raids and invasions had on Britain and peoples' lives.</p> <p>Children learn about how we know about the Vikings and the people that lived then.</p> <p>Children learn about Anglo-Saxon invasions and settlements: place names and village life.</p> <p>Pupils learn about how we know about the Anglo Saxons and the people that lived then.</p> <p>Children learn about the development of art and culture.</p> <p>Children learn about Christian conversion and impact this had on Britain.</p>	<p>Children learn about the social history of people during the Victorian period.</p> <p>Children learn about the life of wealthy and poor people.</p> <p>Children learn about crime and punishment.</p> <p>Children learn how we know about the Victorians and the people who lived then.</p> <p>Children learn about key events in the Victorian era and describe how they changed the local area or the wider world.</p> <p>Children describe similarities and differences between their lives and those of the Victorians.</p>	<p>Children learn about people being hunter-gatherers and when and how early farming was developed.</p> <p>Children learn to compare similarities and differences between farming then and now.</p> <p>Children learn about hill forts and how land was used within and without the forts.</p>	<p>Children learn about the achievements of an early civilization</p> <p>Children learn about what the key achievements meant for the Egyptian Civilisation and the wider world.</p> <p>Children learn about Egyptians and their art, culture and about the lives of Egyptian people.</p>
	<p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Children learn to ask a variety of questions about: change, similarities and differences (Enquiry) and this unit is structured around 4 sequential historical enquiries:</p> <ol style="list-style-type: none"> 1. Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? 2. How well did the Anglo-Saxons and Vikings get on with each other? 3. What was life really like in Anglo-Saxon and Viking Britain? 4. What did the Anglo-Saxons and Vikings leave behind? 	<p>Children learn to ask a variety of questions about: change, similarities and differences (Enquiry), thinking specifically about:</p> <p>why changes occurred and the impact of these changes</p> <p>What social and cultural diversity there was and how this affected or influenced the Victorians</p>	<p>Children learn how we know about Prehistoric Britain and the people who lived then.</p>	<p>Children learn about how we know about the Egyptians and about the people who lived then.</p>
<p>Chronology</p> 	<p>Children 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.</p>	<p>Children learn to plot key raids and invasions in Britain in a timeline.</p> <p>Children learn to present their knowledge in a clear narrative describing the Anglo-Saxon and Viking periods.</p>	<p>Children learn to place the Victorian period in history within a time line of than past.</p>	<p>Children learn that the past can be divided into different periods.</p> <p>Children learn to present their knowledge in a timeline.</p>	<p>Children use dates and historical terms to place the Egyptian civilisation in history.</p>
<p>Historical Enquiry</p>	<p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Children learn to use evidence to build up a picture of a past event;</p>	<p>Children learn to use evidence to build up a picture of a past event;</p>	<p>Children learn to use evidence to build up a picture of a past event;</p>	<p>Children learn to use evidence to build up a picture of a past event;</p>

<p>Being an Historian</p> 	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Children learn to choose relevant material to present a picture of one aspect of life in time past;</p> <p>Children learn to use a range of sources to find out about a time period;</p> <p>Children learn to observe small details – artefacts/pictures</p> <p>Children learn to use books and e-learning for research; ask and answer questions</p>	<p>Children learn to choose relevant material to present a picture of one aspect of life in time past;</p> <p>Children learn to use a range of sources to find out about a time period;</p> <p>Children learn to observe small details – artefacts/pictures</p> <p>Children learn to use books and e-learning for research; ask and answer questions</p>	<p>Children learn to choose relevant material to present a picture of one aspect of life in time past;</p> <p>Children learn to use a range of sources to find out about a time period;</p> <p>Children learn to observe small details – artefacts/pictures</p> <p>Children learn to use books and e-learning for research; ask and answer questions</p>	<p>Children learn to choose relevant material to present a picture of one aspect of life in time past;</p> <p>Children learn to use a range of sources to find out about a time period;</p> <p>Children learn to observe small details – artefacts/pictures</p> <p>Children learn to use books and e-learning for research; ask and answer questions</p>
<p>Endpoints</p>		<p>As Children develop as Historians, they will:</p> <ul style="list-style-type: none"> Know about how the Anglo-Saxons attempted to bring about law and order into the country and Christian conversion Know some Anglo Saxon art Know how the lives of wealthy people were different from the lives of poorer people Know how we know about Anglo Saxons Use a time-line to show when the Anglo-Saxons were in England/use dates and terms to describe key events and the significance of these. Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons Know how the lives of wealthy people were different from the lives of poorer people Use a time-line to show when the Vikings were in England/use dates and terms to describe key events and the significance of these. 	<p>As Children develop as Historians, they will:</p> <ul style="list-style-type: none"> Know how Britain has had a major influence on the world Know how the lives of wealthy people were different from the lives of poorer people Know how people were punished in Victorian times Use a time-line to show when the Victorians were in England/use dates and terms to describe key events and the significance of these. 	<p>As Children develop as Historians, they will:</p> <ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know what is meant by 'hunter-gatherers' Know the main differences between the stone, bronze and iron ages and use dates and terms to describe key events and the significance of these. 	<p>As Children develop as Historians, they will:</p> <ul style="list-style-type: none"> Know about the features of the Ancient Egypt. Know some Ancient Egyptian art Know how the lives of wealthy people were different from the lives of poorer people Use a time-line to show when Ancient Egypt was founded/use dates and terms to describe key events and the significance of these.
<p>Deepening Understanding</p>		<p>Children will deepen their knowledge through:</p> <ul style="list-style-type: none"> Being able to ask historical questions about, and demonstrate understanding of, similarities and differences, cause and impact of actions and events, and the significance of people, land use and historical events, using historical language Chronological understanding, making connections, contrasts and trends over time Be given frequent opportunities at all ages to use historical enquiry skills observing, analysing, investigating and interpreting. This will be achieved using a variety of sources: artefacts, objects, photos, pictures, paintings, written accounts. Questions to be used at the beginning of each lesson/session for pupils to hypothesize and explore 			
<p>Vocabulary</p>		<p>Year 3: BC/AD, decade, ancient, century, timeline, period, Brits, settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, similarities/ differences, information finding skills, historical information, historian <i>Challenge: war, distress, bloodshed, specific reason, homesick</i></p> <p>Year 4: recent history, time difference, shape our lives, religious differences, wealthy, poor, items, accurate picture of the past, version, historical argument, point of view <i>Challenge: way of life, dictated, availability, food sources, developments, inventions, impact on health/ education, aspect</i></p>			

Upper Key Stage 2 – Years 5 and 6

Key Concepts	NC By the end of KS2	Specific Knowledge and Skills within the Projects			
		Cycle A		Cycle B	
		WWI/WWII	Ancient Greece	Roman Britain (Local Study)	The Maya
<p>Similarity and Difference, Cause and Consequence</p> 	<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Children learn about the period of WWI or WWII and describe the experiences, beliefs and attitudes of men, women and children at the time.</p> <p>Children learn to understand the causes of these significant events and the impact on the lives of people and global.</p> <p>Children learn to summarise, in an historical account, the lived experiences of people at the time and the key events of the period.</p> <p>Children learn to describe some of the interrelated causes and offer explanations and opinions about how these changed the world.</p> <p>Children learn to organise relevant historical information and analyse the significance of the events of the period studied.</p> <p>Children learn to analyse contrasting judgements about the events of</p>	<p>Children learn about the lives of the Greeks, including their religious beliefs and their achievements, for example the development of the Olympic Games.</p> <p>Children learn about the influence that Ancient Greece has had on the western world.</p> <p>Children learn to make comparisons between the Ancient Greeks and our lives today, describing changes.</p> <p>Children learn to make connections between Ancient Greek society and other periods of time studied.</p> <p>Children learn to analyse the societal differences of Ancient Greece and to describe the reasons for these.</p>	<p>Children learn about the Romanisation of Britain, including the successful invasion by Claudius and conquest.</p> <p>Children learn about Canterbury in Roman times, including the impact of technology, culture and/or beliefs.</p> <p>Children undertake a local study of Canterbury or Richborough Roman Fort to learn about a specific aspect of Roman Britain.</p> <p>Children learn to make connections and comparisons about Roman society, including rich and poor.</p> <p>Children learn to summarise the key events in the Romanisation of Britain and describe how these have or have not influenced change.</p> <p>Children learn to describe the diverse experiences of people in Roman Britain and produce an historical account of these.</p>	<p>Children learn about art, religion, culture and how Mayan’s lived in 900AD,</p> <p>Children learn about the city of Teotihuacan as is the cultural, religious and trading centre of Mesoamerica.</p> <p>Children learn about the impact of an unknown event on the civilisation at Teotihuacan.</p> <p>Children learn about how to make comparisons with British history.</p>
	<p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Children learn to regularly address and devise historically valid questions about WWI/WWII in order to develop their understanding of change, cause, similarities and differences</p>	<p>Pupils learn about how we know about Ancient Greece and the people who lived then.</p>	<p>Children learn about how we know about Roman Britain and the people who lived then.</p>	<p>Children learn how we know about the Mayan’s and the people who lived then.</p>
<p>Chronology</p> 	<p>Children 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.</p>	<p>Children learn to use a timeline to develop their chronological understanding, placing key events (with dates) of the period studied on a timeline.</p> <p>Children learn to reference the period of time studied in relation to other historical periods studied over time.</p>	<p>Children learn to order key events in the Ancient Greek period into a chronology of different events.</p> <p>Children learn to use a timeline to place the Ancient Greek period in relation to other historical periods studied.</p>	<p>Children learn about key dates and use historical terms.</p> <p>Children learn to use a timeline to place the Roman period in relation to other historical periods studied.</p>	<p>Children learn to use historical terms and dates to describe The Maya in history.</p> <p>Children learn to use a timeline to place The Mayan period in relation to other historical periods studied.</p>
<p>Historical Enquiry</p> <p>Being an Historian</p>	<p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Children learn to select relevant sections of information;</p> <p>Children learn to bring knowledge from several sources together in a fluent account of the historical period studied.</p>	<p>Children learn to select relevant sections of information;</p> <p>Children learn to bring knowledge from several sources together in a fluent account of the historical period studied.</p>	<p>Children learn to select relevant sections of information;</p> <p>Children learn to bring knowledge from several sources together in a fluent account of the historical period studied.</p>	<p>Children learn to select relevant sections of information;</p> <p>Children learn to bring knowledge from several sources together in a fluent account of the historical period studied.</p>

	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Children learn to identify primary and secondary sources;</p> <p>Children learn to use evidence to build up a picture of life in time studied;</p> <p>Children learn to confidently use books and e-learning for research;</p>	<p>Children learn to identify primary and secondary sources;</p> <p>Children learn to use evidence to build up a picture of life in time studied;</p> <p>Children learn to confidently use books and e-learning for research;</p>	<p>Children learn about what evidence of the Romans is left now.</p> <p>Children learn to identify primary and secondary sources;</p> <p>Children learn to use evidence to build up a picture of life in time studied;</p> <p>Children learn to confidently use books and e-learning for research;</p>	<p>Children learn to identify primary and secondary sources;</p> <p>Children learn to use evidence to build up a picture of life in time studied;</p> <p>Children learn to confidently use books and e-learning for research;</p>
<p><i>Endpoints</i></p>		<p>As Children develop as Historians, they will:</p> <ul style="list-style-type: none"> • Know some of the key events of WWI/WWII and use dates and historical terms to describe these • Know about the lived experience of people in this time period, describing beliefs, attitudes and opinions • Know what the causes and consequences of WWI/WWII were. • Use a timeline to record key events (with dates) of WWI/WWII 	<p>As Children develop as Historians, they will:</p> <ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans and use dates and historical terms to describe these • Know about the influence the Gods had on Ancient Greece • Know at least five sports competed in the Ancient Greek Olympics 	<p>As Children develop as Historians, they will:</p> <ul style="list-style-type: none"> • Know how the Roman occupation of Britain helped to advance British society • Know about at least one famous Roman emperor • Know how the lives of wealthy people were different from the lives of poorer people • Use a time-line to show when the Romans were in England/use dates and terms to describe key events and the significance of these. 	<p>As Children develop as Historians, they will:</p> <ul style="list-style-type: none"> • Know about the impact that the Mayan civilization had on the world • Use a time-line to place this civilisation in history and use dates and terms to describe key events and the significance of these. •
<p><i>Deepening Understanding</i></p>		<p>Children will deepen their knowledge through:</p> <ul style="list-style-type: none"> • Being able to ask historical questions about, and demonstrate understanding of, similarities and differences, cause and impact of actions and events, and the significance of people, land use and historical events, using historical language • Chronological understanding, making connections, contrasts and trends over time • Be given frequent opportunities at all ages to use historical enquiry skills observing, analysing, investigating and interpreting. This will be achieved using a variety of sources: artefacts, objects, photos, pictures, paintings, written accounts. • Questions to be used at the beginning of each lesson/session for pupils to hypothesize and explore 			
<p><i>Vocabulary</i></p>		<p>Year 5: comparison, role of Britain, Christian values, crime, punishment, hypothesis <i>Challenge: specific features of a time period, (e.g., medicine/ weaponry/ transport), plague, medicine, healthcare, influence</i></p> <p>Year 6: societies, summarise, major influence, world history, civilizations, changes/ continuity, persuade, viewpoint, propaganda <i>Challenge: advancements, causes in history, British Empire, helped/ hindered relationships, mono-cultural/, multi-cultural society, interpretations, significant</i></p>			

