



History Skills and Knowledge Overview

KS1 and KS2 National Curriculum

<p>Key Topics</p> <p>Daily life: Food Religion Education Employment Clothing Parliament Rich/Poor Arts</p> <p>Settlements: Civilisation Trade Military Empire Nation Location Homes</p> <p>Legacy: How this historical event/person influenced the future</p>	<p>Teaching sequence in history</p> <ul style="list-style-type: none"> • Big picture: Placing of the History being studied in the chronological context of previous learning through an age-appropriate British and World History timeline • Give out Knowledge organiser and complete KWL grid. • Rapid Recall: Brief review of learning covered in previous lesson/s. • Complete QQ across the course of the topic. • Specify key vocabulary to be used and its meaning (through working wall) • Conduct Historical enquiry question from MTP using a variety of sources and / or artefacts • Interpret their findings • Communicate their historical knowledge and understanding appropriately • Evaluate their learning, with reference to the working wall timeline with reference to that time period, and compare with other historical periods studied as appropriate • Fill in the 'What have I learnt?' section in the KWL grid 	<p>Key Concepts - Learning, working and talking like an historian</p>	<p>Being introduced to the key terms and vocabulary that a historian would use; defining the key vocabulary that a historian would use; high expectations of pupils 'talking' like a historian; high expectation of pupils researching, interpreting and presenting like a historian.</p>	
			<p>Concepts</p>	<p>Explanation</p>
			<p>Context and chronology</p>	<p>This concept is about considering the order in which things happened, using dates, vocabulary and chronological conventions. It is about building up an historical overview or framework of periods and Topics. It is about placing events in their broader historical context. Understanding that contexts can provide preconditions, triggers or catalysts that shape and influence, for example, when an event or outcome occurred, where it occurred and the manner in which it occurred.</p>
			<p>Historical enquiry and interpretation</p>	<p>Historical enquiry is the process by which pupils use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers. Pupils will study the way past events are presented, how valid these are and reflect upon why they may differ.</p>
			<p>Continuity and change</p>	<p>There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these to consider things that were continuous and explain why, and things that were changing and explain why. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We consider key moments / key individuals and turning points that triggered change, the level of change and its significance, e.g. what made the most difference, Also how people experienced, promoted, shaped or resisted change.</p>
			<p>Cause and consequence</p>	<p>This concept considers the 'how and why' of history. The causes look for 'what were the actions/beliefs/circumstances...?' that led to a change or event that we examine, and then the consequences of these.</p>
			<p>Similarity and difference</p>	<p>Similarity and difference is based upon an understanding of the differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.</p>
			<p>Significant events and people</p>	<p>Some events, ideas or people have had a significant long-lasting impact on the world. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.</p>

Year 1

Topic 1 – How have toys changed over time? (within living memory)			Topic 2 – What can we learn about the achievements of significant people in our past?		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Show some understanding of how people find out about the past, and how evidence is collected and used to make historical facts.</p> <p>Ask questions such as: What was it like for people.</p> <p>Answer questions by using different sources, such as an information book or</p>	<p>What are toys like today? Who plays with them?</p> <p>How can we tell if toys are old?</p> <p>What were our parents' and grandparents' toys like? How do we know?</p>	<p>Do:</p> <ul style="list-style-type: none"> • Answer questions using a range of artefacts/ photographs/pictures provided • Build chronology by using timelines to match toys to the decade they were made. • Understand how evidence is collected and used to make 	<p>Show some understanding of how people find out about the past, and how evidence is collected and used to make historical facts.</p> <p>Ask questions such as: What happened. How long ago, by using different sources, such as an information book or pictures.</p>	<p>What does significant mean and who is significant to us?</p> <p>What did George Stevenson invent and how do we know? (locomotive)</p> <p>What can we learn about the way Mary Seacole and Florence Nightingale were treated by others? (nursing)</p>	<p>Do:</p> <ul style="list-style-type: none"> • Answer questions by using different sources, such as an information book or pictures. • Ask questions such as: What happened. How long ago, by using different sources, such as an information book or

<p>pictures.</p> <p>Answer questions using a range of artefacts/ photographs/pictures provided. Talk about the different ways that the past is represented.</p> <p>Find out something about the past by talking to an older person.</p> <p>Recognise that some forms of evidence are more reliable than others when finding out about the past.</p>	<p>What were our great-grandparents' toys like? How do we know?</p> <p>How was like in the past different?</p> <p>Toy advertisements: How are they different? How are they the same?</p> <p>Open a toy museum – children to share artefacts from their museum with the class and explain why it's from the past.</p>	<p>historical facts by asking questions.</p> <ul style="list-style-type: none"> Find out something about the past by talking to an older person. <p>Know:</p> <ul style="list-style-type: none"> What toys were like in the past. Who played with them. What the changes in toys looked like. <p>Understand:</p> <ul style="list-style-type: none"> How toys have changed over time. The contributing factors for these changes. How children (as historians) can find out about the past. 	<p>Answer questions using a range of artefacts/ photographs/pictures provided. Talk about the different ways that the past is represented.</p> <p>Recount some interesting facts from an historical event. Talk about some important people from the past and about how their actions changed the way we do things today.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Find out more about a famous person from the past and carry out some research on him or her. Tell you how I found out about people or events in the past.</p> <p>Recognise that some forms of evidence are more reliable than others when finding out about the past.</p>	<p>How did Shackleton show kindness and determination during his expedition? (explorer)</p> <p>How can we compare the achievements of Caxton and Bell? (communication)</p> <p>What impact did Rosa Parks have on equal rights? (civil rights)</p>	<p>pictures.</p> <ul style="list-style-type: none"> Answer questions using a range of artefacts/ photographs/pictures provided. Talk about the different ways that the past is represented. Recognise that there are reasons why people in the past acted as they did. <p>Know:</p> <ul style="list-style-type: none"> A range of significant figures across different time periods. How significant figures contributed to national and international achievements. <p>Understand:</p> <ul style="list-style-type: none"> The decisions significant people made based on their role in society. The impact made by these individuals and how we can see this today. The effects of kindness, compassion and discrimination. What can we learn from these behaviours?
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Year 2

Topic 1 – What impact did the Cadbury family have on our locality?			Topic 2 – Petite Enquiry – What happened during the Great Fire and how did it change		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Understand and talk about how people find out about the past. Show understanding of how evidence is collected and used to make historical facts.</p> <p>Ask questions such as: What was it like for people. What happened. How long ago. using a specific source, such as an information book or artefacts.</p> <p>Research the life of a famous Briton/someone who used to live in my area from the past using different resources to help me. Explain why someone in the past acted in the way they did.</p> <p>Describe historical events and significant people from the past and talk about what they did. Explain how</p>	<p>Who were the Cadbury family and in what period of history did they live?</p> <p>What was life like during the Victorian period, beyond our locality?</p> <p>What did the Cadbury brothers build a chocolate factory in Bournville?</p> <p>Who were the significant figures that helped build Bournville Village?</p> <p>How did the Cadbury family make life better for people in our locality and how did this contrast with other towns in England?</p>	<p>Do:</p> <ul style="list-style-type: none"> Research the life of a famous Briton/someone who used to live in my area from the past using different resources to help me. Explain why someone in the past acted in the way they did. Describe historical events and significant people from the past and talk about what they did. Explain how local people or events in history have changed things nationally or internationally. Choose and use parts of stories or other sources to show that I understand events or people from the past. Talk about what type of evidence and artefacts are 	<p>Understand and talk about how people find out about the past. Show understanding of how evidence is collected and used to make historical facts.</p> <p>Ask questions such as: What was it like for people. What happened. How long ago.</p> <p>Answer questions by using a specific source, such as an information book or artefacts.</p> <p>Research the life of a famous Briton from the past using different resources to help me. Explain why someone in the past acted in the way they did.</p> <p>Describe historical events and</p>	<p>How can we work out how the fire started?</p> <p>What happened during the Great Fire and how can we be certain 350 years later?</p> <p>What happened to ordinary people during the Great Fire and how do we know?</p> <p>Who were the significant individuals involved in the Great Fire and what was their contribution?</p> <p>How did people beyond the locality of London respond to the victims of the Great Fire?</p> <p>What was the lasting legacy of the Great Fire?</p>	<p>Do:</p> <ul style="list-style-type: none"> Explain the causes of an historical event and what the consequences were. Explain what impact that significant events from the past have had on the way we live today. Describe historical events and significant people from the past and talk about what they did. <p>Know:</p> <ul style="list-style-type: none"> How the Great Fire started. Why it started? Who helped? Who didn't? What changes were made to London as a result? <p>Understand:</p>

<p>local people or events in history have changed things nationally or internationally.</p> <p>Explain the causes of an historical event and what the consequences were. Explain what impact that significant events from the past have had on the way we live today.</p> <p>Talk about similarities and differences between two different time periods.</p> <p>Choose and use parts of stories or other sources to show that I understand events or people from the past.</p> <p>Talk about what type of evidence and artefacts are reliable when finding out about the past.</p>	<p>What can the Bournville Trail tell us about life in our locality during the Victorian period?</p> <p>What is the lasting legacy of the Cadbury family?</p>	<p>reliable when finding out about the past.</p> <p>Know:</p> <ul style="list-style-type: none"> The locality of Bournville and its place in History. The work of the Cadbury family and their legacy. The impact they had on the lives of people living in the area. The Victorian period. <p>Understand:</p> <ul style="list-style-type: none"> The impact of the Cadbury vision on the lives of factory workers and people in the local area. What life was like in Victorian Britain. 	<p>significant people from the past and talk about what they did.</p> <p>Explain the causes of an historical event and what the consequences were. Explain what impact that significant events from the past have had on the way we live today.</p> <p>Talk about similarities and differences between two different time periods.</p>	<ul style="list-style-type: none"> How the leaders of the country learnt from the mistakes made. How communities in the surrounding area supported displaced people in London.
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Year 3

Topic 1 – What changed occurred in Britain from the Stone Age to the Iron Age?			Topic 2 – What can we learn about the Roman Empire and its impact on Britain?		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Begin to use evidence to ask questions and find answers to questions about the past. Begin to suggest suitable sources of evidence for historical enquiry.</p> <p>Begin to use research skills in finding out facts about the time period studied. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Begin to compare and contrast different forms of evidence in research.</p> <p>Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Begin to research what it was like for specific people e.g. children, during the time period I am studying.</p> <p>Begin to give reasons why certain events happened as they did in history and why certain people acted as they did in history.</p> <p>Begin to describe the social, cultural or religious diversity of past societies, and to describe the characteristic features</p>	<p>What was life like for people in the Stone Age and how do we know?</p> <p>What changed for people living in Stone Age Britain?</p> <p>What is bronze and how did life change in the Bronze Age?</p> <p>What do we know about Britain's prehistoric tombs and monuments?</p> <p>Who were the Celts and how did they make Iron in Iron Age?</p> <p>Why were hillforts built during Iron Age Britain?</p> <p>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>	<p>Do:</p> <ul style="list-style-type: none"> Begin to use research skills in finding out facts about the time period studied. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Begin to compare and contrast different forms of evidence in research. Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past. Begin to describe the social, cultural or religious diversity of past societies, and to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. <p>Know:</p> <ul style="list-style-type: none"> How people lived in the three time periods: Bronze, Stone & Iron Age. What developments were made within each time period. 	<p>Begin to use evidence to ask questions and find answers to questions about the past. Begin to suggest suitable sources of evidence for historical enquiry.</p> <p>Begin to use research skills in finding out facts about the time period I am studying. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Begin to compare and contrast different forms of evidence in my research.</p> <p>Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Begin to research what it was like for specific people e.g. children, during the time period I am studying.</p> <p>Begin to appreciate why Britain would have been an important country to have invaded and conquered.</p>	<p>Did Claudius invade Britain for the same reasons as Julius Caesar?</p> <p>Why did Boudicca lead a rebellion and what image do we have of her today?</p> <p>How did the Roman way of life contrast with Celtic lifestyle and how do we know?</p> <p>How can we explain the power of the Roman army by AD40?</p> <p>Why was Hadrian's Wall important and who lived there?</p> <p>What can the Lunt fort tell us about Roman Life?</p> <p>How much of our lives today can be influenced by the Romans?</p>	<p>Do:</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Begin to suggest suitable sources of evidence for historical enquiry. Use research skills in finding out facts about the time period I am studying. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Begin to compare and contrast different forms of evidence in my research. <p>Know:</p> <ul style="list-style-type: none"> Why Britain was invaded. Why Claudius failed and Caesar was successful. Why Boudicca lead a rebellion. The significance of Hadrian's wall. The significance of Lunt fort. <p>Understand:</p>

<p>of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>Talk about the causes and consequences of some of the main events and changes in history.</p>		<ul style="list-style-type: none"> Key places such as Skara Brae, tombs and monuments. <p>Understand:</p> <ul style="list-style-type: none"> The advantages and disadvantages of living in each time period. The significance of what archeologists have found and our understanding of pre-history. 	<p>Begin to explain how events from the past have helped shape our lives today.</p> <p>Begin to describe the social, cultural or religious diversity of past societies, and to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ, and about the causes and consequences of some of the main events and changes in history.</p>		<ul style="list-style-type: none"> How much of our lives today is influenced by the Romans. How diverse British society was during g this time period. The part archeologists played in helping us to understand more about the past.
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Year 4

Topic 1 – What can we learn about the settlements of Anglo-Saxons and Scots?			Topic 2 – What did the Viking and Anglo-Saxon struggle for England look like?		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Use evidence to ask questions and find answers to questions about the past, and suggest suitable sources of evidence for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use research skills in finding out facts about the time period I am studying. Compare and contrast different forms of evidence.</p> <p>Research what it was like for men, women and children in a given period from the past and use different forms to present my findings.</p> <p>Suggest why certain events happened as they did in history, and why certain people acted as they did in history.</p> <p>Explain how events from the past have helped shape our lives today, begin to appreciate why Britain would have been an important country to have invaded and conquered.</p>	<p>What caused the decline of the Roman Empire?</p> <p>Who were the Scots and Anglo-Saxons?</p> <p>Why did the Scots and Anglo-Saxons invade Britain and where did they settle?</p> <p>What do we know about the Anglo-Saxon people and village life?</p> <p>How has archeology unlocked the past? What can the Staffordshire Hoard and Sutton Hoo tell us about Anglo-Saxon art and culture?</p> <p>Who did the Anglo-Saxons worship?</p> <p>What did the Anglo-Saxons leave behind?</p>	<p>Do:</p> <ul style="list-style-type: none"> Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use research skills in finding out facts about the time period I am studying. Compare and contrast different forms of evidence. Describe the social, ethnic, cultural or religious diversity of past societies, and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use evidence to ask questions and find answers to questions about the past, and suggest suitable sources of evidence for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <p>Know:</p> <ul style="list-style-type: none"> Who the Anglo-Saxons and 	<p>Use evidence to ask questions and find answers to questions about the past, and suggest suitable sources of evidence for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use research skills in finding out facts about the time period I am studying. Compare and contrast different forms of evidence.</p> <p>Research what it was like for men, women and children in a given period from the past and use different forms to present my findings.</p> <p>Suggest why certain events happened as they did in history, and why certain people acted as they did in history.</p> <p>Explain how events from the past have helped shape our lives today,</p>	<p>Who were the Vikings and where did they come from?</p> <p>Why did the Vikings invade Britain and why did they settle here?</p> <p>Where did the Vikings settle and how do we know?</p> <p>What happened between the Vikings and the Anglo-Saxons?</p> <p>How did the Viking life compare with Anglo-Saxon life?</p> <p>What have archeological discoveries taught us about Viking activity?</p> <p>Raiders or Settlers – How should we remember the Vikings?</p>	<p>Do:</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past, and suggest suitable sources of evidence for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Use research skills in finding out facts about the time period I am studying. Compare and contrast different forms of evidence. Describe the social, ethnic, cultural or religious diversity of past societies, and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Know:</p> <ul style="list-style-type: none"> Who the Vikings were and why did they travel to

<p>Describe the social, ethnic, cultural or religious diversity of past societies, and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ, and suggest causes and consequences of some of the main events and changes in history.</p>		<p>Scots were.</p> <ul style="list-style-type: none"> Why did they choose to settle in Britain? The significance of the Staffordshire Hoard & Sutton Hoo on our understanding of Anglo-Saxon life. Anglo Saxon religion and the changes made with this time period. <p>Understand:</p> <ul style="list-style-type: none"> The significance of the Staffordshire Hoard & Sutton Hoo on our understanding of Anglo-Saxon life. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. 	<p>begin to appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>Describe the social, ethnic, cultural or religious diversity of past societies, and describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ, and suggest causes and consequences of some of the main events and changes in history.</p>		<p>Britain.</p> <ul style="list-style-type: none"> What the struggle for power looked like. What the archeological discoveries were. <p>Understand:</p> <ul style="list-style-type: none"> The bigger picture – were the Vikings raiders or settlers and why? That archaeologists have had in helping us understand more about what happened in the past. Why the Vikings settled her.
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Year 5

Topic 1 – What can the life and achievements of the Ancient Greeks tell us about their impact	Topic 2 – How did reigning Monarchs utilise their power over different time periods?
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Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Answer historical questions, using information and evidence carefully considered and selected.</p> <p>Devise historical questions about the period I am studying. Test out a hypothesis in order to answer a question. Give a reason to support an historical argument, and refine lines of enquiry as appropriate.</p> <p>Seek out and analyse range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Understand how our knowledge of the past is constructed from a range of sources. Use some different sources of evidence to deduce information about the past, and select suitable sources of evidence, sometimes giving reasons for choices.</p> <p>Describe with some detail any historical events from the different period/s I am studying/have studied.</p> <p>Appreciate that significant events in history have helped shape the country</p>	<p>-Where and when did the Ancient Greek civilisation exist?</p> <p>What were the religious beliefs of the Ancient Greeks and who did they worship?</p> <p>Why was Athens so strong during this period?</p> <p>Who were the key philosophers of the time and what impact did their ideas have?</p> <p>What does pottery and other remains tell us about everyday life in Ancient Greece?</p> <p>What can we understand about the Ancient Greeks and their interest in the theatre and festivals?</p> <p>In what ways have the Ancient Greeks influenced our lives today?</p>	<p>Do:</p> <ul style="list-style-type: none"> Answer historical questions, using information and evidence carefully considered and selected. Give a reason to support an historical argument, and refine lines of enquiry as appropriate. Describe with some detail any historical events from the period studied. Describe the social and cultural diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Know:</p> <ul style="list-style-type: none"> Where and when the Greek civilization existed. The power struggle between states such as Athens and Sparta. Everyday life through the interpretation of artefacts. 	<p>Answer historical questions, using information and evidence carefully considered and selected.</p> <p>Devise historical questions about the period I am studying. Test out a hypothesis in order to answer a question. Give a reason to support an historical argument, and refine lines of enquiry as appropriate</p> <p>Seek out and analyse range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Understand how our knowledge of the past is constructed from a range of sources. Use some different sources of evidence to deduce information about the past, and select suitable sources of evidence, sometimes giving reasons for choices.</p> <p>Describe with some detail any historical events from the different period/s I am</p>	<p>What did the struggle for power between Harold of Wessex and William the Conqueror look like?</p> <p>What led to the implementation of the Magna Carta and what impact did it have on the nation and King John?</p> <p>Why did Henry VIII create the Church of England and what was his lasting legacy?</p> <p>How successful was Elizabeth I in becoming a trusted female head of state?</p> <p>What lengths did Richard III go to get and hold onto political power?</p> <p>The Restoration: How was the country governed under both Oliver Cromwell and Charles II?</p> <p>How ethical was British rule during Queen Victoria's reign?</p>	<p>Do:</p> <ul style="list-style-type: none"> Answer historical questions, using information and evidence carefully considered and selected. Give a reason to support an historical argument, and refine lines of enquiry as appropriate. Describe with some detail any historical events from the period studied. Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Describe the social and religious diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Know:</p> <ul style="list-style-type: none"> About the power struggle between William the

<p>we have today.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use original ways to present information and ideas.</p>		<ul style="list-style-type: none"> How Ancient Greece has influenced our lives today. <p>Understand:</p> <ul style="list-style-type: none"> How to use sources and artefacts to build a picture of the past. How to formulate an argument as to whether life was fair for all groups, using sources to support judgements. The legacy of Ancient Greece and its impact on our world today. 	<p>studying/have studied. Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Appreciate that significant events in history have helped shape the country we have today.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world, and explain how some aspects of history/historical events have had an impact elsewhere in the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use original ways to present information and ideas.</p>		<p>Conqueror and Harold.</p> <ul style="list-style-type: none"> What the Magna Carta was for, why it was introduced and the impact it had. Impact of women in the Monarchy, particularly Elizabeth I. How Monarch's came to power – all different and why? Was there journey to power simple? <p>Understand:</p> <ul style="list-style-type: none"> That Richard 1's reign was under a dark cloud. What evidence is there to support that he did kill the princes to claim power. An understanding that claims cannot be made without due evidence. Historical evidence is needed to support claims made. Our judgments must be supported by evidence otherwise they are just opinions.
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Year 6

Topic 1 – What impact did WW2 have on our locality?			Topic 2 – What can we learn about the achievements of the earliest civilisation?		
Skills	Knowledge	End Points	Skills	Knowledge	End Points
<p>Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying.</p> <p>Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.</p> <p>Understand how our knowledge of the past is constructed from a range of sources, and seek out and analyse a wide range of evidence in order to justify claims about the past, and refine lines of enquiry as appropriate.</p> <p>Use sources of information to form testable hypotheses about the past, test out a hypothesis in order to answer a question. Understand that no single source of evidence gives the full answer</p>	<p>What were the events leading up to WW2?</p> <p>Who were the significant figures involved in WW2?</p> <p>How did people in our locality prepare for the war?</p> <p>What happened in our locality during the Blitz?</p> <p>Why was our locality targeted and how do we know?</p> <p>What contribution did significant figures in our locality make during the war?</p>	<p>Do:</p> <ul style="list-style-type: none"> Answer historical questions, using information and evidence carefully considered and selected, giving reasons for choices. Use sources of information to form testable hypotheses about the past, test out a hypothesis in order to answer a question. Use a wide range of sources of evidence to deduce information about the past, select suitable sources of evidence, giving reasons for choices, and give more than one reason to support an historical argument. 	<p>Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying.</p> <p>Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.</p> <p>Understand how our knowledge of the past is constructed from a range of sources, and seek out and analyse a wide range of evidence in order to justify claims about the past, and refine lines of enquiry as appropriate.</p> <p>Use sources of information to form testable hypotheses about the past, test out a hypothesis in order to answer a question, and understand that no single source of evidence gives</p>	<p>Indus Valley: Who were they? Where did they live? What did they achieve?</p> <p>Ancient Sumer: Who were they? Where did they live? What did they achieve?</p> <p>Ancient Egyptians: Who were they? Where did they live? What did they achieve?</p> <p>Shang Dynasty: Who were they? Where did they live? What did they achieve?</p> <p>What can we understand about the Shang Dynasty from the contents of Fu Hao's tomb?</p> <p>What do all the ancient civilisations have in common and how do we know?</p>	<p>Do:</p> <ul style="list-style-type: none"> Answer historical questions, using information and evidence carefully considered and selected, giving reasons for choices. Use sources of information to form testable hypotheses about the past, test out a hypothesis in order to answer a question. Use a wide range of sources of evidence to deduce information about the past, select suitable sources of evidence, giving reasons for choices, and give more than one reason to support an historical argument. Describe in detail

<p>to questions about the past, appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Use a wide range of sources of evidence to deduce information about the past, select suitable sources of evidence, giving reasons for choices, and give more than one reason to support an historical argument.</p> <p>Describe in detail any historical events from the different period/s I am studying/have studied, and appreciate that significant events in history have helped shape the country we have today.</p> <p>Identify and explain understanding of propaganda, showing an awareness of the concept and how historians must understand the social context of evidence studied.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Explain how some aspects of history/historical events have had an impact elsewhere in the world.</p> <p>Use original ways to present information and ideas</p>	<p>What was day-to-day life like during the war?</p>	<ul style="list-style-type: none"> Describe in detail historical events from the different period studied. Describe the social, ethnic and religious diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Know:</p> <ul style="list-style-type: none"> Why WW2 started. What happened to our locality during the war. Why was it targeted? Significant figures who helped during the war. <p>Understand:</p> <ul style="list-style-type: none"> Impact of propaganda on national mindset. How sources support our understanding of the decisions made at specific times during the war. How our locality was impacted and how this has shaped the local area and what we see and experience today. The experience of evacuees both in Britain and Europe (Kindertransport) 	<p>the full answer to questions about the past.</p> <p>Use a wide range of sources of evidence to deduce information about the past, select suitable sources of evidence, giving reasons for choices, and give more than one reason to support an historical argument.</p> <p>Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Describe in detail any historical events from the different period/s I am studying/have studied.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use original ways to present information and ideas</p>		<p>historical events from the different period studied</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Know:</p> <ul style="list-style-type: none"> The Indus Valley civilisation and their achievements. Ancient Sumer civilisation and their achievements. The Shang Dynasty civilisation, their achievements and the structure of their society. Ancient Egyptians and their achievements. <p>Understand:</p> <ul style="list-style-type: none"> The achievements of the ancient civilisations more broadly. Be able to compare them and the strengths and weaknesses within each one. How they have influenced us today. How we can use artefacts and historical sources to help inform us of how they lived.
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Topic 3 – What was life like in early Islamic civilisation and how does this compare to life in Britain at that time?

Skills	Knowledge	End Points
<p>Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying.</p> <p>Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.</p> <p>Understand how our knowledge of the past is constructed from a range of sources, and seek out and analyse a wide range of evidence in order to justify claims about the past, and refine lines of enquiry as appropriate.</p> <p>Use sources of information to form testable hypotheses about the past, test out a hypothesis in order to answer a question, and understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Use a wide range of sources of evidence to deduce information about the past,</p>	<p>Where is Baghdad and why was it so important in early Islamic civilisation?</p> <p>How different was Baghdad to Britain around 900AD?</p> <p>What was in the House of Wisdom?</p> <p>Who was Ibn Battuta and how did his Rihla help us?</p> <p>Who was Al-Zahrawi and what could we learn from Muslim medicine?</p> <p>What similarities and differences can we draw from Islamic and European art?</p>	<p>Do:</p> <ul style="list-style-type: none"> Answer historical questions, using information and evidence carefully considered and selected, giving reasons for choices. Use sources of information to form testable hypotheses about the past, test out a hypothesis in order to answer a question. Use a wide range of sources of evidence to deduce information about the past, select suitable sources of evidence, giving reasons for choices, and give more than one reason to support an historical argument. Describe in detail historical events from the different period studied Describe the social, ethnic, cultural or religious diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

<p>select suitable sources of evidence, giving reasons for choices, and give more than one reason to support an historical argument.</p> <p>Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Explain how some aspects of history/historical events have had an impact elsewhere in the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Use original ways to present information and ideas</p>	<p>What did early Islamic civilisation and the early middle ages leave behind?</p>	<p>Know:</p> <ul style="list-style-type: none">• The House of Wisdom• The similarities and differences between Europe and Baghdad.• The legacy of Ibn Battuta. <p>Understand:</p> <ul style="list-style-type: none">• How they can understand what life was like in Baghdad through journals and drawings from the time.• That there are very few images available from that time period as the House of Wisdom and the Round City were destroyed.• How discoveries of the time impact us today.
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