

make historical facts.

for people.

Ask questions such as: What was it like

Answer questions by using different

sources, such as an information book or

History Skills and Knowledge Overview

		KS1 and KS2 N	ational Curriculu	m		
Key Topics	Teaching sequence in history	Key Concepts -	historian would use	; high expectatio	d vocabulary that a historian would use; d ns of pupils 'talking' like a historian; high e	a , , ,
Daily life:	Big picture: Placing of the History bein	-	interpreting and pre			
Food	chronological context of previous lear	5 5		Explanation		
Religion Education Employment Clothing Parliament Rich/Poor	 age-appropriate British and World His Give out Knowledge organiser and co grid. Rapid Recall: Brief review of learning lesson/s. Complete QQ across the course of the 	mplete KWL an historia		vocabulary a framework context. Un shape and ir	t is about considering the order in which t and chronological conventions. It is about of periods and Topics. It is about placing e derstanding that contexts can provide pre nfluence, for example, when an event or o nner in which it occurred.	building up an historical overview o vents in their broader historical conditions, triggers or catalysts that
Arts Settlements:	 Specify key vocabulary to be used and working wall) Conduct Historical enquiry question fr 	its meaning (through	Historical enquiry and interpretation	Historical er historian wh	nquiry is the process by which pupils use the nen investigating an aspect of history. Chile enquiry by asking and framing question; u	dren will develop their understandir
Civilisation Trade Military	of sources and / or artefactsInterpret their findings		Continuity and	judgments a are presente	and effectively communicating answers. Pu ed, how valid these are and reflect upon w lots of things going on at any one time in f	upils will study the way past events why they may differ.
Empire Nation Location Homes	 appropriately Evaluate their learning, with reference wall timeline with reference to that timeline 	Evaluate their learning, with reference to the working wall timeline with reference to that time period, and	change	others rema continuous use these to	ined relatively continuous. We can look at and explain why, and things that were cha b judge comparisons between two points in d the present. We consider key moments /	t these to consider things that were anging and explain why. We can the n the past, or between some point i
Legacy: How this historical	compare with other historical periods appropriateFill in the 'What have I learnt?' sectio		Course and	that triggere difference, A	ed change, the level of change and its sign Also how people experienced, promoted, s	ificance, e.g. what made the most shaped or resisted change.
event/person influenced the future			Cause and consequence	actions/beli the consequ	t considers the 'how and why' of history. T efs/circumstances?' that led to a change iences of these.	e or event that we examine, and the
			Similarity and difference	relationship draw compa	nd difference is based upon an understand s between different groups. Asking how si arisons across people, their perspectives, r and space, helping children to develop a g ty.	imilar or different allows pupils to notivations and actions as well as
			Significant events and people	all things are can see the	s, ideas or people have had a significant lo e significant for the same reasons as other range of reasons why certain people, plac includes assessing and evaluating the imp	r things and in this concept, children ses and events were significant then
			/ear 1			
	- How have toys changed over time? (with the second sec	thin living memory)			rn about the achievements of sig	
Skills	Knowledge	End Points	Skills	s	Knowledge	End Points
now some understanding of how eople find out about the past, and with them? • Answe		 Do: Answer questions using a range of artefacts/ 	Show some understan people find out about how evidence is collec	the past, and	What does significant mean and who is significant to us?	 Answer questions by using different sources,

make historical facts.

the decade they were made. sources, such as an information book

Ask questions such as: What happened.

How long ago, by using different

photographs/pictures

Build chronology by using

timelines to match toys to

collected and used to make

Understand how evidence is or pictures.

provided

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How can we tell if toys are old?

What were our parents' and

know?

grandparents' toys like? How do we

What did George Stevenson invent and

What can we learn about the way Mary

Seacole and Florence Nightingale were

how do we know? (locomotive)

treated by others? (nursing)

such as an information

Ask questions such as:

What happened. How

different sources, such as

an information book or

book or pictures.

long ago, by using

•

pictures.		historical facts by asking	Answer questions using a range of	How did Shackleton show kindness and		pictures.
	What were our great-grandparents'	questions.	artefacts/ photographs/pictures	determination during his expedition?	•	Answer questions using a
Answer questions using a range of	toys like? How do we know?	Find out something about	provided. Talk about the different ways	(explorer)		range of artefacts/
artefacts/ photographs/pictures		the past by talking to an	that the past is represented.			photographs/pictures
provided. Talk about the different ways		older person.		How can we compare the		provided. Talk about the
that the past is represented.	How was like in the past different?	Know:	Recount some interesting facts from an			different ways that the
		What toys were like in the	historical event. Talk about some	(communication)		past is represented.
Find out something about the past by	Toy advertisements: How are they	past.	important people from the past and		•	Recognise that there are
talking to an older person.	different? How are they the same?	Who played with them.	about how their actions changed the	What impact did Rosa Parks have on		reasons why people in the
	difference how are they the same?	 What the changes in toys 	way we do things today.	equal rights? (civil rights)		past acted as they did.
Recognise that some forms of evidence		looked like.			Know:	
are more reliable than others when	Open a toy museum – children to	Understand:	Recognise that there are reasons why		•	A range of significant
finding out about the past.	share artefacts from their museum	 How toys have changed 	people in the past acted as they did.			figures across different
	with the class and explain why it's	over time.				time periods.
		The contributing factors for	Find out more about a famous person		•	How significant figures
	from the past.	these changes.	from the past and carry out some			contributed to national
		How children (as historians)	research on him or her. Tell you how I			and international
		can find out about the past.	found out about people or events in			achievements.
			the past.		Understa	
					•	The decisions significant
			Recognise that some forms of evidence			people made based on
			are more reliable than others when			their role in society.
			finding out about the past.		•	The impact made by
						these individuals and how
						we can see this today.
						The effects of kindness,
					•	The effects of kindless,
					•	compassion and
						compassion and discrimination. What can
						compassion and discrimination. What can we learn from these
						compassion and discrimination. What can
		Ye	ar 2			compassion and discrimination. What can we learn from these
Topic 1 – What i	mpact did the Cadbury family h			What happened during the Gre	eat Fire a	compassion and discrimination. What can we learn from these behaviours?
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-	Knowledge	ave on our locality?	Topic 2 – Petite Enquiry –	· · · · · · · · · · · · · · · · · · ·	eat Fire a	compassion and discrimination. What can we learn from these behaviours? nd how did it change
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Skills Understand and talk about how people find out about the past. Show understanding of how evidence is collected and used to make historical facts. 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. 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	Knowledge Who were the Cadbury family and in what period of history did they live? What was life like during the Victoriar period, beyond our locality? What did the Cadbury brothers build a chocolate factory in Bournville? Who were the significant figures that helped build Bournville Village? How did the Cadbury family make life better for people in our locality and how did this contrast with other	 End Points End Points Do: Research the life of a famou Briton/someone who used i live in my area from the pass using different resources to help me. Explain why someone in the past acted i the way they did. Describe historical events a significant people from the past and talk about what th did. Explain how local peop or events in history have changed things nationally o internationally. Choose and use parts of stories or other sources to 	Topic 2 – Petite Enquiry – Skills Understand and talk about how s people find out about the past. o Show understanding of how t evidence is collected and used to make historical facts. n Ask questions such as: What was it like for people. What happened. How long ago. ey Answer questions by using a e specific source, such as an information book or artefacts. Research the life of a famous Briton from the past using different resources to help me.	Knowledge How can we work out how the fire started? What happened during the Great Fire and how can we be certain 350 years later? What happened to ordinary people during the Great Fire and how do we know? Who were the significant individuals involved in the Great Fire and what was their contribution? How did people beyond the locality of London respond to the victims of the	Do: • • • • •	compassion and discrimination. What can we learn from these behaviours? nd how did it change End Points 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. How the Great Fire started. Why it started? Who helped? Who didn't?
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local people or events in history have changed things nationally or internationally. 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. Talk about similarities and differences between two different time periods. 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 reliable when finding out about the past.	What is the lasting legacy of the Cadbury family?	Know: • • Underst	reliable when finding out about the past. 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. and: 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.	significant people from the past and talk about what they did. 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. Talk about similarities and differences between two different time periods.		•	How the leaders of the country learnt from the mistakes made. How communities in the surrounding area supported displaced people in London.
			Year 3	}		1	
Topic 1 – What change	d occurred in Britain from the S	tone Ag	e 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
Begin to use evidence to ask questions	What was life like for people in the	Do:		Begin to use evidence to ask	Did Claudius invade Britain for	Do:	
and find answers to questions about	Stone Age and how do we know?	•	Begin to use research skills in	questions and find answers to	the same reasons as Julius	•	Use evidence to ask
the past. Begin to suggest suitable	_		finding out facts about the	questions about the past. Begin to	Caesar?		questions and find
sources of evidence for historical	What changed for people living in		time period studied. Use more	suggest suitable sources of	When did Develop lood a valuation		answers to questions
enquiry.			than one source of evidence	evidence for historical enquiry.	Why did Boudica lead a rebellion		about the past. Begin to
Design to use research skills in finding	Stone Age Britain?		for historical enquiry in order	Degin to use recearch skills in	and what image do we have of		suggest suitable sources
Begin to use research skills in finding out facts about the time period studied.			to gain a more accurate	Begin to use research skills in finding out facts about the time	her today?		of evidence for historical
Use more than one source of evidence	What is bronze and how did life		understanding of history.	finding out facts about the time period I am studying. Use more	How did the Roman way of life		enquiry.
for historical enquiry in order to gain a	change in the Bronze Age?		Begin to compare and contrast	than one source of evidence for	contrast with Celtic lifestyle and	•	Use research skills in finding
more accurate understanding of			different forms of evidence in research.	historical enquiry in order to gain a			out facts about the time period I am studying. Use
history. Begin to compare and contrast		•	Begin to recognise the part	more accurate understanding of			more than one source of
different forms of evidence in research.	What do we know about Britain's	•	that archaeologists have had	history. Begin to compare and	How can we explain the power of		evidence for historical
	prehistoric tombs and monuments?		in helping us understand more	contrast different forms of	the Roman army by AD40?		enquiry in order to gain a
Begin to recognise the part that			about what happened in the	evidence in my research.	, - ,		more accurate
archaeologists have had in helping us	Who were the Celts and how did they		past.		Why was Hadrian's Wall		understanding of history.
understand more about what happened		•	Begin to describe the social,	Begin to recognise the part that	important and who lived there?		Begin to compare and
in the past.	make non in non Age:		cultural or religious diversity	archaeologists have had in helping	-		contrast different forms of
			of past societies, and to	us understand more about what	What can the Lunt fort tell us		evidence in my research.
Begin to research what it was like for	Why were hillforts built during Iron		describe the characteristic	happened in the past.	about Roman Life?	Know:	
specific people e.g. children, during the	Age Britain?		features of the past, including			•	Why Britain was invaded.
time period I am studying.			beliefs, attitudes and	Begin to research what it was like	How much of our lives today can	•	Why Claudius failed and
	When do you think it was better to		experiences of men, women	for specific people e.g. children,	be influenced by the Romans?		Caesar was successful.
Begin to give reasons why certain	live – Stone Age, Bronze Age or Iron		and children.	during the time period I am		•	Why Boudicca lead a
events happened as they did in history	6 / 6	Know:		studying.			rebellion.
and why certain people acted as they	Age?	•	How people lived in the three			•	The significance of
did in history.			time periods: Bronze, Stone &	Begin to appreciate why Britain would have been an important			Hadrian's wall.
Pogin to describe the second sultural ar			Iron Age.	•		•	The significance of Lunt
Begin to describe the social, cultural or		•	What developments were	country to have invaded and			fort.
religious diversity of past societies, and to describe the characteristic features			made within each time period.	conquered.		Unders	tand:
	1			1		I	

of the past, including beliefs, attitudes and experiences of men, women and children. Talk about the causes and consequences of some of the main events and changes in history.		• Underst •	Key places such as Skara Brae, tombs and monuments. tand: The advantages and disadvantages of living in each time period. The significance of what archeologists have found and our understanding of pre- history.	Begin to explain how events from the past have helped shape our lives today. 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. 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.		•	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.
		•	Year 4	, l	· · · · · · · · · · · · · · · · · · ·		
Topic 1 – What can we	learn about the settlements of	Anglo-	Saxons and Scots?	Topic 2 – What did th	e Viking and Anglo-Saxon strugg	gle for E	ngland look like?
Skills	Knowledge		End Points	Skills	Knowledge		End Points
Use evidence to ask questions and find	What caused the decline of the	Do:		Use evidence to ask questions and	Who were the Vikings and where did	Do:	
answers to questions about the past,	Roman Empire?	•	Recognise the part that	find answers to questions about	they come from?	•	Use evidence to ask
and suggest suitable sources of	Nomen Empire.		archaeologists have had in	the past, and suggest suitable			questions and find
evidence for historical enquiry. Use			helping us understand more	sources of evidence for historical	Why did the Vikings invade Britain and		answers to questions
more than one source of evidence for	Who were the Scots and Anglo-		about what happened in the	enquiry. Use more than one	why did they settle here?		about the past, and
historical enquiry in order to gain a	Saxons?		past.	source of evidence for historical			suggest suitable sources
more accurate understanding of		•	Use research skills in finding		Where did the Vikings settle and how		of evidence for historical
history.	Why did the Scots and Anglo-Saxons		out facts about the time	accurate understanding of history.	do we know?		enquiry. Use more than
	-		period I am studying. Compare				one source of evidence
Recognise the part that archaeologists	invade Britain and where did they		and contrast different forms		What happened between the Vikings		for historical enquiry in
have had in helping us understand	settle?		of evidence.	archaeologists have had in helping			order to gain a more
more about what happened in the past.		•	Describe the social, ethnic,		How did the Viking life compare with		accurate understanding of
Line was such a bills in finaling out facts	What do we know about the Anglo-		cultural or religious diversity	happened in the past.	Anglo-Saxon life?		history.
Use research skills in finding out facts about the time period I am studying.	Saxon people and village life?		of past societies, and describe	Use research skills in finding out		•	Use research skills in
Compare and contrast different forms	sealen people and vindge inc:		the characteristic features of	Use research skills in finding out facts about the time period I am	What have archeological discoveries		finding out facts about
of evidence.			the past, including ideas,	studying. Compare and contrast	taught us about Viking activity?		the time period I am studying. Compare and
	How has archeology unlocked the		beliefs, attitudes and experiences of men, women		Raiders or Settlers – How should we		contrast different forms
Research what it was like for men,	past? What can the Staffordshire		and children.		remember the Vikings?		of evidence.
women and children in a given period	Hoard and Sutton Hoo tell us about	•	Use evidence to ask questions	Research what it was like for men,	sector the things:	•	Describe the social,
from the past and use different forms	Anglo-Saxon art and culture?	-	and find answers to questions	women and children in a given		-	ethnic, cultural or
to present my findings.			about the past, and suggest	period from the past and use			religious diversity of past
		1		different forms to present my			societies, and describe
	M/ha did the Angle Courses we white?		suitable sources of evidence				-
Suggest why certain events happened	Who did the Anglo-Saxons worship?		suitable sources of evidence for historical enquiry. Use	findings.			the characteristic features
Suggest why certain events happened as they did in history, and why certain	Who did the Anglo-Saxons worship?		for historical enquiry. Use more than one source of				the characteristic features of the past, including
	Who did the Anglo-Saxons worship? What did the Anglo-Saxons leave		for historical enquiry. Use				
as they did in history, and why certain			for historical enquiry. Use more than one source of	findings. Suggest why certain events happened as they did in history,			of the past, including
as they did in history, and why certain	What did the Anglo-Saxons leave		for historical enquiry. Use more than one source of evidence for historical enquiry	findings. Suggest why certain events happened as they did in history, and why certain people acted as			of the past, including ideas, beliefs, attitudes
as they did in history, and why certain people acted as they did in history.	What did the Anglo-Saxons leave		for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more	findings. Suggest why certain events happened as they did in history,		Know:	of the past, including ideas, beliefs, attitudes and experiences of men,
as they did in history, and why certain people acted as they did in history. Explain how events from the past have helped shape our lives today, begin to appreciate why Britain would have	What did the Anglo-Saxons leave	Know:	for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of	findings. Suggest why certain events happened as they did in history, and why certain people acted as		Know:	of the past, including ideas, beliefs, attitudes and experiences of men,
as they did in history, and why certain people acted as they did in history. Explain how events from the past have helped shape our lives today, begin to	What did the Anglo-Saxons leave	Know:	for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of	findings. Suggest why certain events happened as they did in history, and why certain people acted as			of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

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. 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.	 Scots were. 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. Understand: 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. 	begin to appreciate why Britain would have been an important country to have invaded and conquered. 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. 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.	 Britain. What the struggle for power looked like. What the archeological discoveries were. Understand: 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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			past.				
			Ye	ar 5	· · ·		
Topic 1 – What can the life and	achievements of the Ancient G	reeks te	ll us about their impact	Topic 2 – How did reigning	Monarchs utilise their power ov	ver diffe	erent time periods?
Skills	Knowledge		End Points	Skills	Knowledge		End Points
Answer historical questions, using information and evidence carefully considered and selected. 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. 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	-Where and when did the Ancient Greek civilisation exist? What were the religious beliefs of the Ancient Greeks and who did they worship? Why was Athens so strong during this period? Who were the key philosophers of the time and what impact did their	Do: • •	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	Answer historical questions, using information and evidence carefully considered and selected. 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 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	What did the struggle for power between Harold of Wessex and William the Conqueror look like? What led to the implementation of the Magna Carta and what impact did it have on the nation and King John? Why did Henry VIII create the Church of England and what was his lasting legacy? How successful was Elizabeth I in	Do: •	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
questions about the past. 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. Describe with some detail any historical events from the different period/s I am studying/have studied.	ideas have? What does pottery and other remains tell us about everyday life in Ancient Greece? What can we understand about the Ancient Greeks and their interest in the theatre and festivals? In what ways have the Ancient Greeks	Know: •	cultural diversity of past society, and the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, womer and children. Where and when the Greek civilization existed. The power struggle between states such as Athens and Sparta.	Appreciate how historical artefacts have helped us understand more about British lives in the present and past.	The Restoration: How was the country governed under both Oliver Cromwell and Charles II? How ethical was British rule during Queen Victoria's reign?		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.
Appreciate that significant events in history have helped shape the country	influenced our lives today?	•	Everyday life through the interpretation of artefacts.	Describe with some detail any historical events from the different period/s I am		Know: •	About the power struggle between William the

Description the social density of parts cockey, and the characterized citizet of the parts cockey cockey, and the characterized citizet of the parts cockey cockey, and the characterized citizet of the parts cockey cockey. The characterized citizet of the parts cockey cockey, and the characterized citizet of the parts cockey cockey. The characterized citizet of the parts cockey cockey. The cockey cockey cockey cockey cockey cockey cockey. The parts cockey cockey cockey cockey cockey cockey cockey cockey. The parts cockey cockey cockey cockey cockey cockey cockey cockey cockey. The parts cockey cockey. The parts cockey cockey. The parts cockey c	the lease tester.						Communication and differential
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religious diversity of past satures of the past, and the character state status of the past, and the character state status of the past, and the past of character diversity of past satures of the past, and the past of character diversity of past satures of the past, and the past of character diversity of past satures of the past, and	Describe the social ethnic culture law			•		•	What the Magna Carta
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endern. Use original ways to present information and idea. If we have the social, ethnic, cultural or prover - all differ ways fair for all groups, using sources to support judgements. The legge of Andent Greece and IS import Describe the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the base of the social, ethnic, cultural or religious diverses in the social at study, the social at study, the social at study, the weet the significant religious the social at study, the weet the synthesis and the social at study, the social at study, the weet the synthesis the social at study, the so	-					•	•
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our world tody: our world tody: world. world. world. world. Describe the social, ethnic, cultural or religious diversity of past society, and the characteristic features of the past, including leas, beliefs, attritudes and experiences of new, women and children. West of the characteristic features of the past, including leas, beliefs, attritudes and experiences of new, women and children. West of the characteristic features of the past, including leas, beliefs, attritudes and experiences of new, women and children. West of the characteristic features of the past, including leas, beliefs, attritudes and experiences of new, women and children. Vest of the characteristic features of the past, including leas, beliefs, attritudes and experiences of new, women and children. West of the characteristic features of the past, including leas, beliefs, attritudes and experiences of new and the characteristic features of the past, including leas, beliefs, attritudes and experiences of new and the characteristic features of the characteristic features of the past, including leas, beliefs, attritudes and experiences of new and the characteristic features of the past, including leas, beliefs, attritudes and experiences of new and the characteristic features of the past, including leas, beliefs, attritudes and experiences of new and the characteristic features of the past, including leas, beliefs, attritudes and experiences of new and the characteristic features of the past, including leas, beliefs, attritudes and experiences of new and the characteristic features of the characteristic features of the characteristic features of the characteristic features of the past, including leas, beliefs, attritudes and experiences of new and the characteristrite features of the characteristic features of the c			3 ,				
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	Skills Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying. Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made. 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. 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	Knowledge What were the events leading up to WW2? Who were the significant figures involved in WW2? How did people in our locality prepare for the war? What happened in our locality during the Blitz? Why was our locality targeted and how do we know? What contribution did significant figures in our locality make during the	ur locality? End Points Do: • 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	Year 6 Topic 2 – What can we I Skills Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying. Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made. 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. Use sources of information to form testable hypotheses about the past, test out a hypothesis in order to answer a question, and understand	Knowledge Indus Valley: Who were they? Where did they live? What did they achieve? Ancient Sumer: Who were they? Where did they live? What did they achieve? Ancient Egyptians: Who were they? Where did they live? What did they achieve? Shang Dynasty: Who were they? Where did they live? What did they achieve? What can we understand about the Shang Dynasty from the contents of Fu Hao's tomb? What do all the ancient civilisations have in common and how do we know?	Do: •	evidence otherwise they are just opinions. iliest civilisation? End Points 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.
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source of evidence gives the full answer • Describe in detail	Skills Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying. Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made. 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. Use sources of information to form testable hypotheses about the past, test out a hypothesis in order to answer	Knowledge What were the events leading up to WW2? Who were the significant figures involved in WW2? How did people in our locality prepare for the war? What happened in our locality during the Blitz? Why was our locality targeted and how do we know? What contribution did significant figures in our locality make during the	ur locality? End Points Do: • 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	Year 6 Topic 2 – What can we I Skills Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying. Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made. 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. Use sources of information to form testable hypotheses about the past, test out a hypothesis in order to	Knowledge Indus Valley: Who were they? Where did they live? What did they achieve? Ancient Sumer: Who were they? Where did they live? What did they achieve? Ancient Egyptians: Who were they? Where did they live? What did they achieve? Shang Dynasty: Who were they? Where did they live? What did they achieve? What can we understand about the Shang Dynasty from the contents of Fu Hao's tomb? What do all the ancient civilisations have in common and how do we know?	Do: •	evidence otherwise they are just opinions. Iliest civilisation? End Points 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 is hypothesis in order to answer a question. Use a wide range of sources of evidence to deduce information abou the past, select suitable sources of evidence, giving reasons for choice and give more than one reason to support an

to questions about the past, appreciate	What was day-to-day life like during	•	Describe in detail	the full answer to questions about the		historical events from the
how historical artefacts have helped us	the war?		historical events from the	past.		different period studied
understand more about British lives in			different period studied.			 Describe the social,
the present and past.		•	Describe the social, ethnic	Use a wide range of sources of		ethnic, cultural or
			and religious diversity of	evidence to deduce information about		religious diversity of past
Use a wide range of sources of evidence			past society, and the	the past, select suitable sources of		society, and the
to deduce information about the past,			characteristic features of	evidence, giving reasons for choices,		characteristic features of
select suitable sources of evidence,			the past, including ideas,	and give more than one reason to		the past, including ideas,
giving reasons for choices, and give			beliefs, attitudes and	support an historical argument.		beliefs, attitudes and
more than one reason to support an			experiences of men, womer			experiences of men,
historical argument.			and children.	Make comparisons and contrasts		women and children.
		Know:		between historical periods; explaining	Kn	iow:
Describe in detail any historical events		•	Why WW2 started.	things that have changed and things		The Indus Valley
from the different period/s I am		•	What happened to our	which have stayed the same.		civilisation and their
studying/have studied, and appreciate			locality during the war.			achievements.
that significant events in history have			Why was it targeted?	Describe in detail any historical events		Ancient Sumer civilisation
helped shape the country we have		•	Significant figures who	from the different period/s I am		and their achievements.
today.			helped during the war.	studying/have studied.		• The Shang Dynasty
		Understar				civilisation, their
Identify and explain understanding of		•	Impact of propaganda on	Describe the social, ethnic, cultural or		achievements and the
propaganda, showing an awareness of			national mindset.	religious diversity of past society, and		structure of their society.
the concept and how historians must			How sources support our	the characteristic features of the past,		Ancient Egyptians and
understand the social context of		-	understanding of the	including ideas, beliefs, attitudes and		their achievements.
evidence studied.			decisions made at specific	experiences of men, women and	Ur	nderstand:
			times during the war.	children.		• The achievements of the
Describe the social, ethnic, cultural or		•	How our locality was			ancient civilisations more
religious diversity of past society, and		•	impacted and how this has	Use original ways to present		broadly.
the characteristic features of the past,			shaped the local area and	information and ideas		• Be able to compare them
including ideas, beliefs, attitudes and			what we see and experience			and the strengths and
experiences of men, women and			today.			weaknesses within each
children.		•	The experience of evacuees			one.
		•	both in Britain and Europe			How they have influenced
Explain how some aspects of			(Kindertransport)			us today.
history/historical events have had an			(Kindel transport)			 How we can use artefacts
impact elsewhere in the world.						and historical sources to
						help inform us of how
Use original ways to present						they lived.
information and ideas						
	Topic 2 - What was life li	iko in oa	rly Islamic signification a	nd how does this compare to life	in Britain at that time?	

Skills	Knowledge	End Points
Devise historical questions about change, cause, similarities and differences,	Where is Baghdad and why was it so important in early Islamic civilisation?	Do:
and significance relating to the period I am studying. Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.	How different was Baghdad to Britain around 900AD?	 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 next but out a humathesis is and as to approve a suspise.
Understand how our knowledge of the past is constructed from a range of	What was in the House of Wisdom?	 past, test out a hypothesis in order to answer a question. Use a wide range of sources of evidence to deduce information
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.	Who was Ibn Battuta and how did his Rihla help us?	about the past, select suitable sources of evidence, giving reasons for choices, and give more than one reason to support an historical argument.
Use sources of information to form testable hypotheses about the past, test out	Who was Al-Zahrawi and what could we learn from Muslim medicine?	Describe in detail historical events from the different period studied
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.	What similarities and differences can we draw from Islamic and European art?	 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
Use a wide range of sources of evidence to deduce information about the past,		children.

select suitable sources of evidence, giving reasons for choices, and give more	What did early Islamic civilisation and the early middle ages leave behind?	Know:
than one reason to support an historical argument.		The House of Wisdom
		• The similarities and differences between Europe and Baghdad.
Make comparisons and contrasts between historical periods; explaining things		The legacy of Ibn Battuta.
that have changed and things which have stayed the same. Explain how some		Understand:
aspects of history/historical events have had an impact elsewhere in the world.		 How they ca understand what life was like in Baghdad through journals and drawings from the time.
Describe the social, ethnic, cultural or religious diversity of past society, and the		• That there are very few images available from that time period as
characteristic features of the past, including ideas, beliefs, attitudes and		the House of Wisdom and the Round City were destroyed.
experiences of men, women and children.		 How discoveries of the time impact us today.
Use original ways to present information and ideas		