

SUBJECT LEADER OVERVIEW



HISTORY

SUBJECT LEADER

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SUBJECT LINK GOVERNOR

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	Same for all subjects
	From subject progression
	Specific to your subject

	From Kapow
	Change the name of the subject in text
	From DfE National Curriculum subject specific document

WHAT THE NATIONAL CURRICULUM SAYS ABOUT GEOGRAPHY

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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

GEOGRAPHY AT ALL SAINTS

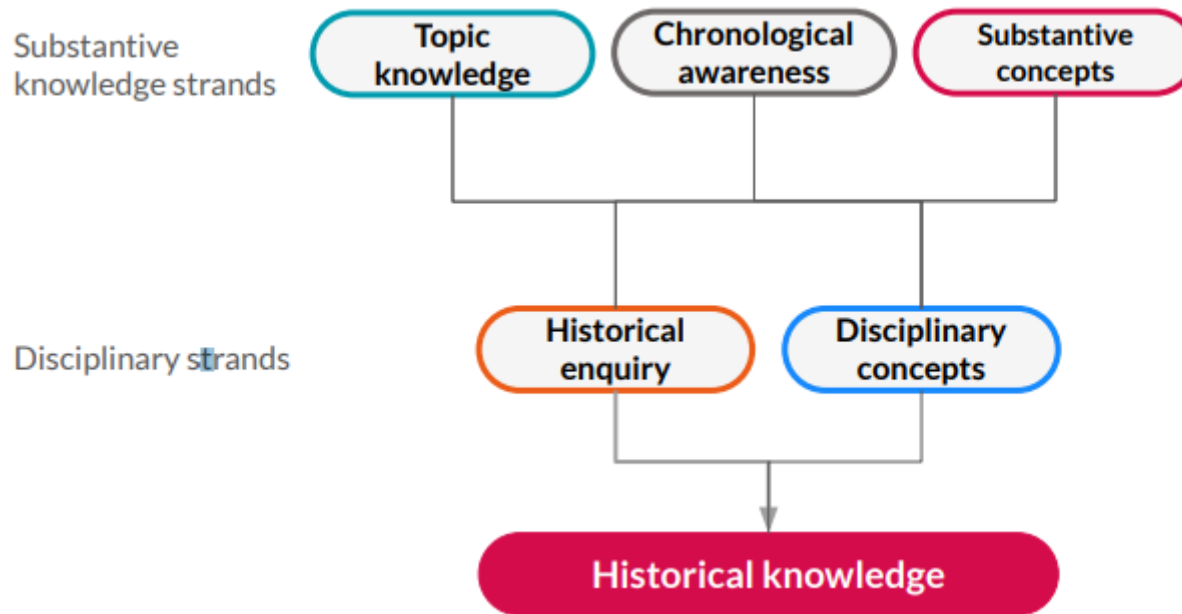
INTENT:

At All Saints, by nurturing hearts and inspiring minds, we encourage all pupils to shine in everything they do in history.

At All Saints, we aim for a high quality history curriculum which should nurture hearts and inspire minds in pupils with a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

IMPLEMENTATION:

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



This scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a ‘mental timeline’ they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. A timeline supports children in developing this chronological awareness.

Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.

- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the Kapow scheme, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

This scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

IMPACT:

Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

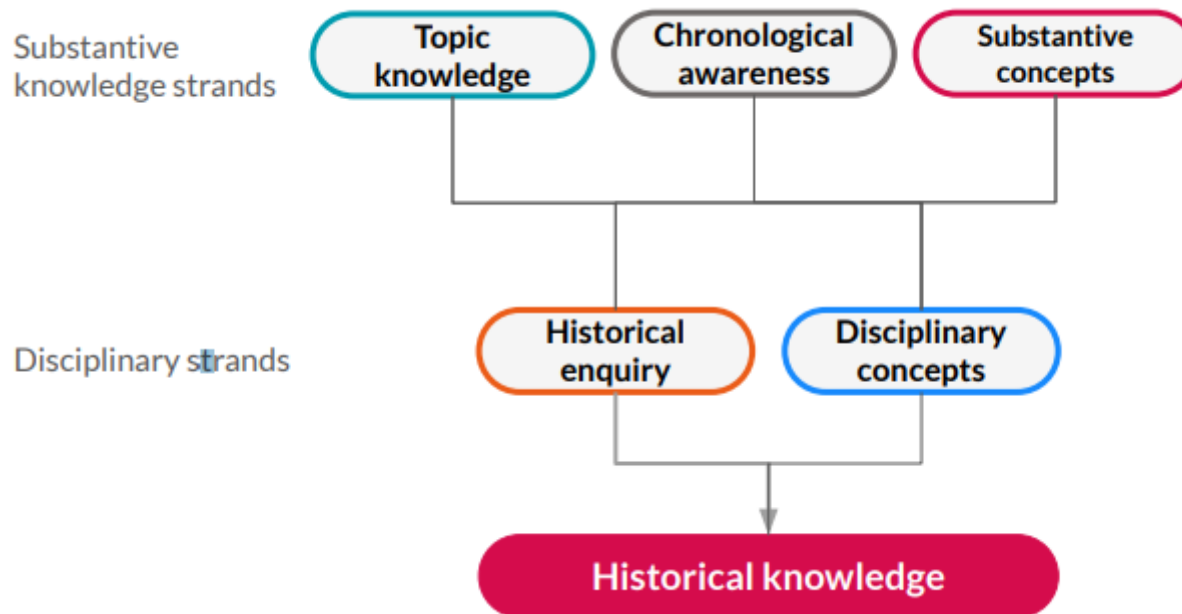
The expected impact of the History scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
 - Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
 - Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.

- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
 - Explain how and why interpretations of the past have been constructed using evidence.
 - Make connections between historical concepts and timescales.
- Meet the end of key stage expectations outlined in the National curriculum for History.

Pupils are assessed against national curriculum objectives every half term. This is monitored by the subject leader, the senior leadership and the School Development Group.

STRANDS



Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of Substantive (abstract) concepts.

Chronological awareness

Understanding language related to chronology
Building a mental timeline of the chronological order of periods

Developing awareness of general features of periods

Knowing particular dates and events

Substantive (abstract) concepts

Power (monarchy, government and empire)

Invasion, settlement and migration

Civilisation (social and cultural)

Tax and trade

Beliefs

Achievements and follies of mankind

Disciplinary concepts

Change and continuity
Similarities and differences
Cause and consequence
Historical significance
Sources of evidence
Historical interpretations

Historical enquiry

Posing a historical question
Gathering, organising and evaluating evidence
Interpreting findings, analysing and making connections
Evaluating and drawing conclusions
Communicating findings

CULTURAL CAPITAL

Cultural Capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

We want our pupils' 'lights to shine' both today in their future by not only giving them the knowledge and skills they need but by also installing a set of values and beliefs which enable them to be happy and successful citizens whilst having a positive impact on the lives of others.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC – DEVELOPED IN ALL LESSONS)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES (TO BE DEVELOPED IN ALL LESSONS)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

Our geography curriculum casts a light on global citizenship and the rule of law, including the role of democratic advocacy for change. Pupils also look at how different cultures live and work throughout the world.

GEOGRAPHY CURRICULUM

DESIGN OF CURRICULUM

Our foundation subjects use Kapow planning. This carefully tracks the progression of skills and knowledge throughout the school.

Due to our dual year groups, we look at coverage over 2 years rather than one.

Subject leaders have not taken for granted that Kapow covers all aspects / objectives required of the subject and have cross referenced the schemes with or tracking of skills and knowledge and then with the National Curriculum objectives.

The curriculum enables pupils to be supported, when necessary, but at the same time challenges pupils with deep questioning.

Our ambitious curriculum is designed taking into account the following:

- The curriculum is for all pupils regardless of their starting points
- The curriculum values History
- Big ideas / big questions are used to provoke deeper learning
- The curriculum teaches knowledge and skills
- The curriculum is well sequenced
- Expectations are high
- Where teachers are not confident about their knowledge for a specific lesson / scheme, they consult with colleagues, the subject leader or use the Kapow teacher videos before each lesson.
- Resources are available and of a high quality
- Subject leaders know their subject
- Vocabulary is rich and diverse

DELIVERY OF CURRICULUM

Geography lessons are held every other half term and happen one afternoon per week. If additional time is required to fit in the whole scheme of work, this will happen.

WHY BASE OUR CURRICULUM ON KAPOW SCHEMES OF WORK

We involved all our teaching staff in choosing schemes of work which would be suited to our school.

Subject Leaders spent half a term looking at different options for their subject and all were extremely positive about KAPOW, the progression and the resources available.

There is no requirement on staff to use the KAPOW resources. They are to follow the 'Big Question' and the objectives for each lesson, however, how they get there is up to them. This means we have flexibility but, at the same time, ready made quality resources and activities to use if they require.

TRACKING PROGRESSION OF SKILLS AND KNOWLEDGE

The overview of skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes - outlined in the National curriculum - are listed in our History Progression Document.

Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As we have joint classes, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

END OF KEY STAGE EXPECTED KNOWLEDGE AND SKILLS

EYFS	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.<ul style="list-style-type: none">• Talk about the lives of 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.	
AREA	KS1	KS2

<p>Chronological Understanding</p>	<p>Pupils 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. 	<p>Pupils 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 can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
<p>Knowledge and Understanding of Events and People in the Past</p>	<p>Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and recount episodes from stories and significant events in history; b understand that there are reasons why people in the past acted as they did; c describe significant individuals from the past. 	<p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; c describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
<p>Presenting, Organising and Communicating</p>	<p>Pupils should 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a talk, write and draw about things from the past; b use historical vocabulary to retell simple stories about the past. 	<p>Pupils 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 can:</p> <ul style="list-style-type: none"> a present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; b plan and present a self-directed project or research about the studied period.

<p>Substantive Concepts and Historical Vocabulary</p>	<p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; b talk and write about things from the past using some historical vocabulary. 	<p>Pupils should gain and deploy a historically grounded understanding of abstract terms, such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Children can:</p> <ul style="list-style-type: none"> a continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; b start to recognise that some concepts, such as technology, will be different across different periods of history; c continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
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ENRICHMENT

When possible, and after taking into consideration expense, time constraints and impact on learning, enrichment activities such as trips, outdoor work and visitors are encouraged in History.

LOCAL AWARENESS

In all aspects of the curriculum we take every opportunity to help pupils to connect with their immediate surroundings and develop a global perspective by making connections between their everyday lives and the world around them.

CROSS CURRICULAR LINKS

Links to other learning will be made wherever possible, providing they help the pupils with their understanding and are in no way tenuous. Guided reading texts are regularly selected to further underpin learning.

HOW WE ASSESS

Class teachers assess each pupil against each objective in every subject 5 times each year (at the end of Autumn Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2).

Assessment is putting a pupil at ARE, WT or Below (and in some cases GD) against each objective.

This has been agreed by all teachers and is not seen as too onerous of time consuming). This has been fully supported by the Staff Welfare Representative and the Welfare Governor who have both liaised with teachers.

HOW WE MODERATE

Subject leaders are given at least half a day per term to monitor and moderate their subject.

Moderation takes the form of:

- Drop in
- Book Scrutiny
- Pupil Voice
- Data analysis
- Link Governor visits
- Observation
- Teacher Chat

Every Staff Meeting also has an agenda item where Subject Leaders can pass on any issues / points / questions / requests / advice to teachers.

Subject leaders can also request moderation time in staff meetings.

Class Teachers assess every pupil against each objective in every subject at the end of every term.

Headteacher / Deputy Head and Subject Governor monitors subjects each year

SUBJECT LEADER CPD

Subject Leaders have taken part in curriculum sharing with other local schools.

In additions, Subject Leaders are to complete at least one subject specific CPD course with National College every year.

RESOURCES

With Kapow being new to the school, Class Teacher are asked to speak to Subject Leaders about any additional resources which may be required (any that may have been missed when Subject Leaders were balancing the curriculum).

Each weekly Staff Meeting has an agenda item where Class Teacher and Subject Leaders have an additional opportunity to request and additional resources,

RECORDING OF LEARNING

KS1 pupils use a floor book as a record of class learning in history.

KS2 pupils have a folder in which they keep a record of their KS2 learning journey in history.

RECENT FEEDBACK GIVEN TO STAFF

SUBJECT ACTION PLAN 2024/25

RECEPTION

Peek into the Past

Development Matters

Comment on images of familiar situations in the past.

Early Learning Goals

ELG: Understanding the World – Past and Present

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Key Vocabulary

adult

a long time ago

baby

change

child

different

grown

history

historian

new

now

old

past

present

teenager

then

toddler

order

photograph

similar

Key Skills

- Recounting activities that happened in their past using photos as a prompt.
- Beginning to recognise similarities and differences between the past and today.
- Using photographs and stories to compare the past with the present day.
- Recognising that different members of the class may notice different things in photographs from the past.
- Asking questions about the differences they can see in photographs or images (in stories) that represent the past.
- Being aware of changes that happen throughout the year (e.g. seasons, nature).
- Using photographs and images to make simple observations about the past.
- Communicating findings by pointing to images and using simple language to explain their thoughts.
- Deciding whether photographs or images (e.g. from stories) depict the past.
- Recognising significant dates for them (birthday).
- Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)
- Making simple observations about the past from photographs and images.

Key Knowledge

- That some photographs and drawings represent the past.

- Some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).
- That they started as a baby but have since grown and changed.
- That someone's age is the time since they were born.

Curriculum Opportunities

Communication and language links:

- Articulate ideas and thoughts in well-formed sentences. **(Lesson 1 & 2 & 5)**
- Ask questions to find out more and to check they understand what has been said to them. **(Lesson 1 & 4)**
- Learn new vocabulary. **(Lesson 2)**
- Describe events in some detail. **(Lesson 2 & 3)**
- Connect one idea or action to another using a range of time vocabulary such as a long time ago, then, now, in the past, etc**(Lesson 3 & 5)**

Understanding the world:

- Name and describe people who are familiar to them. **(Lesson 1)**

Physical development:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. **(Lesson 3)**

RECEPTION

Adventures Through Time

Development Matters

Compare and contrast characters from stories, including figures from the past.

Early Learning Goals

ELG: Understanding the World – Past and Present

- Understand the past through settings, characters, and events encountered in books read in class and storytelling.

Key Vocabulary

achievement
courageous
horse-drawn cart
king
medal

new
old
past
power
present

queen
royalty
rule
steam train
trophy

Key Skills

- Recognising that some stories are set a long time ago.
- Recognising significant dates for them (e.g. their birthday – this was introduced in Unit 1 but could be recapped).
- Being aware of changes that happen throughout the year (e.g., seasons and nature).
- Experiencing cause and effect in play.
- Recalling special people in their own lives.
- Using stories and non-fiction books to find out about life in the past.
- Using photographs and stories to compare the past with the present day.
- Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”, etc.).
- Beginning to recognise similarities and differences between the past and today.
- Asking questions about the differences they can see in photographs or images (in stories) that represent the past.
- Making simple observations about the past from photographs and images.
- Deciding whether photographs or images (e.g. from stories) depict the past.
- Communicating findings by pointing to images and using simple language to explain their thoughts.

Key Knowledge

- The environment around us changes as time passes.
- Names of people that are significant to their own lives.
- Stories and books can tell us about the past.
- In fairytales, kings/queens are usually important, powerful people who rule over others.
- Some interests and achievements from their own lives and the lives of their families and friends.
- Some people are older than others.
- Parents are older than children and grandparents are older than parents (beginning to understand the concept of generations).
- Some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year, etc.).
- Some photographs and drawings represent the past.

Curriculum Opportunities

Communication and language links:

- Engage in non-fiction books. **(Lesson 1 & 2)**
- Use new vocabulary in different contexts. . **(Lesson 1 & 2 & 3 & 4 & 5)**
- Describe events in some detail. . **(Lesson 1 & 2)**

- Listen to and talk about stories to build familiarity and understanding. **(Lesson 3 & 4)**
- Use talk to help work out problems, organise thinking and activities and explain how things work and why they might happen. **(Lesson 3 & 5)**
- Connect one idea or action to another using a range of connectives. **(Lesson 4)**
- Engage in storytimes. **(Lesson 5)**
- Use talk to help work out problems, organise thinking and activities and to explain how things work and why they might happen. **(Lesson 5)**

TOPAZ CLASS

CYCLE A

AUTUMN TERM 1

How am I making history?

Key Vocabulary	<table border="0"> <tr> <td>celebrate</td> <td>future</td> <td>past</td> </tr> <tr> <td>celebration</td> <td>grandparent</td> <td>remember</td> </tr> <tr> <td>change</td> <td>lifetime</td> <td>significant</td> </tr> <tr> <td>childhood</td> <td>living memory</td> <td>similar</td> </tr> <tr> <td>different</td> <td>memory</td> <td>time capsule</td> </tr> <tr> <td>event</td> <td>now</td> <td>timeline</td> </tr> <tr> <td>family</td> <td>present</td> <td></td> </tr> </table>	celebrate	future	past	celebration	grandparent	remember	change	lifetime	significant	childhood	living memory	similar	different	memory	time capsule	event	now	timeline	family	present	
celebrate	future	past																				
celebration	grandparent	remember																				
change	lifetime	significant																				
childhood	living memory	similar																				
different	memory	time capsule																				
event	now	timeline																				
family	present																					
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Order three photographs correctly on a simple timeline. • Use the terms ‘before’ and ‘after’ when discussing their timelines. • Talk about three memories and place one of them on a timeline. • Explain why memories are special and name four events that they celebrate throughout the year. • Think of three ways they celebrate their birthday. • Ask a visitor one question about childhood in the past. • Know a similarity and a difference between childhood now and in the past. • Add three ideas to a time capsule about themselves. • Use key vocabulary to compare the present, the past and possible changes in the future. 																					
Key Skills	<ul style="list-style-type: none"> • Sequencing three or four events in their own life. • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Placing events on a simple timeline. • Being aware that some things have changed and some have stayed the same in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • Beginning to look for similarities and differences over time in their own lives. • Recalling special events in their own lives. • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Beginning to identify different ways to represent the past (e.g. photos, stories). • Making simple observations about the past from a source. • Interpreting evidence by making simple deductions. • Describing the main features of concrete evidence of the past or historical evidence. • Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as – old, new, long time ago. 																					

<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that a timeline shows the order events in the past happened. • To know that we start by looking at 'now' on a timeline then look back. • To know that 'the past' is events that have already happened. • To know that 'the present' is time happening now. • To know that within living memory is 100 years. • To know that people change as they grow older. • To know that throughout someone's lifetime, some things will change and some things will stay the same. • To know that there are similarities and differences between their lives today and their lives in the past. • To know that people celebrate special events in different ways. • To know that some people and events are considered more 'special' or significant than others. • To know that photographs can tell us about the past. • To know that we can find out about the past by asking people who were there. • To know that we remember some (but not all) of the events that we have lived through. • To know that the past can be represented in photographs.
<p>Cross Curricular Links</p>	<p>SE & PSHE 'Pupils should know: • that families are important for children growing up because they can give love, security and stability.' See link (Lesson 2, 3, 4, 5, 6)</p> <p>Art and design 'Pupils should be taught: • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.' (Lesson 2)</p> <p>English Spoken language 'Pupils should be taught to: • ask relevant questions to extend their understanding and knowledge.' (Lesson 4)</p>

TOPAZ CLASS

CYCLE A

SPRING TERM 1

How did we learn to Fly?

Key Vocabulary	beyond living memory decade evidence eyewitness flight	historic historically significant inventor living memory	past present primary source source
Outcome: most pupils will be able to	<ul style="list-style-type: none">• Identify important events surrounding the history of flight.• Explain how a significant event has changed the lives of others.• Ask questions about people and events in the past.• Use primary sources to find out about people and events in the past.• Correctly order five events on a timeline.		
Key Skills	<ul style="list-style-type: none">• Sequencing six photographs, focusing on the intervals between events.• Placing events on a timeline, building on times studied in Year 1.• Knowing where people/events studied fit into a chronological framework.• Identifying simple reasons for changes.• Asking questions about why people did things, why events happened and what happened as a result.• Recognising why people did things, why events happened and what happened as a result.• Knowing some things which have changed/stayed the same as the past.• Finding out about people, events and beliefs in society.• Discussing who was important in a historical event.• Using artefacts, photographs and visits to museums to ask and answer questions about the past.		

	<ul style="list-style-type: none"> • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Asking a range of questions about stories, events and people. • Understanding the importance of historically-valid questions. • Evaluating how reliable a source is. • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Making links and connections across a unit of study. • Making simple conclusions about a question using evidence to support. • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing. • Identifying a primary source.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that beyond living memory is more than 100 years ago. • To know that changes may come about because of improvements in technology. • To know that some events are more significant than others. • To know the impact of a historical event on society. • To know that ‘historically significant’ people are those who changed many people’s lives. • To know that historians use evidence from sources to find out more about the past. • To know that the past is represented in different ways. • To begin to identify achievements and inventions that still influence their own lives today. • To know the legacy and contribution of the inventions. • To be aware of the achievements of significant individuals.
<p>Cross Curricular Links</p>	<p>English Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Lesson 1)

	<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (Lesson 3) • participate in discussions, presentations, performances, role play/improvisations and debates (Lesson 2, 4, 5) <p>Maths Measurement Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise and use language relating to dates, including days of the week, weeks, months and years. (Lesson 6)
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TOPAZ CLASS			
CYCLE A			
SUMMER TERM 1			
How was school different in the past?			
Key Vocabulary	past timeline date different decade	present important similar modern living memory	evidence source decade beyond living memory preferred
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. 		

	<ul style="list-style-type: none"> • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why.
Key Skills	<ul style="list-style-type: none"> • Sequencing up to six photographs, focusing on the intervals between events. • Knowing where people/events studied fit into a chronological framework. • Recognising some things which have changed/stayed the same as the past. • Identifying simple reasons for changes. • Identifying similarities and difference between ways of life at different times • Finding out about people, events and beliefs in society. • Making comparisons with their own lives. • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Asking a range of questions about stories, events and people. • Understanding the importance of historically-valid questions. • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Making links and connections across a unit of study. • Making simple conclusions about a question using evidence to support. • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing or writing.
Key Knowledge	<ul style="list-style-type: none"> • To know a decade is ten years. • To know that beyond living memory is more than 100 years ago. • To know that daily life has changed over time but that there are some similarities to life today. • To know that changes may come about because of improvements in technology. • To know that there are explanations for similarities and differences between children’s lives now and in the past. • To know that we can find out about how places have changed by looking at maps. • To know that historians use evidence from sources to find out more about the past.

Cross Curricular Links

English

Spoken language

'Pupils should be taught to:

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments' (**Lesson 1, 4**)
- ask relevant questions to extend their understanding and knowledge.' (**Lesson 2, 3, 5**)
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (**Lesson 6**)

Mathematics

'Pupils should be taught to:

- recognise and use language relating to dates, including days of the week, weeks, months and years' (**Lesson 1**)

Geography

Geographical skills and fieldwork

'Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.' (**Lesson 2, 3**)

Art and design

'Pupils should be taught:

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.' (**Lesson 4**)

TOPAZ CLASS

CYCLE B

AUTUMN TERM 1

What is History?

Key Vocabulary

Outcome: most pupils will be able to

- Create a personal timeline by ordering three events correctly on a simple timeline.
- Use the vocabulary 'before' and 'after' when talking about their timeline.
- Recognise what is similar and different between the 'past' and 'now'.
- Talk about three holiday memories.
- Place one holiday memory on a timeline.
- Identify how people spend their holidays differently.
- Describe what photographs tell us about holidays in the past.
- Identify similarities and differences between holidays in the past and now.
- Order photographs on a timeline.
- Ask one question about holidays in the past.
- Find answers to simple questions about the past.
- Identify features of holidays in the past.
- Describe what holidays in the past were like and compare them to now.
- Find similarities and differences.
- Use time vocabulary to talk about their memories.
- Recognise similarities and differences between their lives now and in the past.

Key Skills

- Sequencing three or four events in their own life.
- Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).
- Placing events on a simple timeline.
- Being aware that some things have changed and some have stayed the same in their own lives.
- Describing simple changes and ideas/objects that remain the same.

	<ul style="list-style-type: none"> • Understanding that some things change while other items remain the same and some are new. • Beginning to look for similarities and differences over time in their own lives. • Recalling special events in their own lives. • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Beginning to identify different ways to represent the past (e.g. photos, stories). • Making simple observations about the past from a source. • Interpreting evidence by making simple deductions. • Describing the main features of concrete evidence of the past or historical evidence. • Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as – old, new, long time ago.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that a timeline shows the order events in the past happened. • To know that we start by looking at ‘now’ on a timeline then look back. • To know that ‘the past’ is events that have already happened. • To know that ‘the present’ is time happening now. • To know that within living memory is 100 years. • To know that people change as they grow older. • To know that throughout someone’s lifetime, some things will change and some things will stay the same. • To know that there are similarities and differences between their lives today and their lives in the past. • To know that people celebrate special events in different ways. • To know that photographs can tell us about the past. • To know that we can find out about the past by asking people who were there. • To know that we remember some (but not all) of the events that we have lived through. • To know that the past can be represented in photographs.
<p>Cross Curricular Links</p>	<p>Maths Measurement Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. (Lesson 1) • Recognise and use language relating to dates, including days of the week, weeks, months and years. (Lesson 1, 2, 3) <p>Art and design Pupils should be taught:</p>

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. **(Lesson 2)**

English

Spoken language

Pupils should be taught to:

- Ask relevant questions to extend their understanding and knowledge. **(Lesson 3)**
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. **(Lesson 4 & 5)**
- listen and respond appropriately to adults and their peers **(Lesson 5, 6)**

Maths

Measurement

Pupils should be taught to:

- Recognise and use language relating to dates, including days of the week, weeks, months and years. **(Lesson 3)**

TOPAZ CLASS

CYCLE B

SPRING TERM 1

How have toys Changed?

Key Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">artefact</td> <td style="width: 33%;">living memory</td> <td style="width: 33%;">present</td> </tr> <tr> <td>century</td> <td>memory</td> <td>remember</td> </tr> <tr> <td>decade</td> <td>modern</td> <td>similar</td> </tr> <tr> <td>different</td> <td>now</td> <td>source</td> </tr> <tr> <td>evidence</td> <td>past</td> <td>special</td> </tr> </table>	artefact	living memory	present	century	memory	remember	decade	modern	similar	different	now	source	evidence	past	special
artefact	living memory	present														
century	memory	remember														
decade	modern	similar														
different	now	source														
evidence	past	special														
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparisons between toys in the past and present. • Sequence artefacts from different periods of time. • Identify changes between teddy bears today and those from 100 years ago. • Describe how toys have changed over time. 															
Key Skills	<ul style="list-style-type: none"> • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Sequencing three or four artefacts from different periods of time. • Beginning to look for similarities and differences over time in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. • Asking why things happen and beginning to explain why with support. • Being aware that some things have changed and some have stayed the same in their own lives. • Recalling special events in their own lives. • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Finding answers to simple questions about the past using sources (e.g. artefacts). • Sorting artefacts from then and now. • Beginning to identify different ways to represent the past (e.g. photos, stories). • Asking how and why questions based on stories, events and people. • Asking questions about sources of evidence (e.g. artefacts). • Using sources of information, such as artefacts, to answer questions. • Drawing out information from sources. • Making simple observations about the past from a source. • Interpreting evidence by making simple deductions. • Making simple inferences and deductions from sources of evidence. • Describing the main features of concrete evidence of the past or historical evidence. • Drawing simple conclusions to answer a question. • Communicating findings through discussion and timelines with physical objects/ pictures. 															

	<ul style="list-style-type: none"> Using vocabulary such as – old, new, long time ago.
Key Knowledge	<ul style="list-style-type: none"> To know that throughout someone’s lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know that everyday objects have changed as new materials have been invented. To know some similarities and differences between the past and their own lives. To know that everyday objects have similarities and differences with those used for the same purpose in the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today.
Cross Curricular Links	<p>RSE & PSHE</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. (Lesson 1) <p>Art and design</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (Lesson 2) <p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge. (Lesson 3) maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Lesson 4) listen and respond appropriately to adults and their peers (Lesson 5, 6)

TOPAZ CLASS

CYCLE B

SUMMER TERM 1

What is a Monarch?

Key Vocabulary

absolute monarchy	defend	nobility
Anglo-Saxon	earl	Normandy
anointing	Edward the Confessor	Normans
Archbishop of Canterbury	fortified manor house	oath
armed forces	gatehouse	orb
attack	government	parliament
bailey	Harold Godwinson, Earl of Wessex	portcullis
battle	Harald Hardrada	power
battlements	Head of State	procession
Bayeux Tapestry	invade	rule
ceremony	investing	sceptre
concentric castle	keep	stone keep
constitutional monarchy	moat	tower
conquer	monarch	walls
coronation	motte	William of Normandy
crowning	motte-and-bailey	Witan

Outcome: most pupils will be able to

- Recall that a monarch is a king or queen.
- Explain that recent monarchs in the UK do not have the power to make decisions alone.
- Identify some of the monarch's roles.
- Explain that a king or queen is crowned in a special ceremony called a coronation.
- Name some of the main steps in the coronation ceremony.
- Explain the use of special objects in the coronation.

	<ul style="list-style-type: none"> • Use sources to explain how William the Conqueror became King of England. • Know that monarchs in the past had all the power to make decisions. • Explain how William the Conqueror kept order and conquered England. • Identify the two different types of castle built by the Normans. • Compare the similarities and differences between Norman castles. • Identify features of Norman castles. • Explain how castles have changed over time. • Recognise that we still have castles today. • Sequence castles on a timeline. • Describe characteristics of the monarchy in the past. • Identify that the monarchy has changed over time. • Make comparisons between past and present monarchy.
<p>Key Skills</p>	<ul style="list-style-type: none"> • Sequencing up to six photographs, focusing on the intervals between events. • Knowing where people/events studied fit into a chronological framework. • Identifying similarities and difference between ways of life at different times. • Identifying simple reasons for changes. • Asking questions about why people did things, why events happened and what happened as a result. • Recognising why people did things, why events happened and what happened as a result. • Knowing some things which have changed/stayed the same as the past. • Finding out about people, events and beliefs in society. • Discussing who was important in a historical event. • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Asking a range of questions about stories, events and people. • Understanding the importance of historically-valid questions. • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Making links and connections across a unit of study. • Making simple conclusions about a question using evidence to support. • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)

	<ul style="list-style-type: none"> • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing.
Key Knowledge	<ul style="list-style-type: none"> • To know that beyond living memory is more than 100 years ago. • To know that events in history may last different amounts of time. • To know that some events are more significant than others. • To know the impact of a historical event on society. • To know that ‘historically significant’ people are those who changed many people’s lives. • To know that historians use evidence from sources to find out more about the past. • To know that the past is represented in different ways. • To know that a monarch is a king or queen. • To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. • To know that in the past monarchs had absolute power. • To be aware of the achievements of significant individuals.
Cross Curricular Links	<p>Art and design</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (Lesson 1, 3, 5, 6) <p>English</p> <p>Spoken language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play/improvisations and debates. (Lesson 2) <p>Design and technology</p> <p>When designing and making, pupils should be taught to:</p>

	<p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. (Lesson 5) • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. (Lesson 5)
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RUBY CLASS			
CYCLE A			
AUTUMN TERM 1			
Would you prefer to live in the Stone Age, Iron Age or Bronze Age?			
Key Vocabulary	Stone Age BC	Neolithic Skara Brae	bronze copper

	<p>AD prehistory Ancient Egypt Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period Palaeolithic Mesolithic</p>	<p>settlement archaeological evidence evidence limitations Amesbury Archer Stonehenge artefacts deduction flint duration similarities differences</p>	<p>tin trade import export goods barter change continuity tribes king/chief reconstruction</p>
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Understand that prehistory was a long time ago. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer’s life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice. 		
<p>Key Skills</p>	<ul style="list-style-type: none"> • Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Identifying reasons for change and reasons for continuities. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. 		

	<ul style="list-style-type: none"> • Identifying reasons for historical events, situations and changes. • Identifying similarities and differences between periods of history. • Explaining similarities and differences between daily lives of people in the past and today. • Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Observing the small details when using artefacts and pictures. • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Evaluating the usefulness of different sources. • Understanding how historical enquiry questions are structured. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Creating questions for different types of historical enquiry. • Using a range of sources to construct knowledge of the past. • Extracting the appropriate information from a historical source. • Identifying primary and secondary sources. • Interpreting evidence in different ways. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question “How do we know?” • Reaching conclusions that are substantiated by historical evidence. • Constructing answers using evidence to substantiate findings. • Identifying weaknesses in historical accounts and arguments. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that history is divided into periods of history e.g. ancient times, middle ages and modern. • To know that BC means before Christ and is used to show years before the year 0. • To know that AD means Anno Domini and can be used to show years from the year 1AD. • To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. • To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. • To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. • To know that change can be brought about by advancements in transport and travel. • To know that change can be brought about by advancements in materials. • To know that change can be brought about by advancements in trade. • To know that significant archaeological findings are those which change how we see the past. • To know that archaeological evidence can be used to find out about the past.

	<ul style="list-style-type: none"> • To know that we can make inferences and deductions using images from the past. • To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence. • To understand the development of groups, kingdom and monarchy in Britain. • To understand that there are varied reasons for coming to Britain. • To know that settlement created tensions and problems. • To understand the impact of settlers on the existing population. • To understand the earliest settlements in Britain. • To know that settlements changed over time. • To understand how invaders and settlers influence the culture of the existing population. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that communities traded with each other and over the English Channel in the Prehistoric Period. • To understand that trade began as the exchange of goods. • To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations. • To understand that the traders were the rich members of society.
<p>Cross Curricular Links</p>	<p>Maths ‘Pupils should be taught to:</p> <ul style="list-style-type: none"> • count in multiples of 1,000.’ (Lesson 1) <p>English Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop understanding through speculating, hypothesising, imagining and exploring ideas.’ (Lesson 2 & 3 & 4 & 6) <p>Science ‘Pupils should:</p> <ul style="list-style-type: none"> • observe that some materials change state when they are heated or cooled.’ (Lesson 4) <p>Geography Pupils should be taught</p> <ul style="list-style-type: none"> • human geography, including: trade links.’ (Lesson 5)

	<ul style="list-style-type: none"> • describe and understand key aspects of: (Lesson 6) • human geography, including: types of settlement and land use.' (Lesson 6)
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RUBY CLASS CYCLE A			
SPRING TERM 1 Why did the Romans settle in Britain?			
Key Vocabulary	Boudicca empire inference	invasion legacy	Romans settlers

<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Explain the meaning of empire and invasion. • Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. • Identify a soldier's equipment. • Explain how the Roman army was organised and perform simple manoeuvres and drills. • Make observations about an artefact. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. •
<p>Key Skills</p>	<ul style="list-style-type: none"> • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. • Identifying similarities and differences between periods of history. • Explaining similarities and differences between daily lives of people in the past and today. • Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Recalling some important people and events. • Identifying who is important in historical sources and accounts. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Observing the small details when using artefacts and pictures. • Identifying the differences between different sources and giving reasons for the ways in which the past is represented. • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Evaluating the usefulness of different sources. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Asking questions about the bias of historical evidence. • Using a range of sources to construct knowledge of the past.

	<ul style="list-style-type: none"> • Defining the terms ‘source’ and ‘evidence’. • Extracting the appropriate information from a historical source. • Identifying primary and secondary sources. • Identifying the bias of a source. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question “How do we know?” • Reaching conclusions that are substantiated by historical evidence. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Identifying weaknesses in historical accounts and arguments. • Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that history is divided into periods of history e.g. ancient times, middle ages and modern. • To know that BC means before Christ and is used to show years before the year 0. • To know that AD means Anno Domini and can be used to show years from the year 1AD. • To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. • To know that change can be brought about by advancements in materials. • To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). • To know that archaeological evidence can be used to find out about the past. • To know that we can make inferences and deductions using images from the past. • To understand the expansion of empires and how they were controlled across a large empire. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To understand some reasons why empires fall/collapse. • To know that there were different reasons for invading Britain. • To understand that there are varied reasons for coming to Britain. • To know that settlement created tensions and problems. • To understand the impact of settlers on the existing population. • To understand the earliest settlements in Britain. • To understand how invaders and settlers influence the culture of the existing population. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that communities traded with each other and over the English Channel in the Prehistoric Period. • To understand that trade began as the exchange of goods. • To understand that the Roman invasion led to a great increase in British trade with the outside world.

	<ul style="list-style-type: none"> • To understand that trade develops in different times and ways in different civilisations. • To understand that there are different beliefs in different cultures, times and groups. • To know about paganism and the introduction of Christianity in Britain. • To be able to identify achievements and inventions that still influence our lives today from Roman times.
Cross Curricular Links	<p>Art Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas (Lesson 2) <p>PE Pupils should be taught to:</p> <ul style="list-style-type: none"> • perform dances using a range of movement patterns (Lesson 4) <p>English Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions. (Lesson 6)

RUBY CLASS CYCLE A			
SUMMER TERM 1 What did the ancient Egyptians believe?			
Key Vocabulary	afterlife Book of the Dead civilisation	immortal mummification preserve	Ra River Nile sarcophagus

	historically significant
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Identify the ancient civilisations and key periods in ancient Egypt. • Describe the physical features of Egypt. • Explain the Egyptian creation story. • Identify the characteristics of important gods or goddesses. • Explain why the pyramids were built. • Identify the stages and challenges of building a pyramid. • Explain the links between ancient Egyptian beliefs and mummification. • Name sources that can be used to find out about ancient Egyptian beliefs. • Explain some Egyptian beliefs about the afterlife.
Key Skills	<ul style="list-style-type: none"> • Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Making a simple individual timeline. • Identifying the links between different societies. • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the bias of historical evidence. • Extracting the appropriate information from a historical source. • Identifying primary and secondary sources. • Understanding that there are different ways to interpret evidence. • Interpreting evidence in different ways. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question “How do we know?” • Understanding that there may be multiple conclusions to a historical enquiry question. • Reaching conclusions that are substantiated by historical evidence. • Recognising similarities and differences between past events and today.

	<ul style="list-style-type: none"> • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that AD means Anno Domini and can be used to show years from the year 1AD. • To know that change can be brought about by advancements in trade. • To know that significant archaeological findings are those which change how we see the past. • To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. • To know that archaeological evidence can be used to find out about the past. • To know that we can make inferences and deductions using images from the past. • To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To understand that there are different beliefs in different cultures, times and groups. • To compare the beliefs in different cultures, times and groups. • To be aware of the achievements of the Ancient Egyptians.
<p>Cross Curricular Links</p>	<p>Geography Pupils should be taught to:</p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Lesson 1) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Lesson 1) <p>RE</p>

- A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. (**Lesson 2**)
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. (**Lesson 2**)
- B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldview. (**Lesson 2**)

English

Spoken language

Pupils should be taught to:

- Use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas. (**Lesson 2 & 5 & 6**)

RUBY CLASS

CYCLE B

AUTUMN TERM 1

How have children's lives changed?

Key Vocabulary	<p>Childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat master oath primary source</p> <p>secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government</p> <p>ragged schools poverty bill reform leisure time compare plague smallpox flu cholera treatments vaccination</p>
Outcome: most pupils will be able to	<ul style="list-style-type: none">• Make observations and deductions from sources.• Suggest how children's lives have changed.• Explain why children needed to work.• Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.• Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.• Use sources to identify leisure activities and compare them over time.• Identify diseases from the past and discuss how effective the treatments were.
Key Skills	<ul style="list-style-type: none">• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.• Using dates to work out the interval between periods of time and the duration of historical events or periods.• Sequencing eight to ten artefacts, historical pictures or events.• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.• Placing the time studied on a timeline.• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.• Noticing connections over a period of time.• Making a simple individual timeline.• Identifying reasons for change and reasons for continuities.• Identifying what the situation was like before the change occurred.• Comparing different periods of history and identifying changes and continuity.

	<ul style="list-style-type: none"> • Describing the changes and continuity between different periods of history. • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. • Identifying similarities and differences between periods of history. • Explaining similarities and differences between daily lives of people in the past and today. • Recalling some important people and events. • Identifying who is important in historical sources and accounts. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Observing the small details when using artefacts and pictures. • Identifying sources which are influenced by the personal beliefs of the author. • Identifying and giving reasons for different ways in which the past is represented. • Identifying the differences between different sources and giving reasons for the ways in which the past is represented. • Evaluating the usefulness of different sources. • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Creating questions for different types of historical enquiry. • Asking questions about the bias of historical evidence. • Using a range of sources to construct knowledge of the past. • Defining the terms 'source' and 'evidence'. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Identifying primary and secondary sources. • Identifying the bias of a source. • Comparing and contrasting different historical sources. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question "How do we know?" • Recognising similarities and differences between past events and today. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today.
Key Knowledge	<ul style="list-style-type: none"> • To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.

	<ul style="list-style-type: none"> • To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. • To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). • To know that advancements in science and technology can be the cause of change. • To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. • To know that we can make inferences and deductions using images from the past. • To know that assumptions made by historians can change in the light of new evidence. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that education existed in some cultures, times and groups.
Cross Curricular Links	<p>English Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas’ (Lesson 1 & 2 & 5 & 6)

RUBY CLASS

CYCLE B

SPRING TERM 1

How hard was it to invade and settle in Britain?

Key Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Angles</td> <td style="width: 33%;">invasion</td> <td style="width: 33%;">Romans</td> </tr> <tr> <td>Britons</td> <td>Kingdom</td> <td>Saxons</td> </tr> <tr> <td>convert</td> <td>missionary</td> <td>settlement</td> </tr> <tr> <td>empire</td> <td>paganism</td> <td>settlers</td> </tr> <tr> <td>inference</td> <td>Pope</td> <td>Vikings</td> </tr> </table>	Angles	invasion	Romans	Britons	Kingdom	Saxons	convert	missionary	settlement	empire	paganism	settlers	inference	Pope	Vikings
Angles	invasion	Romans														
Britons	Kingdom	Saxons														
convert	missionary	settlement														
empire	paganism	settlers														
inference	Pope	Vikings														
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Explain how the Britons felt when the Romans left Britain. • Suggest reasons for the Anglo-Saxon invasion of Britain. • Name the key features of Anglo-Saxon settlements. • Identify changes and continuities in settlements from prehistoric Britain. • Make inferences about artefacts. • Describe how Anglo-Saxon beliefs changed. • Explain how missionaries spread Christianity. • Explain the threat the Vikings posed to the Anglo-Saxons. • Identify the qualities needed to be a monarch in 1066. 															
Key Skills	<ul style="list-style-type: none"> • Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Making a simple individual timeline. • Identifying reasons for change and reasons for continuities. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. • Recalling some important people and events. • Identifying who is important in historical sources and accounts. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. 															

	<ul style="list-style-type: none"> • Observing the small details when using artefacts and pictures. • Identifying and giving reasons for different ways in which the past is represented. • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Evaluating the usefulness of different sources. • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Asking questions about the bias of historical evidence. • Using a range of sources to construct knowledge of the past. • Extracting the appropriate information from a historical source. • Identifying primary and secondary sources. • Identifying the bias of a source. • Comparing and contrasting different historical sources. • Understanding that there are different ways to interpret evidence. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question “How do we know?”
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that significant archaeological findings are those which change how we see the past. • To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. • To know that we can make inferences and deductions using images from the past. • To understand the development of groups, kingdom and monarchy in Britain. • To know who became the first ruler of the whole of England. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To know that there were different reasons for invading Britain. • To understand that there are varied reasons for coming to Britain. • To know that there are different reasons for migration. • To know that settlement created tensions and problems. • To understand the impact of settlers on the existing population. • To understand the earliest settlements in Britain. • To know that settlements changed over time. • To understand how invaders and settlers influence the culture of the existing population. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that communities traded with each other and over the English Channel in the Prehistoric Period. • To understand that there are different beliefs in different cultures, times and groups.

	<ul style="list-style-type: none"> • To know about paganism and the introduction of Christianity in Britain. • To know how Christianity spread. • To compare the beliefs in different cultures, times and groups. • To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.
<p>Cross Curricular Links</p>	<p>Geography Human and physical geography Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use. (Lesson 2) <p>Design and Technology When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (Lesson 2) <p>English Spoken language Pupils should be taught to</p> <ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas. (Lesson 3 & 4 & 5 & 6) <p>Art Pupils should be taught to:</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (Lesson 4)

RUBY CLASS

CYCLE B

SUMMER TERM 1

How did the achievements of the Maya civilisation influence their society and beyond?

Key Vocabulary	abandon ambiguous ancient archaeological remains archivist archive civilisation climate cacao categorise Ceiba tree creation story city state climate change cultivate currency decline deduce deity disprove elite evaluate farming glyph historian indigenous invention kingdom preserve prove recording ritual ruins settlement society terrain theory trade vegetation
Outcome: most pupils will be able to	<ul style="list-style-type: none">• Sequence the key periods of the Ancient Maya civilisation.• Identify periods that were happening in Britain at the same time.• Explain how the Ancient Maya settled in the rainforest and the challenges they faced.• Describe Ancient Maya beliefs.• Name the features of the Ancient Maya cities.• Make deductions about the Ancient Maya cities.• Evaluate the reasons for the decline of the Maya civilisation.• Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.
Key Skills	<ul style="list-style-type: none">• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.• Using BC/AD/Century.• Sequencing eight to ten artefacts, historical pictures or events.• Placing the time studied on a timeline.• Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient.• Noticing connections over a period of time.

- Making a simple individual timeline.
- Identifying what the situation was like before the change occurred.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying the links between different societies.
- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes.
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between people's daily lives in the past and today.
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.
- Identifying and giving reasons for different ways in which the past is represented.
- Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.
- Creating historically valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the main features of everyday life in periods studied (e.g. how did people live?).
- Using a range of sources to construct knowledge of the past.
- Extracting the appropriate information from a historical source.
- Selecting and recording relevant information from a range of sources to answer a question.
- Comparing and contrasting different historical sources.
- Understanding that there are different ways to interpret evidence.
- Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question, 'How do we know?'
- Understanding that there may be multiple conclusions to a historical enquiry question.
- Reaching conclusions that are substantiated by historical evidence.
- Recognising similarities and differences between past events and today.
- Communicating knowledge and understanding through discussion, debates, drama, art and writing.
- Constructing answers using evidence to substantiate findings.
- Identifying weaknesses in historical accounts and arguments.
- Creating a simple, imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.
- Creating a structured response or narrative to answer a historical enquiry.
- Describing past events orally or in writing, recognising similarities and differences with today.
- To compare the beliefs of different cultures, times and groups.

<p>Key Knowledge</p>	<ul style="list-style-type: none"> • History is divided into periods of history, e.g. ancient times, Middle Ages and modern. • Prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. • History is divided into periods of history, e.g. ancient times, Middle Ages and modern. • A chronologically secure knowledge of local, British and world history across the periods studied. • Change can be brought about by advancements in materials. • Change can be brought about by advancements in trade. • The actions of people can be the cause of change (e.g. Lord Shaftesbury). • Advancements in science and technology can be the cause of change. • Significant archaeological findings are those which change how we see the past. • ‘Historically significant’ events are those which changed many people’s lives and had an impact for many years to come. • Archaeological evidence can be used to find out about the past. • We can make inferences and deductions using images from the past. • Archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • Assumptions made by historians can change in the light of new evidence. • Some important people and events. • Settlements changed over time. • Society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • Education existed in some cultures, times and groups. • Trade began as the exchange of goods. • There are different beliefs in different cultures, times and groups. • The achievements of ancient civilisations contributed to the development of technology, culture and science.
<p>Cross Curricular Links</p>	<p>Geography Human and physical geography Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Lesson 2 & 6) • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle . (Lesson 6)

Geographical skills and fieldwork

Pupils should be taught to:

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (**Lesson 5**)

Design and Technology

Cooking and Nutrition

Pupils should be taught to:

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (**Lesson 2**)

Religious Education:

Pupils should be taught to:

- A2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. (**Lesson 3**)
- A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. (**Lesson 3**)
- B3: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions (**Lesson 3**)

English

Spoken language

Pupils should be taught to

- use spoken language to develop understanding through speculating, hypothesising, imagining and explaining ideas. (**Lesson 3**)
- Ask relevant questions to extend their understanding and knowledge. (**Lesson 4**)

Reading comprehension

Pupils should be taught to:

- Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (**Lesson 5 & 6**)

Science

Working scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills:

- Asking relevant questions and using different types of scientific enquiries to answer them. (**Lesson 4**)
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. (**Lesson 4**)

SAPPHIRE CLASS

CYCLE A

AUTUMN TERM 1

British history 5: What was life like in Tudor England?

Key Vocabulary

Tudor	Anne Boleyn	audience
Battle of Bosworth	Catherine of Aragon	purpose
Henry VII	Jane Seymour	accuracy
Elizabeth of York	Anne of Cleves	creator
Henry VIII	Katherine Howard	reconstruction
tyrant	Katherine Parr	inventory
fair	heir	valuation
ruler	evidence	merchant
monarch	Royal Progress	pewter

	portrait interpretation primary source secondary source bias historical investigation	propaganda image litter historical deductions reliability	John Blanke Cattelena of Almondsbury free enslaved tournament
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. • Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. • Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. • Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. • Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. • Make deductions using inventories and making judgements as to whether a person was rich or poor. • Explain how inventories are useful to historians and create a realistic inventory. 		
Key Skills	<ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Putting dates in the correct century. • Using the terms AD and BC in their work. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past. • Making links between events and changes within and across different time periods / societies. • Identifying the reasons for changes and continuity. • Describing the links between main events, similarities and changes within and across different periods/studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time. • Identifying significant people and events across different time periods. • Recognising primary and secondary sources. 		

	<ul style="list-style-type: none"> • Using a range of sources to find out about a particular aspect of the past. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Evaluating the usefulness of historical sources. • Developing strategies for checking the accuracy of evidence. • Planning a historical enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Making connections, drawing contrasts and analysing within a period and across time. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand that inventories are useful sources of evidence to find out about people from the past. • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. • To understand that there are different interpretations of historical figures and events. • To understand how the monarchy exercised absolute power. • To understand there are increasingly complex reasons for migrants coming to Britain. • To be aware of the different beliefs that different cultures, times and groups hold. • To understand the changing nature of religion in Britain and its impact. • To be aware of how different societies practise and demonstrate their beliefs. • To be able to identify the impact of beliefs on society.

	<ul style="list-style-type: none"> • To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. • To know that trade routes from Britain expanded across the world . • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). • To understand that people in the past were as inventive and sophisticated in thinking as people today.
Cross Curricular Links	<p>English</p> <p>Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop understanding through speculating, hypothesising, imagining and exploring ideas.’ (Lesson 1 & 2 & 3 & 6) • articulate and justify answers, arguments and opinions. (Lesson 4) • participate in discussions, presentations, role play, improvisations and debates. (Lesson 7) <p>Writing Pupils should be taught to:</p> <ul style="list-style-type: none"> • draft and write by [...] in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Lesson 5)

SAPPHIRE CLASS

CYCLE A

SPRING TERM 1

What did the Greeks ever do for us?

Key Vocabulary	<p>assembly constitutional monarchy democracy direct democracy</p>	<p>ethics government period</p>	<p>philosophy oligarchy representative democracy</p>
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<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks' legacies and their impact
<p>Key Skills</p>	<ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Using the terms AD and BC in their work. • Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past. • Making links between events and changes within and across different time periods / societies. • Describing the links between main events, similarities and changes within and across different periods/studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity. • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time. • Identifying significant people and events across different time periods. • Comparing significant people and events across different time periods. • Explain the significance of events, people and developments. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Describing how secondary sources are influenced by the beliefs, cultures and time of the author. • Comparing accounts of events from different sources. • Evaluating the usefulness of historical sources. • Addressing and devising historically valid questions.

	<ul style="list-style-type: none"> • Understanding that different evidence creates different conclusions. • Evaluating the interpretations made by historians. • Identifying methods to use to carry out the research. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Making increasingly complex interpretations using more than one source of evidence. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand how to represent a scale on a timeline. • To know that members of society standing up for their rights can be the cause of change. • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. • To understand that there are different interpretations of historical figures and events. • To understand the process of democracy and parliament in Britain. • To understand that different empires have different reasons for their expansion. • To understand that there are changes in the nature of society. • To know that there are different reasons for the decline of different empires. • To be aware of the different beliefs that different cultures, times and groups hold. • To be aware of how different societies practise and demonstrate their beliefs. • To be able to identify the impact of beliefs on society. • To understand how society is organised in different cultures, times and groups. • To be able to compare development and role of education in societies. • To be able to compare education in different cultures, times and groups. • To understand that there are differences between early and later civilisations.

	<ul style="list-style-type: none"> • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). • To understand that people in the past were as inventive and sophisticated in thinking as people today. • To know that new and sophisticated technologies were advanced which allowed cities to develop. • To be able to identify the achievements of civilisations and explain why these achievements were so important. • To be able to compare the achievements of different civilisations and groups.
<p>Cross Curricular Links</p>	<p>Geography Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. (Lesson 1)</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Lesson 1) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Lesson 1) <p>Maths Ratio and proportion</p> <ul style="list-style-type: none"> • solve problems involving similar shapes where the scale factor is known or can be found. (Lesson 1) <p>English Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop understanding through speculating, hypothesising, imagining and exploring ideas.’ (Lesson 2 & 3 & 4 & 5 & 6)

SAPPHIRE CLASS

CYCLE A

SUMMER TERM 1

Were the Vikings raiders, traders or something else?

Key Vocabulary	achievement balanced viewpoint exchange impact impression invader Jorvik Leif Erikson raider saga settler stereotype trade route Viking
Outcome: most pupils will be able to	<ul style="list-style-type: none">• Explain where the Vikings came from and why they invaded Britain.• Sequence events according to their significance for groups of people.• Find evidence and make inferences from sources.• Name Viking trade routes.• Explain why trade routes were important to the Vikings.• Identify the differences between Viking sagas.• Evaluate the impact of Viking achievements.
Key Skills	<ul style="list-style-type: none">• Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.• Evaluating the usefulness of different sources.• Understanding that there may be multiple conclusions to a historical enquiry question.• Understanding how historical enquiry questions are structured.• Reaching conclusions that are substantiated by historical evidence.• Constructing answers using evidence to substantiate findings.• Identifying weaknesses in historical accounts and arguments.• Creating a structured response or narrative to answer a historical enquiry.• Describing past events orally or in writing, recognising similarities and differences with today.

<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that change can be brought about by advancements in trade. • To know that advancements in science and technology can be the cause of change. • To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. • To know that archaeological evidence can be used to find out about the past. • To know that we can make inferences and deductions using images from the past. • To know that assumptions made by historians can change in the light of new evidence. • To understand the development of groups, kingdom and monarchy in Britain. • To know that there were different reasons for invading Britain. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To understand that the traders were rich members of society. • To know about paganism and the introduction of Christianity in Britain. • To compare the beliefs in different cultures, times and groups. • To know the legacy and contribution of the Vikings to life today in Britain.
<p>Cross Curricular Links</p>	<p>Geography Pupils should be taught to:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Lesson 1) • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Lesson 3) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Lesson 1)

SAPPHIRE CLASS

CYCLE B

AUTUMN TERM 1

What does the census tell us about our local area?

Key Vocabulary

Bobbins	flax linen	reconstruct
can-hooker	flax mill spinner	schedule
carding	governess	scholar
census	head of household	shilling
comparing	inference	suffragette
condition	joiner	textile mill
enumeration books	observation	textiles
enumerator	overlooker	William Dodd
flax	piecer	yarn

Outcome: most pupils will be able to

- Identify the type of information the census gives about people.
- Use the census to make inferences about people from the past, providing supporting evidence for their statements.
- Make observations from the census and identify changes between periods of time.
- Identify the dangers of working in a textile mill.
- Create questions to identify the thoughts and feelings of a Victorian working child.
- Identify the key events of Mary's life and interpret her thoughts and feelings.
- Extract information from the census to recreate the lives of people who lived in a household from the local area.
- Extract information from the census and decide whether a family was rich or poor.
- Describing change throughout time.

<p>Key Skills</p>	<ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age. • Relating current study on timeline to other periods of history studied. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Evaluating the usefulness of historical sources. • Identifying how conclusions have been arrived at by linking sources. • Addressing and devising historically valid questions. • Planning a historical enquiry. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research. • Developing an awareness of the variety of historical evidence in different periods of time. • Recognising ‘gaps’ in evidence. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Beginning to interpret simple statistical sources. • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral evidence of continuity and change as well as indicting simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Using evidence to support and illustrate claims. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Using evidence to support and illustrate claims.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To know that change can be traced using the census. • To know that members of society standing up for their rights can be the cause of change. • To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. • To understand the types of information that can be extracted from the census. • To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.

	<ul style="list-style-type: none"> • To understand how to compare different census extracts by analysing the entries in individual columns. • To know that the most reliable sources are primary sources which were created for official purposes. • To understand the changes and reasons for the organisation of society in Britain. • To be able to compare development and role of education in societies. • To understand the changing role of women and men in Britain.
Cross Curricular Links	<p>English</p> <p>Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop understanding through speculating, hypothesising, imagining and exploring ideas.’ (Lesson 1 & 2 & 3 & 5 & 6) <p>Writing Pupils should be taught to:</p> <ul style="list-style-type: none"> • draft and write by [...] in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Lesson 4)

SAPPHIRE CLASS

CYCLE B

SPRING TERM 1

What was the impact of World War II on the people of Britain?

Key Vocabulary	<p>accuracy</p> <p>air raid</p> <p>Battle of Britain</p> <p>bias</p>	<p>The Blitz</p> <p>evacuation</p> <p>evacuee</p> <p>impact</p>	<p>propaganda</p> <p>purpose</p> <p>reliability</p>
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<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make inferences and deductions about a photograph. • Describe how children may have felt when evacuated. • Evaluate the accuracy and reliability of sources. • Describe the impact WW2 had on women’s lives.
<p>Key Skills</p>	<ul style="list-style-type: none"> • Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Comparing and making connections between different contexts in the past. • Making links between events and changes within and across different time periods / societies. • Identifying the reasons for changes and continuity. • Describing the links between main events, similarities and changes within and across different periods/studied. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity. • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time. • Identifying significant people and events across different time periods. • Comparing significant people and events across different time periods. • Explain the significance of events, people and developments. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Comparing accounts of events from different sources. • Suggesting explanations for different versions of events. • Evaluating the usefulness of historical sources. • Identifying how conclusions have been arrived at by linking sources. • Developing strategies for checking the accuracy of evidence. • Addressing and devising historically valid questions. • Understanding that different evidence creates different conclusions. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research.

	<ul style="list-style-type: none"> • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Challenging existing interpretations of the past using interpretations of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Evaluating conclusions and identifying ways to improve conclusions. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral evidence of continuity and change as well as indicting simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims.
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand how to represent a scale on a timeline. • To understand how to create their own timeline selecting significant events. • To know that change can be brought about by conflict. • To know that members of society standing up for their rights can be the cause of change. • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.

	<ul style="list-style-type: none"> • To understand that there are different interpretations of historical figures and events. • To understand the process of democracy and parliament in Britain. • To understand that there are changes in the nature of society. • To know that there are different reasons for the decline of different empires. • To understand there are increasingly complex reasons for migrants coming to Britain. • To understand that migrants come from different parts of the world. • To know about the diverse experiences of the different groups coming to Britain over time. • To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. • To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations. • To know that trade routes from Britain expanded across the world . • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). • To understand that the methods of trading developed from in person to boats, trains and planes. • To understand that people in the past were as inventive and sophisticated in thinking as people today. • To know that new and sophisticated technologies were advanced which allowed cities to develop. • To understand the impact of war on local communities. • To know some of the impacts of war on daily lives.
<p>Cross Curricular Links</p>	<p>English Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop understanding through speculating, hypothesising, imagining and exploring ideas.’ (Lesson 1 & 2 & 3 & 4 & 5) <p>Geography Pupils should be taught to:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Lesson 7)

SAPPHIRE CLASS

CYCLE B

SUMMER TERM 1

Unheard histories: Who should go on the £10 banknote?

Key Vocabulary

Alan Turing
criteria
issuing bank
historically significant

Jane Austen
Joseph William Turner
remarkable
remembered

watermark
Winston Churchill
Lily Parr
Betty Snowball

**Outcome: most pupils
will be able to**

- Name the features of a banknote.
- Make inferences about a person using a banknote.
- Explain the significance of historical figures.
- Make inferences from sources.
- Apply criteria to decide if a person is historically significant and explain why.
- Explain the significance of William Tuke.
- Research important aspects of a person's life.

	<ul style="list-style-type: none"> • Explain what makes a person significant.
Key Skills	<ul style="list-style-type: none"> • Putting dates in the correct century. • Comparing and making connections between different contexts in the past. • Describing the links between main events, similarities and changes within and across different periods/studied. • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time. • Identifying significant people and events across different time periods. • Comparing significant people and events across different time pe • Using a range of sources to find out about a particular aspect of the past. • Explain the significance of events, people and developments. • Describing how secondary sources are influenced by the beliefs, cultures and time of the author. • Comparing accounts of events from different sources. • Evaluating the usefulness of historical sources. • Addressing and devising historically valid questions. • Evaluating the interpretations made by historians. • Planning a historical enquiry. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Making connections, drawing contrasts and analysing within a period and across time.

	<ul style="list-style-type: none"> • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral evidence of continuity and change as well as indicating simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Using evidence to support and illustrate claims. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Using evidence to support and illustrate claims.
Key Knowledge	<ul style="list-style-type: none"> • To know that members of society standing up for their rights can be the cause of change. • To know how historians select criteria for significance and that this changes. • To understand that there are different interpretations of historical figures and events. • To understand how the monarchy exercised absolute power. • To understand the process of democracy and parliament in Britain. • To understand that there are changes in the nature of society. • To be aware of the different beliefs that different cultures, times and groups hold. • To be able to identify the impact of beliefs on society. • To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. • To be able to compare development and role of education in societies. • To understand the changing role of women and men in Britain. • To understand the development of global trade. • To understand that people in the past were as inventive and sophisticated in thinking as people today. • To be able to identify the achievements of civilisations and explain why these achievements were so important. • To be able to compare the achievements of different civilisations and groups.
Cross Curricular Links	None Identified