

## Key Stage 2

	Chronological Understanding	Range and Depth of Historical Knowledge	Historical concepts	Historical Enquiry	Organisation and Communication
<p><b>Changes in Britain from the Stone Age to the Iron Age.</b></p> <p>To know when the Stone Age, Bronze Age and Iron Age occurred.</p>	<p>Y3 Place time studied on a time-line.</p> <p>Y4 Place events from period studied on time-line.</p> <p>Y4 Use terms related to the period and begin to date events.</p> <p>Y5/6 Know and sequence key events of time studied.</p> <p>Y3 Use dates and terms related to the study unit and passing of time.</p> <p>Y4 Understand more complex terms e.g. BC/AD.</p> <p>Y5/6 Use relevant terms and period labels.</p>				<p>Y4/5 Recall, select and organise historical information.</p>
<p>To know that the earliest settlers migrated from Europe and were hunter-gatherers living in caves. Following further migrations, they moved towards early farming.</p> <p><a href="https://www.nhm.ac.uk/discover/news/2018/february/the-beaker-people-a-new-population-for-ancient-britain.html">https://www.nhm.ac.uk/discover/news/2018/february/the-beaker-people-a-new-population-for-ancient-britain.html</a></p>		<p><b>Y3 Find</b> out about every day lives of people in time studied.</p> <p>Y3 Understand why people may have wanted to do something.</p> <p>Y3 Identify reasons for and results of people's actions.</p> <p>Y4 Use evidence to reconstruct life in time studied.</p> <p>Y4 Identify key features and events of time studied.</p> <p>Y4 Look for links and effects in time studied.</p> <p>Y5 Compare life in early and late 'times' studied.</p>	<p>Y3 Identifies changes based on similarity and difference.</p> <p>Y3 Look at representations of the period – museum, cartoons etc.</p> <p>Y4 Look at the evidence available using a range of media and historical knowledge.</p> <p>Y4 Begin to evaluate the usefulness of different sources.</p> <p>Y5 To know some changes are relatively slow whereas others happen very rapidly.</p> <p>Y6 Understand what is meant by a turning point.</p>		
<p>To know Stone Age man used art and performed ceremonies.</p>	<p>Y6 Make comparisons between different times in the past.</p>	<p>Y4 Offer a reasonable explanation for some events.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p> <p>Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Y6 Compare beliefs and behaviour with another time studied.</p>			
<p>To know that Skara Brae has changed and enhanced historians' knowledge of early communities.</p>			<p>Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Y6 Be aware that different evidence will lead to different conclusions.</p>	<p>Y3 Use a range of sources to find out about a period.</p> <p>Y4 Use a range of media for research.</p> <p>Y4/5 Use evidence to build up a picture of a past event.</p>	<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p>

					Y4 Recall, select and organise historical information. Y4/5 Communicate their knowledge and understanding. Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.
To know where and when Stonehenge was built and make suggestions as to how and why.	Y3 Place time studied on a time-line. Y4 Place events from period studied on time-line. Y5/6 Know and sequence key events of time studied. Y3 Use dates and terms related to the study unit and passing of time. Y4 Understand more complex terms e.g. BC/AD. Y5/6 Use relevant terms and period labels.	Y3 Understand why people may have wanted to do something. Y4 Offer a reasonable explanation for some events.  Y6 Compare beliefs and behaviour with another time studied.	Y6 Link sources and work out how conclusions were arrived at. Y6 Be aware that different evidence will lead to different conclusions.	Y3 Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Y6 Offers substantiated reasons why some sources might be treated cautiously.	
To list characteristics of life in an Iron Age hill fort community.		Y3 Find out about every day lives of people in time studied. Y3 Understand why people may have wanted to do something. Y3 Identify reasons for and results of people's actions. Y4 Use evidence to reconstruct life in time studied.  Y4 Identify key features and events of time studied.  Y4 Look for links and effects in time studied. Y5 Compare life in early and late 'times' studied.			
To know that at the end of the Iron Age, it was unsettled and people fought over their land with their community.		Y3 Understand why people may have wanted to do something. Y3 Identify reasons for and results of people's actions. Y4 Offer a reasonable explanation for some events. Y5 Examine causes and results of great events and the impact of people. Y6 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.		Y3 Observe small details – artefacts, pictures. Y3 Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Y4 Children see that some sources are more useful than others and can explain why. Y4/5 Use evidence to build up a picture of a past event. Y5 Begin to identify primary and secondary sources. Y6 Recognise primary and secondary sources.  Y6 Use a range of sources to find out about an aspect of time past.	Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.  Y3 To use and understand subject-specific vocabulary and historical terms e.g. hill fort, invasion, massacre, defence, artefact, archaeological dig, weapons, mass grave, Maiden Castle, war cemetery, projectile injuries  Y3 Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.

					<p>Y4/5 Recall, select and organise historical information.</p> <p>Y4/5 Communicate their knowledge and understanding. Y4 Answers are structured and provide supporting evidence for statements made.</p> <p>Y6 Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>
<p><b>The Roman Empire and its impact on Britain.</b></p> <p>To know when and why the Roman's invaded England?</p>	<p>Y3 Place time studied on a time-line. Y4 Place events from period studied on time-line. Y5/6 Know and sequence key events of time studied. Y3 Use dates and terms related to the study unit and passing of time. Y4 Understand more complex terms e.g. BC/AD. Y5/6 Use relevant terms and period labels.</p>				
To know why they didn't settle in Scotland.		<p>Y3 Understand why people may have wanted to do something. Y3 Identify reasons for and results of people's actions. Y4 Offer a reasonable explanation for some events.</p>			
<p>To know why they built Hadrian's Wall, what life was like in these settlements and why it was successful.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-soldiers-in-roman-britain/z7d9wty">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-soldiers-in-roman-britain/z7d9wty</a></p>		<p>Y3 Understand why people may have wanted to do something. Y3 Identify reasons for and results of people's actions. Y4 Offer a reasonable explanation for some events. Y5 Examine causes and results of great events and the impact of people. Y6 Know key dates, characters and events of time studied.</p>	<p>Y3 Use a range of sources to find out about a period. Y4/5 Use evidence to build up a picture of a past event. Y4 Choose relevant materials to present a picture of one aspect of life in time past. Y5 Begin to identify primary and secondary sources. Y6 Use a range of sources to find out about an aspect of time past.</p>		
To know who Boudicca was, why she stood up to the Romans and what image we have of her today.		<p>Y3 Identify reasons for and results of people's actions. Y4 Offer a reasonable explanation for some events. Y5 Examine causes and results of great events and the impact of people. Y5 Study different aspects of different people including</p>	<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. rebellion, tribe, Iceni, Brigante  Y3 Distinguish between different sources – compare different versions of the same story.</p>		

		differences between men and women.	Y5 Compare accounts of events from different sources – fact or fiction. Y5 Offer some reasons for different versions of events. Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.		
To know how the Romans were able to keep control over such a vast empire.		Y3 Understand why people may have wanted to do something.  Y3 Identify reasons for and results of people's actions. Y4 Offer a reasonable explanation for some events. Y5 Examine causes and results of great events and the impact of people. Y6 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.		Y3 Select and record information relevant to the study. Y3/4 Begin to use a range of media for research. Y5 Use a range of media for research with increasing confidence. Y6 Confidently use a range of media for research.	Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.  Y3 To use and understand subject-specific vocabulary and historical terms e.g. empire. Y45 Communicate their knowledge and understanding.  Y4 Begin to use abstract terms e.g. empire Y5 Make appropriate discussion and understand concepts (local, regional, national and international). Y6 Select and organise information to produce structured work, making appropriate use of dates and terms.  Y6 Use in context and understand terms relating to different types of history e.g. cultural, economic, military, political, religious, social
To know how Roman settlements differed greatly from those from the Celts.				Y3 Use a range of sources to find out about a period. Y4 Use a range of media for research. Y4/5 Use evidence to build up a picture of a past event.	Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.  Y4 Recall, select and organise historical information. Y4/5 Communicate their knowledge and understanding. Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.
To know why the great empire came to an end.		Y3 Identify reasons for and results of people's actions.	Y4 Sees that changes don't always last.		

		Y4 Offer a reasonable explanation for some events. Y5 Examine causes and results of great events and the impact of people.	Y4 Grasps that change can happen quite quickly and can be reversed. Y5 To know some changes are relatively slow whereas others happen very rapidly.		
To know how much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago (Roman roads, place names, York).		Y3 Compare with our life today. Y4 Look for links and effects in time studied.		Y3 Use a range of sources to find out about a period. Y3 Select and record information relevant to the study. Y5 Select relevant sections of information.	Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.  Y4/5 Recall, select and organise historical information.  Y4/5 Communicate their knowledge and understanding. Y4 Answers are structured and provide supporting evidence for statements made.
Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  To know when and why the Anglo-Saxons invaded including where they came from and know that they settled.	Y3 Place time studied on a time-line. Y4 Place events from period studied on time-line. Y5/6 Know and sequence key events of time studied. Y3 Use dates and terms related to the study unit and passing of time. Y4 Understand more complex terms e.g. BC/AD. Y5/6 Use relevant terms and period labels.				Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.  Y4/5 Recall, select and organise historical information.  Y4/5 Communicate their knowledge and understanding.
To know that England was divided into multiple kingdoms. To know that Mercia was the most important.		Y3 Identify reasons for and results of people's actions. Y4 Identify key features and events of time studied.			Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.  Y3 To use and understand subject-specific vocabulary and historical terms e.g. kingdom  Y4 Recall, select and organise historical information.  Y4/5 Communicate their knowledge and understanding.

					<p>Y4/5 Begin to use abstract terms e.g. kingdom</p> <p>Y5 Make appropriate discussion and understand concepts (local, regional, national and international).</p>
To know how Anglo-Saxon society was organised.		<p>Y4 Use evidence to reconstruct life in time studied.</p> <p>Y5 Study different aspects of different people including differences between men and women.</p> <p>Y5 Compare life in early and late 'times' studied.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p>			<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. bretwalda, aethelings, witan, ealdormen, thegns, churchmen, priests, monks, bishops, ceorls, slaves</p> <p>Y4 Recall, select and organise historical information.</p> <p>Y4 Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry)</p> <p>Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)</p>

<p>To ask historically valid questions about Sutton Hoo and know what has been found and its significance.</p>				<p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Observe small details – artefacts, pictures.</p> <p>Y3 Begin to use a range of media for research.</p> <p>Y4 Use evidence to build up a picture of a past event.</p> <p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y4 Use a range of media for research.</p> <p>Y5 Use evidence to build up a picture of a past event.</p> <p>Y5 Begin to identify primary and secondary sources.</p> <p>Y5 Select relevant sections of information.</p> <p>Y6 Recognise primary and secondary sources.</p> <p>Y6 Use a range of sources to find out about an aspect of time past.</p>	
<p>To know what the Anglo-Saxons believed and how they converted to Christianity.</p>		<p>Y3 Find out about every day lives of people in time studied.</p> <p>Y3 Understand why people may have wanted to do something.</p> <p>Y3 Identify reasons for and results of people's actions.</p> <p>Y4 Identify key features and events of time studied.</p> <p>Y4 Offer a reasonable explanation for some events.</p> <p>Y5 Compare life in early and late 'times' studied.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p> <p>Y5 Examine causes and results of great events and the impact of people.</p> <p>Y6 Know key dates, characters and events of time studied.</p>			<p>Y6 Use in context and understand terms relating to different types of history e.g. religious</p>

<p>To know that in 865 there were 4 kingdoms and this was when the Vikings really started to settle.</p>		<p>Y3 Identify reasons for and results of people's actions. Y4 Identify key features and events of time studied.</p>			<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. kingdom</p> <p>Y4 Recall, select and organise historical information.</p> <p>Y4/5 Communicate their knowledge and understanding.</p> <p>Y4/5 Begin to use abstract terms e.g. kingdom</p> <p>Y5 Make appropriate discussion and understand concepts (local, regional, national and international).</p>
<p>To know that Alfred the Great divided England into 2 parts in 879: Anglo-Saxon territory and Viking ruled Danelaw. To know why Alfred was named 'Great'. To know what is meant by the term 'Danelaw'.</p>	<p>Y3/4 Place time studied on a time-line.</p> <p>Y3 Use dates and terms related to the study unit and passing of time.</p> <p>Y3 Sequence several events or artefacts.</p> <p>Y4 Use terms related to the period and begin to date events.</p> <p>Y4 Understand more complex terms e.g. BC/AD.</p> <p>Y5/6 Know and sequence key events of time studied. Y5/6 Use relevant terms and period labels.</p>	<p>Y3 Identify reasons for and results of people's actions. Y4 Identify key features and events of time studied. Y6 Know key dates, characters and events of time studied.</p>			<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. kingdom</p> <p>Y4 Recall, select and organise historical information.</p> <p>Y4/5 Communicate their knowledge and understanding.</p> <p>Y4/5 Begin to use abstract terms e.g. kingdom</p> <p>Y5 Make appropriate discussion and understand concepts (local, regional, national and international).</p>

<p>To know that in 925 England became 1 kingdom ruled over by the first king of England: Athelstan.</p>	<p>Y3/4 Place time studied on a time-line.</p> <p>Y3 Use dates and terms related to the study unit and passing of time.</p> <p>Y3 Sequence several events or artefacts.</p> <p>Y4Use terms related to the period and begin to date events.</p> <p>Y4Understand more complex terms e.g. BC/AD.</p> <p>Y5/6 Know and sequence key events of time studied.</p> <p>Y5/6 Use relevant terms and period labels.</p>	<p>Y3 Identify reasons for and results of people's actions.</p> <p>Y4 Identify key features and events of time studied.</p> <p>Y6 Know key dates, characters and events of time studied.</p>			
<p>To know about the Anglo-Saxon justice system.</p>				<p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Select and record information relevant to the study.</p> <p>Y3 Begin to use a range of media for research.</p> <p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y4 Use a range of media for research.</p> <p>Y4 Children see that some sources are more useful than others and can explain why.</p> <p>Y5 Use a range of media for research with increasing confidence.</p>	<p>Y3Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Y3To use and understand subject-specific vocabulary and historical terms e.g. punishment, weregild, 'blood price', shilling, 'trial by ordeal', wounds, innocent, guilt, law, justice</p> <p>Y3Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.</p> <p>Y4 Recall, select and organise historical information.</p> <p>Y4 Communicate their knowledge and understanding.</p> <p>Y5 Recall, select and organise historical information.</p> <p>Y5 Communicate their knowledge and understanding.</p>
<p>To pose their own question about Viking trade to investigate.</p>				<p>Y3 Begin to use a range of media for research.</p> <p>Y4 Ask a variety of questions.</p>	<p>Y3Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models,</p>

				<p>Y4 Use a range of media for research.</p> <p>Y5 Use a range of media for research with increasing confidence.</p> <p>Y6 Confidently use a range of media for research.</p>	<p>drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Y3 To use and understand subject-specific vocabulary and historical terms e.g.</p> <p>Y3 Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.</p> <p>Y4 Recall, select and organise historical information.</p> <p>Y4 Communicate their knowledge and understanding.</p> <p>Y5 Recall, select and organise historical information.</p> <p>Y5 Communicate their knowledge and understanding.</p> <p>Y6 Use in context and understand terms relating to different types of history economic, trade</p>
To use all my knowledge of Dark Ages to evaluate if it really was 'Dark'.					<p>Y4 Answers are structured and provide supporting evidence for statements made.</p> <p>Y4/5 Communicate their knowledge and understanding.</p> <p>Y5 Start to see two sides of a question and can offer arguments on both sides.</p> <p>Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p> <p>Y6 To see two sides of a question and can offer arguments on both sides.</p>
To know when the Vikings came, where they came from and why they came.	<p>Y3 Place time studied on a time-line.</p> <p>Y4 Place events from period studied on time-line.</p> <p>Y5/6 Know and sequence key events of time studied.</p> <p>Y3 Use dates and terms related to the study unit and passing of time.</p> <p>Y4 Understand more complex terms e.g. BC/AD.</p> <p>Y5/6 Use relevant terms and period labels.</p>				<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Y4/5 Recall, select and organise historical information.</p> <p>Y4/5 Communicate their knowledge and understanding.</p>

<p>To know they can be described as raiders. To know why the Vikings can be seen as vicious.</p>			<p>Y3 Identify and give reasons for different ways in which the past is represented. Y3 Identify and give reasons for different ways in which the past is represented. Y3 Look at representations of the period – museum, images, cartoons etc.</p> <p>Y3 Distinguish between different sources – compare different versions of the same story. Y4 Begin to evaluate the usefulness of different sources.</p> <p>Y5 Compare accounts of events from different sources – fact or fiction.</p> <p>Y5 Offer some reasons for different versions of events. Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>	<p>Y3 Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Y4 Children see that some sources are more useful than others and can explain why. Y5 Children start to think of reasons why a source might be unreliable.</p> <p>Y^ Offers substantiated reasons why some sources might be treated cautiously.</p>	
<p>To know they can be described as settlers. To know how recent excavations have changed peoples' views of the Vikings.</p>		<p>Y3 Find out about every day lives of people in time studied. Y3 Compare with our life today.</p> <p>Y4 Use evidence to reconstruct life in time studied. Y4 Identify key features and events of time studied.</p> <p>Y5 Study different aspects of different people including differences between men and women.</p>	<p>Y3 Identify and give reasons for different ways in which the past is represented. Y4 Begin to evaluate the usefulness of different sources. Y6 Link sources and work out how conclusions were arrived at.</p> <p>Y6 Be aware that different evidence will lead to different conclusions.</p>	<p>Y3 Use a range of sources to find out about a period. Y3Observe small details – artefacts, pictures. Y3 Select and record information relevant to the study.</p> <p>Y3 Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Y4 Use evidence to build up a picture of a past event.</p> <p>Y4 Choose relevant materials to present a picture of one aspect of life in time past. Y4 Children see that some sources are more useful than others and can explain why. Y5 Use evidence to build up a picture of a past event.</p> <p>Y5 Begin to identify primary and secondary sources. Y5 Select relevant sections of information.</p>	

				Y6 Recognise primary and secondary sources. Y6 Use a range of sources to find out about an aspect of time past.	
To know that the Vikings settled all over the UK and know that places still have Viking names. To name and locate places locally that were Viking settlements.				Y3 Select and record information relevant to the study. Y5 Select relevant sections of information.	Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides. Y4 Communicate their knowledge and understanding. Y5 Communicate their knowledge and understanding. Y5 Make appropriate discussion and understand concepts (local, regional, national and international).
To be able to conclude whether the Vikings were raiders or settlers, giving evidence to support their view.					Y4 Answers are structured and provide supporting evidence for statements made. Y5 Start to see two sides of a question and can offer arguments on both sides. Y6 Select and organise information to produce structured work, making appropriate use of dates and terms. Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. Y6 To see two sides of a question and can offer arguments on both sides.
To pose their own question about Viking trade to investigate.		Y3 Find out about every day lives of people in time studied. Y4 Use evidence to reconstruct life in time studied. Y5 Study different aspects of different people including differences between men and women.			
A local history study: the railway. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Y3 Place time studied on a time-line. Y4 Place events from period studied on time-line.	Y3 Understand why people may have wanted to do something.	Y3 Identifies changes based on similarity and difference. Y4 Sees that changes don't always last.		

<p>When and why was the railway built in Leeming Bar?  How did the railway aid travel and transport?  How did the railway impact on the local community?</p>	<p>Y5/6 Know and sequence key events of time studied.</p>	<p>Y3 Identify reasons for and results of people's actions.</p> <p>Y4 Look for links and effects in time studied.</p> <p>Y4 Offer a reasonable explanation for some events.</p> <p>Y5 Examine causes and results of great events and the impact of people.</p>	<p>(the railway opened up but then closed due to road building)</p> <p>Y5 To know some changes are relatively slow whereas others happen very rapidly.</p> <p>Y6 Understand what is meant by a turning point. (pasteurisation)</p>		
<p>How has the use of the railway changed from 1900s to present day?</p>			<p>Y3 Identifies changes based on similarity and difference.</p> <p>Y4 Sees that changes don't always last.</p> <p>Y5 To know some changes are relatively slow whereas others happen very rapidly.</p> <p>Y6 Understand what is meant by a turning point.</p>		
<p>To know what life was like for the station master and the roles he did.</p>		<p>Y3 Find out about every day lives of people in time studied.</p> <p>Y4 Use evidence to reconstruct life in time studied.</p> <p>Y5 Study different aspects of different people including differences between men and women.</p> <p>Y5 Compare life in early and late 'times' studied.</p>			
<p>What trades were in Leeming Bar at the time?</p>				<p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Observe small details – artefacts, pictures.</p>	

				<p>Y3 Select and record information relevant to the study.</p> <p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y4 Children see that some sources are more useful than others and can explain why.</p> <p>Y5 Begin to identify primary and secondary sources.</p> <p>Y6 Recognise primary and secondary sources.</p>	
How has trade changed in Leeming Bar?			<p>Y3 Identifies changes based on similarity and difference.</p> <p>Y4 Sees that changes don't always last.</p> <p>Y5 To know some changes are relatively slow whereas others happen very rapidly.</p> <p>Y6 Understand what is meant by a turning point. (pasteurisation)</p>	<p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Observe small details – artefacts, pictures.</p> <p>Y3 Select and record information relevant to the study.</p> <p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y4 Children see that some sources are more useful than others and can explain why.</p> <p>Y5 Begin to identify primary and secondary sources.</p> <p>Y6 Recognise primary and secondary sources.</p>	
To investigate artefacts associated with the railway.		Y3 Look at representations of the period – museum, images, cartoons etc.	Y3 Observe small details – artefacts, pictures.		

		<p>Y4 Look at the evidence available using a range of media and historical knowledge.</p> <p>Y4 Begin to evaluate the usefulness of different sources.</p>	<p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y4 Children see that some sources are more useful than others and can explain why.</p> <p>Y5 Begin to identify primary and secondary sources.</p> <p>Y6 Use a range of sources to find out about an aspect of time past.</p> <p>Y6 Suggest omissions and the means of finding out.</p>		
<p>To know how Leeming Bar has changed over time.</p>			<p>Y3 Identifies changes based on similarity and difference.</p> <p>Y4 Sees that changes don't always last.</p> <p>Y5 To know some changes are relatively slow whereas others happen very rapidly.</p> <p>Y6 Understand what is meant by a turning point. (pasteurisation)</p> <p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Observe small details – artefacts, pictures.</p> <p>Y3 Select and record information relevant to the study.</p> <p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y4 Children see that some sources are more useful than others and can explain why.</p>		

			Y5 Begin to identify primary and secondary sources.  Y6 Recognise primary and secondary sources.		
<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China.</p> <p>To know when the Ancient Egyptian period was and where this lies chronologically with other ancient civilizations.</p>	<p>Y3 Place time studied on a time-line. Y4 Place events from period studied on time-line. Y5/6 Know and sequence key events of time studied. Y3 Use dates and terms related to the study unit and passing of time. Y4 Understand more complex terms e.g. BC/AD. Y5/6 Use relevant terms and period labels.</p> <p>Y5/6 Make comparisons between different times in the past.</p>				
<p>To know where the Ancient Egyptians lived. To understand the importance of the River Nile to the success of the Ancient Egyptian civilization.</p>					<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Y4/5 Recall, select and organise historical information.</p> <p>Y4/5 Communicate their knowledge and understanding.</p> <p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. Nile delta, irrigation, crops, reservoirs, shadoof, oxen, canals, flooding, drought, desert, fertile, silt, nilometer, trade, red land, black land, akhet, agriculture, transportation</p>
<p>To understand the hierarchy within Ancient Egyptian society.</p>		<p>Y4 Use evidence to reconstruct life in time studied.</p> <p>Y5 Study different aspects of different people including differences between men and women.</p>			<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. pharaoh, viziers, priests, scribes, craftsmen and artists, peasants, slaves and servants</p> <p>Y4 Recall, select and organise historical information.</p>

		<p>Y5 Compare life in early and late 'times' studied.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p>			<p>Y4 Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry)</p> <p>Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)</p>
To know the importance of religion to the Ancient Egyptians.		<p>Y3 Find out about every day lives of people in time studied.</p> <p>Y3 Compare with our life today.</p> <p>Y4 Use evidence to reconstruct life in time studied.</p> <p>Y5 Compare an aspect of life with the same aspect in another period (Maya).</p> <p>Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Y6 Compare beliefs and behaviour with another time studied.</p>	<p>Y3 Look at representations of the period – museum, images, cartoons etc.</p> <p>Y4 Look at the evidence available using a range of media and historical knowledge.</p>	<p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Observe small details – artefacts, pictures.</p> <p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y5 Select relevant sections of information.</p> <p>Y6 Use a range of sources to find out about an aspect of time past.</p>	
To know who built the pyramids and why.		<p>Y3 Understand why people may have wanted to do something.</p> <p>Y3 Identify reasons for and results of people's actions.</p> <p>Y4 Identify key features and events of time studied.</p> <p>Y4 Offer a reasonable explanation for some events.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p> <p>Y6 Know key dates, characters and events of time studied.</p> <p>Y6 Compare beliefs and behaviour with another time studied.</p>			
To know how and why they mummified the dead.		<p>Y3 Understand why people may have wanted to do something.</p> <p>Y3 Identify reasons for and results of people's actions.</p> <p>Y4 Identify key features and events of time studied.</p> <p>Y4 Offer a reasonable explanation for some events.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p>		<p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Observe small details – artefacts, pictures.</p> <p>Y3 Select and record information relevant to the study.</p> <p>Y3 Begin to use a range of media for research.</p>	<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p>

		<p>Y6 Know key dates, characters and events of time studied.</p> <p>Y6 Compare beliefs and behaviour with another time studied.</p>		<p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y5 Select relevant sections of information.</p>	<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. monarch.</p> <p>Y3 Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.</p> <p>Y4 Recall, select and organise historical information.</p> <p>Y4 Communicate their knowledge and understanding.</p> <p>Y5 Recall, select and organise historical information.</p> <p>Y5 Communicate their knowledge and understanding.</p> <p>Y6 Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
<p>To know why the discovery of Tutankhamun's tomb was so important to historians.</p> <p><a href="http://www.griffith.ox.ac.uk/gri/4sea1not.html">http://www.griffith.ox.ac.uk/gri/4sea1not.html</a></p>			<p>Y3 Look at representations of the period – museum, images, cartoons etc.</p> <p>Y4 Look at the evidence available using a range of media and historical knowledge.</p> <p>Y5 Compare accounts of events from different sources – fact or fiction.</p> <p>Y5 Offer some reasons for different versions of events.</p> <p>Y6 Link sources and work out how conclusions were arrived at.</p>	<p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Begin to use a range of media for research.</p> <p>Y4 Use evidence to build up a picture of a past event.</p> <p>Y4 Use a range of media for research.</p> <p>Y5 Use a range of media for research with increasing confidence.</p> <p>Y6 Use a range of sources to find out about an aspect of time past.</p> <p>Y6 Confidently use a range of media for research.</p>	
<p>To know what Ancient Egypt had in common with other civilizations at the time.</p>		<p>Y4 Identify key features and events of time studied.</p> <p>Y4 Look for links and effects in time studied.</p> <p>Y6 Compare beliefs and behaviour with another time studied.</p>			
<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</p> <p>To know why we study the Mayan civilization.</p>			<p>Y3 Look at representations of the period – museum, images, cartoons etc.</p> <p>Y4 Look at the evidence available using a range of media and historical knowledge.</p> <p>Y6 Link sources and work out how conclusions were arrived at.</p> <p>Y6 Be aware that different evidence will lead to different conclusions.</p>	<p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Observe small details – artefacts, pictures.</p> <p>Y4 Ask a variety of questions.</p> <p>Y5 Select relevant sections of information.</p> <p>Y6 Use a range of sources to find out about an aspect of time past.</p>	

To know when the Maya lived and where.	<p>Y3 Place time studied on a time-line.</p> <p>Y4 Place events from period studied on time-line.</p> <p>Y5/6 Know and sequence key events of time studied.</p> <p>Y3 Use dates and terms related to the study unit and passing of time.</p> <p>Y4 Understand more complex terms e.g. BC/AD.</p> <p>Y5/6 Use relevant terms and period labels.</p>				<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Y4/5 Recall, select and organise historical information.</p> <p>Y4/5 Communicate their knowledge and understanding.</p>
To know how the Mayan Empire grew to be so powerful.				<p>Y3 Use a range of sources to find out about a period.</p> <p>Y3 Select and record information relevant to the study.</p> <p>Y3 Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p>Y4/5 Use evidence to build up a picture of a past event.</p> <p>Y4 Choose relevant materials to present a picture of one aspect of life in time past.</p> <p>Y4 Children see that some sources are more useful than others and can explain why.</p>	
To know what life was like for the Maya. To know how different life was for the rich and poor at the height of Mayan civilization and to contrast this with other societies that they know.	<p>Y5/6 Make comparisons between different times in the past.</p> <p>Y6 Use relevant terms and period labels.</p>	<p>Y3 Find out about every day lives of people in time studied.</p> <p>Y3 Compare with our life today.</p> <p>Y4 Use evidence to reconstruct life in time studied.</p> <p>Y4 Identify key features and events of time studied.</p> <p>Y5 Study different aspects of different people including differences between men and women.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p> <p>Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>			<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. glyphs, codices, astronomy, mathematicians, pok-a-tok, pyramid, sacrifice, priest, stelaes, Chichen Itza, cacao, Tikal, Itzamna, Yucatan, Peninsula, cenote</p> <p>Y4 Begin to use abstract terms e.g. civilization, city state</p> <p>Y4 Answers are structured and provide supporting evidence for statements made.</p> <p>Y5 Communicate their knowledge and understanding.</p> <p>Y5 Make appropriate discussion and understand concepts (local, regional, national and international).</p>

		Y6 Compare beliefs and behaviour with another time studied.			Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)
To know the beliefs of the Maya and know why they performed human sacrifice.		Y3 Understand why people may have wanted to do something. Y3 Identify reasons for and results of people's actions.  Y4 Look for links and effects in time studied.  Y4 Offer a reasonable explanation for some events. Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Y6 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Y6 Compare beliefs and behaviour with another time studied.	Y3 Identify and give reasons for different ways in which the past is represented. Y3 Distinguish between different sources – compare different versions of the same story.  Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.	Y5 Compare accounts of events from different sources – fact or fiction.  Y5 Offer some reasons for different versions of events. Y5 Children start to think of reasons why a source might be unreliable. Y5 Start to see two sides of a question and can offer arguments on both sides.  Y6 Suggest omissions and the means of finding out. Y6 Offers substantiated reasons why some sources might be treated cautiously.	Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.  Y6 To see two sides of a question and can offer arguments on both sides.
To hypothesise why the Mayan civilization declined.		Y4 Look for links and effects in time studied.  Y4 Offer a reasonable explanation for some events.  Y5 Compare life in early and late 'times' studied. Y5 Examine causes and results of great events and the impact of people. Y6 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.	Y4 Grasps that change can happen quite quickly. Y5 To know some changes are relatively slow whereas others happen very rapidly Y6 Understand what is meant by a turning point.		Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.
Ancient Greece – a study of Greek life and achievements and their influence on the western world.  To know when the Ancient Greek period was and where this lies chronologically with other ancient civilizations.	Y3 Place time studied on a time-line. Y4 Place events from period studied on time-line. Y5/6 Know and sequence key events of time studied. Y3 Use dates and terms related to the study unit and passing of time. Y4 Understand more complex terms e.g. BC/AD. Y5/6 Use relevant terms and period labels.  Y5/6 Make comparisons between different times in the past.				

<p>To know where the Ancient Greeks lived and Greece's topography. To locate key places including Sparta and Athens.</p>					<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Y4/5 Communicate their knowledge and understanding.</p>
<p>To know there is evidence to support the legend of Theseus and the Minotaur.</p>			<p>Y3 Look at representations of the period – museum, images, cartoons etc. Y4 Look at the evidence available using a range of media and historical knowledge. Y5 Compare accounts of events from different sources – fact or fiction. Y6 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>	<p>Y3 Use a range of sources to find out about a period. Y3 Select and record information relevant to the study. Y3 Begin to use a range of media for research. Y4 Use a range of media for research. Y4 Children see that some sources are more useful than others and can explain why. Y5 Use a range of media for research with increasing confidence. Y6 Confidently use a range of media for research.</p>	
<p>To know what everyday life was like depending upon a person's social standing.</p>	<p>Y5/6 Make comparisons between different times in the past. Y6 Use relevant terms and period labels.</p>	<p>Y3 Find out about every day lives of people in time studied. Y3 Compare with our life today. Y4 Use evidence to reconstruct life in time studied. Y4 Identify key features and events of time studied. Y5 Study different aspects of different people including differences between men and women. Y5 Compare an aspect of life with the same aspect in another period. Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Y6 Compare beliefs and behaviour with another time studied.</p>			<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. ancient, Greek empire, vase, democracy, slaves, noblemen, soldier, Hoplite, civilization, philosophy, trade</p> <p>Y4 Begin to use abstract terms e.g. civilization, city state</p> <p>Y4 Answers are structured and provide supporting evidence for statements made.</p> <p>Y5 Communicate their knowledge and understanding.</p> <p>Y5 Make appropriate discussion and understand concepts (local, regional, national and international).</p> <p>Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)</p>

<p>To know what life was like in the city states of Athens and Sparta.</p>	<p>Y5/6 Make comparisons between different times in the past.</p> <p>Y6 Use relevant terms and period labels.</p>	<p>Y3 Find out about every day lives of people in time studied.</p> <p>Y3 Compare with our life today.</p> <p>Y4 Use evidence to reconstruct life in time studied.</p> <p>Y4 Identify key features and events of time studied.</p> <p>Y5 Study different aspects of different people including differences between men and women.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p> <p>Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Y6 Compare beliefs and behaviour with another time studied.</p>			<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. ancient, Greek empire, vase, democracy, slaves, noblemen, soldier, Hopelite, civilization, philosophy, trade</p> <p>Y4 Begin to use abstract terms e.g. civilization, city state</p> <p>Y4 Answers are structured and provide supporting evidence for statements made.</p> <p>Y5 Communicate their knowledge and understanding.</p> <p>Y5 Make appropriate discussion and understand concepts (local, regional, national and international).</p> <p>Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)</p>
<p>To know why the ancient Olympics were created.</p>		<p>Y3 Understand why people may have wanted to do something.</p> <p>Y3 Identify reasons for and results of people's actions.</p> <p>Y4 Offer a reasonable explanation for some events.</p> <p>Y5 Examine causes and results of great events and the impact of people.</p>			<p>Y3 Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Y3 Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.</p> <p>Y4/5 Recall, select and organise historical information.</p> <p>Y4/5 Communicate their knowledge and understanding.</p>

<p>To know in what ways the Ancient Greeks have influenced our lives today.</p>				<p>Y3 <b>Select and record information</b> relevant to the study.</p> <p>Y3 <b>Begin to use a range of media</b> for research.</p> <p>Y4 <b>Use a range of media</b> for research.</p> <p>Y5 <b>Use a range of media</b> for research with increasing confidence.</p> <p>Y5 <b>Select relevant sections of information.</b></p> <p>Y6 <b>Confidently use a range of media</b> for research.</p>	<p>Y3 <b>To use and understand subject-specific vocabulary</b> and historical terms e.g. monarch.</p> <p>Y3 <b>Writes in simple and accurate, sequenced, sentences</b> when narrating what happened in the past.</p> <p>Y4 <b>Begin to use abstract terms</b> (e.g. empire, civilization, parliament, peasantry)</p> <p>Y4 <b>Answers are structured and provide supporting evidence</b> for statements made.</p> <p>Y4/5 <b>Recall, select and organise historical information.</b></p> <p>Y6 <b>Select and organise information</b> to produce structured work, making appropriate use of dates and terms.</p> <p>Y6 <b>Use in context and understand terms</b> relating to different types of history (e.g. cultural, economic, military, political, religious, social)</p> <p>Y6 <b>Use provisional and tentative language</b>, to express uncertainty e.g. perhaps, may, might, some people think.</p>
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Y3 <b>Place time studied on a time-line.</b></p> <p>Y4 <b>Place events from period studied on time-line.</b></p>	<p>Y3 <b>Understand why people may have wanted to do something.</b></p> <p>Y3 <b>Identify reasons for and results of people's actions.</b></p>	<p>Y3 <b>Identifies changes</b> based on similarity and difference.</p> <p>Y5 <b>To know some</b> changes are relatively slow whereas others happen very rapidly.</p>	<p>Y5 <b>Use evidence to build up a picture of a past event.</b></p>	

<p>To know that William the Conqueror secured power through building castles and by commissioning the Domesday Book.</p>	<p>Y4 Use terms related to the period and begin to date events.  Y5 Use relevant terms and period labels.  Y5 Make comparisons between different times in the past.  Y6 Use relevant terms and period labels.   Y6 Make comparisons between different times in the past.</p>	<p>Y3 Find out about everyday lives of people in times studied.  Y3 compare with our life today.   Y4 Offer a reasonable explanation for some events.  Y5 Examine causes and results of great events and the impact of people.  Y6 Know key dates, characters and events of time studied.</p>	<p>Y6 Understand what is meant by a turning point.</p>		
<p>To know that there are the remains of Norman castles in our locality.</p>		<p>Y3 To understand why people may have wanted to do something.   Y3 Identify reasons for and results of people's actions.</p>	<p>Y4 Sees that changes don't always last.</p>	<p>Y3 Select and record information relevant to the study.   Y3 Begin to use a range of media for research.   Y4 Use a range of media for research.  Y5 Use a range of media for research with increasing confidence.   Y5 Select relevant sections of information.   Y6 Confidently use a range of media for research.</p>	<p>Present, organise and communicate knowledge and understanding about historical events and famous people in a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.   Y4/5 Communicate their knowledge and understanding.</p>
<p>To know that the power of the king was curtailed by the signing of the Magna Carta in 1215 with King John.</p>	<p>Y3 Place time studied on a time-line.   Y4 Place events from period studied on time-line.  Y4 Use terms related to the period and begin to date events.  Y5 Use relevant terms and period labels.  Y5 Make comparisons between different times in the past.</p>	<p>Y3 Understand why people may have wanted to do something.   Y3 Identify reasons for and results of people's actions.  Y4 Offer a reasonable explanation for some events.  Y5 Examine causes and results of great events and the impact of people.</p>	<p>Y3 Identifies changes based on similarity and difference.   Y4 Grasps that change can happen quite quickly.   Y5 To know some changes are relatively slow whereas others happen very rapidly.   Y6 Understand what is meant by a turning point.</p>		<p>Y4 Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry)   Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)</p>

	<p>Y6 Use relevant terms and period labels.</p> <p>Y6 Make comparisons between different times in the past.</p>	<p>Y6 Know key dates, characters and events of time studied.</p>			<p>Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>
<p>To know that Henry VIII extended his power by becoming head of the Church of England. (The Supreme Head of the C of E and in 1558 changed to Supreme Governor under Elizabeth I)</p>	<p>Y3 Place time studied on a time-line.</p> <p>Y4 Place events from period studied on time-line.</p> <p>Y4 Use terms related to the period and begin to date events.</p> <p>Y5 Use relevant terms and period labels.</p> <p>Y5 Make comparisons between different times in the past.</p> <p>Y6 Use relevant terms and period labels.</p> <p>Y6 Make comparisons between different times in the past.</p>	<p>Y6 Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Y6 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Y6 Know key dates, characters and events of time studied.</p> <p>Y6 Compare beliefs and behaviour with another time studied.</p>	<p>Understand what is meant by a turning point.</p>	<p>Y4 Ask a variety of questions.</p> <p>Y5 Children start to think of reasons why a source might be unreliable.</p>	<p>Y4 Answers are structured and provide supporting evidence for statements made.</p> <p>Y5 Start to see two sides of a question and can offer arguments on both sides.</p>
<p>To know that Victoria was a 'constitutional monarch' and saw the British Empire expand during her reign.</p>	<p>Y3 Place time studied on a time-line.</p> <p>Y4 Place events from period studied on time-line.</p> <p>Y4 Use terms related to the period and begin to date events.</p> <p>Y5 Use relevant terms and period labels.</p> <p>Y5 Make comparisons between different times in the past.</p> <p>Y6 Use relevant terms and period labels.</p> <p>Y6 Make comparisons between different times in the past.</p>	<p>Y3 Understand why people may have wanted to do something.</p> <p>Y4 Identify key features and events of time studied.</p> <p>Y5 Compare an aspect of life with the same aspect in another period.</p> <p>Y6 Compare beliefs and behaviour with another time studied.</p>			<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. monarch.</p> <p>Y4 Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry)</p> <p>Y5 Make appropriate discussion and understand concepts (local, regional, national and international).</p> <p>Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic,</p>

					<p>military, political, religious, social)</p> <p>Y6 Use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p> <p>Y6 To see two sides of a question and can offer arguments on both sides.</p>
<p>To know Queen Elizabeth II is a constitutional and a ceremonial monarch.</p>	<p>Y3 Place time studied on a time-line.</p> <p>Y4 Place events from period studied on time-line.</p> <p>Y4 Use terms related to the period and begin to date events.</p> <p>Y5 Use relevant terms and period labels.</p> <p>Y5 Make comparisons between different times in the past.</p> <p>Y6 Use relevant terms and period labels.</p> <p>Y6 Make comparisons between different times in the past.</p>				<p>Y3 To use and understand subject-specific vocabulary and historical terms e.g. monarch.</p> <p>Y4 Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry)</p> <p>Y5 Make appropriate discussion and understand concepts (local, regional, national and international).</p> <p>Y6 Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social)</p>