

History Overview 2021 - 2022

Key Stage One

Pupils should be taught to:

Historical Knowledge

Historical Skill: Sequencing the Past

Know where people and events fit within a chronological framework.

- ✓ I can depict on a timeline the sequence of a few objects and/or pieces of information
- ✓ I can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.
- ✓ I can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised.

Historical Knowledge

Historical Skill: Sequencing the Past

Develop awareness of the past, using common words and phrases relating to the passing of time

- ✓ I can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.
- ✓ I can understand securely and use a wider range of time terms.
- ✓ I can use more complex time terms, such as 'BCE'/'AD' and period labels and terms.

Historical Concepts

Historical Skill: Change and Development

Identify similarities and differences between ways of life in different periods. Study changes within living memory.

- ✓ I can identify a few similarities, differences and changes occurring within a particular topic.
- ✓ I can identify independently a range of similarities, differences and changes within a specific time period.
- ✓ I can describe independently and accurately similarities, differences and changes both within and across time periods and topics.

Historical Concepts

Historical Skill: Cause and Effect

Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.

- ✓ I can identify at least one relevant cause for, and effect of, several events covered.

History Overview 2021 - 2022

- ✓ I can identify a few relevant causes and effects for some of the main events covered.
- ✓ I can comment on a few valid causes and effects relating to many of the events covered

Historical Concepts

Historical Skill: Significance and Interpretations

Understand some of the ways in which they find out about the past and identify different ways in which it is represented.

- ✓ I can consider one reason why an event or person might be significant.
- ✓ I can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.
- ✓ I can provide some valid reasons for selecting an event, development or person as significant.

Historical Enquiry

Historical Skill: Planning and Carrying Out a Historical Enquiry

Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.

- ✓ I can ask and answer a few valid historical questions.
- ✓ I can plan questions and produce answers to a few historical enquiries using historical terminology.
- ✓ I can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently.

Historical Enquiry

Historical Skill: Using Sources as Evidence

Understand some of the ways in which they find out about the past and identify different ways in which it is represented.

- ✓ I can extract information from several different types of source including written, visual and oral sources and artefacts.
- ✓ I can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.
- ✓ I can critically evaluate the usefulness of sources and parts of sources to answer historical questions.

History Overview 2021 - 2022

	Autumn October theme week: Voices that refused to be silenced	Spring Spring term theme: The Changing Power of the Monarchs	Summer Summer term theme: Crime and Punishment through the ages
Year 1	Discovering History 1. What is the Past? 2. Family Trees 3. How do we know about history? 4. What do archaeologists do? 5. Our Local History 6. A story from my family's history 7. Share an object that shows a part of my history	Kings, Queens and Leaders 1. Kings and Queens 2. King John I and the Magna Carta 3. Henry III and Parliament 4. Charles I 5. Oliver Cromwell and the Commonwealth	Study of a significant person from the past What makes a person in History significant? Parliament and Prime Ministers 1. James II, Mary II and William of Orange 2. Simon de Montfort and parliament 3. Robert Walpole 4. Our Prime Minister today 5. Elections
Chronological Understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages. Pupils understand and use common words related to the passing of time: 'in the past', 'the olden days', 'not today', 'a long time ago' 		
Historical Knowledge and Interpretation	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - how reliable are their memories? 		
Historical Evidence and Enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts 		

History Overview 2021 - 2022

Communication and Organisation	Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using ICT
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History Overview 2021 - 2022

	Autumn October theme week: Voices that refused to be silenced	Spring Spring term theme: The Changing Power of the Monarchs		Summer Summer term theme: Crime and Punishment through the ages
Year 2	<p>The Victorians: 'Middlesbrough back then' What would the people who lived in Middlesbrough be like over 100 years ago?</p> <p>Links to National Curriculum Objectives: Significant historical events, people and places in their own locality</p>	<p>The Tudors</p> <ol style="list-style-type: none"> 1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 5. Elizabeth I 	<p>Romans in Britain</p> <ol style="list-style-type: none"> 1. The Roman Empire 2. Roman armies and soldiers 3. The invasion of Britain and Boudicca 4. Roman towns 5. Roman legacy on 	<p>Powerful Voices</p> <ol style="list-style-type: none"> 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. Local: David Attenborough
Chronological Understanding	<ul style="list-style-type: none"> • Sequence artefacts closer together in time • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives: pupils understand that the world was different in the past • Pupils understand that the world was different in the past • Pupils can follow logic of fiction titles such as 'Once there were....' • Pupils can sequence within clock and to some extent in calendar time. E.g. when in the year Bonfire Night occurs. • Pupils can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times. 			
Historical Knowledge and Interpretation	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories • Pupils can offer reasons why simple changes occur • Pupils can appreciate that not everyone in the past had the same experience. • Pupils can give clear explanation of an important event, offering two or three reasons why an event took place • Pupils give a few reasons for more complex human actions. • Pupils are able to explain the consequences of historical events. • Pupils understand that people in their own life have different recollections of their childhood • Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. what was the 'Gunpowder Plot' 			

History Overview 2021 - 2022

Historical Evidence and Enquiry	<ul style="list-style-type: none">• Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.• Pupils realise that we can find out about a person's life by using a range of sources, such as letters, as well as books.• Pupils can draw simple conclusions about their own lives and others around them by reference to clues in evidence, e.g: 'I know this is a picture of me when I was three because there are three candles on the cake'• Pupils are able to gather ideas from a few simple sources when building up their understanding, e.g: 'Was Guy Fawkes to blame for the Gunpowder Plot?'• Pupils can spot the differences between sources and come to a conclusion as to the most common view.
Communication and Organisation	<p>Communicate their knowledge through:</p> <p>Discussion, drawing pictures, drama/role play, making models, writing and using ICT</p>

History Overview 2021 - 2022

EYFS: Children will start to explore the idea of history and the past by understanding their own past and history, looking at families and significant milestones in their lives so far. History will be centred around that of the child to give them a better understanding of it and to realise that they themselves are a part of history. Children will start to understand that history is made up of different people and events and that history is being made all around the world. They will learn that people have lived before and after them and that certain things have been very different and some things have stayed the same.

In EYFS, children are taught:

About their own families, how their families have lived throughout history and that they themselves are now a part of it How people have lived before them, sometimes long before they were born That certain people in history might have been very special or done something significant That history is being made where they live and all around the world That certain things have changed or stayed the same over time, such as housing, materials and clothes That society has been and still is made up of different types of people.

Lower Key Stage Two

Pupils should be taught to:

Historical Knowledge

Historical Skill: Constructing the Past

Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.

- ✓ I can identify details from several themes, societies, events and significant people covered in local, national and global history.
- ✓ I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.
- ✓ I can describe the main context of particular themes, societies, people and events including some explanation.

Historical Knowledge

Historical Skill: Sequencing the Past

Develop chronologically secure knowledge and understanding of British, local and world history.

- ✓ I can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms
- ✓ I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.
- ✓ I can sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.

History Overview 2021 - 2022

Historical Concepts

Historical Skill: Change and Development

Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.

- ✓ I can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.
- ✓ I can make valid statements about the main similarities, differences and changes occurring within topics.
- ✓ I can explain why certain changes and developments were of particular significance within topics and across time periods.

Historical Concepts

Historical Skill: Cause and Effect

Address and devise historically valid questions about cause.

- ✓ I can describe some relevant causes for, and effects on, some of the key events and developments covered.
- ✓ I can comment on the importance of causes and effects for some of the key events and developments within topics.
- ✓ I can explain with confidence the significance of particular causes and effects for many of the key events and developments.

Historical Concepts

Historical Skill: Significance and Interpretations

Address and devise historically valid questions about significance.

- ✓ I can select what is most significant in a historical account.
- ✓ I can explain why some aspects of historical accounts, themes or periods are significant.
- ✓ I can explain independently why a historical topic, event or person was distinctive or significant.

Historical Concepts

Historical Skill: Significance and Interpretations

Understand how our knowledge of the past is constructed from a range of sources.

- ✓ I can provide a reason why two accounts of the same event might differ.
- ✓ I can comment on a range of possible reasons for differences in a number of accounts.
- ✓ I can explain historical situations, events, developments and individuals from more than one viewpoint.

Historical Enquiry

History Overview 2021 - 2022

Historical Skill: Planning and Carrying Out a Historical Enquiry

Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.

- ✓ I can ask valid questions for enquiries and answer using a number of sources.
- ✓ I can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.
- ✓ I can devise independently significant historical enquiries to produce substantiated and focused responses.

Historical Enquiry

Historical Skill: Using Sources as Evidence

Understand how our knowledge of the past is constructed from a range of sources.

- ✓ I can understand how sources can be used to answer a range of historical questions.
- ✓ I can recognise possible uses of a range of sources for answering historical enquiries
- ✓ I can comment on the usefulness and reliability of a range of sources for particular enquiries.

History Overview 2021 - 2022

	Autumn		Spring	Summer	
	October theme week:		Spring term theme:	Summer term theme:	
	Voices that refused to be silenced		The Changing Power of the Monarchs	Crime and Punishment through the ages	
Year 3/4	Stone Age to the Iron Age 1. Mesolithic Hunter Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age	Ancient Egypt 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics	The Anglo Saxons, Scots and the Vikings 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion	Law and Power (1154-1272) 1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Holy Wars and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort	The War of the Roses 1. An Introduction to the War of the Roses 2. Henry VI vs. Edward IV 3. Richard III and the Princes in the Tower 4. The Battle of Bosworth Field 5. Henry VII and the Tudors
Chronological Understanding: Year 3	<ul style="list-style-type: none"> Sequence several events or artefacts Pupils can describe events and periods using the words: century, decade, BC/BCE, AD/ACE Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period Pupils can confidently spot major anachronisms from most periods studied when compared with today (e.g. there wouldn't have been tractors in Ancient Egypt) 				
Chronological Understanding: Year 4	<ul style="list-style-type: none"> Pupils can confidently make links between areas of history they have studied, identifying similarities and differences between them Pupils can confidently use historical terms such as: century, decade, "BC"/"BCE", "AD"/"CE" and are aware of how long ago this period refers to. E.g. ancient means thousands of years ago. Pupils can place a number of events, objects, themes and people from topics they have studied on a timeline Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline 				
Historical Knowledge and Interpretation:	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Identify and give reasons for different ways in which the past is represented Distinguish between different sources - compare different versions of the same story Look at representations of the period - museum, cartoons etc Pupils can point out some similarities and differences between aspects of their life and the life of people in the period they are learning about 				

History Overview 2021 - 2022

Year 3	<ul style="list-style-type: none"> Pupils can point out some similarities and differences between aspects of life at different times in the past Pupils can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history they are studying Pupils can comment on why people did things, why events happened and what happened as a result Pupils can point out which people were historically significant Pupils are beginning to understand how our knowledge of history is developed through a range of sources
Historical Knowledge and Interpretation Year 4	<ul style="list-style-type: none"> Identify key features and events of time studied Look for links and effects in time studied Pupils can use evidence to pick out some reasons for and results of people's actions and events Pupils are able to offer a reasonable explanation for some events; they can see that events happen because of other reasons than just human action. Begin to evaluate the usefulness of different sources; pupils are able to see two sides of a question or argument and can offer arguments on both sides Pupils can provide structured answers and provide supporting evidence for statements made Pupils realise that events usually happen for a combination of reasons
Historical Evidence and Enquiry: Year 3	<ul style="list-style-type: none"> Pupils can use information from more than one source to find out about a period Pupils make simple deductions about what text means based on what is included Pupils can talk about some of the different ways that the past is recorded/represented Pupils are beginning to ask more in-depth questions to develop their understanding Pupils can use sources to justify their answers and observe small details (artefacts, pictures) Pupils can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences
Historical Evidence and Enquiry Year 4	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Ask a variety of questions Pupils can talk about some of the different ways that the past is recorded or represented Pupils can say which sources (from a selection) are likely to be the most useful for a task Pupils can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips Pupils start cross-referencing information to see if other sources agree, rather than taking everything on face value.
Communication and Organisation Year 3: <ul style="list-style-type: none"> Begin to use the library and internet for research <p>Communicate their knowledge through:</p> <p>Discussion, drawing pictures, drama/role play, making models, extended pieces of writing and using ICT</p>	Communication and Organisation Year 4 <ul style="list-style-type: none"> Use the library and internet for research Recall, select and organise historical information Communicate their knowledge and understanding.

History Overview 2021 - 2022

Upper Key Stage Two

Pupils should be taught to:

Historical Knowledge

Historical Skill: Constructing the Past

Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

- ✓ I can understand some features associated with themes, societies, people and events.
- ✓ I can provide overviews of the most significant features of different themes, individuals, societies and events covered.
- ✓ I can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics.

Historical Knowledge

Historical Skill: Sequencing the Past

Develop chronologically secure knowledge and understanding of British, local and world history.

- ✓ I can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.
- ✓ I can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.
- ✓ I can explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately.

Historical Concepts

Historical Skill: Change and Development

Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.

- ✓ I can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics.
- ✓ I can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.
- ✓ I can compare independently how typical similarities, differences and changes were.

Historical Concepts

Historical Skill: Cause and Effect

Address and devise historically valid questions about cause.

History Overview 2021 - 2022

- ✓ I can place several valid causes and effects in an order of importance relating to events and developments.
- ✓ I can explain the role and significance of different causes and effects of a range of events and developments.
- ✓ I can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.

Historical Concepts

Historical Skill: Significance and Interpretations

Address and devise historically valid questions about significance.

- ✓ I can describe the significant issues in many of the topics covered.
- ✓ I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance.
- ✓ I can compare the significance of events, development and people across topics and time periods.

Historical Concepts

Historical Skill: Significance and Interpretations

Understand how our knowledge of the past is constructed from a range of sources.

- ✓ I can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics.
- ✓ I can explain how and why it is possible to have different interpretations of the same event or person.
- ✓ I can understand and explain the nature and reasons for different interpretations in a range of topics.

Historical Enquiry

Historical Skill: Planning and Carrying Out a Historical Enquiry

Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.

- ✓ I can reach a valid conclusion based on devising and answering questions relating to a historical enquiry
- ✓ I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.
- ✓ I can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.

Historical Enquiry

Historical Skill: Using Sources as Evidence

Understand how our knowledge of the past is constructed from a range of sources.

History Overview 2021 - 2022

- ✓ I can accept and reject sources based on valid criteria when carrying out particular enquiries.
- ✓ I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.
- ✓ I can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.

History Overview 2021 - 2022

	Autumn		Spring		Summer	
	October theme week: Voices that refused to be silenced		Spring term theme: The Changing Power of the Monarchs		Summer term theme: Crime and Punishment through the ages	
Year 5	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	The Early British Empire 1. The British Empire 2. Global Trade 3. The Mughal Empire and East India Company 4. The Seven Years War 5. What motivated Britain to want an Empire?	The French Revolution 1. Life in France before the Revolution 2. Louis XVI and Marie Antoinette 3. Napoleon 4. Battle of Trafalgar 5. Battle of Waterloo	The Transatlantic Slave Trade 1. The Origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved Africans: Treatment and Resistance 4. The Abolition of Slavery 5. The Abolitionists: Clarkson, Wilberforce and Equiano	The Industrial Revolution 1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal 5. Children at Work	The Victorian Age 1. The Reign of Queen Victoria and the British Empire 2. Victorian Cities 3. The Poor Law and the Workhouse 4. Leisure 5. Life by 1900
Chronological Understanding: Year 5	<ul style="list-style-type: none"> • Use relevant terms and period labels • Pupils can place a number of events, objects, themes and people from topics they have studied on a timeline • Pupils have a secure knowledge of chronology and are mostly accurate in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history • Pupils can compare historical periods, identifying similarities and differences between them • Pupils are beginning to identify trends over time • Pupils can use some key dates as important markers of events 					
Historical Knowledge and Interpretation: Year 5	<ul style="list-style-type: none"> • Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding – identifying fact or fiction • Pupils can suggest reasons for and results of people's actions and events and offer some reasons for different versions of events • Pupils can describe similarities and differences in society, culture and religion in Britain at local and national levels • When appropriate, pupils identify the need to refer to dates and to see importance of lengths of time e.g. when describing causes. • Pupils can examine causes and consequences of great events and suggest the impact on people • Pupils can describe changes within and between periods and societies they have learned about 					

History Overview 2021 - 2022

	<ul style="list-style-type: none">• Pupils can respond articulately to, 'What do you know?' questions and support their answers with how they know, using a range of historical sources.
Historical Evidence and Enquiry: Year 5	<ul style="list-style-type: none">• Pupils can ask questions to develop their understanding and also ask questions of what people have said• Pupils can challenge sources of information• Pupils are beginning to make purposeful selection about information they wish to include in responses• Pupils can organise information purposefully when responding to or asking questions• Pupils start to raise questions about what the evidence tells us and are aware of the need not to rush to conclusions based on weak evidence.• Pupils can identify primary and secondary sources of evidence
Communication and Organisation	<ul style="list-style-type: none">• Use the library and internet for research with increasing confidence• Recall, select and organise historical information • Communicate their knowledge and understanding.

History Overview 2021 - 2022

	Autumn		Spring		Summer	
	October theme week: Voices that refused to be silenced		Spring term theme: The Changing Power of the Monarchs		Summer term theme: Crime and Punishment through the ages	
Year 6	World War I 1. The Causes of World War I 2. On land, at sea and in the air 3. Life on the Western Front 4. The Home Front 5. The consequences of the War	The Suffragettes 1. Democracy in the 19th Century 2. The National Union of Women's Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign 5. World War I and the Representation of the People Act	The Rise of Hitler and World War II 1. The Armistice and the Treaty of Versailles 2. The Rise of the Nazi Party 3. Life in Nazi Germany 4. Kristallnacht and the Refugee Crisis 5. The Second World War	World War II and the Holocaust 1. World War Two 2. The Battle of Britain and the Blitz 3. The Codebreakers at Bletchley Park 4. The Holocaust 5. The Home Front	The Cold War 1. The Cold War 2. The Arms Race 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars	The History of Human Rights 1. Human Rights 2. Women's Rights 3. Children's Rights 4. Racial Equality 5. Freedom of Belief and Religion
Chronological Understanding: Year 6	<ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology by accurately placing up to 10 historical events from around the world on a timeline • Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Pupils can place current study on time line in relation to other studies • Pupils can compare a range of historical periods, identifying differences between them • Pupils can identify trends over time, identifying how ideas have been continued and/or developed • Pupils can use a timeline to sequence local, national and international events as well as historical periods and can use historical periods as reference points. 					

History Overview 2021 - 2022

<p>Historical Knowledge and Interpretation:</p> <p>Year 6</p>	<ul style="list-style-type: none"> • Pupils are aware that different evidence will lead to different conclusions • Pupils have a wide-ranging knowledge about historical events, from local history to world history, and suggest relationships between causes in History. • Pupils can identify how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. • Pupils can respond to, 'What do you know?' questions through considering ways of checking the accuracy of interpretations – fact or fiction and opinion and support their answers with how they know, using a range of historical sources. • Pupils can identify and describe differences and similarities between behaviours, beliefs and characteristics of people, with another time studied • Pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think • Pupils can explain an event using simple form of classification e.g. to do with money or religion; they can see consequences in terms of immediate and longer-term effects and can see that people were affected differently
<p>Historical Evidence and Enquiry:</p> <p>Year 6</p>	<ul style="list-style-type: none"> • Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance • Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda or for a particular purpose • Pupils can purposefully select information when forming responses to questions • Pupils can organise information purposefully when responding to or asking questions • Pupils can consider the worthiness of a source by reference to what is known about the topic • Pupils offer substantiated reasons why some sources might be treated cautiously e.g. propaganda posters • Pupils can distinguish and explain the difference between primary and secondary sources.
<p>Communication and Organisation</p>	<ul style="list-style-type: none"> • Confidently use the library and internet for research • Select and organise information to produce structured work, making appropriate use of dates and terms