



	AUTUMN		SPRING		SUMMER	
Rec	All About Me and My Feelings	It's Scary and Exciting	It's Cold Outside	Let it Grow	All Creatures Great and Small	Around the World and Beyond
	-understands simple changes in own life - I was a baby...now I am a child... -can talk about a significant event in their own life e.g. their birthday / last Christmas / something that happened at nursery / something that happened over the summer holiday -begins to develop an understanding that we celebrate / commemorate some events now because of things that happened in the past (Bonfire Night, Remembrance Day). -begins to develop an understanding that family members have memories from their childhood / past - shares and comments on family photos of Christmas -begins to develop an understanding that things were different "a long time ago", comparing Victorian and modern Christmas celebrations (e.g. candles on trees, gifts received, clothing worn)		-can specifically recall Christmas (as the last "special time" celebrated in school). -can explore and talk about photos and artefacts within chronology boxes -can order the "events" (photos of "events") within these (at least three events) -can talk about some things that happened in their own past (birthday, Christmas, when they were at nursery...) -understands that adults / family members have memories of their past - can ask questions about this (following stimuli) e.g. "when you were little, what was your favourite toy?"		-begins to develop an understanding that things were different "a long time ago" like homes / kitchens comparing images and real artefacts from Victorian and modern houses	
Other opportunities for learning -introduce the term monarchy through stories that include kings, queens, princes and princesses, sultans, pharaohs, etc						
<u>Vocabulary</u> today, present, yesterday, past, a long time ago, old, memory, new, recent, modern, tomorrow, future, before, after, different						
Early Learning Goal 2021 (Understanding the World – Past and Present) Children at the expected level of development will: -talk about the lives of the people around them and their roles in society; -know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -understand the past through settings, characters and events encountered in books read in class and storytelling.						
Development Matters - Reception will be learning to: (Understanding the World) -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past -Compare and contrast characters from stories, including figures from the past.						



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History Medium Term Plan



HISTORICAL SKILLS

Chronology

- can order the "events" within a memory box (at least three events)
- can talk about a significant event in their own life
- use everyday language related to time

Interpreting the Past

- begins to develop an understanding that things were different "a long time ago",
- can talk about some things that happened in their own past
- aware that family members have memories of the past and can share and comment on family photos
- comment on images of familiar situations in the past

Historical Enquiry and Using Sources

- can explore and talk about photos and artefacts within chronology boxes
- understands that adults / family members have memories of their past and can ask questions about this (following stimuli)
- answer 'how' and 'why' questions ... in response to stories or events

KEY CONCEPTS

- **Continuity and Change:** -look closely at similarities, differences, patterns and change -develop understanding of growth, decay and changes over time
- **Cause and Consequence:** -question why things happen and give explanations
- **Similarity and Difference:** -know about similarities and differences between themselves and others, and among families, communities and traditions
- **Significance:** -recognise and describe special times or events for family or friends



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History Medium Term Plan



	AUTUMN	SPRING	SUMMER
Y1	NC: Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements Significance: Why do we wear poppies? -chronology – know when the poppy, WW1 and WW2 fit on a timeline -know that poppies grew in the mud of the First World War battlefields after the fighting stopped – A Poppy is to Remember by Heather Patterson and Ron Lightburn -the first verse of John McCrae's poem <i>In Flanders Field</i> -listen to the Last Post. What do you think of when you hear this music play? -why is the poppy a good symbol to help us remember such a bad event? VOCABULARY before, after, old, new, in the past, present symbol, poppy, battlefield, soldiers NC: Changes within living memory Continuity and Change: How have toys changed over the last 80 years? -chronology - understand living memory -make observations about what toys are like now -compare new and old examples of the same toys -comment on how they know toys are old -know how they can find out about old toys (museums, pictures, ask adults) -ask and answer questions using artefacts and pictures -know who would have played with certain toys a long time ago VOCABULARY old, very old, new, when mummy and daddy were little, a long time ago, materials, artefact, museum	NC: The lives of significant individuals in the past who have contributed to national and international achievements Significance: Why are Rosa Parks & Martin Luther King Jr significant individuals? -chronology – know where the people fit within a chronological framework -know key events from the life of Martin Luther King Jr and order them -understand what Martin Luther King Jr's "dream" was and why he is significant -know key events from the life of Rosa Parks and order them -understand why Rosa Parks acted as she did – explore photographs, ask questions -compare the lives of Martin Luther King Jr and Rosa Parks Significance: Can we still see the work of Florence Nightingale today? -chronology - know where the people fit within a chronological framework -know who Florence Nightingale is and order key events within her life -know why Florence Nightingale is a significant person -compare modern day nursing to that of Florence Nightingale VOCABULARY before, after, old, new, in the past, now, present NHS, equal rights, civil rights, activist, protests, racism	NC: The lives of significant individuals in the past who have contributed to national and international achievements Significance: How important was Neil Armstrong as an explorer? -chronology - know where the people and events they study fit within a chronological framework -understand what an explorer is and what they do -learn about famous explorers and why they travelled: Sir Francis Drake – the first Englishman to circumnavigate the globe in a single expedition from 1577 to 1580; Amelia Earhart - the first female pilot to cross the Atlantic Ocean -know when and where these explorers have travelled -understand that Neil Armstrong was an explorer -ask and answer questions about Neil Armstrong and learn about his life -identify what makes Neil Armstrong a significant person -compare Neil Armstrong's achievements with the lives of the other explorers studied, including Helen Sharman. VOCABULARY old, very old, new, when mummy and daddy were little, a long time ago explorer, journey, significant, expedition, pilot



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HISTORICAL SKILLS

Chronology

- know where the people and events they study fit within a chronological framework
- put up to three objects into chronological order

Interpreting the Past

- identify different ways the past is represented (photographs, stories, adults talking about the past, historical diaries or records)
- make simple observations about different people, events, beliefs and communities.

Historical Enquiry and Using Sources

- ask and answer questions using a range of artefacts / photographs provided
- know that some objects belonged to the past and explain why they were different in the past.
- begin to identify the main differences between old and new objects
- identify objects from the past and give a plausible explanation about what an object was used for

KEY CONCEPTS

- **Continuity and Change:** -identify similarities / differences between ways of life at different times
- **Cause and Consequence:** -recognise why people did things, why events happened and what happened as a result
- **Similarity and Difference:** make simple observations about different types of people, events, beliefs within a society
- **Significance:** -talk about who was important e.g. in a simple historical account



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History Medium Term Plan



	AUTUMN	SPRING	SUMMER
Y2	NC: Local history study: Significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements Continuity and Change: How did the invention of trains make life better locally and nationally? -understand chronology and use vocabulary related to time -significance of George Stephenson (national); Sequence events of his life -identify national changes brought about by the train -significance of Rowland Winn (local) -identify the train's impact on Scunthorpe and the growth of the steelworks VOCABULARY Now, then, long ago, before, after, past, present, future, year, decade, century, before I was born, when I was younger Transport, railway, locomotive, significant, national, local, steelworks NC: Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Similarity and Difference: How do we remember previous wars? -understand chronology and use vocabulary related to time -identify why we have Remembrance Day -understand the significance of the poppy -significance of Moina Michael -understand how the actions of people have effected the way we remember previous wars (Moina Michael, British Legion) -identify the importance of the Cenotaph and local war memorials VOCABULARY before, after, old, new, in the past, present symbol, poppy, battlefield, soldiers, war memorial, Cenotaph	NC: Changes within living memory The lives of significant individuals in the past who have contributed to national and international achievements Significance: Why is our monarchy important? -chronology – understand living memory and create timeline -know what a monarch is – introduce through stories featuring kings/queens -know who our current monarch is -understand why Princess Elizabeth became Queen Elizabeth II -know what a coronation is and why it is significant -know who the royal family is -understand succession and who preceded the current monarch and who will follow -understand how the Queen is significant in our local area/our lives today VOCABULARY Now, then, long ago, before, after, past, present, future, year, decade, century, before I was born, when I was younger Monarch, monarchy, royal, Royal family, succession, coronation, significant	



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HISTORICAL SKILLS

Chronology

- know where the people and events they study fit within a chronological framework
- **sequence a set of events in chronological order and give reasons for their order**
- **sequence events about the life of a famous person**

Interpreting the Past

- **explain how their local area was different in the past**
- explain why eye-witness accounts may vary
- **recount some interesting facts from an historical event**
- explain why someone in the past acted in the way they did
- identify different ways in which history is presented

Historical Enquiry and Using Sources

- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- answer questions by using a specific source, such as an information book
- understand some of the ways in which we find out about the past
- find out something about the past by talking to an older person

KEY CONCEPTS

- **Continuity and Change:** Identify similarities / differences between ways of life at different times
- **Cause and Consequence:** Recognise why people did things, why events happened and what happened as a result
- **Similarity and Difference:** Make simple observations about different types of people, events, beliefs within a society
- **Significance:** Talk about who was important e.g. in a simple historical account



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	AUTUMN	SPRING	SUMMER
Y3	NC: Changes in Britain from the Stone Age to the Iron Age Stone Age - Palaeolithic c. 800,000 BC – 10,000 BC - Mesolithic c. 11,000 BC to 5,500 BC - Neolithic c 4,300 to 2000 BC Bronze Age c 2,200 BC to 750 BC Iron Age c 750 BC to 43 AD Continuity and Change: What changes happened in Britain between the Stone Age, Bronze Age and Iron Age? -Chronology - Understand BC and AD and the chronology of Prehistory -Identify main features of Stone, Bronze and Iron Age -Understand how we know about these periods of history – examine evidence and link to local area (Twigmoor Woods) -Compare tools / weapons from the Stone Age, Bronze Age and Iron Age – How did the improvements impact on the lives of people from Prehistory? -Skara Brae - What does the evidence tell us? -Compare homes / settlements of Stone Age, Bronze Age and Iron Age – Why were changes made and needed? -Why was Stonehenge built? Why is it significant? -Assessment - Double page spread showing progression of tools / weapons, farming and homes / settlements from Stone Age to Iron Age VOCABULARY chronology, chronological, duration, BC - BCE, AD - CE, concurrence archaeologist, evidence, nomadic, hunter-gatherer, forage, settlement, flint, sickle, technology, bronze, henge, iron, tribe, hillfort		NC: The Roman Empire and its impact on Britain 55BC – 410AD 55BC – 1st invasion 54BC – 2nd invasion 43AD – 3rd invasion (successful) Cause and Consequence: What was the Roman impact on Britain? -Chronology - Understand where and when the Roman Empire fits within history -Chronology - Identify key events that occurred within the Roman Empire and place on a timeline (e.g. start of empire, 3 invasions of Britain, building of Hadrian's Wall, etc) -Know why the Roman Army was so successful in building up the Roman Empire -Know why Hadrian's wall was built and the impact on the Picts -Understand the relationship between Boudicca and the Romans and compare to Cartimandua's experience with the Romans -Local history – Know why Lincoln was an important city to the Romans -Know the impact the Roman Empire had on Britain today - roads – local links to Lincoln and Ermine Street - Roman Baths, hygiene, aqueducts, hypocaust system, sewers VOCABULARY chronology, chronological, duration, BC - BCE, AD - CE, concurrence Empire, emperor, invasion, conquer, centurion, revolt, tribe, Celtic, resistance, rebellion, baths, hygiene, aqueducts, hypocaust system, sewer



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History Medium Term Plan



HISTORICAL SKILLS

Chronology

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- **use a timeline within a specific time in history to set out the order things may have happened**
- use mathematical knowledge to work out how long ago events would have happened
- **describe events from the past using dates when things happened**
- note connections, contrasts and trends over time

Interpreting the Past

- **suggest why certain people acted as they did in history**
- help pupils understand both the long arc of development and the complexity of specific aspects of the content
- **suggest why certain events happened as they did in history**

Historical Enquiry and Using Sources

- address and sometimes devise historically valid questions
- understand how our knowledge of the past is constructed from a range of sources
- use various sources of evidence to answer questions
- use various sources to piece together information about a period in history
- begin to use more than one source of information to bring together a conclusion about an historical event

KEY CONCEPTS

- **Continuity and Change:** Describe / make links between main events, situations and changes within and across different periods/societies
- **Cause and Consequence:** Identify and give reasons for, results of, historical events, situations, changes
- **Similarity and Difference:** Describe social, cultural, religious and ethnic diversity in Britain & the wider world
- **Significance:** Identify historically significant people and events in situations



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History Medium Term Plan



	AUTUMN	SPRING	SUMMER
Y4		NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared • Ancient Sumer 3200BC - 1792BC • Indus Valley 2600BC - 1900BC • Ancient Egypt 3100BC - 332BC • Shang Dynasty 1760BC - 1046BC A depth study of Ancient Egypt - 3100BC - 332BC Similarity and Difference: What did the earliest civilizations have in common? • Chronology: when and where the earliest civilizations existed • Use atlases and maps to list the features of the localities that would have made it a good place to settle. • Understand the main characteristics of the four civilizations (overview) • Identify the similarities between the four civilizations Cause and Consequence: What were the achievements that made Ancient Egypt successful? • Chronology: identify where Ancient Egypt fits within world history • Chronology: identify main events that occurred within the time period • Understand how we know about the Egyptian achievements – evidence/sources • Know the importance of Pyramids/construction techniques, irrigation & agriculture, hieroglyphs/papyrus within Ancient Egypt • Identify the results/impact that Pyramids/construction techniques, irrigation & agriculture, hieroglyphs/papyrus had on Ancient Egyptian society VOCABULARY BC and AD (BCE and CE), chronology, duration, scale, interval, concurrence archaeologists, artefacts, primary sources, secondary sources, pyramids, engineering, mathematicians, tomb, sarcophagus, mummification, River Nile, shaduf, flooding, silt, irrigation, agriculture, ox drawn plough, hieroglyphics, cartouche, symbols, Rosetta Stone, scribe, papyrus	NC: Britain's settlement by Anglo-Saxons and Scots (Anglo-Saxon invasions, settlements and kingdoms: place names and village life) • Last Romans ordered to leave Britain - 410AD • Anglo-Saxon Britain - c. 450AD – 1066AD Continuity and Change: How did England change after the Anglo-Saxon settlement? • Chronology – Where does this fit in within world history? • Chronology – Where does this fit in within British history? Link to previous learning on Romans • Know where the Scots and Anglo-Saxons came from • Understand reasons why Anglo-Saxons invaded (link to Romans leaving) • Know where the Anglo-Saxons settled: settlements and kingdoms • Make comparisons between Roman settlements (style, location, etc) and those of the Anglo-Saxons • Identify Anglo-Saxon place names on map and make links to what changed or stayed the same from Roman times. • Know what Anglo-Saxon village life was like, noting what has changed or continued • Identify major changes within Britain during Anglo-Saxon times: introduction of Christianity, changes to language VOCABULARY BC and AD (BCE and CE), chronology, duration, scale, interval, concurrence, decade, century Scots, Picts, Anglo-Saxons, farmers, kingdoms, settlement, wattle and daub, Christianity, pagans, conversion, chaplain, gospels



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HISTORICAL SKILLS

Chronology

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- **place periods of history on a timeline showing periods of time (duration)**
- use mathematical skills to round up time differences into centuries and decades to work out the time differences between certain major events in history
- begin to build up a picture of what main events happened in Britain/ the world during different centuries
- Use dates to describe when events happened

Interpreting the Past

- **have an appreciation that wars start for specific reasons and can last for a very long time**
- research two versions of an event and say how they differ
- **explain how events from the past have helped shape our lives**
- give more than one reason to support a historical argument

Historical Enquiry and Using Sources

- address and sometimes devise historically valid questions
- understand how our knowledge of the past is constructed from a range of sources
- **appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past**
- communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out

KEY CONCEPTS

- **Continuity and Change:** Describe / make links between main events, situations and changes within and across different periods/societies
- **Cause and Consequence:** Identify and give reasons for, results of, historical events, situations, changes
- **Similarity and Difference:** Describe social, cultural, religious and ethnic diversity in Britain & the wider world
- **Significance:** Identify historically significant people and events in situations



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	AUTUMN	SPRING	SUMMER
Y5	NC: The Viking <u>and</u> Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Anglo-Saxon Britain - c.450AD – 1066AD - Viking Britain - 793AD – 1066AD Evidence / Interpretations: Is it accurate to say the Vikings were vicious raiders? - Chronology – Where does this fit in within world history? - Chronology – Where does this fit in within British history? Link to previous learning on Anglo-Saxons - Know where the Vikings came from and why they came to Britain - Understand significant events such as raid on Lindisfarne, creation of Danelaw - Use primary and secondary sources to examine how Vikings are portrayed and why a range of sources must be used to construct understanding of the past Cause and Consequence: How did the Anglo Saxons regain control of Britain? - Know similarities and differences between Vikings and Anglo-Saxons - Understand the causes of Viking success in Britain and the consequences of these (positive and negative) - Identify the significance of King Alfred (the Great) and his impact on Anglo-Saxon Britain - Understand the role Athelstan, King Cnut, and Edward the Confessor played in regaining control of Britain focusing on cause and consequence VOCABULARY Past, present, future, decade, century, time period, ancient, BC, AD, era, chronology, continuity, change, duration, timescale, concurrence, legacy, primary sources, secondary sources raid, Lindisfarne, Jorvik, invasion, settlement, kingdom, conflict, Danelaw Similarity and Difference: Why is Father Christmas represented differently around the world? - Understand how image and legend of Father Christmas has evolved over time - Investigate different names for Father Christmas across Europe - Plot locations on Digimaps - Investigate the life of St Nicholas	A non-European society that provides contrasts with British history - early Islamic civilization - 750AD – 1258AD Cause and Consequence: How has the Islamic civilization influenced our lives today? - Chronology – Where does this fit in within world history? - Chronology – Where does this fit in within British history? - Understand how / why the Islamic empire spread so quickly in the 7th century - Understand what Baghdad was like based on its layout - Understand the importance of trade, making links with Vikings and Anglo-Saxons - Compare importance of learning in Baghdad c900AD to education in Britain - Know what the House of Wisdom was and the consequences of its construction - Understand the significance of historical figures, compare contributions and their impact on our lives today (Ibn Battuta, Al-Zahrawi, Ibn al-Nafis, Ibn Sina, Al-Khwarazmi) VOCABULARY Past, present, decade, century, time period, ancient, BC, AD, era, chronology, continuity, change, duration, scale, concurrence, legacy Abbasid Caliphate, civilisation, caliph, caliphate, trade, archaeology, scholar, qur'an, House of Wisdom, sultan, mosque, algebra, polymath, rihla	



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HISTORICAL SKILLS

Chronology

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- **use dates and historical language in work**
- **draw a timeline with different time periods outlined which show different information (such as, periods of history, when famous people lived, etc.)**
- use their mathematical skills to work out exact time scales and differences as need be
- **create timelines which outline the development of specific features (such as medicine; weaponry; transport, etc.)**

Interpreting the Past

- understand how our knowledge of the past is constructed from a range of sources
- summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently
- **appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them**

Historical Enquiry and Using Sources

- address and sometimes devise historically valid questions
- **describe a key event from the past using a range of evidence from different sources**
- appreciate how historical artefacts have helped us understand more about lives in the present and past
- construct informed responses that involve thoughtful selection and organisation of relevant historical information

KEY CONCEPTS

- **Continuity and Change:** Describe / make links between main events, situations and changes within and across different periods/societies
- **Cause and Consequence:** Identify and give reasons for, results of, historical events, situations, changes
- **Similarity and Difference:** Describe social, cultural, religious and ethnic diversity in Britain & the wider world
- **Significance:** Identify historically significant people and events in situations



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	AUTUMN	SPRING	SUMMER
Y6	NC: Local history Study: Scunthorpe Steelworks - Victorian Britain: 1837 – 1901 - Industrial Revolution: 18th century to mid-19th century Cause and Consequence: How did the industrial revolution impact Scunthorpe? - Chronology – Where does this fit in within world history? - Chronology – Where does this fit in within British history? - Know what the Industrial Revolution was and some inventions of the time; understand how these inventions have had an impact on us today - Know why the workhouse came into existence and the impact Dr Bernardo had upon them - Know the history of Scunthorpe and how it grew - Understand the significance of Rowland Winn and his impact on the growth of Scunthorpe - Explain how the continuation of the revolution has changed Scunthorpe from then to now VOCABULARY Past, present, future, decade, century, time period, AD, era, chronology, continuity, change, duration, timescale, concurrence, legacy, time period, short-term, long-term, Victorians, Industrial revolution, inventions, industry, workhouses, cause, consequence, change, compare, primary sources, secondary sources, agriculture, population, development, machinery, transport Cause and Consequence: Why is our Christmas like it is? - Chronology – Where does this fit in within world history? - Chronology – Where does this fit in within British history? - Know what happened at Christmas in the Victorian Era - Compare Victorian Christmas to modern day Christmas - Know the history of Christmas - Understand the cause and consequences brought about by the Industrial Revolution - Understand Prince Albert's contribution to modern day Christmas VOCABULARY past, present, future, decade, century, time period, AD, era, chronology, continuity, change, duration, timescale, concurrence, legacy, time period, short-term, long-term, traditions, industrialisation, technology, society	NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world and A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day - Archaic Period - 800 BC - 480 BC - Classical Golden Age – c480BC to 323BC - Hellenistic period – 323BC to 30BC Significance: Where can we see the influence of Ancient Greece on our world and Britain today? - Chronology – where Ancient Greece fits within world history - Identify key features of Greece and its location - Know why the location of Ancient Greece was significant and how it contributed to successful invasions and expansion of the empire - Know why the Battle of Marathon is significant - Understand that Ancient Greece consisted of city states - Know similarities and differences between Athens and Sparta - Infer information about what life was like in Ancient Greece from artefacts such as pottery and statues - Infer information about what life was like from archaeological sites such as temples, theatres, etc - Understand the importance of the Olympics and what they tell us about the Ancient Greeks - Understand the legacy of Greek myths and legends and what can be learned from them - Know why Alexander the Great is significant - Understand the impact Ancient Greece has had on our schools today, our language, our buildings/architecture and government. - Understand why Ancient Greece's success came to an end VOCABULARY chronology, BCE, CE, concurrent, chronological, duration, interval, scale, civilisations, western world, city state, democracy, elect, The Ekklesia, The Boule, The Dikasteria, olympics, depiction, modern, impact, legacy	



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HISTORICAL SKILLS

Chronology

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- note connections, contrasts and trends over time
- **use dates and historical language in their work**
- **say where a period of history fits on a timeline**
- trace the main events that define Britain's journey from a mono to a multi-cultural society
- **draw a timeline with different time periods outlined which show different information (such as, periods of history, when famous people lived, etc.)**
- **summarise the main events from a specific period in history, explaining the order in which key events happened**

Interpreting the Past

- look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint
- suggest why there may be different interpretations of events
- help pupils understand both the long arc of development and the complexity of specific aspects of the content

Historical Enquiry and Using Sources

- regularly address and sometimes devise historically valid questions
- appreciate how historical artefacts have helped us understand more about British lives in the present and past
- understand how our knowledge of the past is constructed from a range of sources
- construct informed responses that involve thoughtful selection and organisation of relevant historical information

KEY CONCEPTS

- **Continuity and Change:** Describe / make links between main events, situations and changes within and across different periods/societies
- **Cause and Consequence:** Identify and give reasons for, results of, historical events, situations, changes
- **Similarity and Difference:** Describe social, cultural, religious and ethnic diversity in Britain & the wider world
- **Significance:** Identify historically significant people and events in situations