

History Curriculum Map and Progression of Skills

		A1	A2	Sp1	Sp2	Su1	Su2
Year 1	Marvellous Me!		Out of this world	Time Travellers		Roaming through the Rainforest	Animal Kingdom
	<p>Understand how to put people, events and objects in order of when they happened, using a given scale.</p> <p>Family tree Time line of life</p>	<p>Travel through the ages - Space Travel Neil Armstrong First airplane flight - Wright Brothers</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Know some things that happened to other people in the past</p> <p>Sequence some events or related artefacts, in order, on a timeline Place events of moon landing on a timeline</p> <p>Use simple historical vocabulary e.g. recently, before, after, now, later, past, present</p> <p>Recount parts of stories and memories about the past Wright Brothers first flight First moon landing</p>	<p>Kings, Queens and the Victorian children Queen Victoria, Queen Elizabeth 2, King Charles</p> <p>Know some things that happened to other people in the past Victorian children – life in a workhouse Victorian schools</p> <p>Sequence some events or related artefacts, in order, on a timeline Queen Victoria’s life on a timeline</p> <p>Use simple historical vocabulary e.g. recently, before, after, now, later, past, present Compare past and present</p> <p>Recount changes that have occurred in own lifetime Change in monarch</p>	<p>Old and new toys How toys have changed</p> <p>Sequence some events or related objects in order Sort toys into old and new</p> <p>Use simple historical vocabulary e.g. recently, before, after, older, newer, past, present and use them to label timelines.</p> <p>Recount changes that have occurred in own lifetime</p> <p>Explore which toys have stayed the same and changed over time.</p> <p>Discuss reasons for toys changing</p> <p>Compare toys from the past and present Compare present day and Victorian toys</p>			

Recall some facts about people/events before living memory.

Who were the Wright Brothers?

Why are they famous?

What did they achieve?

Who was Neil Armstrong?

Why is he famous?

What did he achieve?

Say why people may have acted the way they did.

Look at books, video, photographs, pictures and artefacts to find out about the past.

Identify different ways in which the past is represented e.g. pictures

Explore events, look at pictures and ask/answer simple questions e.g. Which things are old? Which are new? What were the people doing?

Look at objects from the past and ask/answer questions e.g. What were they used for?

Forms of transport, spacecraft/rockets

Recall some facts about people/events before living memory.

Who was Queen Victoria?

Why is she remembered?

Life for Victorian children

Say why people may have acted the way they did.

British Empire

Look at books, video, photographs, pictures and artefacts to find out about the past.

Identify different ways in which the past is represented e.g. pictures

Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).

Tell stories about the past.

Talk, write and draw pictures about things I have found out about the past.

Look at books, video, photographs, pictures and artefacts to find out about the past.

Explore events, look at pictures and ask/answer simple questions e.g. Which things are old? Which are new? What were the people doing?

Look at objects from the past and ask/answer questions

Toys - What were they used for? What are they made from?

Sort events or objects into groups e.g. then and now

Use time lines to order events or objects.

Timeline of toys

Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).

Talk, write and draw pictures about things I have found out about the past.

		<p>Sort events or objects into groups e.g. then and now</p> <p>Sort forms of transport into old and new</p> <p>Use time lines to order events or objects.</p> <p>Order rockets/spacecraft from oldest to newest</p> <p>Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p> <p>Tell stories about the past.</p> <p>Wright Brothers first flight</p> <p>First moon landing</p> <p>Talk, write and draw pictures about things I have found out about the past.</p>				
Year 2	London's Burning	Healthy Bodies	Spice of Life	Imagination Island	The Secret Garden	Beside the Seaside
	<p>Great Fire of London – how it changed London</p> <p>Understand how to put people, events and objects in order of when they happened, using a given scale.</p> <p>Events of the fire</p>	<p>Florence Nightingale/Mary Seacole/Edith Cavell – how they helped to improve hospitals and save lives</p> <p>Understand how to put people, events and</p>		<p>Famous explorers and their discoveries: Matthew Henson, Christopher Columbus</p> <p>Understand how to put people, events and objects in order of when</p>		<p>History of the British seaside</p> <p>Identify similarities and differences between people and time periods</p> <p>Seaside's in the past and now</p>

Use a timeline to place important events. Use some dates where appropriate.

Events of the fire

Use simple historical vocabulary

Use information to describe the past.

What was London like in 1666?

Describe the difference between then and now - How was London rebuilt after the Great Fire of London?

Look at evidence to give and explain reasons why people in the past may have acted the way they did.

How the fire spread?

Understand why some people in the past did things.

Look at and use books and pictures, stories, eye-witness accounts, photos, artefacts, historic buildings and visits, internet) to find out about the past -

Causes and consequences of great Fire of London

objects in order of when they happened, using a given scale.

Use a timeline to place important events. Use some dates where appropriate.

Use simple historical vocabulary

Identify similarities and differences between people and time periods

Compare Florence Nightingale/Mary Seacole/Edith Cavell

Use information to describe the past.

Look at evidence to give and explain reasons why people in the past may have acted the way they did.

Who were Florence Nightingale/Mary Seacole/Edith Cavell, what did they do and why are they famous?

Understand why some people in the past did things.

Who were Florence Nightingale/Mary Seacole/Edith Cavell, what did they do and why are they famous?

they happened, using a given scale.

Use a timeline to place important events. Use some dates where appropriate.

Events of expeditions

Use simple historical vocabulary

Identify similarities and differences between explorations

Use information to find out about the past.

Describe the difference between then and now

How we explore now

Look at evidence to give and explain reasons why people in the past may have acted the way they did - causes of exploring and what we found out from exploring

Understand why some people in the past did things - causes of exploring and what we found out from exploring

Look at and use books and pictures, stories, eye-witness accounts, photos, artefacts,

Compare Brighton Beach then and now

Use information to describe the past.

Describe the difference between then and now

Seaside's in the past and now

Compare Brighton Beach then and now

Look at and use books and pictures, stories, eye-witness accounts, photos, artefacts, historic buildings and visits, internet) to find out about the past.

Identify different ways in which the past is represented e.g. pictures, stories

Identify different ways in which the past is represented e.g. pictures, stories – Samuel Pepys' diary
Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Use a range of information to answer questions.

Describe objects, people and events in history

Use timelines to order events or objects or place significant people – Timeline of events of the fire

Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT

Look at and use books and pictures, stories, eye-witness accounts, photos, artefacts, historic buildings and visits, internet) to find out about the past.

What hospitals were like in the past compared to now

Identify different ways in which the past is represented e.g. pictures, stories

Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Use a range of information to answer questions.

Describe objects, people and events in history

Use timelines to order events or objects or place significant people

Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT

historic buildings and visits, internet) to find out about the past.

Identify different ways in which the past is represented e.g. pictures, stories

Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Use a range of information to answer questions.

Describe objects, people and events (explorations) in history

Use timelines to order events or objects or place significant people – place explorative events on a timeline

Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT

	A1	A2	Sp1	Sp2	Su1	Su2
	Rock of Ages	The Auroras	Gladiators	Moving to thrive	Work like an Egyptian	Jurassic World
Year 3	<p>How daily life changed in Britain from the Stone Age to the Iron Age</p> <p>Understand that timeline can be divided into BC and AD.</p> <p>Use timelines to place historical ages in chronological order. Place events of Stone Age, Bronze Age in chronological order</p> <p>Place historical artefacts within the correct ages</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Use dates and terms with increasing accuracy.</p> <p>Use evidence to describe the culture and leisure activities from the past.</p>		<p>The Roman empire and its impact on Britain</p> <p>Understand that timeline can be divided into BC and AD.</p> <p>Use timelines to place historical events, figures and artefacts in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Use dates and time periods with increasing accuracy.</p> <p>Use evidence to describe some of the changes over time when the Romans invaded Britain Who were the Romans?</p> <p>Use evidence to describe Roman life</p> <p>Use evidence to describe some of the causes and</p>	<p>Migration and The Windrush Generation</p> <p>To describe where people and events fit within a timeline</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past. Who were the Windrush Generation? Why did they migrate to Britain? Caribbean history and culture</p> <p>To use a range of sources of information to find answers to questions about the past, selecting relevant information to support my findings. Windrush pioneers Life on board the Windrush</p>	<p>Ancient Egypt – achievements of the earliest civilisation</p> <p>Understand that timeline can be divided into BC and AD.</p> <p>Use timelines to place historical events, artefacts and historical figures in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Use dates and terms with increasing accuracy.</p> <p>Use evidence to describe some of the achievements of the earliest civilisations</p> <p>Use evidence to describe some of the causes and consequences of some of</p>	

Use evidence to describe the clothes, way of life and actions of people in the past.

Stone Age
Bronze Age
Iron Age

Use evidence to describe buildings and their uses of people from the past

Stone Age
Bronze Age
Iron Age

Use evidence to find out how any of these may have changed during a time period.

Compare Stone Age to Iron Age

Recount the main events from a significant event in history.

Explore the idea that there are different accounts of history

Use documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Ask questions such as 'how did people? What did people do for

consequences of some of the main events and changes in Britain when the Romans invaded Roman contributions

Recount the main events from a significant event in history.
Roman invasion

Explore the idea that there are different accounts of history - Boudicca

Use documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Ask questions such as 'how did people? What did people do for? To find out about the past.

Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Use subject specific vocabulary

To begin to suggest causes and consequences of main events and changes
Difficulties faced by Windrush settlers when they arrived in Britain
Explore feelings and emotions of British people towards the new arrivals
Explore the feelings and types of rejection migrants experienced after arriving in Britain by invitation

the main events within Ancient Egypt

Use evidence to talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc.

What was life like in early Egypt?

Describe the beliefs, ideas, attitudes and experiences of men, women and children in Ancient Egyptian times.

Religious practices - mummification

Daily lives of the Egyptians

Use evidence to describe and give reasons for similarities and differences between the lives of people.

Describe the beliefs, ideas, attitudes and experiences of men, women and children in Ancient Egyptian times.

Social hierarchy

Use evidence to describe the changes and differences in lifestyle in the past and present.

Invasion on the Old Kingdom

	<p>....? To find out about the past.</p> <p>How do we know that the Stone Age existed?</p> <p>What is Stonehenge and why was it built?</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Use subject specific vocabulary</p>				<p>Recount the main events from a significant event in history.</p> <p>Explore the idea that there are different accounts of history</p> <p>Pyramids</p> <p>Beliefs about afterlife</p> <p>Tutankhamun's tomb</p> <p>Use documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Tutankhamun's tomb</p> <p>Ask questions such as 'how did people?' What did people do for? To find out about the past.</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Use subject specific vocabulary</p>	
Year 4	Invaders and Settlers	Extreme Earth	The Marvellous Mayans	Planet Protectors	The Groovy Greeks	Legendary London

Anglo-Saxons and Vikings including Scots

Order significant events and dates on a timeline.

Where the Anglo-Saxons fit on a timeline and who was living in Britain when they first invaded

Use historical vocabulary e.g. century, decade, BC, AD, after, before, during

Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.

Describe the main changes in a period of history.

How England changed during the settlement of the Anglo-Saxons and Vikings including Scots
To explain how, when and why the Anglo-Saxons, Vikings and Scots invaded Britain
Alfred the Great

Use evidence to describe what was important to people from the past.

Use evidence to show how the lives of rich and

The Ancient Maya

Order significant events and dates on a timeline.

Use historical vocabulary e.g. century, decade, BC, AD, after, before, during

Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.

Describe the main changes in a period of history.

Use evidence to describe what was important to people from the past.

Mayan inventions
Mayan beliefs – Gods

Use evidence to describe some of the achievements of the earliest civilisations

Maya writing
How did the Maya tell the time?

Mayan number system

Use evidence to show how the lives of rich and poor people from the past differed

Different social groups, beginning to identify slaves, farmers and noble people to children and taking a brief look at each

The Ancient Greeks

Order significant events and dates on a timeline.

Know where and when the Ancient Greek civilisation existed and order events on a timeline

Use historical vocabulary e.g. century, decade, BC, AD, after, before, during

Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.

Describe the main changes in a period of history.

Significant events from the history of Ancient Greece

How the Greek Empire was established and maintained and the impact on wider world

Use evidence to describe what was important to people from the past.

Religious beliefs and gods they worshipped

Writing system
Olympic Games

poor people from the past differed

Describe how Anglo-Saxon society was organised (using the story of Beowulf) and everyday life in Britain (including governance and conflict).
Life as a Viking

Describe similarities and differences between people, events and artefacts studied

Describe everyday life for the Anglo-Saxons, Vikings and Scots, comparing their different cultures and governance that existed despite their close geographical proximity, and understanding why tensions existed.

Look at different versions of the same event in history and identify differences

Use documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Bayeux Tapestry

group and their standard of living

What different groups ate, what clothes they wore and what entertainment they had

Describe similarities and differences between people, events and artefacts studied

Rich and poor
Mayan beliefs – Gods
Ancient religions and different religions today.
Where did the Maya live?

Look at different versions of the same event in history and identify differences

Use documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

How do we know about the Maya? Drawings of Frederick Catherwood

Ask questions such as 'how did people? What did people do for? To find out about the past.

Chichen Itza

Describe similarities and differences between people, events and artefacts studied
Athenian and Spartan civilisations

Look at different versions of the same event in history and identify differences

Greeks myths

Use documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Ask questions such as 'how did people? What did people do for? To find out about the past.

Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills

Use dates and terms correctly.

Discuss most appropriate way to present information, realising that it is for an audience.

<p>Ask questions such as 'how did people? What did people do for? To find out about the past.</p> <p>How did the invasion of the AngloSaxons create such tensions in Great Britain?</p> <p>Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills</p> <p>Use dates and terms correctly.</p> <p>Discuss most appropriate way to present information, realising that it is for an audience.</p> <p>Use subject specific words such as monarch, settlement, invader.</p> <p>Difference between invader and settler</p>		<p>Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills</p> <p>Use dates and terms correctly.</p> <p>Discuss most appropriate way to present information, realising that it is for an audience.</p> <p>Use subject specific words such as monarch, settlement, invader.</p>		<p>Use subject specific words such as monarch, settlement, invader.</p>	
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	A1	A2	Sp1	Sp2	Su1	Su2
	Terrible Tudors	Neighbours – Near and Far	Natural Disasters	Life in the Trenches	Crime and Punishment through the ages	Africa - Benin
Year 5	<p>The Tudors</p> <p>Use timelines to order significant events, movements and dates on a timeline.</p> <p>Tudor family tree</p> <p>Sequence historical periods.</p> <p>Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p> <p>Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reason why changes may have</p>			<p>World War 1</p> <p>Local link</p> <p>Use timelines to order significant events, movements and dates on a timeline.</p> <p>Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Explore causes of WW1</p> <p>Understand what life was like on the Western Front/in the trenches</p> <p>People's roles in WW1</p> <p>Women in WW1</p> <p>Animals in WW1</p>	<p>History of crime and punishment</p> <p>How has crime and punishment changed over time in Britain</p> <p>Highwaymen/Dick Turpin</p> <p>Use timelines to order significant events, movements and dates on a timeline.</p> <p>Sequence historical periods.</p> <p>Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods. What crime and punishment was like in Roman Britain, the Anglo-Saxon period, Tudor period, Victorian period, 20th century.</p> <p>Choose reliable sources of information to find out about the past.</p>	<p>Benin</p> <p>Use timelines to order significant events, movements and dates on a timeline.</p> <p>Timeline of the ancient Benin civilisation and find out the main facts and dates about the Benin kingdom.</p> <p>Sequence historical periods.</p> <p>Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p> <p>Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.</p>

occurred, backed up by evidence

Why Henry VIII executed his wives?

Describe similarities and differences between people, events and artefacts studied backed up by evidence

Compare Henry VIII wives

Differences and similarities between Tudor Kings and Queens

Make links between some features of past societies e.g. religion, houses, society, technology.

Look at different versions of the same event in history identify differences and give reasons for these differences

John Gerard's imprisonment and escape from the Tower of London

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect

Give own reason why changes may have occurred, backed up by evidence.

Explore causes of WW1

Describe how some of the past events/people affect life today

Remembrance

Make links between some features of past societies e.g. religion, houses, society, technology.

Look at different versions of the same event in history identify differences and give reasons for these differences

Explore causes of WW1

Know that people in the past represent events or ideas in a way that persuades others.

Should Britain have fought in WW1?

Analyse First World War posters

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect

Give own reason why changes may have occurred, backed up by evidence.

Describe similarities and differences between people, events and artefacts studied backed up by evidence.

Compare historical to modern day crime and punishment

Describe how some of the past events/people affect life today

Make links between some features of past societies e.g. religion, houses, society, technology.

Look at different versions of the same event in history identify differences and give reasons for these differences

Dick Turpin – Hero or villain?

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Choose reliable sources of information to find out about the past.

5 warrior kings

Give own reason why changes may have occurred, backed up by evidence.

How the British put an end to the Benin Empire and made Benin part of the British Empire

Describe similarities and differences between people, events and artefacts studied backed up by evidence.

Compare historical to modern day crime and punishment – link to Crime and Punishment topic

Kings and gods of Benin/how they are represented in artefacts

Describe how some of the past events/people affect life today

Benin objects in British museums and the call for repatriation. Slave trade

Make links between some features of past societies e.g. religion, houses, society, technology.

<p>information about the past.</p> <p>Ask a range of questions about the past</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Understand the difference between primary and secondary sources of evidence</p> <p>Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.</p> <p>Choose most appropriate way to present information to an audience</p> <p>Use dates and terms accurately</p>				<p>information about the past.</p> <p>Explore the different sources about what life was like at the Western Front/Home Front.</p> <p>Ask a range of questions about the past</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Understand the difference between primary and secondary sources of evidence</p> <p>Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.</p> <p>Choose most appropriate way to present information to an audience</p> <p>Use dates and terms accurately</p>	<p>Ask a range of questions about the past</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Understand the difference between primary and secondary sources of evidence</p> <p>Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.</p> <p>Choose most appropriate way to present information to an audience</p> <p>Use dates and terms accurately</p>	<p>Benin houses</p> <p>Crime and punishment in Benin</p> <p>How the Obas created the first cities in Benin</p> <p>Look at different versions of the same event in history identify differences and give reasons for these differences</p> <p>How the British put an end to the Benin Empire and made Benin part of the British Empire</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>How the British put an end to the Benin Empire and made Benin part of the British Empire</p> <p>Benin Kings</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past</p>
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					<p>Choose reliable sources of evidence to answer questions.</p> <p>Understand the difference between primary and secondary sources of evidence</p> <p>Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.</p> <p>Choose most appropriate way to present information to an audience</p> <p>Use dates and terms accurately</p>	
Year 6	Sail away with me	Bombs, Battles and Bravery	Evolutionary Tail		Down Under	Moving on up!
	<p>The Titanic's maiden voyage</p> <p>Use timelines to order significant events, movements and dates on a timeline.</p> <p>Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during,</p>	<p>World War 2 Local History study</p> <p>Use timelines to order significant events, movements and dates on a timeline.</p> <p>Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during,</p>	<p>Who was Charles Darwin?</p> <p>Journey to Galapagos on The Beagle – links with Titanic</p>		<p>The plight of the Aboriginal people – The Stolen Generation</p> <p>Identifies changes within and across historical periods.</p> <p>Describe the main changes in a period in history using historical vocabulary such as</p>	

Tudors, Stuarts, Victorians, era, period.

Recall the date of any significant event studied from past and place it correctly on a timeline

Choose reliable sources of information to find out about the past – Learn about life in the 1900s from the Titanic

Describe similarities and differences between people, events and artefacts studied backed up by evidence.

Investigate artefacts from the Titanic and compare 1st, 2nd, 3rd class passengers

Make links between some features of past societies e.g. religion, houses, society, technology.

Construction of the Titanic and the different classes of passengers

Look at different versions of the same event in history identify differences and give reasons for these differences.

Who's to blame for the sinking of the Titanic?

Tudors, Stuarts, Victorians, era, period.

Recall the date of any significant event studied from past and place it correctly on a timeline

Identifies changes within and across historical periods.

Evacuation, role of women, The Blitz

Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'

Evacuation, role of women, The Blitz

Choose reliable sources of information to find out about the past

Give reason why changes may have occurred, backed up by evidence

Evacuation, role of women, The Blitz

Describe similarities and differences between people, events and artefacts studied backed up by evidence

'Social', 'religious', 'political', 'technological' and 'cultural'

Recall the date of any significant event studied from past and place it correctly on a timeline

Choose reliable sources of information to find out about the past

Give reason why changes may have occurred, backed up by evidence

Describe similarities and differences between people, events and artefacts studied backed up by evidence

Compare to Windrush Generation

Describe how some of the past events/people affect life today – the apology; life for the Aboriginal people now

Make links between some features of past societies e.g. religion, houses, society, technology
Racism

Look at different versions of the same event in history identify

<p>Evaluate evidence to choose the most reliable form</p> <p>Who's to blame for the sinking of the Titanic? Should the Titanic be raised?</p> <p>Give clear reasons why there might be different accounts of history, linking to factual understanding of the past.</p> <p>Who's to blame for the sinking of the Titanic?</p> <p>Identify and use different sources of information and artefacts to collect information and make draw conclusions about the past.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinion about historical events from a range of sources</p> <p>Who's to blame for the sinking of the Titanic?</p>	<p>Describe how some of the past events/people affect life today</p> <p>Make links between some features of past societies e.g. religion, houses, society, technology.</p> <p>Evaluate evidence to choose the most reliable form</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Propaganda posters</p> <p>Was the evacuation of Dunkirk a triumph or defeat?</p> <p>Identify and use different sources of information and artefacts to collect information and make draw conclusions about the past.</p> <p>Treaty of Versailles/Why and how WW2 began</p> <p>Was the evacuation of Dunkirk a triumph or defeat?</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p>	<p>Evaluate evidence to choose the most reliable form</p> <p>Give clear reasons why there might be different accounts of history, linking to factual understanding of the past.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Stolen Generation</p> <p>Identify and use different sources of information and artefacts to collect information and make draw conclusions about the past.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence</p> <p>Select the most appropriate source of evidence for particular tasks.</p>	<p>differences and give reasons for these differences.</p> <p>Government version of events compared to the Aboriginal people</p> <p>Evaluate evidence to choose the most reliable form</p> <p>Give clear reasons why there might be different accounts of history, linking to factual understanding of the past.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Stolen Generation</p> <p>Identify and use different sources of information and artefacts to collect information and make draw conclusions about the past.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence</p> <p>Select the most appropriate source of evidence for particular tasks.</p>	
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	<p>Should the Titanic be raised?</p> <p>Present information in an organised and clearly structured way.</p> <p>Make use of different ways of presenting information.</p> <p>Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Make accurate use of specific date</p>	<p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinion about historical events from a range of sources</p> <p>Was the evacuation of Dunkirk a triumph or defeat?</p> <p>Present information in an organised and clearly structured way.</p> <p>Make use of different ways of presenting information.</p> <p>Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Make accurate use of specific date</p>		<p>Form own opinion about historical events from a range of sources</p> <p>Present information in an organised and clearly structured way.</p> <p>Make use of different ways of presenting information.</p> <p>Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Make accurate use of specific date</p>	
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Chronological Understanding

Knowledge and understanding of past events, people and changes in the past

Historical Interpretation

Historical Enquiry

Organisation and Communication