



What does History look

like at Hambledon
Primary School?

What does it mean to be a historian at Hambledon Primary School?

- Pupils will have a chronological understanding, depth of historical knowledge, evidence interpretation skills and can organise/communicate this understanding to an age-appropriate level. Within our curriculum, we offer children the opportunity to explore links between different time periods and civilisations.
- Throughout their career at Hambledon, children will develop their understanding of the history of Britain and the wider world. They will consider how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. During history lessons, children will explore civilisations and time periods through the observation of various sources, be it physical artefacts, primary and secondary resources and through research and discovery. Their 'historian' skills will be developed to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. They will be taught to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. They will also be encouraged to explore the reliability and validity of these sources, and critically analyse the accounts of historical events. Within each unit, pupils will learn about the impact the time period or person studied had on civilisation at that time and also how current day links with the period/person studied – the legacy of the person/people.

Long Term Route Map

	Autumn	Spring	Summer
	KS1		
A	Mary Anning Enquiry: Why is Mary Anning famous and why were her achievements not celebrated more in her lifetime? Significant People	Toys Enquiry: How and why have toys changed over time? Changes over time	Queens Enquiry: Is being Queen E2 the same as being Queen E1 and Queen Victoria? Significant People
B	The Great Fire of London Enquiry: Why did the Great Fire of London cause so much damage and what happened as a result? Significant Event	Transport – Changes over Time Enquiry: How and why has transport changed over time? Changes over time	The Titanic – Significant Local Event Enquiry: Triumph or Tragedy? Significant Event
	LKS2		
A	Historical Hambledon Enquiry: Is Hambledon the same as it was? Changes over time	Overview of Ancient Civilisations Enquiry: What did these civilisations achieve and what did they have in common? Civilisations – Wider World	
B	Stone Age Enquiry: How did life change between Stone, Bronze and Iron Age? Civilisations - British	Romans Enquiry: What influence did the Romans have on our lives today? Civilisations - British	Anglo Saxons Enquiry: Why did the Anglo-Saxons come to Britain? Civilisations - British Significant People – King Alfred
	UKS2		
A	Vikings – Raiders or Traders? Civilisations - British	Non-Euro contrast with Britain from: Islamic civilization, Maya, Benin c900 Enquiry: Why should we study the Maya? Civilisation – Wider World	British Study since 1066 - Warfare Enquiry: How and why has warfare changed? (link to Historical Hambledon – plaques in church, why fewer names on WW2 than WW1 – lead into change of warfare tactics and rulers) Changes over time Significant Event
B	Egyptians Enquiry: What does evidence tell us about everyday life of different groups people in Egypt? What did they believe about the afterlife? Significant People – Egyptian Gods, King Tut Civilisation – Wider World	Ancient Greeks Enquiry: What have the Greeks taught us? Civilisation – Wider World	Shang Dynasty Enquiry: Where and when did this early civilisation develop? Civilisation – Wider World

EYFS

Reception	Understanding the World		<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Vocabulary: a long time ago, today, before today, tomorrow, changes, same, different. Now, before, after

Cycle A

Autumn Term KS1: Mary Anning

Aim: To learn about significant people and how their contributions changed society

*the lives of significant individuals in the past who have contributed national/ international achievements. Some should be used to compare aspects of life in different periods (Christopher Columbus and Neil Armstrong and Tim Peake)

*can use simple stories and other sources to show that they know and understand key features of events

*can recognise and talk about who was important in simple historical account

*can identify and talk about differences in accounts relating to people or events both from the time (primary) and present (secondary)

Key Vocabulary: Same, different, change, famous, important, past, today, tomorrow, yesterday, in time order, order

ASSESSMENT	Below	EXS	GDS	Below	EXS	GDS
	Year 1			Year 2		
Chronological understanding	<ul style="list-style-type: none">Sequence events in their lifeSequence 3 or 4 artefacts from distinctly different periods of timeMatch objects to people of different ages			<ul style="list-style-type: none">Sequence artefacts closer together in time - check with reference bookSequence photographs etc. from different periods of their lifeDescribe memories of key events in lives		
Range and depth of historical knowledge	<ul style="list-style-type: none">Recognise the difference between past and present in their own and others livesThey know and recount episodes from stories about the past			<ul style="list-style-type: none">Recognise why people did things, why events happened and what happened as a resultIdentify differences between ways of life at different times		
Interpretations of history	<ul style="list-style-type: none">Use stories to encourage children to distinguish between fact and fictionCompare adults talking about the past – how reliable are their memories?			<ul style="list-style-type: none">Compare 2 versions of a past eventCompare pictures or photographs of people or events in the pastDiscuss reliability of photos/ accounts/stories		
Historical enquiry	<ul style="list-style-type: none">Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)			<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.		
Organisation and communication	<ul style="list-style-type: none">Communicate their knowledge through:<ul style="list-style-type: none">Discussion....Drawing pictures...Drama/role play..Making models.....Writing..Using ICT...					

Cycle A

Spring Term KS1: Toys

Aim: how toys have changed over time and the impact of these changes on society

*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

*can use common words and phrases about the passing of time (before, after, a long time ago, past...)

*create simple timelines to sequence objects (toys)

*can recognise the distinction between present and past in their own and other's lives

* can recognise that technology could be different in past (toys)

*identify similarities and differences between ways of life in different periods

*understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Vocabulary: Past, present, future, timeline, significant, artefact, ancient, modern, decades

ASSESSMENT	Below	EXS	GDS	Below	EXS	GDS
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Organisation and communication	<ul style="list-style-type: none">Communicate their knowledge through:<ul style="list-style-type: none">Discussion....Drawing pictures...Drama/role play..Making models.....Writing..Using ICT...					

Cycle A

Summer Term KS1: Queens

Aim: the lives of Queen Victoria, Elizabeth I and II and how the world has changed during their lifetimes. The changes these significant people have been responsible for.

*the lives of significant people in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Elizabeth 1, Queen Victoria and Queen Elizabeth 11)

* know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

* ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

* understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Vocabulary: Comparison, famous, portrait, source of evidence, society, royalty, achievement, succession, reign

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Range and depth of historical knowledge	<ul style="list-style-type: none">Recognise the difference between past and present in their own and others livesThey know and recount episodes from stories about the past			<ul style="list-style-type: none">Recognise why people did things, why events happened and what happened as a resultIdentify differences between ways of life at different times		
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Organisation and communication	<ul style="list-style-type: none">Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...					

Cycle B

Autumn Term KS1: Great Fire of London

Aim: what life was like during this time, the contributing factors to the event and how life changed as a result

*events beyond living memory that are significant nationally

*significant historical events, people and places in own locality

*to tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories and features of events

*to show what they know and understand about the past in different ways

*can describe in simple terms the causes and consequences of an important historical event

*use sources to answer simple questions about the past.

Key Vocabulary: Same, different, change, famous, important, past, today, tomorrow, yesterday, in time order, order

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Organisation and communication	<ul style="list-style-type: none">Communicate their knowledge through:<ul style="list-style-type: none">Discussion....Drawing pictures...Drama/role play..Making models.....Writing..Using ICT...					

Cycle B

Spring Term KS1: Transport

Aim: How transport has changed over time and the causes and impact on society of these changes

*Changes within and beyond living memory (used to reveal aspects of change in national life)

*events beyond living memory that are significant nationally or globally (first aeroplane flight)

* ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

*understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Vocabulary: Past, present, future, timeline, significant, artefact, ancient, modern, decades

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Organisation and communication	<ul style="list-style-type: none">Communicate their knowledge through:<ul style="list-style-type: none">Discussion....Drawing pictures...Drama/role play..Making models.....Writing..Using ICT...					

Cycle B

Summer Term KS1: The Titanic

Aim: what life was like at the time of this event, the contributing factors and how life changed as a result

*events beyond living memory that are significant nationally and globally- Titanic

*Significant historical events, people in our own locality.

*develop an awareness of the past, using common words and phrases relating to the passing of time.

*know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods

Key Vocabulary: Comparison, famous, portrait, source of evidence, society, classes, tier

ASSESSMENT	Below	EXS	GDS	Below	EXS	GDS
	Year 1			Year 2		
Chronological understanding	<ul style="list-style-type: none">Sequence events in their lifeSequence 3 or 4 artefacts from distinctly different periods of timeMatch objects to people of different ages			<ul style="list-style-type: none">Sequence artefacts closer together in time - check with reference bookSequence photographs etc. from different periods of their lifeDescribe memories of key events in lives		
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Organisation and communication	<ul style="list-style-type: none">Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...					

Cycle A Autumn Term LKS2: Historical Hambledon

Aim: develop understanding of local history

- *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- * a study over time tracing how several aspects of national history are reflected in the locality (beyond 1066)
- *can describe main features associated with the period covered using period specific language.
- *can describe some changes in history over a period of time and identify some things which stay the same
- *can describe cause and/ or consequences of an important historical event offering more than one example of its results.
- *can understand how evidence is used to make detailed observations, finding answers to questions about the past
- *can understand that events people and developments are considered significant if they resulted in change.

Key Vocabulary: Compare, contrast, development, influence, chronological order, archaeologists, excavate, first hand evidence, second hand evidence, eye-witness account

ASSESSMENT	Year 3	Year 4
Chronological understanding	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Find out about every day lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events
Interpretations of history	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge
Historical enquiry	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research
Organisation and Communication	<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 	

Cycle A Spring Term LKS2: Introduction to Early Civilisations

Aim: how has this aspect changed over time and how is today as result of the past?

*the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of either: Ancient Sumer; The Indus valley; ancient Egypt; The Shang dynasty.

*can describe main features associated with the period studied mostly using period specific language

* can understand that some past civilizations in different parts of the world have some important similarities.

*can identify and make links between significant characteristics of periods/ civilization studied and others studied previously.

*can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.

Key Vocabulary: ancient, global, civilisation, developments, legacy, fertile, Ancient Sumer, Egyptians, Indus valley, Shang Dynasty administration, calendar, hierarchy, cities, irrigation, location, climate, mathematics, elite, number system, time, writing, farming

ASSESSMENT	Year 3	Year 4
Chronological understanding	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD
Range and depth of historical knowledge	<ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events
Interpretations of history	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge
Historical enquiry	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research
Organisation and Communication	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 	

Cycle B

Autumn Term LKS2: Stone Age

Aim: What were the key features of and contributions to modern day by this time period – what was their legacy?

*changes in Britain from Stone Age to Iron age to include:

- late Neolithic hunter- gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts; tribal kingdoms, farming, art and culture.

identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

_understand historical periods overlap each other and vary in length

-can describe main features associated with the period studied mostly using period specific language

-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.

-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance

Key Vocabulary: Civilisation, hunter-gatherer, BC/AD, Compare, contrast, development, innovation, community, chronological order, eras, archaeologists, excavate, viewpoint, first evidence, second hand evidence

ASSESSMENT	Year 3	Year 4
Chronological understanding	<ul style="list-style-type: none">Place the time studied on a time lineUse dates and terms related to the study unit and passing of timeSequence several events or artefacts	<ul style="list-style-type: none">Place events from period studied on time lineUse terms related to the period and begin to date eventsUnderstand more complex terms eg BC/AD
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Organisation and Communication	<ul style="list-style-type: none">Recall, select and organise historical informationCommunicate their knowledge and understanding.	

Cycle B

Spring Term LKS2: Romans

Aim: What were the key features of and contributions to modern day by this time period – what was their legacy?

*Roman Empire and its impact on Britain. This could include:

*Julius Caesar's attempted invasion in 55-54 BC

*the Roman Empire by AD 42 and the power of the army

*successful invasion by Claudius and conquest, including Hadrian's Wall

*British resistance, for example, Boudica

*'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

-using specialist dates and terms, and by placing topics studied into different periods

-making some links between and across periods, such as differences between clothes, food, buildings or transport

-identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

_understand historical periods overlap each other and vary in length

-can describe main features associated with the period studied mostly using period specific language

-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.

-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance

Key Vocabulary: Legacy, conquer, consequence, invasion, civilisation

ASSESSMENT	Year 3	Year 4
Chronological understanding	<ul style="list-style-type: none">Place the time studied on a time lineUse dates and terms related to the study unit and passing of timeSequence several events or artefacts	<ul style="list-style-type: none">Place events from period studied on time lineUse terms related to the period and begin to date eventsUnderstand more complex terms eg BC/AD
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Organisation and Communication	<ul style="list-style-type: none">Recall, select and organise historical informationCommunicate their knowledge and understanding.	

Cycle B

Summer Term LKS2: Anglo Saxons

Aim: What were the key features of and contributions to modern day by this time period – what was their legacy?

*the Anglo Saxon and Viking struggle for Kingdom of England to time of Edward the confessor

*Anglo Saxon laws and justice

_Anglo Saxon invasions, settlements and kingdoms: place names and village life: a

*the art and culture

*Viking riads and invasions

*resistance by Alfred the Great and Athelstan

*death of Edward the confessor in 1066.

identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

_understand historical periods overlap each other and vary in length

-can describe main features associated with the period studied mostly using period specific language

-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.

-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance

Key Vocabulary: Legacy, invasion, conquer, consequence, civilisation

ASSESSMENT	Year 3	Year 4
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Organisation and Communication	<ul style="list-style-type: none">Recall, select and organise historical informationCommunicate their knowledge and understanding.	

Cycle A

Autumn Term UKS2: Vikings

Aim: What were the key features of and contributions to modern day by this time period – what was their legacy?

*the Anglo Saxon and Viking struggle for Kingdom of England to time of Edward the confessor

*Anglo Saxon laws and justice

_Anglo Saxon invasions, settlements and kingdoms: place names and village life: a

*the art and culture

*Viking riads and invasions

*resistance by Alfred the Great and Athelstan

*death of Edward the confessor in 1066.

identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

_understand historical periods overlap each other and vary in length

-can describe main features associated with the period studied mostly using period specific language

-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.

-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance

Key Vocabulary: Raider, trader, invader/invasion, conquer, economic activity

ASSESSMENT	Year 3	Year 4
Chronological understanding	<ul style="list-style-type: none">Place the time studied on a time lineUse dates and terms related to the study unit and passing of timeSequence several events or artefacts	<ul style="list-style-type: none">Place events from period studied on time lineUse terms related to the period and begin to date eventsUnderstand more complex terms eg BC/AD
Range and depth of historical knowledge	<ul style="list-style-type: none">Find out about every day lives of people in time studiedCompare with our life todayIdentify reasons for and results of people's actionsUnderstand why people may have wanted to do something	<ul style="list-style-type: none">Use evidence to reconstruct life in time studiedIdentify key features and events of time studiedLook for links and effects in time studiedOffer a reasonable explanation for some events
Interpretations of history	<ul style="list-style-type: none">Identify and give reasons for different ways in which the past is representedDistinguish between different sources – compare different versions of the same storyLook at representations of the period – museum, cartoons etc	<ul style="list-style-type: none">Look at the evidence availableBegin to evaluate the usefulness of different sourcesUse text books and historical knowledge
Historical enquiry	<ul style="list-style-type: none">Use a range of sources to find out about a periodObserve small details – artefacts, picturesSelect and record information relevant to the studyBegin to use the library and internet for research	<ul style="list-style-type: none">Use evidence to build up a picture of a past eventChoose relevant material to present a picture of one aspect of life in time pastAsk a variety of questionsUse the library and internet for research
Organisation and Communication	<ul style="list-style-type: none">Recall, select and organise historical informationCommunicate their knowledge and understanding.	

Summer Term UKS2: non-European contrast with Britain

Cycle A

– The Maya

Aim: What were the key features of and contributions to modern day by this time period – what was their legacy? To develop pupils' knowledge beyond British History

*a non- European society that provides contrasts with British history

identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

_understand historical periods overlap each other and vary in length

-can describe main features associated with the period studied mostly using period specific language

-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.

-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance

Key Vocabulary: Ancient civilisation, legacy, perception, Primary and secondary source of evidence, hypothesis, fieldwork, analysis/analyse, advancements, impressions, evaluate, conclusions

ASSESSMENT	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> Select and organise information to produce structured work; making appropriate use of dates and times 	

Cycle A

Summer Term UKS2: Warfare

Aim: how has this aspect changed over time and why?

What impact did these changes have on modern day?

***a significant turning point in British history (Battle of Britain)**

identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time

-can describe main features associated with the period studied mostly using period specific language

-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.

-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance

Key Vocabulary: Bias, propaganda, infer, reliable/unreliable, cause and effect, structured accounts, motive

ASSESSMENT	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none">Know and sequence key events of time studiedUse relevant terms and period labelsMake comparisons between different times in the past	<ul style="list-style-type: none">Place current study on time line in relation to other studiesUse relevant dates and termsSequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none">Study different aspects of different people - differences between men and womenExamine causes and results of great events and the impact on peopleCompare life in early and late 'times' studiedCompare an aspect of life with the same aspect in another period	<ul style="list-style-type: none">Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelingsCompare beliefs and behaviour with another time studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationKnow key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none">Compare accounts of events from different sources – fact or fictionOffer some reasons for different versions of events	<ul style="list-style-type: none">Link sources and work out how conclusions were arrived atConsider ways of checking the accuracy of interpretations – fact or fiction and opinionBe aware that different evidence will lead to different conclusionsConfidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none">Begin to identify primary and secondary sourcesUse evidence to build up a picture of a past eventSelect relevant sections of informationUse the library and internet for research with increasing confidence	<ul style="list-style-type: none">Recognise primary and secondary sourcesUse a range of sources to find out about an aspect of time pastSuggest omissions and the means of finding outBring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none">Select and organise information to produce structured work; making appropriate use of dates and times	

Cycle B

Autumn Term UKS2: Ancient Egyptians

Aim: What were the key features of and contributions to modern day by this time period – what was their legacy? 'To develop pupils' knowledge beyond British History

*the achievements of the earliest civilisations- an overview of where and when the first civilisation appeared and a depth study of Ancient Egypt.

*sequence events and periods through use of appropriate terms relating to the passing of time

*identify where period studied fit into a chronological framework by noting connections, trends and contrasts over time

-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.

-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance

Key Vocabulary: Ancient civilisation, legacy, perception, Primary and secondary source of evidence, hypothesis, fieldwork, analysis/analyse, advancements, impressions

ASSESSMENT	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none">Know and sequence key events of time studiedUse relevant terms and period labelsMake comparisons between different times in the past	<ul style="list-style-type: none">Place current study on time line in relation to other studiesUse relevant dates and termsSequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none">Study different aspects of different people - differences between men and womenExamine causes and results of great events and the impact on peopleCompare life in early and late 'times' studiedCompare an aspect of life with the same aspect in another period	<ul style="list-style-type: none">Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelingsCompare beliefs and behaviour with another time studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationKnow key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none">Compare accounts of events from different sources – fact or fictionOffer some reasons for different versions of events	<ul style="list-style-type: none">Link sources and work out how conclusions were arrived atConsider ways of checking the accuracy of interpretations – fact or fiction and opinionBe aware that different evidence will lead to different conclusionsConfidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none">Begin to identify primary and secondary sourcesUse evidence to build up a picture of a past eventSelect relevant sections of informationUse the library and internet for research with increasing confidence	<ul style="list-style-type: none">Recognise primary and secondary sourcesUse a range of sources to find out about an aspect of time pastSuggest omissions and the means of finding outBring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none">Select and organise information to produce structured work; making appropriate use of dates and times	

Cycle B

Spring Term UKS2: Ancient Greeks

Aim: What were the key features of and contributions to modern day by this time period – what was their legacy? To develop pupils' knowledge beyond British History

*a study of Greek life and achievements and their influence on the western world.

-using specialist dates and terms, and by placing topics studied into different periods

-making some links between and across periods, such as differences between clothes, food, buildings or transport

-identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

_understand historical periods overlap each other and vary in length

-can describe main features associated with the period studied mostly using period specific language

-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.

-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance

Key Vocabulary: Ancient civilisation, legacy, perception, Primary and secondary source of evidence, hypothesis, fieldwork, analysis/analyse, advancements, impressions

ASSESSMENT	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none">Know and sequence key events of time studiedUse relevant terms and period labelsMake comparisons between different times in the past	<ul style="list-style-type: none">Place current study on time line in relation to other studiesUse relevant dates and termsSequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none">Study different aspects of different people - differences between men and womenExamine causes and results of great events and the impact on peopleCompare life in early and late 'times' studiedCompare an aspect of life with the same aspect in another period	<ul style="list-style-type: none">Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelingsCompare beliefs and behaviour with another time studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationKnow key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none">Compare accounts of events from different sources – fact or fictionOffer some reasons for different versions of events	<ul style="list-style-type: none">Link sources and work out how conclusions were arrived atConsider ways of checking the accuracy of interpretations – fact or fiction and opinionBe aware that different evidence will lead to different conclusionsConfidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none">Begin to identify primary and secondary sourcesUse evidence to build up a picture of a past eventSelect relevant sections of informationUse the library and internet for research with increasing confidence	<ul style="list-style-type: none">Recognise primary and secondary sourcesUse a range of sources to find out about an aspect of time pastSuggest omissions and the means of finding outBring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none">Select and organise information to produce structured work; making appropriate use of dates and times	

Cycle B

Summer Term UKS2: Shang Dynasty

Aim: What were the key features of and contributions to modern day by this time period – what was their legacy? To develop pupils' knowledge beyond British History.

*the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of either: Ancient Sumer; The Indus valley; ancient Egypt; The Shang dynasty.

identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

_understand historical periods overlap each other and vary in length

-can describe main features associated with the period studied mostly using period specific language

-understand some of the methods of historical enquiry, and how evidence is used to make detailed obs, find answers to questions about the past.

-use some sources to start devising historically valid questions about change, cause, similarity, difference and significance

Key Vocabulary: Ancient civilisation, rise and fall, hierarchy, monarchy, perception, Primary and source of evidence, hypothesis, fieldwork, analysis/analyse, advancements, impressions

ASSESSMENT	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none">Know and sequence key events of time studiedUse relevant terms and period labelsMake comparisons between different times in the past	<ul style="list-style-type: none">Place current study on time line in relation to other studiesUse relevant dates and termsSequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none">Study different aspects of different people - differences between men and womenExamine causes and results of great events and the impact on peopleCompare life in early and late 'times' studiedCompare an aspect of life with the same aspect in another period	<ul style="list-style-type: none">Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelingsCompare beliefs and behaviour with another time studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationKnow key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none">Compare accounts of events from different sources – fact or fictionOffer some reasons for different versions of events	<ul style="list-style-type: none">Link sources and work out how conclusions were arrived atConsider ways of checking the accuracy of interpretations – fact or fiction and opinionBe aware that different evidence will lead to different conclusionsConfidently use the library and internet for research
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Organisation and communication	<ul style="list-style-type: none">Select and organise information to produce structured work; making appropriate use of dates and times	