

**Netherleigh & Rossefield**

**History Scheme Of Work**

# History Scheme of Work

## History: Year 1

<b>National Curriculum requirements</b>	<b>Netherleigh and Rossefield's essentials</b>	<b>Suggested activities and resources</b>
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• To 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.</li> <li>• To use a wide vocabulary of everyday historical terms.</li> </ul>	<p><b>Chronological understanding</b></p> <p>1a. To develop an awareness of the past, using common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].</p> <p>1b. To 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. To place events and objects in chronological order</p> <p>1c. To use a wide vocabulary of everyday historical terms</p>	<p>Use timelines to place events and objects in chronological order.</p> <p>Use a wide historical vocabulary.</p>
<p><b>Knowledge and understanding of changes in the past</b></p> <ul style="list-style-type: none"> <li>• To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• What homes were like.</li> </ul>	<p><b>Knowledge and understanding of changes in the past</b></p> <p>2a. To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>2b. Identify differences between ways of life at different times</p>	<ul style="list-style-type: none"> <li>• Experience and explore a wide range of secondary sources to investigate the way of life of people in the more distant past who lived in the local area.</li> <li>• Make booklets, information texts or use ICT to present and communicate finding.</li> </ul>
<p><b>Local History Study</b></p> <ul style="list-style-type: none"> <li>• To know about significant historical events, people and places in their own locality.</li> </ul>	<p><b>Local History Study</b></p> <p>To know about significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> <li>• Find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures, photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]</li> </ul>

<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p><b>4. Historical interpretation and enquiry</b></p> <p>4a. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>4b. To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>· Ask and answer questions about the past. · Select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].</p>
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## History: Year 2

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• To 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.</li> <li>• To use a wide vocabulary of everyday historical terms.</li> </ul>	<p><b>Chronological understanding</b></p> <p>1a. To develop an awareness of the past, using common words and phrases relating to the passing of time [for example, before, after, a long time ago, past].</p> <p>1b. To 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. To place events and objects in chronological order.</p> <p>1c. To use a wide vocabulary of everyday historical terms.</p>	<p>Use timelines to place events and objects in chronological order.</p> <p>Use a wide historical vocabulary.</p>
<p><b>Knowledge and understanding of events in the past</b></p> <ul style="list-style-type: none"> <li>• To know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</li> <li>• Remembrance Day.</li> </ul>	<p><b>Knowledge and understanding of <u>events</u> in the past</b></p> <p>To know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>	<ul style="list-style-type: none"> <li>· Experience and explore a wide range of secondary sources to investigate past events from the history of Britain [for example, The Great Fire of London].</li> <li>· Visit a gallery or museum or arrange for a visit from the Fire Service.</li> <li>· Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>
<p><b>Knowledge and understanding of people in the past</b></p> <ul style="list-style-type: none"> <li>• To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher</li> </ul>	<p><b>Knowledge and understanding of <u>people</u> in the past</b></p> <p>To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter</p>	<p>Experience and explore a wide range of secondary sources to investigate the lives of significant men, women and children drawn from the history of Britain and the wider world [for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists].</p>

<p>Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>Use these studies to compare aspects of life in different periods. · Make booklets, information texts or use ICT to present and communicate findings.</p>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p><b>Historical interpretation and enquiry</b></p> <p>4a. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>4b. To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures, photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]</p> <p>Ask and answer questions about the past. Select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].</p>

## History: Year 3

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• To note connections, contrasts and trends over time.</li> <li>• To develop the appropriate use of historical terms.</li> </ul>	<p><b>Chronological understanding</b></p> <p>1d. To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To place events, people and changes into correct periods of time.</p> <p>1e. To note connections, contrasts and trends over time. Piece of work compared with now and that specific time period.</p> <p>1f. To develop the appropriate use of historical terms. Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade. Use dates and historical vocabulary to describe the periods studied.</p>	<ul style="list-style-type: none"> <li>· Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</li> <li>Create a timeline. · Use a wide historical vocabulary.</li> </ul>
<p><b>Local History Study combined with a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Children in World War Two.</b></p>	<p>Local History Study combined with a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -To investigate how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual. Bradford now and then. - Investigate a significant turning point in British history beyond 1066, for example, the first railways. Trace how several aspects of national history are reflected in the locality over time (beyond 1066)</p>	<p>Experience and explore a wide range of secondary sources to investigate the history of the local area. · Study the impact of changes in work and transport on the lives of men, women and children from different sectors of society.</p> <ul style="list-style-type: none"> <li>· To find out about important figures from the past in our local area.</li> <li>· Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>

	including events and changes in work and transport on the lives of men, women and children from different sections of society.	
The Roman Empire and its impact on Britain	<p>The Roman Empire and its impact on Britain An in-depth study of how British society was affected by Roman settlement.</p> <p>12a. To know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p> <p>12b. To know about the social, cultural, religious and ethnic diversity of the societies studied.</p> <p>12c. To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.</p> <p>12d. To describe and make links between the main events, situations and changes within and across the different periods and societies studied.</p>	<ul style="list-style-type: none"> <li>· Experience and explore a wide range of secondary sources to investigate the Roman Empire and its impact on Britain.</li> <li>Visit a gallery or museum.</li> <li>· Make booklets, information texts or use ICT to present and communicate findings.</li> </ul> <p>Examples of aspects to study:</p> <ul style="list-style-type: none"> <li>· Julius Caesar’s attempted invasion in 55-54 BC</li> <li>· The Roman Empire by AD 42 and the power of its army</li> <li>· Successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>· British resistance, for example, Boudica</li> <li>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p><b>Historical interpretation and enquiry</b></p> <p>9a. To regularly address and sometimes devise historically valid questions about change and cause.</p> <p>9b. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>9c. To understand how our knowledge of the past is constructed from a range of sources including ICT-based sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]</p>	<p>Find out about the themes and topics studied from a range of sources of information including ICT based sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums, galleries and sites].</p> <p>Ask and answer questions about the past in relation to the topics and themes studied.</p> <p>Use different types of evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</p>

	<p>9d. To recognise that the past is represented and interpreted in different ways, and to give reasons for this. Start of topic ask questions or give an artefact to stimulate questions.</p> <p>9e. To communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT]. Take notes and present findings.</p>	<p>Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT]</p>
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## History: Year 4

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• To note connections, contrasts and trends over time.</li> <li>• To develop the appropriate use of historical terms.</li> </ul>	<p><b>Chronological understanding</b></p> <p>1d. To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To place events, people and changes into correct periods of time. Create a timeline of events.</p> <p>1e. To note connections, contrasts and trends over time.</p> <p>1f. To develop the appropriate use of historical terms. Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade. Use dates and historical vocabulary to describe the periods studied. Create timeline of even</p>	<ul style="list-style-type: none"> <li>· Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</li> <li>· Use a wide historical vocabulary.</li> </ul>
<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>An in-depth study of how British society was affected by Anglo-Saxons and Scots settlements.</p> <p>10a. To know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. Written comparison of now and then. Labelling own pictures and those given.</p> <p>10b. To know about the social, cultural, religious and ethnic diversity of the societies studied.</p> <p>10c. To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied. Debate, drama, arguments for and against. ·</p>	<p>Experience and explore a wide range of secondary sources to investigate how British society was affected by Anglo-Saxons and Scots settlements. ·</p> <ul style="list-style-type: none"> <li>· Visit a gallery or museum.</li> <li>· Make booklets, information texts or use ICT to present and communicate findings.</li> </ul> <p>Examples of aspects to study: · Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire · Scots invasions from Ireland to north Britain (now Scotland) · Anglo-Saxon invasions, settlements and kingdoms: place names and village life. · Anglo-Saxon art and culture ·</p>

	<p>Experience and explore a wide range of secondary sources to investigate how British society was affected by Anglo-Saxons and Scots settlements. · Visit a gallery or museum. · Make booklets, information texts or use ICT to present and communicate findings. Examples of aspects to study: · Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire · Scots invasions from Ireland to north Britain (now Scotland) · Anglo-Saxon invasions, settlements and kingdoms: place names and village life. · Anglo-Saxon art and culture · Christian conversion – Canterbury, Iona and Lindisfarne. 10d. To describe and make links between the main events, situations and changes within and across the different periods and societies studied.</p>	<p>Christian conversion – Canterbury, Iona and Lindisfarne.</p>
<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b>  11a. To know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.  11b. To know about the social, cultural, religious and ethnic diversity of the societies studied.  11c. To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied. Historical reports of time period.  11d. To describe and make links between the main events, situations and changes within and across the different periods and societies studied.</p>	<p>· Experience and explore a wide range of secondary sources to investigate the Viking and Anglo-Saxon struggle for the Kingdom of England. · Visit a gallery or museum.  · Make booklets, information texts or use ICT to present and communicate findings.  Examples of aspects to study: · Viking raids and invasion · Resistance by Alfred the Great and Athelstan, first king of England · Further Viking invasions and Danegeld · Anglo-Saxon laws and justice · Edward the Confessor and his death in 1066</p>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<p><b>Historical interpretation and enquiry</b>  9a. To regularly address and sometimes devise historically valid questions about change and cause, similarity and difference.</p>	<p>Find out about the themes and topics studied from a range of sources of information including ICT based sources [for example, documents, printed sources, internet, databases, pictures, photographs,</p>

<ul style="list-style-type: none"> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p>9b. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Presentation of information and views e.g. Gods – Pagan and Christian. Change of view over time?</p> <p>9c. To understand how our knowledge of the past is constructed from a range of sources including ICT-based sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]</p> <p>9d. To recognise that the past is represented and interpreted in different ways, and to give reasons for this.</p> <p>9e. To communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].</p>	<p>music, artefacts, historic buildings and visits to museums, galleries and sites].</p> <ul style="list-style-type: none"> <li>· Ask and answer questions about the past in relation to the topics and themes studied.</li> <li>· Use different types of evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</li> <li>· Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].</li> </ul>
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## History: Year 5

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• To note connections, contrasts and trends over time.</li> <li>• To develop the appropriate use of historical terms.</li> </ul>	<p><b>Chronological understanding</b></p> <p>1d. To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To place events, people and changes into correct periods of time.</p> <p>1e. To note connections, contrasts and trends over time.</p> <p>1f. To develop the appropriate use of historical terms. Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade. Use dates and historical vocabulary to describe the periods studied.</p>	<p>Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</p> <ul style="list-style-type: none"> <li>· Use a wide historical vocabulary.</li> </ul>
<p>Local History Study combined with a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. War Of The Roses. Bonnie Prince Charlie</p>	<p>7. Local History Study combined with a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -To investigate how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual. B Investigate a significant turning point in British history beyond 1066, for example, the first railways. Trace how several aspects of national history are reflected in the locality over time (beyond 1066) including events and changes in work and transport on the lives of men, women and children from different sections of society. Piece on children in specific time period.</p>	<p>Experience and explore a wide range of secondary sources to investigate the history of the local area. · Study the impact of changes in work and transport on the lives of men, women and children from different sectors of society. To find out about important figures from the past in our local area. · Make booklets, information texts or use ICT to present and communicate findings.</p>

	<p>7a. To know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p> <p>7b. To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.</p> <p>7c. To describe and make links between the main events, situations and changes within and across the different periods and societies studied.</p>	
<p><b>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</b></p>	<p><b>A non-European society that provides contrasts with British history.</b></p> <p>13a. To know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p> <p>13b. To know about the social, cultural, religious and ethnic diversity of the societies studied.</p> <p>13c. To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.</p> <p>13d. To describe and make links between the main events, situations and changes within and across the different periods and societies studied.</p>	<p>Experience and explore a wide range of secondary sources to investigate the civilisation.</p> <ul style="list-style-type: none"> <li>· Visit a gallery or museum.</li> <li>· Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<p><b>Historical interpretation and enquiry</b></p> <p>9a. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>9b. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>9c. To understand how our knowledge of the past is constructed from a range of sources including ICT-based</p>	<ul style="list-style-type: none"> <li>· Find out about the themes and topics studied from a range of sources of information including ICT based sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums, galleries and sites].</li> <li>· Ask and answer questions about the past in relation to the topics and themes studied.</li> <li>· Use different types of evidence to draw conclusions</li> </ul>

<ul style="list-style-type: none"> <li>To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p>sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]</p> <p>9d. To recognise that the past is represented and interpreted in different ways, and to give reasons for this.</p> <p>9e. To communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing at length, by using ICT].</p>	<p>about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</p> <ul style="list-style-type: none"> <li>Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing at length, by using ICT].</li> </ul>
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>8. Ancient Greece – a study of Greek life and achievements and their influence on the western world A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.</p> <p>8a. To know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past. Look at ch in Ancient Greece.</p> <p>8b. To know about the social, cultural, religious and ethnic diversity of the societies studied.</p> <p>8c. To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.</p> <p>8d. To describe and make links between the main events, situations and changes within and across the different periods and societies studied. Research skill life in Ancient Greece. Museum artefacts, library, internet</p>	<p>Experience and explore a wide range of secondary sources to investigate Ancient Greece.</p> <ul style="list-style-type: none"> <li>Visit a gallery or museum.</li> <li>Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>

## History: Year 6

National Curriculum requirements	Netherleigh and Rossefield's essentials	Suggested activities and resources
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• To note connections, contrasts and trends over time.</li> <li>• To develop the appropriate use of historical terms.</li> </ul>	<p><b>Chronological understanding</b></p> <p>1d. To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To place events, people and changes into correct periods of time.</p> <p>1e. To note connections, contrasts and trends over time.</p> <p>1f. To develop the appropriate use of historical terms. Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade. Use dates and historical vocabulary to describe the periods studied.</p>	<p>Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</p> <p>Use a wide historical vocabulary.</p>
<p>Local History Study combined with a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Industrial Revolution/Victorian Britain.</p>	<p>7. Local History Study combined with a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -To investigate how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual. Wakefield now and then. - Investigate a significant turning point in British history beyond 1066, for example, the first railways. Trace how several aspects of national history are reflected in the locality over time (beyond 1066) including events and changes in work and transport on the lives of men, women and children from different</p>	<ul style="list-style-type: none"> <li>· Experience and explore a wide range of secondary sources to investigate the history of the local area.</li> <li>· Study the impact of changes in work and transport on the lives of men, women and children from different sectors of society.</li> <li>· To find out about important figures from the past in our local area.</li> <li>· Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>

	<p>sections of society. Piece on children in specific time period.</p> <p>7a. To know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p> <p>7b. To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.</p> <p>7c. To describe and make links between the main events, situations and changes within and across the different periods and societies studied.</p>	
<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</b></p>	<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of The Indus Valley</b></p> <p>15a. To know about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p> <p>15b. To know about the social, cultural, religious and ethnic diversity of the societies studied.</p> <p>15c. To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.</p> <p>15d. To describe and make links between the main events, situations and changes within and across the different periods and societies studied.</p>	<ul style="list-style-type: none"> <li>· Experience and explore a wide range of secondary sources to investigate The Indus Valley.</li> <li>· Visit a gallery or museum.</li> <li>· Make booklets, information texts or use ICT to present and communicate findings.</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<p><b>Historical interpretation and enquiry</b></p> <p>9a. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Find out about the themes and topics studied from a range of sources of information including ICT based sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums, galleries and sites].</p>



<ul style="list-style-type: none"> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p>9b. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>9c. To understand how our knowledge of the past is constructed from a range of sources including ICT-based sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]</p> <p>9d. To recognise that the past is represented and interpreted in different ways, and to give reasons for this.</p> <p>9e. To communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing at length, by using ICT].</p>	<ul style="list-style-type: none"> <li>· Ask and answer questions about the past in relation to the topics and themes studied.</li> <li>· Use different types of evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</li> <li>· Communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing at length, by using ICT].</li> </ul>
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