



HISTORY Progression in Knowledge and Skills

Key Stage 1 National Curriculum Objectives

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Learn 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].
- Learn 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 Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Learn about significant historical events, people and places in their own locality.

Year Group	Key Knowledge	Key Skills
Year 1	<p><u>Local History Study: Buglawton School: 100 Years</u></p> <ul style="list-style-type: none"> • People and places in my own locality. • Know about changes within living memory. • Know where Buglawton and Congleton are within the UK. • Know how the school name, building and grounds have changed over time. • Know how school-linked objects have changed over time. • Describe how life was different for an older person. • Begin to discuss how life has changed through the years (e.g. technology, electricity, industry) and sequence events on a simple timeline. • Understand that the school was built during the reign of a different monarch. <p>ENQUIRY: What was it like to go to school 100 years ago?</p> <p><u>Toys</u></p> <ul style="list-style-type: none"> • Know about the lives of significant individuals from the past who have contributed to national and international achievements. • Know about events beyond living memory that are significant nationally or globally. • Begin to understand that toys have existed for thousands of years. They were made from materials that were available at the time. • Know about toys today and make comparisons to toys in the past. • Explain how we can find out about the past. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Sequence events in my life. • Develop a simple awareness of the past. • Sequence 3 or 4 artefacts from distinctly different periods of time. • Match objects to people of different ages. • Place events on a simple timeline.
		<p>Historical Enquiry</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts. • Ask and answer simple Historical questions.
		<p>Interpret and Analyze</p> <ul style="list-style-type: none"> • Use stories to distinguish between fact and fiction and to help remember key Historical facts. • Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts. • Compare adults talking about their past – how reliable are their memories?

<ul style="list-style-type: none"> • Ask and answer questions about toys from the past. • Compare similar toys from different times; Victorian toys with modern toys. • Know how toys have changed over time and sequence toys on a simple timeline. • Know and use words relating to the passing of time. • Recall facts about Queen Victoria and identify the time in which she reigned. • ENQUIRY: What toys did rich and poor children play with and why? <u>Up, up and Away (Transport and Flight).</u> • Know the different ways in which travel and transport has changed from past to present. • Discuss an early form of travel: the Viking longboat. • Know how cars have changed since they were invented. • Discuss George Stephenson's life and inventions. • Know how trains changed people's lives in the 19th century. • Discuss the different ways that humans have tried to fly throughout history. • Know key facts about the Wright brothers and the invention of the aeroplane. • Know key facts about Amelia Earhart the first female aviator to fly solo across the Atlantic Ocean. • Compare travel and transport of the past, present and future. • ENQUIRY: Who were the first people to successfully fly an aeroplane? • <u>Oh I do like to be beside the seaside!</u> • Know about changes within living memory. • Know where the word 'holiday' comes from. • Know which kind of people went to the seaside in the past and identify reasons why. • Identify and describe the key features of a Victorian seaside holiday. • Explain for whom and what were Piers created for. • Identify reasons why holidays became possible for poorer people about 150 years ago. • Ask simple questions about Punch and Judy puppet shows and use sources to find answers. • Recall: The first fish and chip shop opened in 1860. • Know why Grace Darling's (1815-142) diary is a reliable historical source. • ENQUIRY: Who is Grace Darling and why is she remembered? 	<div style="background-color: #e1eef6; padding: 5px;">Conclude and Communicate</div> <ul style="list-style-type: none"> • Communicate knowledge through discussion, drawing, drama and role play, making models, writing and using ICT. • Use simple terms to talk about the passing of time. <div style="background-color: #e1eef6; padding: 5px;">Critical Thinking</div> <ul style="list-style-type: none"> • Recall some facts about people/events before living memory. • Say why people may have acted the way they did.
--	--

	Key Knowledge	Key Skills
Year 2	<p><u>Local History Study: Change of land use.</u></p> <ul style="list-style-type: none"> • Know about significant historical events, people and places in their own locality. • Know about changes within living memory. • Know where Buglawton and Congleton are within the UK and the world. • Know what the term 'land use' means. • Know that Buglawton used to be mainly agricultural and identify what its lands were used for. • Know similarities and differences to how land is used now and how land was used in the past and how it may change in the future. • Sequence change of land use on a simple timeline. <p>ENQUIRY: How and why has land use changed over time in Congleton?</p> <p><u>We could be Heroes!</u></p> <ul style="list-style-type: none"> • Know about the lives of significant individuals in the past who have contributed to national and international achievements. • Begin to understand the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived. • Explain what makes a person significant in history. • Know how Florence Nightingale improved nursing. • Know who Mary Seacole was and how she improved nursing. • Know who Edith Cavell was and how she improved nursing. • Know the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. • Know key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell and sequence events on a timeline. <p>ENQUIRY: Why does the work of Mary Seacole represent an important change in British culture and society?</p> <p><u>London</u></p> <ul style="list-style-type: none"> • Know about events beyond living memory that are significant nationally or globally: • Know where London is within the UK and the world and place events on a simple timeline, adding times previously studied. • Know some of the ways in which London has changed including its buildings, 	<p>Chronological Understanding</p>
		<ul style="list-style-type: none"> • Sequence artefacts closer together in time and check accuracy using reference books and ICT. • Sequence photographs from different periods of my life. • Place events on a simple timeline, adding times previously studied.
		<p>Historical Enquiry</p>
		<ul style="list-style-type: none"> • Handle sources and evidence to ask and answer questions about the past on the basis of simple observations. • Ask and answer appropriate Historical questions, using my growing historical knowledge.
		<p>Interpret and Analyze</p>
<ul style="list-style-type: none"> • Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. • Identify ways that the past is represented and discuss reliability of evidence • e.g. photos, paintings, accounts, stories. • Use stories to distinguish between fact and fiction and to help remember key Historical facts. 		
<p>Conclude and Communicate</p>		
<ul style="list-style-type: none"> • Communicate knowledge though discussion, drawing, drama and role play, making models, writing and ICT. • Use simple terms to talk about the passing of time. 		

<p>people and transport.</p> <ul style="list-style-type: none"> • Know similarities and differences to how we live now and how people lived in 1666. • Identify the cause of the Great Fire and how it spread across London. • Explain how we know about the Great Fire of London and The Great Plague from a variety of primary sources; Samuel Pepys' (1633-1703) diary. • Describe how London was rebuilt after the Great Fire. <p>ENQUIRY: What caused The Great Fire of London and how did it change the city?</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. • Know and recount episodes from stories about the past, knowing and understanding key events. • Talk about similarities and differences between ways of life in different periods.
--	---

Key Stage 2 National Curriculum Objectives

- Learn about changes in Britain from the Stone Age to the Iron Age;
- Learn about the Roman Empire and its impact on Britain;
- Learn about Britain's settlement by Anglo-Saxons and Scots;
- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- Learn about a local history study;
- Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- Learn about 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;
- Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- Learn about 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.

Year Group	Key Knowledge	Key Skills
Year 3	<p><u>Local History Study: Congleton Park and Pavilion</u></p> <ul style="list-style-type: none"> • Know about an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Know where Congleton is within the UK and the world and how Congleton fits into a coherent chronological context, using terms related to the period studied, begin to date events. • Know who Edward Kemp (1817-1891) and James Bateman (1811-1897) were and why they are important to the history of Congleton Park. Know why the Pavilion was built. • Identify Congleton Park's Victorian features. • Compare and contrast aspects of 19th Century Congleton and modern-day everyday life e.g. farming, industry, religion, cultural traditions, entertainment, travel and transport, food and crime and punishments. • Know similarities and differences between the Park then and now. • ENQUIRY: What was Congleton Park before and how has it changed over time? Stone Age • Know about changes in Britain from the Stone Age to the Iron Age. • Know about settlement changes from Paleolithic to Iron Age times incl Skara Brae. Know how Britain, Prehistory and Protohistory fit into a coherent chronological context using terms related to the period, begin to date events. Know how Britain changed during the Stone Age using a timeline to help. Know what life was like during the three stages of the Stone Age - use a Venn diagram to show similarities and differences. • Know which tools were crucial to the survival of early man. • Explain how Skara Brae was discovered. Know what humans needed for survival in the Stone Age and identify the different methods of food collection during the Stone Age period. Know the significance of the achievements of Stone Age man • Know what was found at Skara Brae and why it is important. Know why children worked in copper mines and what copper mining meant to the people of the Bronze Age. • Know how evidence about Stonehenge can give us different answers about the past. • Compare the continuity and changes in housing in each period of prehistoric history. • Know how and why hillforts were developed in the Iron Age. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Place the time studied on a timeline and compare where this fits in to topics previously studied. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts. • Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. <p>Historical Enquiry</p> <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. • Use the library and the Internet for own personal research. • Ask and answer simple questions <p>Interpret and Analyze</p> <ul style="list-style-type: none"> • Identify and give reasons for the different ways in which the past is represented. • Distinguish between different sources and compare different versions of the same story. • Note connections in Historical periods studied. • Note connections and cause and effect in Historical periods studied. • Look at representations of the period e.g. Museum, cartoons etc. <p>Conclude and Communicate</p> <ul style="list-style-type: none"> • Communicate knowledge through discussion, pictures, drama and role play, making models, writing and ICT. • Begin to construct responses that involve thoughtful selection and organisation of relevant Historical information. • Use Historically accurate terms to talk about the passing of time

- Explain how evidence about Druids can give us different answers about the past.
 - Understand the continuity and change in entertainment throughout prehistory.
 - Identify continuity and change in religious beliefs and practices throughout prehistory.
 - Know why the evidence we have from the Romans about Iron Age Druids might be unreliable.
 - Begin to present an argument using knowledge and some evidence.
- ENQUIRY: The Iron Age was better than the Stone Age because nothing really happened!**
- Tomb Raiders (Ancient Egypt)**
- **Know about where and when a first civilization appeared.**
 - **Know about the achievements of the ancient Egyptians (in depth study).**
 - Know that a timeline is split into AD and BC and that dates increase in both directions and begin to use the terms appropriately.
 - Begin to use the terms 'civilization', 'source' and 'artefact' appropriately.
 - Know where Ancient Egypt is on a timeline and a map and understand its location in relation to other ancient civilizations and the modern day.
 - Know where, when and how ancient Egyptians lived through looking at maps and artefacts.
 - Understand what was important to people during ancient Egyptian times.
 - Understand and explain the ancient Egyptian ritual of mummification and its impact today.
 - Understand how evidence can give us different answers about the past.
 - Compare and contrast Egyptian writing with my own.
 - Compare and contrast the powers of different Egyptian gods.
 - Investigate the belief system of Ancient Egypt and make personal assertions.
 - Understand the many achievements of the Ancient Egyptians and their impact on modern society.
 - Compare the housing of different civilizations and state a preference with justification.
 - Research about societal structures and draw conclusions from this.
 - Compare aspects of Egyptian cuisine with other periods throughout history.
 - Understand the significance of the different factors in Egyptian entertainment.
 - Conduct an enquiry using existing knowledge and further research, providing evidence for reasoning.

ENQUIRY: Would the Ancient Egyptians have achieved as much without the Nile?

Critical Thinking

- Find out about everyday 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.

Year Group	Key Knowledge	Key Skills
Year 4	<p><u>Local History Study: Congleton High Street</u></p> <ul style="list-style-type: none"> • Know about an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • Know where Congleton is within the UK and the world and how Congleton fits into a coherent chronological context, using terms related to the period studied, begin to date events. • Identify the town of Congleton and understand its significant in history. • Compare and contrast 19th Century onwards and modern Congleton asking valid questions and creating structured accounts. • Identify the continuity and change during periods of time in Congleton; medieval times, the industrial revolution, modern day. • Compare and contrast aspects of 19th Century Congleton and modern-day everyday life e.g. farming, industry, religion, cultural traditions, travel and transport, entertainment, food and crime and punishments. • Identify the continuity and change to Congleton town and significant buildings in the High Street over a period of time. (Public Houses, shops, banks etc) using a range of sources. ENQUIRY: Congleton has four ancient pubs. Why are they important to the history of the town? <p><u>Invaders (Romans)</u></p> <ul style="list-style-type: none"> • Know about the Roman Empire and its impact on Britain. Know about Britain's settlement by Anglo-Saxons and Scots. Know where the Romans and Roman Britain fit into a coherent chronological context using terms related to the period, begin to date events. • Explain the spread of the Roman empire and recall key facts about the invasion of Britain. • Know the reasons why and how Britain was invaded by the Romans • Know why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. • Know how the Roman empire affected different people and how they felt and reacted to the changes that were being made. (Boudicca's rebellion) • Know who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. • Know the religious beliefs of the Romans and the impact of Roman religion on Britain. • Know what the Roman baths were and describe the different amenities they contained. • Compare the continuity and change in housing from Iron Age to Roman 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Place the time studied on a timeline and compare where this fits in to topics previously studied. • Use terms related to the period and begin to date events. • Understand more complex Historical terms e.g. BC/AD/CENTURY. • Continue to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. <p>Historical Enquiry</p> <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 and answer a variety of questions. • Use the library and the internet for own personal research. • Answer and begin to devise own Historically valid questions. <p>Interpret and Analyze</p> <ul style="list-style-type: none"> • Look at and evaluate the evidence available. • Begin to evaluate the usefulness of different sources. • Note connections in Historical periods studied. • Use textbooks and own growing Historical knowledge to gain a better perspective. <p>Conclude and Communicate</p> <ul style="list-style-type: none"> • Communicate knowledge through discussion, pictures, drama and role play, making models, writing and ICT. • Construct own responses by beginning to select and organise relevant historical information. • Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY.

Britain.

- Know the impact of Roman entertainment on British society.
- Know the impact of Roman foods on British society.
- Know the usefulness of sources and reasons for their bias.
- Make a judgment and use evidence to justify it.

ENQUIRY: The Romans did a little bit for Britain, but not much.

Who Let the Gods Out? (Ancient Greece)

- **Know about Ancient Greece – a study of Greek life and achievements and their influence on the western world.**
- Know how Ancient Greece fits into a coherent chronological context, using terms related to the period, begin to date events.
- Locate Greece on a map.
- Know how and why empires grow.
- Know how the political system worked in Ancient Greece and compare this system with other political systems.
- Examine the past using sources including art. (**Olympic Games**)
- Know the usefulness of sources and interpret them.
- Compare different city-states and recall facts about the **Battle of Marathon**.
- Research Ancient Greek gods and know some features of Greek myths.
- Know the impact of Greek beliefs on Ancient Rome.
- Write a detailed account of key events from the Ancient Greek time in response to enquiry.
- Identify similarities and differences in aspects of Greek and Roman life.

ENQUIRY: What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?

ENQUIRY: What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?

Critical Thinking

- Use evidence to reconstruct life in the time studied.
- Identify key features and events of time studied.
- Look for links and effects in the time studied.
- Offer a reasonable explanation for some events.

Year Group	Key Knowledge As a Historian I know ...	Key Skills As a Historian I can ...
Year 5	<p>Local History: Jobs in the town / industry</p> <ul style="list-style-type: none"> • Know an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • Know how Congleton fits into a coherent chronological context, using terms related to the period studied, date events. • Identify the town of Congleton and understand its significant during the Industrial Revolution. • Compare and contrast occupations and employment in Congleton from the 19th Century onwards asking valid questions and creating structured accounts. • Know the continuity and change in occupations and employment Congleton; during the industrial revolution to the modern day. • Compare and contrast aspects of 19th Century Congleton and modern-day everyday life e.g. farming, industry, religion, travel and transport, cultural traditions, entertainment, food and crime and punishments. • Identify the continuity and change to Congleton and its textile mills from the Industrial Revolution to modern day using a range of sources. • Know how improvements in travel and transport contributed to the town's prosperity. (Turnpike roads, canals, railways etc.) <p>ENQUIRY: The River Dane brought prosperity to Congleton during the Industrial Revolution. Do you agree?</p> <p>ENQUIRY: The Slave Trade was necessary for the Industrial Revolution.</p> <p>Invaders (Vikings)</p> <ul style="list-style-type: none"> • Know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Know how the Anglo-Saxon and Viking Britain periods of rule fit into a coherent chronological context, using terms related to the period, date events. • Know the struggles of Britain after Roman occupation • Know when and where the Vikings came from and why they raided Britain. • Compare the significance of Anglo-Saxon kings during the Viking period. • Know who King Ethelred II was and say when and why Danegeld was introduced. • Know and explain key aspects of Viking life. • Explain the continuity and change in British society. • Know how the legal system worked in Anglo-Saxon Britain. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. • Gain greater historical perspective by placing growing knowledge into different contexts. • Use relevant terms and period labels - empire, civilization, parliament, peasantry, continuity and change, cause and consequence, similarity, difference and significance. • Make comparisons between different times in the past. • Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. <p>Historical Enquiry</p> <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. • Answer and devise own Historically valid questions about change, cause, similarity and difference and significance. <p>Interpret and Analyze</p> <ul style="list-style-type: none"> • Compare different accounts of events from different sources – fact or fiction. • Offer some reasons for different versions of events. <p>Conclude and Communicate</p> <ul style="list-style-type: none"> • Recall, select and organise historical information. • Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • Communicate knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY

- Identify the continuity and change to houses in Britain over a period of time.
- Identify the change in religious beliefs throughout Anglo-Saxon England.
- Compare and contrast aspects of Anglo-Saxon, Viking and modern-day everyday life e.g. religion, cultural traditions, entertainment, food and crime and punishments.
- Examine the impact and significance made by some Anglo-Saxon kings and explain how their actions have shaped British history.
- Provide a reasoned response to an historical statement.

ENQUIRY: The Vikings were just the same as the Anglo-Saxons and nothing but vicious raiders. Do you agree?

The Chocolate Story (Ancient Maya)

- **Know about a non-European society that provides contrasts with British history: Mayan civilization.**
- Know how The Ancient Maya fit into a coherent chronological context, using terms related to the period, date events.
- Assess the achievements of two civilizations with an appropriate historical response. (Vikings and Maya)
- Know where the ancient Maya people lived, naming some major features and cities in them.
- Know the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.
- Compare and contrast aspects of Mayan and Viking and life e.g. societal structures, housing, religion, cultural traditions, entertainment, food and crime and punishments.
- Know how the Maya number system works.
- Know and use a range of evidence sources to understand more about the Maya civilization and interpret the past.
- Know what the Mayan writing system consists of, how words are constructed and what codices are.
- Know a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.

ENQUIRY: Our knowledge of the past is made up from lots of different sources. How do we know about The Maya?

Critical Thinking

- 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 studies.
- Compare an aspect of life with the same aspect in another period.

Year Group	Key Knowledge As a Historian I know ...	Key Skills As a Historian I can ...
Year 6	<p><u>Local History Study: Important people of Congleton / Town Hall</u></p> <ul style="list-style-type: none"> • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • Know how Congleton fits into a coherent chronological context, using terms related to the period studied, date events. • Identify the town of Congleton and understand its significant in history. • Identify the continuity and change during periods of time in Congleton; medieval times, the industrial revolution, modern day. • Compare and contrast aspects of Medieval, 19th Century Congleton and modern-day everyday life e.g. farming, industry, religion, cultural traditions, entertainment, travel and transport, food and crime and punishments, asking valid questions and creating structured accounts. • Identify the continuity and change to houses and significant buildings in Congleton over a period of time. (Town Hall, Court Room, Dungeon) using a range of sources. • Identify, using primary and secondary sources who John Bradshaw and Mrs. Elizabeth Wolstenholme-Elmy were and why they are significant people in Congleton. <p>ENQUIRY: There is no history in Congleton of national significance worth bothering with. Do you agree?</p> <p><u>Lest we forget: (WWI / WWII)</u></p> <ul style="list-style-type: none"> • Know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Know how World Wars I and II fit into a coherent chronological context, using terms related to the period, date events. • Know why World War I and II began and identify long and short-term causes. • Know some of the countries and key individuals involved in both wars and recall some details about key events. • Examine life in the trenches using primary sources. • Know how people's diets were different during World War II and answer questions about the implementation of rationing. • Examine women's wartime jobs and describe what they entailed in detail and how this changed the role and status of women in Britain. • Examine the role of Commonwealth Nations in World War and the changes War brought to them. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. • Continue to use relevant dates and terms - empire, civilization, parliament, peasantry, continuity and change, cause and consequence, similarity, difference and significance. • Sequence previously studied topic on a timeline to gain greater historical perspective. • Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. <p>Historical Enquiry</p> <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. • Answer and devise own Historically valid questions about change, cause, similarity and difference and significance. <p>Interpret and Analyze</p> <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.

<ul style="list-style-type: none"> • Know what the Holocaust was and describe some key events that happened. • Evaluate and assess the reason, impact and significance of key wartime events using a range of sources. <p>ENQUIRY: How did the Commonwealth Nations contribute to the British War effort?</p> <p>ENQUIRY: How did women's work change at home during the war? What about after the war ended?</p> <p><u>Music, Movies and Fashion</u></p> <ul style="list-style-type: none"> • Know how entertainment and clothing fit into a coherent chronological context, using terms related to periods studied, date events. • Know how cinema, music and fashion changed over the 20th century. • Know how young people's lives were different in the 1960s compared with today. • Know how important cinema, television, music and fashion have been to British people through the careful selection of historical sources. • Demonstrate a chronological understanding of how technology developed over the 20th century and how changes and developments in technology affect our lives today. <p>ENQUIRY: What made the Beatles so special?</p> <p>ENQUIRY: How did the Windrush Generation transform British arts and culture?</p> <p>ENQUIRY: Britain broke free of the burdens of WWII and the teenager was born. How were young people after the war different to previous generations of young people?</p>	<p>Conclude and Communicate</p> <ul style="list-style-type: none"> • Recall, select and organise information. • Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • Select and organise information to produce structured work, making • appropriate use of dates and terms. • Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY <p>Critical Thinking</p> <ul style="list-style-type: none"> • Find out beliefs, behaviour and characteristics of people, recognizing 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.
--	--

Key Stage 3 National Curriculum Objectives

- Learn about the development of Church, state and society in Medieval Britain 1066-1509.
- Learn about the development of Church, state and society in Britain 1509-1745.
- Learn about ideas, political power, industry and empire: Britain, 1745-1901.
- Learn about challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust.
- Learn about a local history study.
- Learn about the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.
- Learn about at least one study of a significant society or issue in world history and its interconnections with other world developments.