

History

Substantive Concepts: conflict, society, invasion, monarchy

Disciplinary Concepts: Consequence, Change and Continuity, Similarity and Difference, Historical Significance, Sources and Evidence, Historical Interpretations

Year 4 EYFS Year 3 Year I Year 2 Year 5 Year 6 Autumn Stones, Bones and My Planet I'm Here Children should be Settle and Stamp Tomb Raiders The Great Wars My Community seen and not heard Comment on Survival Anglo Saxons Knowledge Knowledge images of familiar WW1&2 Knowledge Victorian Era Stone Age Ancient Egypt Knowledge situations in the Identify different types Knowledge •After the Romans left Knowledge Knowledge Knowledge of modern housing World War II began in 1939 past Britain around 410 CE, the •Queen Victoria was a •When the British Isles were •Egypt is located in north-east family members -•Find out about the (when Germany invaded Anglo Saxons invaded monarch of England she joined to Europe, Paleolithic Africa grandads, grandmas fashions and features of Poland) and ended in 1945 •The Anglo Saxons were reigned for 63 years people sometimes came to •The River Nile floods, which homes built a long time made up of the Angles, The war was fought between •When Victoria became Britain to hunt. creates fertile land for farming. two sides: The Allied Powers ago, such as thatched Saxons and the lutes and queen, children had to go out •During the Mesolithic/ Middle Ancient Egyptians lived near the roofs, windows, (including the UK, the Soviet divided England into to work. By the time she died, Stone Age, people in Britain Nile as they could grow food. Our Planet - To know some of the Union, France, USA) and Axis children went to school. were hunter gatherers and kingdoms Pharaohs were Ancient Egyptian Comment on images changes in homes in the Powers (including Germany, •The three largest Anglo-•A long period of history is were usually nomadic rulers of familiar situations in past – bath, toilet, fridge Saxon kingdoms were Italy, Japan) named after her - the •Discoveries such as Howick •Farmers were at the bottom of the past police in the Identify how homes • Battles were fought all over Northumbria, Mercia and Victorian Age. House has helped the social pyramid past, nurse doctors – the world, including Europe, have changed over time. Wessex. links to Silber and •Poor children lived in archaeologists understand •Archaeologists use artefacts and North Africa, Asia and the Identify different types of where the live •The Romans were unable crowded dirty houses more about the lives of the remains of villages to find out shops Pacific to defeat the Picts when •They had no toilets or Mesolithic people about Ancient Egypt n 1940, Hitler planned to Identify old shops they invaded Britain running water •The Neolithic period was Ancient Egyptians worshipped green grocers. invade Britain, known as •They would easily catch when people began farming •The Scots and the Picts over 2000 gods and goddesses restaurants, butchers Operation 'Sealion'. both lived in Scotland. diseases. crops and kept cattle, sheep •Ancient Egyptians believe • To know how the Britain's RAF withstood the separated by the Grampian and pigs for meat Pharaohs represented Gods on •Most poor children did not were goods packaged German Air Force (Luftwaffe) •Neolithic people polished Mountains go to school and had to work. Earth. and stored in the Battle of Britain. •The area of Scotland Oueen Victoria changed the stone and made stone tools •They believed in the afterlife To know how people, • The Luftwaffe heavily called Pictland merged law so that all children could and weapons •Archaeologists •Tutankhamun became Pharaoh at pay for their shopping bombed towns and cities in with the kingdom of Dál go school. can use settlements (e.g. Skara 9 when his father died now- card, contactless, Britain (known as the Blitz) in Riata. This formed the •Pupils sat in rows. Brae) and monuments (e.g. •An archaeologist, Howard Carter money an attempt to get Britain to kingdom of Alba, later discovered Tutankhamun's tomb. •Children went home for Stonehenge) find out about surrender •To know how people known as Scotland lunch. the Neolithic era •Tutankhamun was mummified paid for their shopping. •Codebreakers at Bletchley •Teachers were called Madam •Around 2500 BCE people in There was a big difference and was surrounded by lots of To know how shopping Park were employed by the between the lives of rich Britain learned how to make or Sir. priceless treasures developed – counter, government to intercept and and poor Anglo Saxons •Teachers used punishments in objects from copper, gold and Ancient Egyptians left pictures, decode the enemy's secret self-service (selecting •Many Anglo Saxons were the classrooms – cane, dunce Bronze writing and statues behind. own good) and tills, selfmessages hat, tawse. •The Beaker people held farmers and grew crops •Hieroglyphics can tell us about service tills •Alan Turing and his team and kept animals Most Children wrote on slate and religious ceremonies at stone life in Ancient Egypt. •The Rosetta created a code-breaking •Anglo Saxon children some used inkwell and wrote circles and buried their dead Stone helped people understand machine called a 'Bombe' to Skills didn't learn to read or in books called copybooks in circular graves often with hieroglyphics. read secret German messages write, and worked like Develop an awareness of learnt the three R's. objects including beaker Skills sent by their Enigma machines the past, using common •To know some of the toys their parents pottery • Develop a chronologically secure Intelligence gained at Anglo Saxons were skilled words and that Victorian children played •Archaeologists find out about knowledge and understand of Bletchley was used to win craft workers and enjoyed phrases relating to the with clothes pegs, windmills, the bronze age through British, local and world history battles on land, at sea and in playing games, feasting and passing of time skipping ropes, hoop and stick discoveries, e.g. Must Farm telling stories the air.

Know where the people		and the grave of the Amesbury	•In Roman Britain many	 Note connections, contrasts 	•I The Nazis established camps
and events they study fit	Skills	Archer.	people were Christians,	and trends over time	where people were forced to
within a	Develop an awareness of the	•Neolithic people began	but the early Anglo Saxons	• Develop the use of historical	work, kept in appalling
chronological framework	past, using common words and	building Stonehenge	were Pagans.	terms	conditions and killed.
Ask and answer questions,	phrases relating to the passing of	The monument is made up of	•The Pope sent a Monk to	 Understand how our knowledge 	•I Many people, including
choosing and using parts	time	two types of stone: sarsens	England to try and convert	of the past is constructed from a	millions of Jews, were killed in
of stories and		(which form the larger outer	the Anglo Saxons to	range of sources	gas chambers.
other sources to show that	Know where the people and	circle and the horseshoe) and	Christianity	 Address and devise historically 	•I At the end of the war, the
	events they study fit within a	bluestone (the two smaller	A monk called Bede	valid questions about similarity,	camps were liberated, but
they know and understand	chronological framework		A monk called bede		
key features	Ask and answer questions,	circles)		difference and significance	many people died after
Use a wide vocabulary of	choosing and using parts of	•It is believed that Stonehenge	<u>Skills</u>	Construct informed responses	liberation due to their ill
everyday historical terms	stories and	was used for religious	 Develop a chronologically 	that involve thoughtful selection	treatment
Understand some of the	other sources to show that they	ceremonies and funerals.	secure knowledge and	and organisation of relevant	•I Civilians tried to escape
ways in which we find out	know and understand key	People in Iron Age Britain	understanding of British	historical information	heavy bombing by hiding in air
about the past	features	were religious, and Priests	and world history		raid shelters and evacuating
Identify similarities and	Use a wide vocabulary of	were known as Druids	 Develop the appropriate 		the cities
differences between ways	everyday historical terms	 People belonged to tribes and 	use of historical terms •	<u>Skills</u>	•I Over a million men at home
of life in different	Understand some of the ways in	lived in Hill forts	Understand how our	 Develop a chronologically secure 	volunteered to join the Home
Periods	which we find out about the past	 People used iron to make 	knowledge of the past is	knowledge and understand of	Guard to protect Britain if
 Develop an awareness of 	Identify similarities and	tools for farming (like iron-	constructed from a range	British, local and world history	Germany invaded Women
the past Know where the	differences between ways of life	tipped plough) and weapons to	of sources	 Note connections, contrasts 	played an important role
people and events they	in different	defend themselves from	 Construct informed 	and trends over time	taking on jobs, previously
study fit within a	Periods	enemy tribes	responses that involve	 Develop the use of historical 	done by men, working in
chronological framework	•Develop an awareness of the		thoughtful selection and	terms	factories, on farms (the Land
• Understand some of the	past Know where the people and	<u>Skills</u>	organisation of relevant	 Understand how our knowledge 	Army)
ways in which we find out	events they study fit within a	Use common words and	historical information	of the past is constructed from a	•I The government used
about the past	chronological framework	phrases relating to the passing	Note connections,	range of sources	propaganda to influence the
·····	• Understand some of the ways	of time	contrasts and trends over	 Address and devise historically 	people to support the war.
	in which we find out about the	 Develop a chronologically 	time • Regularly address	valid questions about similarity,	Campaigns included the 'Dig
	þast	secure knowledge and	and devise historically valid	difference and significance	for Victory' and 'Careless Talk
	pust	understanding of British	questions about	Construct informed responses	Costs Lives' campaigns
		history	significance	that involve thoughtful selection	Skills
		Address historically valid	significance	and organisation of relevant	Develop a chronologically
		questions about change,		historical information	secure knowledge and
		similarity and difference		historical information	understand of British, local and
		• Develop the use of historical			world history
					,
		terms			Note connections, contrasts
		Understand how our			and trends over time
		knowledge of the past is			• Develop the use of historical
		constructed from a range of			terms
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		 Construct informed 			knowledge of the past is
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		historical information			historically valid questions
		 Address historically valid 			about similarity, difference and
		questions about trends and			significance
		significance			Construct informed
					responses that involve
					thoughtful selection and
					organisation of relevant
					historical information

	Spring								
EYFS	EYFS Year I Year 2 Year 3 Year 4 Year 5 Year 6								
Frozen Planet	Castles and	Britain is Great	Riotous Romans	Victorious Vikings	The Time of	Time Travel			
Frozen Planet Compare and contrast characters from stories including figures from the past - <i>explorers</i> Underwater Planet Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. David Attenborough	Castles and Kingdoms Battle of Hasting • William the Conqueror - Became King in 1066 after defeating Harold of Wessex at the Battle of Hastings. Came from Normandy. (Tell the story) • Motte and Bailey These castles were built first because they were quick and cheap to build. King William needed castles as soon as possible to defend his new crown. • They were made out of wood. It has been said that nearly 1000 motte and bailey castles were built by the Normans. • Later on King William was able to build Keep and Bailey castles, that took longer to build and were made out of stone. Some of them are still around today, including Windsor Castle and the Tower of London. • A large building, typically of the medieval period, fortified against attack with thick walls, battlements, towers, and in many cases a moat. • King - Male ruler of a country. Can be husband to Queen. • Queen - Female ruler of a country. Can be wife to a King. Lord and Lady - Important people of high rank who run and own the castles. Lords are	Britain is Great Queen Elizabeth To know that a monarch is the king or queen of a country. • To know what a monarch does and what they might have- crown, sceptres, expensive clothes. To know that a monarch is normally rich. • To know that our monarch is Queen Elizabeth 11. To know where the queen lives. • To know about the queen as a young girl. • To know that the queens father died and she became queen. • To know that this was 70 years ago. • To know about the queen's coronation - , ceremony, carriage, Westminster Abbey, Buckingham Palace, crown, sceptre, anoint, archbishop. That the coronation was a special moment • To know her family members - Charles, William, Harry, Kate, grandchildren • To know some of the ways that the queen is significant – stamps, money, places the queen has visited, queen's speech and difference	 Riotous Romans Ancient Rome was one of the most powerful empires in history. The Romans told stories about Romulus and Remus who were said to have founded Rome. Their position in the Mediterranean gave the Romans a strong location from which to trade and conquer. Rome had three distinct phases of government: monarchy (led by Kings), republic (led by people) and empire (led by an emperor). Patricians were wealthy Romans who often owned land. Plebeians were Roman citizens, but were poor. The destruction of Pompeii was a major event in Roman history. The preserved ruins have given historians a great deal of information about the both the destruction, and everyday life in a Roman town. The forum was the centre of political, religious and commercial life. The baths were a social leisure activity. The gladiatorial games were often used by emperors to keep the huge crowds of poorer Romans content. The Latin language formed the basis of many languages including Italian, Spanish, French, Portuguese 	Victorious Vikings • The Vikings were very good at ship building and exploring. Their strong ships allowed them to explore far over the seas. • Vikings raided and also traded around the world. In 793, the Vikings raided the monastery of St Cuthbert on Lindasfarne • The Vikings invaded Britain. • The Vikings killed many people and stole valuable things from the places they attacked. • There are lots of things remaining in Britain today that show the Vikings lived here. • The Danelaw was an area of England ruled by the Vikings. Many Vikings lived on farms, growing crops and looking after animals. • Vikings often lived in houses made from wattle and daub. King Alfred was the Anglo- Saxon King of Wessex. • King Alfred dreamed about defeating the Vikings and let some cakes burn. • King Alfred defeated the Vikings and made an agreement to trade peacefully • The Vikings did not write religious stories down, they told them to one another over many years. • Odin, Thor, Loki and Freja are three Viking Gods. • Many Vikings converted to Christianity.	The Time of Illumination• The Islamic Empire spread rapidly after Mohammad's death, from Spain in the west all the way to Pakistan in the east. • The Islamic world made great contributions to western culture, including astronomy, philosophy and mathematics. • Alhambra Palace and the Great Mosque of Cordoba are important Islamic buildings located in Spain. • Caliph Al-Mansur began the construction of Baghdad began in 792 CE. • Baghdad was built in this location because lots of people could travel through that land. • People came to Baghdad buy and sell things and also to study. • The ancient city of Baghdad was a round city. • In the centre of the city, there was a Mosque and a palace. • Baghdad grew to be a popular and wealthy city. • In 900 CE people came from all over the world to learn in Baghdad. • One of the places where people went to learn was called the House of Wisdom. • In 900 CE Baghdad had the largest collection of books in the world. • The Mongols attacked Baghdad in 1258. • The Mongols destroyed the city and killed its inhabitants. • Thousands of books were thrown into the Tigris River and lost forever.	Time Travel Ancient Greece (longer unit small Geography) •Ancient Greece was made up of a series of independent city states such as Athens and Sparta. •City-states ruled individually; some had kings; some had groups of people in charge. •The city-states fought each other for resources and power. •Athens was a city state in Ancient Greece. •Only citizens were allowed to vote in Athens. Male slaves and all women were not citizens. •The citizens of Athens could vote to remove leaders, so didn't need to suffer under tyrants. •The Spartans were famous for being the greatest warriors in Ancient Greece Spartan boys were trained to be soldiers. •The training was very tough. •The word 'Spartan' today is used to describe something plain and basic. Sparta and Athens were enemies, but they joined together to fight the Persians. •They became allies. King Darius thought it would be easy to conquer Greece, but he was wrong. The Battle of •Marathon is remembered today when people run 26 miles. •At 19, Alexander conquered the whole of Greece in just two years. Alexander burned the Thebes to the ground and			

Works and phrases relating to the passing of timecontrasts and trends over time and develop the appropriate use of historical termsreturned to Greece •The Olympic Games were a festival to honour the Greek God Zeus. City-states would send men to compete in activities such as running, jumping wrestling and boxing• Ask and answer• Ask and answer• More and events the study fit within a chronological framework • Ask and answer• Ask and answer						
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chronological framework historically valid questions about similarity and activities such as running, jumping wrestling and boxing				 Address and devise 		send men to compete in
Ask and answer about similarity and jumping wrestling and boxing						
						jumping wrestling and boxing.
	questions, choosing and			difference		 The Ancient Olympic Games
using parts of stories and left a legacy as the Olympics						left a legacy as the Olympics
happen now in modern time						happen now in modern times.

Fantasy	Planet
Comment	on

images of familiar situations in the past. Compare and contrast character from stories, including figures from the past. Queens, Kings, Knights

contrast	 Sunday 2nd September 	Circle	War of the Roses	Revolution	World War 2
n ng	1666 A fire starts in	Change makers	•The Wars of the Roses were	Industrial Revolution	•Prior to 1914, tension was
ng e past.	Thomas Farriner's	•Greta Thunberg raised	fought between two families:	Industrial Revolution'	mounting in Europe with secret
o publi	bakery on Pudding Lane.	awareness for Climate Change	The House of Lancaster (red	describes moving from a	alliances and a desire for counties
	As news of the fire	by going on strike from school	rose), and the House of York	society based on hand	to expand their empires
lanet	spreads, people run to	on Fridays	(white rose).	manufacturing and human	 Historians believe the
unet	escape its path.	•Greta speaks at important	 It was a Civil War that lasted 	or animal power, to a	assassination of Archduke
	 Monday 3rd September 	events and tries to convince	from 1455-1485 •At the start	society based on	Ferdinand sparked World War
iliar	1666	people to change their	of the Wars, Henry VI from	machinery. •It was	One
	Fire-fighters try to tackle	behaviours to help save the	the House of Lancaster was	characterized by the use of	 Britain declared war on
	the fire but it spreads	planet	King. The House of York	steam powered engines,	Germany when Germany invaded
	quickly. People carry	•Greta has Asperger's	wanted to seize power from	the spread of factories and	Belgium
acters	their possessions to	Syndrome and raises	him.	machines, mass produced	•On land, trenches were dug by
	safety using a horse and	awareness for people with	•Henry VI (House of	goods and mechanised	opposing sides and soldiers fought
res	cart or boats on the	disabilities	Lancaster) was believed by	transport.	and lived in terrible conditions
	River Thames.	•David Attenborough has	many at the time to have the	•The Industrial Revolution	 At sea, naval battles took place
s,	•Tuesday 4th September	made lots of natural history	strongest claim to the throne	began in Britain from	in the North Sea and the Atlantic.
	1666	documentaries teaching	 Henry VI suffered from bouts 	around 1750, but really	 Aeroplanes were new and were
	Houses are pulled down	people about the planet earth	of madness and lost wars and	took off around the 1840s	used for fighting, bombing and
	in an attempt to stop the	•David Attenborough speaks	land against the French	•Up until the 1770s,	directing artillery.
	fire spreading. St. Paul's	out about Climate Change and	 Edward IV defeated Henry VI 	cotton was spun into thin	 Trenches were long narrow
	Cathedral is destroyed	asks people to take care of the	at the Battle of Towton and	threads by hand. •Spinning	ditches that were dug
	•Wednesday 5th	earth	made himself king of England	cotton using machines was	approximately 12 foot into the
	September 1666 The fire	•The first electronic TV was	•When Edward IV died, his	far faster and cheaper than	ground
	starts to burn more	invented in 1927 but it wasn't	son became king.	spinning cotton by hand	

Human Rights • In the UK, the Human Rights Act 1998 protects human rights The European Court of Human Rights ensures countries in Europe respect human rights •Before 1918, women in the UK were denied the right to vote.

•Before the 1980s, women couldn't open their own bank accounts, were disqualified from certain professions and could legally be paid less than a man for doing the same job. •The Equality Act 2010 replaced a number of antidiscriminatory laws with one Act •The UNCRC grants all children a set of rights, such as

	as the wind dies	until the 1970s that most	Richard III locked away the	•One of the most	 Soldiers faced terrible conditions 	the right to education and the
down.		homes in Britain had a	princes in the Tower of	important inventions was	while living in the trenches	right to express their opinion
•Thursd	lay 6th	television	London.	the water frame, invented	 The land in between the 	and be listened to
Septem	ber 1666 The fire	FURTHER DEVELOP –	 He said this was to keep 	by Richard Arkwright. He	opposing trenches was called 'No	 The UN Convention on the
is finally	y under control	GEOGRAPHY CHANGE	them safe. Richard has been	built the first modern	Man's Land'	Rights of the Child came into
and put	t out. People are	MAKERS – ENVIRONMENT	accused of killing Edward IV's	factory in England and died	 While many men were away 	force in the UK in 1992
left hon			sons—his own nephews—so	one of the richest men in	fighting on the front lines, the	•The UNCRC has been agreed
	he fire is thought	<u>Skills</u>	that he could become king.	Britain.	people left at home, including	by countries all over the world
	started in	•Develop an awareness of the	 Henry Tudor was a 	 The first steam engine 	many women, took up jobs in	(196 countries to date)
	g Lane, London.	past, using common words and	Lancastrian from Wales, who	was produced by James	factories, farms, offices etc.	Britain has been ethnically
	me other	phrases relating to the passing of	killed Richard III at the Battle	Watt and Matthew	•The Defence of the Realm Act	diverse for centuries
	rks in London	time	of Bosworth Field.	Boulton in Birmingham in	was passed on 8th August 1914	 In the 1960s, while the Civil
	ng River Thames,	•Know where the people and	 Henry Tudor became Henry 	1776. •The steam engine	and allowed the government to do	Rights Movement was taking
`	of London, St	events they study fit within a	VII, the first Tudor King.	meant that humans could	whatever it felt was necessary to	place in the USA, the Bristol
	Cathedral, the city	chronological framework	•Richard III's remains were	use the energy in fossil	help with the war effort	Bus Boycott took place in
	id be able to	• Ask and answer questions,	found in 2013 near the	fuels to create power.	•The Home Front was attacked	Britain in response to the bus
	how they were	choosing and using parts of	location of Bosworth Field.	The first fully functioning	from bombs from German airships	company refusing to employ
	by, or altered,	stories and	•Henry VII was the first Tudor	passenger steam train was	and the German navy	anyone who wasn't white.
	rse of the fire.	other sources to show that they	•King Henry VII, a Lancastrian,	built by George	•The war ended on 11th	•The Race Relation Acts in the
	ber from one of	know and understand key	married the daughter of	Stephenson in 1830.	November when Germany and	1960s and 70s made race
	s' bakery ovens	features	Edward IV from the House of	 Much of the machinery 	the allies signed a ceasefire, or	discrimination illegal
	some nearby		York.	and buildings needed by	armistice, and the Treaty of	Before the 1530s, England was
	od. The fire	•Use a wide vocabulary of	•This union between the two	the industrial revolution	Versailles was signed •Over 15	predominantly Catholic.
quickly	d. The life	everyday historical terms	warring houses, Lancaster and	(trains, railway bridges,	million people were killed, and	•Following the Reformation,
	around the room	Understand some of the ways in	York, was represented in the	and steam engines) were	many more were injured	many laws discriminated
	nearby buildings.	which we find out about the past	Tudor Rose.	built out of iron.	•After the war, there was an	against Catholics People of
	f the ways we	Identify similarities and	rudor Rose.	• A new process for	attitude that Britain needed to be	different faiths have lived in
know	i ule ways we	differences between ways of life	Shille	producing strong, cheap	a 'home fit for heroes' and all men	Britain for hundreds of years.
	he fire is because	in different	<u>Skills</u>	iron was perfected by a	and women over 21 were given	•The Human Rights Act 1998
		Periods	 Use common words and 	man called Abraham Darby	the vote in 1928	and the Equalities Act 2010
	wrote about it in wn personal diary.	•Develop an awareness of the	phrases relating to the passing	during the 1700s, called		protect people from religious
	used leather	past Know where the people	of time	the blast furnace.	Skills	discrimination today
	and squirts filled	and events they study fit	 Develop a chronologically 	 Steam engines and blast 	Develop a chronologically secure	,
	ater, axes,fire-	within a chronological	secure knowledge and	furnaces also needed a	knowledge and understanding of	Skills
hooks a	, ,	framework	understanding of British	huge amount of coal, so	British history	Develop a chronologically
		 Understand some of the 	history	coal mining became a very	 Address historically valid 	secure knowledge and
breaks	vder to make fire-	ways in which we find out	 Address historically valid 	important industry.	questions about change, cause and	understanding of world history
	all was the King	about the past	questions about change,	In mill towns, children	significance	Address historically valid
	es II was the King and in 1666.After		similarity and difference	were employed as	Construct informed responses	questions about change, cause
	, he made a		 Develop the use of 	'scavengers' to move	that involve the thoughtful	and significance
	that houses must		historical terms	between the machines and	selection and organisation of	Construct informed
	further apart		 Understand how our 	'scavenge' loose bits of	historical information	responses that involve the
	It from stone not		knowledge of the past is	cotton.	• Understand how our knowledge	thoughtful selection and
timber	it if offit stone not		constructed from a range of	 In coal towns, children 	of the past is constructed from a	organisation of historical
	e burned for		sources	were employed as coal	range of sources	information
			 Construct informed 	miners—as they were very	 Note connections, contrasts and 	Understand how our
	s the wind died		responses that involve	small, they could be used	trends over time and develop the	knowledge of the past is
	d changed		thoughtful selection and	to climb through narrow,	appropriate use of historical terms	constructed from a range of
directio			organisation of relevant	underground tunnels. •	Address and devise historically	sources
	became under		historical information	These jobs were	valid questions about similarity	Note connections, contrasts
	and was finally		 Address historically valid 	extremely dangerous, and	and difference	and trends over time and
put out	•		questions about trends and	children often suffered		develop the appropriate use of
			significance	horrific injuries, and even		historical terms
<u>Skills</u>				nor me injuries, and even		inscorrear corris

•Develop an awareness of		death, due to their	Address and devise
the past, using common		industrial work	historically valid questions
words and			about similarity and difference
phrases relating to the		Skills	
passing of time		Develop a chronologically	
•Know where the people		secure knowledge and	
and events they study fit		understanding of British	
within a		history	
chronological framework		 Address historically valid 	
 Ask and answer 		questions about change,	
questions, choosing and		cause and significance	
using parts of stories and		Construct informed	
other sources to show that		responses that involve the	
they know and understand		thoughtful selection and	
key features		organisation of historical	
•Use a wide vocabulary of		information • Understand how our	
everyday historical terms			
Understand some of the		knowledge of the past is constructed from a range	
ways in which we find out		of sources	
about the past		• Note connections,	
Identify similarities and		contrasts and trends over	
differences between ways		time and develop the	
of life in different		appropriate use of	
Periods		historical terms	
•Develop an awareness		Address and devise	
of the past Know where		historically valid questions	
the people and events		about similarity and	
they study fit within a		difference	
chronological framework			
Understand some of			
the ways in which we			
find out about the past			