



History Curriculum 2014

"The past reminds us of timeless human truths and allows for the perpetuation of cultural traditions that can be nourishing; it contains examples of mistakes to avoid, preserves the memory of alternative ways of doing things, and is the basis for self-understanding..."

History at Courthouse Green

During their History learning at Courthouse Green, children will be taught to think critically about a range of different eras, communicating their ideas confidently and in a range of different ways. When a child leaves our school, they will have experienced a wide range of historical chronology through highly imaginative and distinctive learning opportunities. Our pupils will have a passion for history, and will engage enthusiastically in their learning while they begin to think, reflect, debate, discuss and evaluate the past. Whilst we believe in the importance of teaching children to understand the place that history has in their own lives, we also aim to provide children with a good understanding of world events and historical cultures other than their own. By putting historical enquiry at the heart of our curriculum, we ensure that leave Courthouse Green as curious, inquisitive historians, who are able to ask their own questions about the past and to challenge themselves through their own rigorous historical thinking.

Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Year One

Theme/Topic	Skills to be taught
<p>How has my life changed? Changes within living memory <i>Timeline work, my life on timeline, birthdays, now and then etc.</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I understand the difference between things that happened in the past and the present. • I know about things that happened in the past. • I know some things that happened to other people in the past. • I understand how to put a few events or objects in order of when they happened. • I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. <p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> • I can say when my birthday is. • I use timelines to order events and objects. • I draw pictures and write about them to tell others about the past. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> • I look at pictures and ask, “which things are old and which are new?” • I answer questions about events using before and after to describe when something happened.
<p>Her Royal Highness Lives of significant individuals in the past who have contributed to national and international achievements <i>Compare Queen Victoria and Queen Elizabeth- clothing, household artefacts, differences between rich and poor. William Shakespeare.</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I understand the difference between things that happened in the past and the present. • I know about things that happened in the past. • I know some things that happened to other people in the past. • I understand how to put a few events or objects in order of when they happened. • I use words and phrases such as: now, yesterday,

last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.

Organisation and communication:

- I can sort events or objects into groups (then and now)
- I use timelines to order events and objects.
- I tell stories about the past (sometimes using role play)
- I write in sentences things I have found out about the past.
- I draw pictures and write about them to tell others about the past.

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

- I have found out some facts about people long ago (before living memory)
- I have found out some facts about events that happened long ago.
- I can say why people may have acted as they did.

Historical Interpretation

- I have looked at books to find out about the past.
- I have listened to stories about the past.

Historical Enquiry:

- I look at pictures and ask, "which things are old and which are new?"
- I answer questions about events using before and after to describe when something happened.

Year Two

Theme/Topic	Skills to be taught
<p style="text-align: center;">Remember, Remember the fifth of November! Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality</p> <p><i>Party Planners – Plan a party for Bonfire night. Who was Guy Fawkes? Why is he important? Why do we celebrate Bonfire night? Who was King James 1st? What if Guy Fawkes had been successful? Trip to Coughton Court.</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I understand the difference between things that happened in the past and the present. • I know about things that happened in the past. • I know some things that happened to other people in the past. • I understand how to put a few events or objects in order of when they happened. • I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. • <i>I understand and use the words past and present when telling others about an event.</i> • <i>I understand how to put people, events and objects in order of when they happened, using the scale the teacher has given me.</i> • <i>I use words such as: recently, when my parents/carers were children, decades and centuries.</i> <p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> • I can sort events or objects into groups (then and now) • I use timelines to order events and objects. • I tell stories about the past (sometimes using role play) • I write in sentences things I have found out about the past. • I draw pictures and write about them to tell others about the past. • <i>I can describe objects, people or events from the time of Guy Fawkes.</i> • <i>I use timelines to order events or objects.</i> • <i>I use timelines to place an event or a significant person.</i> • <i>I tell stories about the past using my story writing skills.</i> • <i>I draw labelled diagrams and write about people, objects or events from the past.</i> <p><u>Knowledge and understanding of past events, people and changes in the past:</u></p> <ul style="list-style-type: none"> • I have found out some facts about people long ago (before living memory) • I have found out some facts about events that happened long ago. • I can say why people may have acted as they did. • <i>I have used information to describe the past.</i>

	<ul style="list-style-type: none"> • <i>I use information I have found out about the past to describe the difference between them and now.</i> • <i>I look at evidence to give and explain reasons why people in the past may have acted in the way they did.</i> • <i>I can recount the main events from a significant event in history (Guy Fawkes)</i> <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • I have looked at books to find out about the past. • I have listened to stories about the past. • <i>I have looked at books and pictures, and listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to a historical sight and used the internet.</i> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> • I look at pictures and ask, “which things are old and which are new?” • I answer questions about events using before and after to describe when something happened. • <i>I ask “What was it like for people in the past?” and use information to help me answer the question.</i> • <i>I ask “What happened in the past?” and use information to help me answer the question.</i> • <i>I ask “How long ago did an event happen?” and try to work it out.</i> • <i>I use language like a little while ago, a very long time ago.</i>
<p style="text-align: center;">Come fly with me. Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality</p> <p><i>Vehicles – first aeroplane flight. Who was Frank Whittle?</i> <i>Why is he important? What if we didn't have aeroplanes?</i> <i>How did they change our lives?</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I understand the difference between things that happened in the past and the present. • I know about things that happened in the past. • I know some things that happened to other people in the past. • I understand how to put a few events or objects in order of when they happened. • I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. • <i>I understand and use the words past and present when telling others about an event.</i> • <i>I understand how to put people, events and objects in order of when they happened, using the scale the teacher has given me.</i> • <i>I use words such as: recently, when my parents/carers were children, decades and centuries.</i>

Organisation and communication:

- I can sort events or objects into groups (then and now)
- I use timelines to order events and objects.
- I tell stories about the past (sometimes using role play)
- I write in sentences things I have found out about the past.
- I draw pictures and write about them to tell others about the past.
- ***I can describe objects, people or events from the time of Frank Whittle.***
- ***I use timelines to order events or objects.***
- ***I use timelines to place an event or a significant person.***
- ***I tell stories about the past using my story writing skills.***
- ***I draw labelled diagrams and write about people, objects or events from the past.***

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

- I have found out some facts about people long ago (before living memory)
- I have found out some facts about events that happened long ago.
- I can say why people may have acted as they did.
- ***I have used information to describe the past.***
- ***I use information I have found out about the past to describe the difference between them and now.***
- ***I look at evidence to give and explain reasons why people in the past may have acted in the way they did.***
- ***I can recount the main events from a significant event in history (Frank Whittle)***

Historical Interpretation

- I have looked at books to find out about the past.
- I have listened to stories about the past.
- ***I have looked at books and pictures, and listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to a historical sight and used the internet.***

Historical Enquiry:

- I look at pictures and ask, "which things are old and which are new?"
- I answer questions about events using before and after to describe when something happened.

- | | |
|--|---|
| | <ul style="list-style-type: none">• <i>I ask “What was it like for people in the past?” and use information to help me answer the question.</i>• <i>I ask “What happened in the past?” and use information to help me answer the question.</i>• <i>I ask “How long ago did an event happen?” and try to work it out.</i>• <i>I use language like a little while ago, a very long time ago.</i> |
|--|---|

Skills written in italics are level 2 objectives.

Key Stage Two

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Year Three

Theme/Topic	Skills to be taught
<p style="text-align: center;">Who was Tutankhamun?</p> <p>The achievements of the earliest civilisations- overview & in depth- Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty</p> <p><i>Ancient Egyptians – Who were they? How did they live? How were their lives different from ours today? Compare and contrast houses, education, diet, lifestyle, fashion.</i></p> <p><i>WOW day – Egyptian visitor (see Portals to the past company)</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I understand and use the words past and present when telling others about an event. • I understand how to put people, events and objects in order of when they happened, using the scale the teacher has given me. • I use words such as: recently, when my parents/carers were children, decades and centuries. • <i>I use a timeline to place events I have found out about.</i> • <i>I understand that a timeline can be divided into BD and AD.</i> • <i>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a timeline.</i> • <i>I use words such as century, decade, before Christ, after, before, during to describe the passing of time.</i> <p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> • I can describe objects, people or events from the time of The Egyptians. • I use timelines to order events or objects. • I use timelines to place an event or a significant person. • I tell stories about the past using my story writing skills. • I draw labelled diagrams and write about people, objects or events from the past. • <i>I can present my findings about the past using a variety of skills from across the curriculum.</i> • <i>I use dates and terms accurately.</i> • <i>I discuss the most appropriate way to present my</i>

information, which I realize is for an audience.

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

- I have used information to describe the past.
- I use information I have found out about the past to describe the difference between them and now.
- I look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- I can recount the main events from a significant event in history (The Egyptians)
- ***I use evidence to describe the:***
 - Houses and settlements***
 - Clothes and way of life***
 - Buildings and their uses***
 - What people believed (religion)***
 - Important people***
 - Lives of rich and poor people***
 - Changes over a period of time and why those changes may have occurred.***
- ***I can show changes that I have identified on a timeline***
- ***I can describe some similarities and differences between the people, events and objects I have studied.***
- ***I can describe how some of the things I have studied from the past affect life today.***

Historical Interpretation

- I have looked at books and pictures, and listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to a historical sight and used the internet.
- ***I have looked at two versions of the same event in history and have identified differences in the accounts.***
- ***I give reasons why there may be different accounts of history.***

Historical Enquiry:

- I ask “What was it like for people in the past?” and use information to help me answer the question.
- I ask “What happened in the past?” and use information to help me answer the question.
- I ask “How long ago did an event happen?” and try to work it out.
- I use language like a little while ago, a very long time ago.
- ***I use documents, printed sources, the internet, databases, pictures, photographs, music,***

	<p><i>artefacts, historic buildings, visits to museums and sites to collect evidence about the past.</i></p> <ul style="list-style-type: none"> • <i>I ask “What was it like for a rich person etc during...”</i> • <i>I suggest sources of evidence to help me answer questions.</i>
<p style="text-align: center;">Building Britain</p> <p style="text-align: center;">Changes in Britain from Stone Age to Iron Age</p> <p style="text-align: center;">The Roman Empire and its impact on Britain.</p> <p><i>What was life like for the Stone Age man? Why did they build Stone Henge? (trip?) How did life change in Iron Age Britain? Contrast: tools, food, buildings, clothing, transport.</i></p> <p style="text-align: center;"><i>What did the Roman’s do for Britain?</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I understand and use the words past and present when telling others about an event. • I understand how to put people, events and objects in order of when they happened, using the scale the teacher has given me. • I use words such as: recently, when my parents/carers were children, decades and centuries. • <i>I use a timeline to place events I have found out about.</i> • <i>I understand that a timeline can be divided into BD and AD.</i> • <i>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a timeline.</i> • <i>I use words such as century, decade, before Christ, after, before, during to describe the passing of time.</i> <p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> • I can describe objects, people or events from the time of... • I use timelines to order events or objects. • I use timelines to place an event or a significant person. • I tell stories about the past using my story writing skills. • I draw labelled diagrams and write about people, objects or events from the past. • <i>I can present my findings about the past using a variety of skills from across the curriculum.</i> • <i>I use dates and terms accurately.</i> • <i>I discuss the most appropriate way to present my information, which I realize is for an audience.</i> <p><u>Knowledge and understanding of past events, people and changes in the past:</u></p> <ul style="list-style-type: none"> • I have used information to describe the past. • I use information I have found out about the past to describe the difference between them and now. • I look at evidence to give and explain reasons why people in the past may have acted in the way they did. • I can recount the main events from a significant

event in history

- *I use evidence to describe the:*
Houses and settlements
Clothes and way of life
Buildings and their uses
What people believed (religion)
Important people
Lives of rich and poor people
Changes over a period of time and why those changes may have occurred.
- *I can show changes that I have identified on a timeline*
- *I can describe some similarities and differences between the people, events and objects I have studied.*
- *I can describe how some of the things I have studied from the past affect life today.*

Historical Interpretation

- I have looked at books and pictures, and listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to a historical sight and used the internet.
- *I have looked at two versions of the same event in history and have identified differences in the accounts.*
- *I give reasons why there may be different accounts of history.*

Historical Enquiry:

- I ask "What was it like for people in the past?" and use information to help me answer the question.
- I ask "What happened in the past?" and use information to help me answer the question.
- I ask "How long ago did an event happen?" and try to work it out.
- I use language like a little while ago, a very long time ago.
- *I use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and sites to collect evidence about the past.*
- *I ask "What was it like for a rich person etc during..."*
- *I suggest sources of evidence to help me answer questions.*

Skills written in italics are level 3 objectives.

Year Four

Theme/Topic	Skills to be taught
<p style="text-align: center;">What made Britain today? Britain's settlement by Anglo-Saxons and Scots The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Who were the Angle Saxons? How did life change when the Vikings came to England? Timeline work. Who should rule England? How was life different? WOW day – Saxon visitor (see Portals to the past company)</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I use a timeline to place events I have found out about. • I understand that a timeline can be divided into BD and AD. • I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a timeline. • I use words such as century, decade, before Christ, after, before, during to describe the passing of time. <p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> • I can present my findings about the past using a variety of skills from across the curriculum. • I use dates and terms accurately. • I discuss the most appropriate way to present my information, which I realize is for an audience. <p><u>Knowledge and understanding of past events, people and changes in the past:</u></p> <ul style="list-style-type: none"> • I use evidence to describe the: <ul style="list-style-type: none"> Houses and settlements Clothes and way of life Buildings and their uses What people believed (religion) Important people Lives of rich and poor people Changes over a period of time and why those changes may have occurred. • I can show changes that I have identified on a timeline • I can describe some similarities and differences between the people, events and objects I have studied. • I can describe how some of the things I have studied from the past affect life today. <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • I have looked at two versions of the same event in history and have identified differences in the accounts. • I give reasons why there may be different accounts of history. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> • I use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and sites to collect evidence about the past.

	<ul style="list-style-type: none"> • I ask “What was it like for a rich person etc during...” • I suggest sources of evidence to help me answer questions.
<p style="text-align: center;">Who on earth is Zeus? Ancient Greece-study of Greek life & influence on western world</p> <p>Who were the Ancient Greeks? How did they influence our lives? How was Ancient Greek religion different to Western religion? Myths and Legends, Greek lifestyle. WOW day visitor (<i>see Portals to the past company</i>)</p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I use a timeline to place events I have found out about. • I understand that a timeline can be divided into BD and AD. • I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a timeline. • I use words such as century, decade, before Christ, after, before, during to describe the passing of time. <p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> • I can present my findings about the past using a variety of skills from across the curriculum. • I use dates and terms accurately. • I discuss the most appropriate way to present my information, which I realize is for an audience. <p><u>Knowledge and understanding of past events, people and changes in the past:</u></p> <ul style="list-style-type: none"> • I use evidence to describe the: <ul style="list-style-type: none"> Houses and settlements Clothes and way of life Buildings and their uses What people believed (religion) Important people Lives of rich and poor people Changes over a period of time and why those changes may have occurred. • I can show changes that I have identified on a timeline • I can describe some similarities and differences between the people, events and objects I have studied. • I can describe how some of the things I have studied from the past affect life today. <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • I have looked at two versions of the same event in history and have identified differences in the accounts. • I give reasons why there may be different accounts of history. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> • I use documents, printed sources, the internet,

databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and sites to collect evidence about the past.

- I ask “What was it like for a rich person etc during...”

I suggest sources of evidence to help me answer questions.

Year Five

Theme/Topic	Skills to be taught
<p style="text-align: center;">What did the Tudors do for us?</p> <p style="text-align: center;">A study of an aspect or theme in British History that extends chronological knowledge beyond 1066</p> <p style="text-align: center;">A local history study</p> <p><i>The dissolution of the monasteries. How did this impact our lives today? Who was the greatest Tudor king or queen? How was life different in Tudor times? A local history study of Shakespeare (trip to Stratford?)</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I use a timeline to place events I have found out about. • I understand that a timeline can be divided into BD and AD. • I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a timeline. • I use words such as century, decade, before Christ, after, before, during to describe the passing of time. • <i>I use a timeline to place events I have found out about both in this country and abroad.</i> • <i>I understand that a timeline can be divided into periods: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians, Today etc...</i> • <i>I can describe the main changes in a period of history using words such as social, religious, political, technological and cultural.</i> • <i>I can name the date of any significant event from the past that I have studied and place it on the right place on a timeline.</i> • <i>I use words and phrases such as era, period, century, decade, before Christ, ad, after, before, during to describe the passing of time.</i> <p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> • I can present my findings about the past using a variety of skills from across the curriculum. • I use dates and terms accurately. • I discuss the most appropriate way to present my information, which I realize is for an audience. <p><u>Knowledge and understanding of past events, people and changes in the past:</u></p> <ul style="list-style-type: none"> • I use evidence to describe the: <ul style="list-style-type: none"> Houses and settlements Clothes and way of life Buildings and their uses What people believed (religion) Important people Lives of rich and poor people Changes over a period of time and why those changes may have occurred. • I can show changes that I have identified on a timeline • I can describe some similarities and differences between the people, events and objects I have studied. • I can describe how some of the things I have

	<p>studied from the past affect life today.</p> <ul style="list-style-type: none"> • <i>With help, I choose reliable sources of factual evidence to do all of the above.</i> <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • I have looked at two versions of the same event in history and have identified differences in the accounts. • I give reasons why there may be different accounts of history. • <i>I have looked at different versions of the same event in history and have identified differences in the accounts.</i> • <i>I know that people both now and in the past represent events and ideas in a way that persuades others.</i> • <i>I know and understand that it is important to know that some evidence from the past and present is propaganda, opinion or misinformation, and that this affects interpretations of history.</i> • <i>I give clear reasons why there may be different accounts of history.</i> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> • I use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and sites to collect evidence about the past. • I ask “What was it like for a rich person etc during...” • I suggest sources of evidence to help me answer questions. • <i>I use reliable sources to help me answer questions, realizing that there is not a single answer to historical questions.</i>
<p style="text-align: center;">Mayan Civilisation</p> <p>A non-European country that provides contrast with British history: one study chosen from Islamic civilisation, Mayans or Benin.</p> <p><i>Who were the Mayans? How are they similar to other ancient civilisations? How are they different? Timeline work. Map work. Where did the Mayans live? Mayan architecture.</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I use a timeline to place events I have found out about. • I understand that a timeline can be divided into BD and AD. • I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a timeline. • I use words such as century, decade, before Christ, after, before, during to describe the passing of time. • <i>I use a timeline to place events I have found out about both in this country and abroad.</i> • <i>I understand that a timeline can be divided into periods: BC, AD, Romans, Anglo-Saxons, Tudors,</i>

Stuarts, Georgians, Victorians, Today etc...

- ***I can describe the main changes in a period of history using words such as social, religious, political, technological and cultural.***
- ***I can name the date of any significant event from the past that I have studied and place it on the right place on a timeline.***
- ***I use words and phrases such as era, period, century, decade, before Christ, ad, after, before, during to describe the passing of time.***

Organisation and communication:

- I can present my findings about the past using a variety of skills from across the curriculum.
- I use dates and terms accurately.
- I discuss the most appropriate way to present my information, which I realize is for an audience.

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

- I use evidence to describe the:
Houses and settlements
Clothes and way of life
Buildings and their uses
What people believed (religion)
Important people
Lives of rich and poor people
Changes over a period of time and why those changes may have occurred.
- I can show changes that I have identified on a timeline
- I can describe some similarities and differences between the people, events and objects I have studied.
- I can describe how some of the things I have studied from the past affect life today.
- ***With help, I choose reliable sources of factual evidence to do all of the above.***

Historical Interpretation

- I have looked at two versions of the same event in history and have identified differences in the accounts.
- I give reasons why there may be different accounts of history.
- ***I have looked at different versions of the same event in history and have identified differences in the accounts.***
- ***I know that people both now and in the past represent events and ideas in a way that persuades others.***
- ***I know and understand that it is important to***

	<p><i>know that some evidence from the past and present is propaganda, opinion or misinformation, and that this affects interpretations of history.</i></p> <ul style="list-style-type: none">• <i>I give clear reasons why there may be different accounts of history.</i> <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none">• I use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and sites to collect evidence about the past.• I ask “What was it like for a rich person etc during...”• I suggest sources of evidence to help me answer questions.• <i>I use reliable sources to help me answer questions, realizing that there is not a single answer to historical questions.</i>
--	--

Skills written in italics are level 4 objectives.

Year Six

Theme/Topic	Skills to be taught
<p>Is it right to go to war? A local history study A study of an aspect or theme in British History that extends chronological knowledge beyond 1066 <i>World War Two – Coventry Blitz. How did the Blitz change our city? (Trip to cathedral and other parts of town) Map work, the impact of the war on different people.</i></p>	<p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> • I use a timeline to place events I have found out about both in this country and abroad. • <i>I can do this for countries all around the world.</i> • I understand that a timeline can be divided into periods: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians, Today etc... • I can describe the main changes in a period of history using words such as social, religious, political, technological and cultural. • I can name the date of any significant event from the past that I have studied and place it on the right place on a timeline. • I use words and phrases such as era, period, century, decade, before Christ, ad, after, before, during to describe the passing of time. • <i>I use a timeline to demonstrate changes and developments in culture, religion, technology, religion and society.</i> • <i>My timelines use the key points in history as representations for my references about the past.</i> <p><u>Organisation and communication:</u></p> <ul style="list-style-type: none"> • I can present my findings about the past using a variety of skills from across the curriculum. • I use dates and terms accurately. • I discuss the most appropriate way to present my information, which I realize is for an audience. • <i>I use key vocabulary of the time to convey my understanding of the past.</i> <p><u>Knowledge and understanding of past events, people and changes in the past:</u></p> <ul style="list-style-type: none"> • I use reliable sources and evidence to describe the: <ul style="list-style-type: none"> Houses and settlements Clothes and way of life Buildings and their uses What people believed (religion) Important people Lives of rich and poor people Changes over a period of time and why those changes may have occurred. • I can show changes that I have identified on a timeline • I can describe some similarities and differences between the people, events and objects I have studied. • I can describe how some of the things I have studied from the past affect life today. • <i>I can do all of the above independently and</i>

without any help.

Historical Interpretation

- I have looked at different versions of the same event in history and have identified differences in the accounts.
- I know that people both now and in the past represent events and ideas in a way that persuades others.
- I know and understand that it is important to know that some evidence from the past and present is propaganda, opinion or misinformation, and that this affects interpretations of history.
- I give clear reasons why there may be different accounts of history.
- *I evaluate evidence, which helps me to choose the most reliable forms.*
- *I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.*
- *I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.*

Historical Enquiry:

- I use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and sites to collect evidence about the past.
- I ask "What was it like for a rich person etc during..."
- I suggest sources of evidence to help me answer questions.
- I use reliable sources to help me answer questions, realizing that there is not a single answer to historical questions.

Skills written in italics are level 5 objectives.