



# Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

<b>Subject</b>	<b>History</b>		
<b>Subject Leader</b>	<b>Mr Ryan</b>		
<b>Nursery</b>	Begin to make sense of their own life-story and family's history.		
<b>Reception</b>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>		
<b>Year 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Summer 1</b>
	<p><u>The Great fire of London</u></p> <p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Recall some facts about events before living memory</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> <li>Look at objects from the past</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Order a set of objects</li> <li>Use a time line to place important events</li> <li>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.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (then and now)</li> <li>Use timelines to order events or objects</li> <li>Talk, write and draw about things from the past</li> <li>Tell stories about the past</li> </ul>	<p><u>Queen Victoria &amp; Queen Elizabeth II</u></p> <p><b>Area of Study</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Recall some facts about events before living memory</li> <li>Say why people may have acted the way they did</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Order a set of events</li> <li>Use a timeline to place important events</li> <li>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.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Use timelines to order events or objects</li> <li>Talk, write and draw about things from the past</li> </ul>	<p><u>Seaside Holiday</u></p> <p><b>Area of Study</b></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects change in national life</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Recall some facts about events before living memory</li> <li>Say why people may have acted the way they did</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"</li> <li>Look at objects from the past</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Understand the difference between things that happened in the past and present</li> <li>Describe things that happened to themselves and other people in the past</li> <li>Order a set of objects</li> <li>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</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Sort events into groups (e.g. then and now)</li> <li>Tell stories about the past</li> <li>Talk, write and draw about things from the past</li> </ul>



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## Striving for excellence; caring for the individual.

Year 2	Autumn 2	Spring 1	Summer 1
	<p style="text-align: center;"><u>WWI</u></p> <p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Use information to describe the past.</li> <li>Recount the main events from a significant event in history.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</li> </ul>	<p style="text-align: center;"><u>Influential Women</u></p> <p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Describe the differences between then and now.</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Recount changes in my own life over time.</li> <li>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</li> </ul>	<p style="text-align: center;"><u>Buncefield</u></p> <p><b>Areas of Study</b></p> <ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> </ul> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Describe the differences between then and now.</li> <li>Recount the main events from a significant event in history.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Ask questions about the past.</li> <li>Use a wide range of information to answer questions.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present when telling others about an event.</li> <li>Use a timeline to place important events.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>Describe objects, people or events in history.</li> <li>Use timelines to order events or objects or place significant people.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</li> </ul>



# Leverstock Green CE (VC) Primary School

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Year 3	Autumn 2	Spring 2	Summer 1
	<p style="text-align: center;"><u><b>The Stone Age to the Iron Age</b></u></p> <p><u><b>Areas of Study</b></u></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><u><b>Knowledge and understanding of events, people and changes in the past</b></u></p> <ul style="list-style-type: none"> <li>Use evidence to describe buildings and their uses of people from the past</li> </ul> <p><u><b>Historical Enquiry</b></u></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <p><u><b>Chronological Understanding</b></u></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> </ul> <p><u><b>Historical Interpretation</b></u></p> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history</li> </ul> <p><u><b>Organisation and Communication</b></u></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama roleplay, storytelling and using ICT.</li> </ul>	<p style="text-align: center;"><u><b>The Romans</b></u></p> <p><u><b>Areas of study</b></u></p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul> <p><u><b>Knowledge and understanding of events, people and changes in the past</b></u></p> <ul style="list-style-type: none"> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> </ul> <p><u><b>Historical Enquiry</b></u></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <p><u><b>Chronological Understanding</b></u></p> <ul style="list-style-type: none"> <li>Describe dates of and order significant events from the period studied.</li> </ul> <p><u><b>Historical Interpretation</b></u></p> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history</li> </ul> <p><u><b>Organisation and Communication</b></u></p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama roleplay, storytelling and using ICT.</p>	<p style="text-align: center;"><u><b>St Albans</b></u></p> <p><u><b>Areas of Study</b></u></p> <ul style="list-style-type: none"> <li>A local history study</li> </ul> <p><u><b>Knowledge and understanding of events, people and changes in the past</b></u></p> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> </ul> <p><u><b>Historical Enquiry</b></u></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <p><u><b>Chronological Understanding</b></u></p> <ul style="list-style-type: none"> <li>Use a timeline to place historical events in chronological order.</li> </ul> <p><u><b>Historical Interpretation</b></u></p> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history</li> </ul> <p><u><b>Organisation and Communication</b></u></p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama roleplay, storytelling and using ICT.</p>



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Year 4	Autumn 1	Spring 1	Summer 2
	<u>Anglo-Saxons and Scots</u>	<u>Vikings - 1066</u>	<u>Industrial Revolution</u>
	<p><b>Areas of study</b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Describe the culture/leisure activities, way of life/places and/or actions of people in the past.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Know that people in the past represent events or ideas in different ways</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <p>Communicate ideas about the past using different media i.e. genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</p>	<p><b>Areas of study</b></p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Describe the main changes in a period in History.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Use a timeline to place historical events in chronological order as well as from the period studied.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Know that people in the past represent events or ideas in different ways</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <p>Communicate ideas about the past using different media i.e. genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</p>	<p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British History that extends pupils knowledge beyond 1066</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Describe the main changes in a period in history.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Give reasons why there may be different accounts of history.</li> <li>Evaluate evidence to choose the most reliable forms.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>



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Year 5	Autumn 2	Spring 2	Summer 2
	<p style="text-align: center;"><u><b>Ancient Greece</b></u></p> <p><b>Area of Study</b></p> <ul style="list-style-type: none"> <li>A study of Greek life, achievements and their influence on the western world</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Give reasons why there may be different accounts of history.</li> <li>Evaluate evidence to choose the most reliable forms.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>	<p style="text-align: center;"><u><b>The great plague and 17<sup>th</sup> Century medicine</b></u></p> <p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British History that extends pupils knowledge beyond 1066</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Describe the main changes in a period in history.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Give reasons why there may be different accounts of history.</li> <li>Evaluate evidence to choose the most reliable forms.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>	<p style="text-align: center;"><u><b>The Mayan civilisation</b></u></p> <p><b>Area of Study</b></p> <ul style="list-style-type: none"> <li>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 Civilisation c. AD 900; Benin (West Africa_ c. AD 900 – 1300</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Describe how historical events studied affect/influence life today.</li> <li>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline.</li> <li>Describe the main changes in a period in history.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Give reasons why there may be different accounts of history.</li> <li>Evaluate evidence to choose the most reliable forms.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>



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Year 6	Autumn 1	Spring 2	Summer 1
	<p style="text-align: center;"><b><u>Ancient Egypt</u></b></p> <p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Describe how some of the things studied from the past affect/influence life today.</li> <li>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Evaluate evidence to choose the most reliable forms.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul> <p>Plan and present a self-directed project or research about the studied period.</p>	<p style="text-align: center;"><b><u>Black History</u></b></p> <p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied.</li> <li>Describe how some of the things studied from the past affect/influence life today.</li> <li>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Identify and compare changes within and across different periods.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Evaluate evidence to choose the most reliable forms.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul> <p>Plan and present a self-directed project or research about the studied period.</p>	<p style="text-align: center;"><b><u>WW2: Battle of Britain</u></b></p> <p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b><u>Knowledge and understanding of events, people and changes in the past</u></b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied.</li> <li>Describe how some of the things studied from the past affect/influence life today.</li> <li>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline.</li> </ul> <p><b><u>Historical Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Evaluate evidence to choose the most reliable forms.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul> <p>Plan and present a self-directed project or research about the studied period. .</p>