



# The Ribblesdale Federation of Schools

## Curriculum Handbook Year C



## Long Term Plan – Cycles of Units of Study

Year Groups	Subjects	Year A						Year B					
		1	2	3	4	5	6	1	2	3	4	5	6
Reception and Year 1	History	How have toys changed over time? Kapow Y1	How am I making history? Kapow Y1			How have explorers changed the world? Kapow Y1			The Great Fire of London		What is History? Kapow mixed 12		How did we learn to fly? Kapow mixed 12
Year 2 and 3	History		How was school different in the past? Kapow Y2		What was important to the Ancient Egyptians? Kapow 3		What is a Monarch? Kapow Y2		Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Kapow 3		Why did the Romans settle in Britain? Kapow 34		How hard was it to invade and settle in Britain? Kapow 34

<b>Year 4, 5 and 6</b>	<b>History</b>	The Atlantic Slave Trade? Kapow 56		How did the achievements of the ancient Maya impact their society and beyond? Kapow 34		What is the legacy of the ancient Greek civilisation? Kapow 56		Who should go on the £10 note? Kapow 6		What was life like in Tudor England? Kapow 56		What does the census tell us about our local area? Kapow 56
		What was the impact of World War 2 on the people of Britain? Kapow 56		How have children's lives changed? Kapow 34		Were the Vikings raiders or something else? Kapow 56						

# History

## Intent

In our Federation of Schools, we intend:

- to instil a love of history in our children
- to inspire our children's curiosity to know more about the past in their locality and beyond
- to promote an understanding of the way people lived in the past including their values, beliefs and attitudes and how this compares with our own
- to help our children to become aware of what is involved in understanding and interpreting the past – to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment
- to establish each child's awareness of the passing of time, acquiring a knowledge of chronology.
- to develop questioning skills, empathy and an understanding of why people acted the way they did, why events happened and what happened as a result
- to develop each child's understanding of historical vocabulary

## Pupils with SEND

To support pupils with SEND to access a full history curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary, including vocabulary relating to the passing of time; use of visual aids and historical artefacts which can be explored practically; scaffolding resources, such as writing frames and timelines; additional thinking time; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative means to record responses; task breakdown plans; use of vocabulary mats, and; targeted questioning.

## Implementation

- We implement a curriculum that is progressive throughout the whole school/Federation.
- History is taught as part of a termly or half termly topic.
- Planning for History is a process in which all teachers are involved, to ensure that the school gives full coverage of the objects set out in The National Curriculum and the Early Learning Goals for 'Understanding the World' in EYFS.
- History teaching in our federation involves adapting and extending the curriculum to match all pupils' needs. Where possible, History is linked to class topics.

- Due to mixed age classes within our schools, History units are taught on a 2, or 3 year rolling programme. This ensures skill progression between year groups and ensures content coverage, working on the notion of end points in learning.
- Teachers use the federation's History Progression and Sequencing document to ensure progression is planned in for each year group within the mixed aged classes.
- History teaching focuses on enabling children to use evidence to draw conclusions about the past. Educational visits and visitors are another opportunity for the teachers to plan for additional history learning.
- Children's history learning starts with the history that is closest to them before examining history further back in time.
- More in-depth studies allow children to develop their understanding of the parts of history beyond the living memory from The Great Fire of London in KS1 to Ancient Greeks and Romans in KS2.
- Progression in using sources of evidence is incorporated into the units, with theme-based visits where possible, seeing artefacts first-hand.
- Key historical vocabulary is mapped and used within the planning; allowing children to build a rich bank of language.
- History topics are organised so that maximum links can be made with other subjects, predominantly, but not exclusively with reading, writing, art, music and geography.
- Time-lines are permanently displayed in each KS2 classroom to develop the children's understanding of chronology.
- Topics are made vibrant by the provision of good quality information books, museum loans and visits or visitors.

### Impact

- Children will be able to talk enthusiastically about their work in history.
- History books will reflect the range of activities covered in each topic.
- The children's understanding of the complex nature of history (chronology, finding and interpreting evidence, arguing a point of view etc.) will develop as the children move through school.
- Standards in history will be good and will match standards in other subjects such as English.
- SLT are kept informed through feedback, subject reports and annual history action plans.

Year C – What was the impact of World War 2 on the people of Britain?	
In Year 4 we...	In Year 5 and 6 we...

<p><b><u>Knowledge</u></b></p> <p>To identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women's lives.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p> <p><b><u>Chronology</u></b></p> <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline</p> <p><b><u>Historical Enquiry</u></b></p> <p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>To understand some of the methods of historical enquiry, and how</p> <p><b><u>Communication</u></b></p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p><b><u>Knowledge</u></b></p> <p>To identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women's lives.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p> <p><b><u>Chronology</u></b></p> <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline</p> <p><b><u>Historical Enquiry</u></b></p> <p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>To understand some of the methods of historical enquiry, and how</p> <p><b><u>Communication</u></b></p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>
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## Year C How have children's lives changed?

In Year 4 we...

In Year 5 and 6 we...

<p><u>Knowledge</u></p> <p>Explain why children needed to work.</p> <p>Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</p> <p>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p> <p>Use sources to identify leisure activities and compare them over time.</p> <p>Identify diseases from the past and discuss how effective the treatments were</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that education existed in some cultures, times and groups.</p>	<p><u>Knowledge</u></p> <p>Explain why children needed to work.</p> <p>Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</p> <p>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p> <p>Use sources to identify leisure activities and compare them over time.</p> <p>Identify diseases from the past and discuss how effective the treatments were</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that education existed in some cultures, times and groups</p>
<p><u>Chronology</u></p> <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Putting dates in the correct century.</p> <p>Using relevant dates and relevant terms for the period and period labels</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Making links between events and changes within and across different time periods / societies.</p>	<p><u>Chronology</u></p> <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Putting dates in the correct century.</p> <p>Using relevant dates and relevant terms for the period and period labels</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Making links between events and changes within and across different time periods / societies.</p>

Historical Enquiry

Consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.

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<p>Interpret evidence in different ways using evidence to substantiate statements.</p> <p>Make increasingly complex interpretations using more than one source of evidence.</p> <p>Challenge existing interpretations of the past using interpretations of evidence.</p> <p><b>Communication</b></p> <p>Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Show written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>Construct structured and organised accounts using historical terms and relevant historical information from a range of sources.</p>	<p>Interpret evidence in different ways using evidence to substantiate statements.</p> <p>Make increasingly complex interpretations using more than one source of evidence.</p> <p>Challenge existing interpretations of the past using interpretations of evidence.</p> <p><b>Communication</b></p> <p>Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Show written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>Construct structured and organised accounts using historical terms and relevant historical information from a range of sources.</p>
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**Suggested enrichment ideas:**

## Year C – Were the Vikings raiders or something else?

In Year 4 we...	In Year 5 and 6 we...
<p><b>Knowledge</b></p> <p>To identify the different reasons for migration to Britain.</p> <p>Sequence events according to their significance for groups of people.</p> <p>Explain where the Vikings came from and why they came to Britain.</p> <p>Make inferences from sources.</p> <p>Explain how sources can be biased.</p> <p>Find evidence within a source to support their reasoning.</p> <p>Describe the parts of a longboat.</p> <p>Design and creating a longboat.</p> <p>Describe what the Vikings traded.</p> <p>Identify Viking trading routes.</p> <p>Explain whether the Vikings were traders or raiders and providing supporting evidence.</p>	<p><b>Knowledge</b></p> <p>To identify the different reasons for migration to Britain.</p> <p>Sequence events according to their significance for groups of people.</p> <p>Explain where the Vikings came from and why they came to Britain.</p> <p>Make inferences from sources.</p> <p>Explain how sources can be biased.</p> <p>Find evidence within a source to support their reasoning.</p> <p>Describe the parts of a longboat.</p> <p>Design and creating a longboat.</p> <p>Describe what the Vikings traded.</p> <p>Identify Viking trading routes.</p> <p>Explain whether the Vikings were traders or raiders and providing supporting evidence.</p>

<p>Identify important events in the Anglo-Saxon and Viking struggle for Britain.</p> <p><b><u>Chronology</u></b></p> <p>Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Using the terms AD and BC in their work.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age</p> <p>Develop a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline</p> <p><b><u>Historical Enquiry</u></b></p> <p>understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past</p> <p>use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance</p> <p>understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this</p> <p><b><u>Communication</u></b></p> <p>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms</p>	<p>Identify important events in the Anglo-Saxon and Viking struggle for Britain.</p> <p><b><u>Chronology</u></b></p> <p>Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Using the terms AD and BC in their work.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age</p> <p>Develop a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline</p> <p><b><u>Historical Enquiry</u></b></p> <p>understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past</p> <p>use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance</p> <p>understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this</p> <p><b><u>Communication</u></b></p> <p>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms</p>
<p><b><u>Suggested enrichment ideas:</u></b></p>	

Year 4	Working Towards	Working at Expected	Greater Depth
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<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</li> <li>Pupils are beginning to make links between areas of history they have studied, identifying similarities between them</li> <li>Pupils are beginning to make links between areas of history they have studied, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline</li> <li>Pupils can make links between areas of history they have studied, identifying similarities between them</li> <li>Pupils can make links between areas of history they have studied, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline</li> <li>Pupils can confidently make links between areas of history they have studied, identifying similarities between them</li> <li>Pupils can confidently make links between areas of history they have studied, identifying differences between them</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study</li> <li>Pupils are beginning to use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study</li> <li>Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study</li> <li>Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to ask more in depth questions to develop their understanding</li> <li>Pupils are able to answer some questions accurately related to the area of study</li> <li>Pupils can generally use sources to justify their answers</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding</li> <li>Pupils are able to answer questions accurately most of the time related to the area of study</li> <li>Pupils can use sources to justify their answers and are beginning to organise their responses</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding</li> <li>Pupils are beginning to challenge sources of information</li> <li>Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils remember some key facts and information from areas of study in Year 4</li> <li>Pupils can identify at least two ways we gather information</li> <li>Pupils are able to use at least one type of source of information confidently</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study</li> <li>Pupils can identify at least two ways we gather information</li> <li>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study</li> <li>Pupils are beginning to understand how our knowledge of history is developed through a range of sources</li> <li>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</li> </ul>

Year 5	Working Towards	Working at Expected	Greater Depth
Chronological Understanding	<ul style="list-style-type: none"> <li>Pupils are becoming more secure in their knowledge of chronology and are beginning to accurately place a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, and add to it as they learn about new periods of history</li> <li>Pupils are beginning to make comparisons between historical periods, identifying similarities between them</li> <li>Pupils are beginning to make comparisons between historical periods, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can make some comparisons between historical periods, identifying similarities between them</li> <li>Pupils can make some comparisons between historical periods, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can compare historical periods, identifying similarities between them</li> <li>Pupils can compare historical periods, identifying differences between them</li> <li>Pupils are beginning to identify trends over time</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>
Questioning	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding</li> <li>Pupils are beginning to challenge sources of information</li> <li>Pupils are beginning to show some purposeful selection about information they wish to include in responses</li> <li>Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said</li> <li>Pupils are increasingly challenging sources of information</li> <li>Pupils show some purposeful selection about information they wish to include in responses</li> <li>Pupils show some organisation of information that is purposeful for responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding and also ask questions of what people have said</li> <li>Pupils can challenge sources of information</li> <li>Pupils are beginning to make purposeful selection about information they wish to include in responses</li> <li>Pupils can organise information purposefully when responding to or asking questions</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study</li> <li>Pupils are beginning to understand how our knowledge of history is developed through a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study</li> <li>Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study</li> <li>Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of</li> </ul>

	<ul style="list-style-type: none"> <li>Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are confident in using two different sources to gather information e.g. books, internet, film clips</li> </ul>	<ul style="list-style-type: none"> <li>sources build up our knowledge and understanding</li> <li>Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>
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Year 6	Working Towards	Working at Expected	Greater Depth
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can compare historical periods, identifying a number of similarities between them and begin to consider why this is</li> <li>Pupils can compare historical periods, identifying differences between them</li> <li>Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is</li> <li>Pupils can compare a range of historical periods, identifying differences between them</li> <li>Pupils can identify some trends over time, identifying how ideas have been continued/ developed</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is</li> <li>Pupils can compare a range of historical periods, identifying differences between them</li> <li>Pupils can identify trends over time, identifying how ideas have been continued/ developed</li> </ul>

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils can remember and use some names and words from the areas they have studied over the years</li> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied over the years</li> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words from the areas they have studied over the years</li> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils can ask questions, creating questions that develop understanding</li> <li>Pupils can challenge sources of information</li> <li>Pupils begin to make purposeful decisions about information to include when forming responses to questions</li> <li>Pupils begin to organise information purposefully when responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions, creating questions that develop understanding about change, cause and significance</li> <li>Pupils can challenge sources, questioning the validity of these</li> <li>Pupils can make purposeful decisions about information to include when forming responses to questions</li> <li>Pupils can organise information purposefully when responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance</li> <li>Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda</li> <li>Pupils can purposefully select information when forming responses to questions</li> <li>Pupils can organise information purposefully when responding to or asking questions</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils show knowledge about historical events, from local history to world history</li> <li>Pupils show an understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a strong knowledge about historical events, from local history to world history</li> <li>Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a wide ranging knowledge about historical events, from local history to world history</li> <li>Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>