

Linton Primary School

New Whole School Curriculum **HISTORY**

KS1

	Autumn Term	Spring Term	Summer Term
1	<u>Mind Over Matter</u> Looking at overcoming adversity, developing a 'Growth Mindset'. <i>What provides individuals with the motivation and determination to succeed?</i>	<u>Fight for Survival</u> Investigating settlements, communities and food chains. <i>What are the characteristics of success and failure?</i>	<u>Incredible Journeys</u> Taking a look at habitats, migration and nomadic lifestyles. <i>What drives them on?</i>
KS1	<ul style="list-style-type: none"> Recognise the distinction between past and present. Recognise the distinction between present and past, in their own and other people's lives. (e.g. WW2 evacuees, Guy Fawkes & the Gunpowder Plot, Remembrance Day.) Understand and use simple historical concepts such as now / then and the same / different. Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> Identify some similarities and differences between ways of life in different periods of time (e.g. what was the earth like when early life forms, dinosaurs and early man were alive compared to each other and today?). Know where some people and events fit into a chronological time-line. Identify some of the basic ways the past can be represented. Use simple stories and other sources to show that they know and understand key features of events. (e.g. write stories and poems that include factual details about dinosaurs, fossils etc.) 	<ul style="list-style-type: none"> Identify some similarities and differences between their own present and aspects of the past. To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories etc.). Understand historical concepts and use them to make simple connections and draw contrasts. Identify some similarities and differences between ways of life in different periods of time (and between different people and communities).
2	<u>Unknown Universe</u> Space exploration, breakthroughs and new discoveries. <i>How are we changing the world?</i>	<u>Heroes and Villains</u> Taking a closer look at making and breaking the rules. <i>Who's got talent and influence?</i>	<u>The Greatest Gift</u> Discussing and debating the impact of talent. <i>What impact will you have on the world?</i>
KS1	<ul style="list-style-type: none"> Tell the difference between past and present in their own and other people's lives by using and making simple comparisons. (e.g. to stories from individuals of different generations still living – parents, grandparents, teachers, community members etc or objects from the recent past.) Place a few events/ objects in order by using common phrases to show the passing of time. Old, new/young, then, olden/ nowadays. (e.g. local land marks such as bridges or monuments etc.) Consider how objects have changed and be able to comment on the impact this has had. Use sources to answer simple questions about the past. 	<ul style="list-style-type: none"> Look at different representations of the same event / individual and consider the messages they convey. (e.g. portraits of famous individuals from our region across time.) Identify some similarities and differences between ways of life in different periods of time. (e.g. compare how the Romans lived compared to how we live today using a variety of sources such as letters, pottery, jewellery, items of clothing, other found objects and remains of buildings etc.) Be able to describe the differences between past and present in their own and other people's lives by making simple comparisons to features of events / actions taken. Show what they know and understand about the past in different ways, e.g. speaking, role-play, drawing, writing and asking further questions. Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, verbal information given by experts, buildings and written sources. 	<ul style="list-style-type: none"> Place objects and events in chronological order by using the correct phrases and terminology to describe the passing of time. (e.g. from the discovery of cacao beans and their significance in Mayan culture to chocolate production and consumption today.) Identify and compare similarities and differences between ways of life in different time periods from the past and today. (e.g. from early remedies, the development of medicine and medical practice to the latest innovations of today.) Tell the difference between past and present in their own and other people's lives by using and making simple comparisons to features of events. Demonstrate that they know and understand key features of events by interpretation through a chosen medium, e.g. picture, drama, a written piece such as a story or poem etc.

<h1>3</h1>	<h2><u>Seasons of Change</u></h2> <p>Charting changes in the environment and over time. Exploring how to cope with change. <i>How can we use change to our advantage?</i></p>	<h2><u>Home Grown</u></h2> <p>Influential individuals from our region who have changed our lives locally, nationally and globally. <i>What are the effects of innovation?</i></p>	<h2><u>Hidden World</u></h2> <p>Using charts, maps and information to establish areas that remain enigmatic. <i>What lies in wait - is still to come?</i></p>
<p>KS1</p>	<ul style="list-style-type: none"> • Recognise the distinction between past and present. • Recognise the distinction between present and past, in their own and other people's lives. (e.g. Children in Victorian Britain, WW2 evacuees, Guy Fawkes & the Gunpowder Plot, Remembrance Day.) • Understand and use simple historical concepts such as now / then and the same / different. • Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> • Identify some similarities and differences between ways of life in different periods of time (e.g. what was it like to live in Linton when the colliery was open? What impact did coal mining have on our region? What was it like to live through WW2?). • Know where some people and events fit into a chronological time-line. (Famous individuals from our region from past to present day celebrities and what made them famous?) • Identify some of the basic ways the past can be represented. (e.g. looking at the work of 'The Pitman Painters'.) • Use simple stories and other sources to show that they know and understand key features of events. (e.g. write stories and poems that include factual details about everyday life etc such as bathtime, going to school.) 	<ul style="list-style-type: none"> • Identify some similarities and differences between their own present and aspects of the past. • To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories etc.). • Understand historical concepts and use them to make simple connections and draw contrasts. • Identify some similarities and differences between ways of life in different periods of time (and between different people and communities). (e.g. from the discovery of cacao beans and their significance in Mayan culture to chocolate production and consumption today.)
<h1>4</h1>	<h2><u>Secrets of the Deep</u></h2> <p>Examining innovation underground and underwater. <i>What will the impact of new discoveries be?</i></p>	<h2><u>The Weird and the Wonderful</u></h2> <p>Looking at civilisations and discoveries that have surprised, astounded and amazed. <i>What is the value of having an open mind?</i></p>	<h2><u>Awesome Explorers</u></h2> <p>Considering who we remember and why. Delving into methods of recording. <i>What are the common characteristics of adventure?</i></p>
<p>KS1</p>	<ul style="list-style-type: none"> • Tell the difference between past and present in their own and other people's lives by using and making simple comparisons. (e.g. to stories from individuals of different generations still living – parents, grandparents, teachers, community members etc or objects from the recent past.) • Place a few events/ objects in order by using common phrases to show the passing of time. Old, new/young, then, olden/ nowadays. (e.g. local land marks such as tunnels, bridges or monuments etc.) • Consider how objects have changed and be able to comment on the impact this has had. • Use sources to answer simple questions about the past. (e.g. examine how archaeologists use what's buried beneath the ground to discover facts and build a picture of the past.) 	<ul style="list-style-type: none"> • Look at different representations of the same event / individual and consider the messages they convey. (e.g. portraits of famous individuals from across time.) • Identify some similarities and differences between ways of life in different periods of time. (e.g. compare how our ancestors used light from fire , candles to electricity and sustainable energy etc.) • Be able to describe the differences between past and present in their own and other people's lives by making simple comparisons to features of events / actions taken. • Show what they know and understand about the past in different ways, e.g. speaking, role-play, drawing, writing and asking further questions. • Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, verbal information given by experts, buildings and written sources. 	<ul style="list-style-type: none"> • Place objects and events in chronological order by using the correct phrases and terminology to describe the passing of time. • Identify and compare similarities and differences between ways of life in different time periods from the past and today. (e.g. from what were thought of as early remedies but are now recognised as not helpful and even harmful, the development of medicine and medical practice to the latest innovations of today.) • Tell the difference between past and present in their own and other people's lives by using and making simple comparisons to features of events. • Demonstrate that they know and understand key features of events by interpretation through a chosen medium, e.g. picture, drama, a written piece such as a story or poem etc.

KS2

Communication of Learning and understanding

Children will:

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like *settlement*, *invasion* and vocabulary linked to chronology.
- 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.
- Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
- Produce detailed, structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

	Autumn Term	Spring Term	Summer Term
1	<u>Mind Over Matter</u>	<u>Fight for Survival</u>	<u>Incredible Journeys</u>
	Looking at overcoming adversity, developing a 'Growth Mindset'. <i>What provides individuals with the motivation and determination to succeed?</i>	Investigating settlements, communities and food chains. <i>What are the characteristics of success and failure?</i>	Taking a look at habitats, migration and nomadic lifestyles. <i>What drives them on?</i>
Lower KS2 Upper KS2	<p>Chronology</p> <ul style="list-style-type: none"> • Make some links between and across periods, such as the differences between clothes, food, buildings or transport. (e.g. How the Victorians were identifiable by distinctive features of design.) • Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. • In depth study of a different time period (e.g. Victorians – The Industrial Revolution), using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability. etc.) <p>Events, People and Changes</p> <ul style="list-style-type: none"> • Describe how Britain has influenced and been influenced by the wider world. (e.g. through Victorian innovation and industrialisation.) • Understanding significant aspects of history – expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> • Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. • Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. • Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. 	<p>Chronology</p> <ul style="list-style-type: none"> • Show increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods. (e.g. Link the chronology of coal mining in Britain from Victorian times to its decline in the 20th Century. WW1 through to WW2.) • Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i> etc.) <p>Events, People and Changes</p> <ul style="list-style-type: none"> • Understand some of the ways in which people's lives have shaped this nation, e.g. the impact significant individuals from our region have had on the lives of others locally, nationally and globally. • Gaining historical perspective by placing their growing knowledge into different contexts: between cultural, economic, military, political religious and social history. • Establishing a narrative showing connections and trends within and across a period of study. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> • Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). (e.g. Records in log books, diaries ledgers etc kept in the archives at Woodhorn Museum – the works of 'The Pitman Painters' as a social narrative.) • Begin to evaluate sources to make historical claims and establish evidence for particular enquiries. 	<p>Chronology</p> <ul style="list-style-type: none"> • Demonstrate depth of understanding by identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. (e.g. look at how goods brought from abroad have influenced lives and culture across time – from the early explorers to present day.) • Know and understand the history of these islands as a coherent, chronological narrative. (Where events studied this year fit into a timeline from Victorian times / WW1 –WW2 to present day.) • Analyse connections, trends and contrasts over time. <p>Events, People and Changes</p> <ul style="list-style-type: none"> • Demonstrate understanding through describing some significant aspects of history – nature of ancient civilisations, expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. (e.g. Mayan culture, the exchange between leaders and early explorers/ the impact Britain has had on others through 'The Empire' & 'The Colonies'. • Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. • Present clear narratives within and across periods that note connections, contrasts and trends over time. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> • 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. (Reflect on this year's historical learning and contribute how emotional response and impact on the circumstances of the individual can affect viewpoint.) • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. • Begin to recognise why some events, people and changes might be judged as more historically significant than others.

<div data-bbox="116 98 197 175">2</div>	<div data-bbox="338 65 777 113">Unknown Universe</div> <div data-bbox="259 129 855 177">Space exploration, breakthroughs and new discoveries. <i>How are we changing the world?</i></div>	<div data-bbox="958 65 1400 113">Heroes and Villains</div> <div data-bbox="882 129 1440 177">Taking a closer look at making and breaking the rules. <i>Who's got talent and influence?</i></div>	<div data-bbox="1608 65 1995 113">The Greatest Gift</div> <div data-bbox="1505 129 1897 177">Discussing and debating the impact of talent. <i>What impact will you have on the world?</i></div>
<div data-bbox="76 228 230 300">Lower KS2 Upper KS2</div>	<div data-bbox="264 252 367 272">Chronology</div> <ul data-bbox="246 280 855 512" style="list-style-type: none"> • Make some links between and across periods, such as the differences in design between clothes, food, buildings or transport. (e.g. link to the drawings of Leonardo Da Vinci. Examine how technologies originally designed for NASA have been developed to become products used in everyday life such as medical equipment.) • Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. • Sequencing events and periods through the use of appropriate terms relating to the passing of time. <div data-bbox="264 544 512 564">Events, People and Changes</div> <ul data-bbox="246 572 855 804" style="list-style-type: none"> • Describe how Britain has influenced and been influenced by the wider world. (e.g. through 'The Space Race' USA and Russia.) • Gaining historical perspective by placing their growing knowledge into different contexts: between cultural, economic, military, political religious and social history. (Looking at the impact of innovation and product design on cultural, economic, political and social history. • Establishing a narrative showing connections and trends within and across a period of study. <div data-bbox="264 836 633 857">Enquiry, Interpretation and Using Sources</div> <ul data-bbox="246 865 855 1096" style="list-style-type: none"> • Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed (e.g. how different nations have interpreted and documented 'The Space Race'). 	<div data-bbox="887 252 990 272">Chronology</div> <ul data-bbox="869 280 1478 647" style="list-style-type: none"> • Show increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods. (e.g. place the individuals studied in a timeline. Sequence significant events from the Roman invasion of Britain and our region.) • Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i> etc.) • In depth study of a different time period (e.g. The Romans), using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability. etc.) • Know and understand the history of these islands as a coherent, chronological narrative. <div data-bbox="887 679 1135 700">Events, People and Changes</div> <ul data-bbox="869 708 1478 1019" style="list-style-type: none"> • Understand some of the ways in which individuals have shaped this nation, e.g. the impact of the Stephensons and the Railways. The impact of Emperor Hadrian and the Romans on the North of England. The impact of Lord Armstrong on the North East and beyond. • Understanding significant aspects of history – expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind (e.g. how Roman invention and innovation was forgotten before being 're-invented' / re-introduced). • Present clear narratives within and across periods that note connections, contrasts and trends over time. <div data-bbox="887 1051 1256 1072">Enquiry, Interpretation and Using Sources</div> <ul data-bbox="869 1080 1478 1516" style="list-style-type: none"> • Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. • 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 possible reasons for this. (e.g. Examine Newspaper reports, drawings and paintings, 'eye-witness' accounts, letters of correspondence, photographs and physical objects.) • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. • Begin to evaluate sources to make historical claims and establish evidence for particular enquiries. • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. 	<div data-bbox="1509 252 1612 272">Chronology</div> <ul data-bbox="1491 280 2101 432" style="list-style-type: none"> • Demonstrate depth of understanding by identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. (e.g. look at inventions studied so far , from Roman products and inventions to early steam engines and then space technologies.) • Analyse connections, trends and contrasts over time. <div data-bbox="1509 464 1758 485">Events, People and Changes</div> <ul data-bbox="1491 493 2101 620" style="list-style-type: none"> • Demonstrate understanding through describing some significant aspects of history – (e.g. the impact British innovation and invention has had on others through 'The Empire' & 'The Colonies'. • Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. <div data-bbox="1509 652 1879 673">Enquiry, Interpretation and Using Sources</div> <ul data-bbox="1491 681 2101 809" style="list-style-type: none"> • Identify some of the ways in which the past can be represented, and that different versions of the past, such as an event may exist. Discuss the impact this can have. • Begin to recognise why some events, people and changes might be judged as more historically significant than others.

<div data-bbox="118 103 190 172">3</div>	<div data-bbox="342 65 772 118"><u>Seasons of Change</u></div> <p>Charting changes in the environment and over time. Exploring how to cope with change. <i>How can we use change to our advantage?</i></p>	<div data-bbox="1034 65 1323 118"><u>Home Grown</u></div> <p>Influential individuals from our region who have changed our lives locally, nationally and globally. <i>What are the effects of innovation?</i></p>	<div data-bbox="1641 65 1960 118"><u>Hidden World</u></div> <p>Using charts, maps and information to establish areas that remain enigmatic. <i>What lies in wait - is still to come?</i></p>
<div data-bbox="78 225 232 296">Lower KS2 Upper KS2</div>	<p>Chronology</p> <ul style="list-style-type: none"> Make some links between and across periods, such as the differences between clothes, food, buildings or transport. (e.g. How the Victorians were identifiable by distinctive features of design.) Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. In depth study of a different time period (e.g. Victorians – The Industrial Revolution), using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability. etc.) <p>Events, People and Changes</p> <ul style="list-style-type: none"> Describe how Britain has influenced and been influenced by the wider world. (e.g. through Victorian innovation and industrialisation.) Understanding significant aspects of history – expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. 	<p>Chronology</p> <ul style="list-style-type: none"> Show increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods. (e.g. Link the chronology of coal mining in Britain from Victorian times to its decline in the 20th Century. WW1 through to WW2.)) Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i> etc.) <p>Events, People and Changes</p> <ul style="list-style-type: none"> Understand some of the ways in which people's lives have shaped this nation, e.g. the impact significant individuals from our region have had on the lives of others locally, nationally and globally. Gaining historical perspective by placing their growing knowledge into different contexts: between cultural, economic, military, political religious and social history. Establishing a narrative showing connections and trends within and across a period of study. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). (e.g. Records in log books, diaries ledgers etc kept in the archives at Woodhorn Museum – the works of 'The Pitman Painters' as a social narrative.) Begin to evaluate sources to make historical claims and establish evidence for particular enquiries. 	<p>Chronology</p> <ul style="list-style-type: none"> Demonstrate depth of understanding by identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. (e.g. look at how goods brought from abroad have influenced lives and culture across time – from the early explorers to present day.) Know and understand the history of these islands as a coherent, chronological narrative. (Where events studied this year fit into a timeline from Victorian times / WW1 –WW2 to present day.) Analyse connections, trends and contrasts over time. <p>Events, People and Changes</p> <ul style="list-style-type: none"> Demonstrate understanding through describing some significant aspects of history – nature of ancient civilisations, expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. (e.g. Mayan culture, the exchange between leaders and early explorers/ the impact Britain has had on others through 'The Empire' & 'The Colonies'. Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Present clear narratives within and across periods that note connections, contrasts and trends over time. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> 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. (Reflect on this year's historical learning and contribute how emotional response and impact on the circumstances of the individual can affect viewpoint.) Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Begin to recognise why some events, people and changes might be judged as more historically significant than others.

<p>4</p>	<p><u>Secrets of the Deep</u></p> <p>Examining innovation underground and underwater. <i>What will the impact of new discoveries be?</i></p>	<p><u>The weird and the wonderful</u></p> <p>Looking at civilisations and discoveries that have surprised astounded and amazed. <i>What is the value of having an open mind?</i></p>	<p><u>Awesome Explorers</u></p> <p>Considering who we remember and why. Delving into methods of recording. <i>What are the common characteristics of adventure?</i></p>
<p>Lower KS2 Upper KS2</p>	<p>Chronology</p> <ul style="list-style-type: none"> • Make some links between and across periods, such as the differences in design between clothes, food, buildings or transport. How has exploration led design beneath the ground and the sea? (e.g. Creation of tunnels, advances in diving equipment.) • Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. • Sequencing events and periods through the use of appropriate terms relating to the passing of time. <p>Events, People and Changes</p> <ul style="list-style-type: none"> • Understand some of the ways in which individuals have shaped this nation (e.g. prominent scientists and their research). • Describe how Britain has influenced and been influenced by the wider world (e.g. prominent scientists and their research). • Gaining historical perspective by placing their growing knowledge into different contexts: between cultural, economic, military, political religious and social history. (Looking at the impact of research and discovery, how our thinking has been influenced and ideas changed.) • Establishing a narrative showing connections and trends within and across a period of study. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> • Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed (e.g. how different individuals have reported their findings including through documentation and propaganda). 	<p>Chronology</p> <ul style="list-style-type: none"> • Show increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods. • Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i> etc.) • In depth study of a different time period (e.g. Early Islamic, Mayan or Benin civilisation), using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability. etc.) <p>Events, People and Changes</p> <ul style="list-style-type: none"> • Describe how Britain has been influenced by the wider world, (e.g. other cultures, socially, politically and economically). • Understanding significant aspects of history – expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind (e.g. how aspects of another culture have infiltrated our lives, socially, politically and economically). Present clear narratives within and across periods that note connections, contrasts and trends over time. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> • Identify some of the ways in which the past can be represented, and that different versions of the past, such as an event may exist. Discuss the impact this can have. • Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. • 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 possible reasons for this. (Examine the sources that exist informing us of ancient civilisations.) • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. • Begin to evaluate sources to make historical claims and establish evidence for particular enquiries. • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. (Examine the sources that exist informing us of ancient civilisations.) • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. 	<p>Chronology</p> <ul style="list-style-type: none"> • Demonstrate depth of understanding by identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (e.g. what are the characteristics of adventure and adventurers over time?) • Analyse connections, trends and contrasts over time. (e.g. Draw conclusions about the value of adventure and adventurers, what will expeditions of the future entail?) <p>Events, People and Changes</p> <ul style="list-style-type: none"> • Demonstrate understanding through describing some significant aspects of history – the nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. • Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. • Present clear narratives within and across periods that note connections, contrasts and trends over time. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Discuss some of the ways in which the past can be represented, and how and why different versions of the past, such as an event may exist. Discuss the impact this can have. • Begin to recognise why some events, people and changes might be judged as more historically significant than others (e.g. examine the lives of significant explorers and their accreditations).