

	A	B	C	D	E	F	G	
1	History							
2								
3	When teaching History consideration should be given to the contribution made to developing FRUITS:							
4	Faith	<ul style="list-style-type: none"> To show that humans overcame adversity, eg Great fire of London. The study of Christian historical people's and their achievements, eg Alfred defeating the Vikings. 						
5	Relationships	<ul style="list-style-type: none"> To explain and show that humanity has similarities and differences The study of humans in the past should influence relationships in the present and future. 						
6	Uniqueness	<ul style="list-style-type: none"> how someone's God given talent can influence and change the world. specific humans that have acted in a unique way to succeed- Hannibal how they, as unique individuals, can influence the world. 						
7	Intellect	<ul style="list-style-type: none"> use primary and secondary sources to deduce information. differentiate between reliable and bias sources. how society is maintained and stabilised from decisive thought and actions 						
8	Treat others with respect and dignity	<ul style="list-style-type: none"> learn the birth of civilization and community. healthy and unhealthy society and peoples from the past. historical interactions between differing communities. 						
9	Salvation	<ul style="list-style-type: none"> to recognise errors or injustices of the past and not repeat them. to understand that humans make mistakes and how they atone. 						
10								
11	Unit of work	Pre-requisite Knowledge and skills	Substantive Knowledge	Disciplinary Knowledge	Important concepts (Threshold concepts in bold)	Linked skills from other curriculum areas	Key Thinking Moves	
12	KS1 Year A Autumn 1 Family Album Changes within living memory	knowledge of family members knowledge of word 'past' their own history	Chronology Show their emerging knowledge and understanding of the past by: •Recognising the distinction between past and present (e.g. the difference between photographs of themselves as a baby and now). •Placing a few events and objects in order by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up). Show their developing knowledge and understanding of the past by: •Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past)	Communication •To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). •Understand historical concepts and use them to make simple connections and draw contrasts (e.g. birthdays present and past). Enquiry, Interpretation and Using Sources •Use sources to answer simple questions about the past. •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.	legacy settlement changes	art geography English Maths		
13								
14	KS1 Year A Autumn 2 Fire! Fire! Events beyond living memory - Great Fire of London	Knowledge of the past understanding that people help us Cause and effect	Chronology Show their emerging knowledge and understanding of the past by: •Recognising the distinction between past and present (e.g. London's 1666 houses and people and their modern equivalent). •Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). Show their developing knowledge and understanding of the past by: •Identifying some similarities and differences between ways of life in different periods. •Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). Events, People and Changes •To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. •Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (e.g. comparing modern fire engines to fire marks and leather buckets). •Use simple stories and other sources to show that they know and understand key features of events.	Communication •To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). •Understand historical concepts and use them to make simple connections and draw contrasts. Enquiry, Interpretation and Using Sources •Use sources to answer simple questions about the past. •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. •To begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films).	Event Change culture settlement	Art DT English		
15								
16	KS1 Year B Autumn 1 The place where I live Significant places in their own locality (including schools and playgrounds)	names of local places Knowledge of local area Reasons for change	Chronology Show their emerging knowledge and understanding of the past by: •Recognising the distinction between past and present. •Identifying some similarities and differences between their own present and aspects of the past. •Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). Show their developing knowledge and understanding of the past by: •Recognising the distinction between present and past in their own and other people's lives. •Identifying some similarities and differences between ways of life in different periods. •Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). Events, People and Changes To tell the difference between past and present in their own and other people's lives by: •Using and making simple comparisons to parts of stories, and features of events. •Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. •Use simple stories and other sources to show that they know and understand key features of events.	Communication •To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). •Understand historical concepts and use them to make simple connections and draw contrasts. Enquiry, Interpretation and Using Sources •Use sources to answer simple questions about the past. •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. •Identify some of the basic ways the past can be represented. •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).	Technology Changes Culture	Geography Science		

	A	B	C	D	E	F	G
17	KS1 Year B Spring 1 Explorers Significant people - Neil Armstrong and Christopher Columbus	geographical awareness of USA Knowledge of different places Explorers and their impact	Chronology Show their developing knowledge and understanding of the past by: •Recognising the distinction between present and past in their own and other people's lives (e.g. Columbus). •Identifying some similarities and differences between ways of life in different periods (e.g. Neil Armstrong and Christopher Columbus). •Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). Events, People and Changes To tell the difference between past and present in their own and other people's lives by: •Using and making simple comparisons to parts of stories (such as those about explorers), and features of events (such as the first moon landing). •Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. •Recount simple stories accurately and suggest why people and events were important.	Communication •To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). •Understand historical concepts and use them to make simple connections and draw contrasts (such as between explorers and themselves). Enquiry, Interpretation and Using Sources •Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources. •Begin to understand the importance of basing ideas on source evidence 'I think this because in the picture...' •Begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources '...I thought this... but now I have listened to the story and looked at the picture I think this...'	society Transport Legacy Culture events	English geography maths	
18	KS1 Year B Summer 2 Buckets and Spades Events beyond living memory or places in their locality - the seaside then and now	knowledge of timelines know that things were different in the past experience of the coast knowledge of entertainment today	Chronology Show their developing knowledge and understanding of the past by: •Recognising the distinction between present and past in their own and other people's lives (e.g. leisure and tourism in Victorian times). •Identifying some similarities and differences between ways of life in different periods (e.g. seaside resorts now and then). •Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times...). Events, People and Changes •To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (e.g. aspects of leisure such as ice creams and the penny lick). •Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. •Use simple stories and other sources to show that they understand key features of events.	Communication •Understand and use the simple historical concepts such as now/then and same/different. •To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). •Understand historical concepts and use them to make simple connections and draw contrasts (e.g. between the Victorians and themselves). Enquiry, Interpretation and Using Sources •Ask and answer questions about the past through observing and handling a range of sources, such as pictures and written sources. •Identify some of the basic ways the past can be represented. •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).	change culture technology legacy	geography DT english	
20	LKS2 Year A Autumn 1 There's no place like home Local history	Local area knowledge Knowledge of current location Past and Present	Show their increasing knowledge and understanding of the past by: making some links between and across periods, such as the differences between clothes, food, buildings or transport. identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order. Be able to describe some of the main events, people and periods they have studied by: understanding some significant aspects of history - expansion and changes in their local area.	Communication •Construct informed responses that involve thoughtful selection and organisation of relevant historical information. •When doing this they should use specialist terms like settlement, Ordnance Survey map (and date, log book, marriage certificate, census) 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. Enquiry, Interpretation and Using Sources •Understand some of the methods of historical enquiry, and how evidence is used sources 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. •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). •Understand how our knowledge of the past is constructed.	Change over time Historical changes are still visible Transport Technological changes	Geography PE Maths English P4C ICT research	Zoom think back justify connect Ahead Question Picture
21	LKS2 Year A Spring 1 Rock and Roll Ancient Britain - Stonehenge	Food chains Cavemen (familiarity with) To be able to order	Chronology Show their increasing knowledge and understanding of the past by: •Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. between hunter-gatherers and early farmers). •Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (such as placing the construction of Stonehenge into chronological order). Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: •Understanding some significant aspects of history (such as the complexity of building Stonehenge).	Communication •Construct informed responses that involve thoughtful selection and organisation of relevant historical information. •When doing this they should use specialist terms like Ancient Britain, settlement, 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 (e.g. comparing the Pyramids of Ancient Egypt with Stonehenge). Enquiry, Interpretation and Using Sources •Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past (such as about life in Ancient Britain). •Use some sources to start devising historically valid questions about change and significance (such as the development of farming and of settlement). •Understand some of the methods of historical enquiry, (such as maps), and how these can be used to make historical claims (such as about the transportation of the Bluestones). •Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses.	Hunter gatherer to farmer (changes) Evolution of lifestyle tool use and production Transition of caves to villages Settlement Iron age	Art Geography DT Science	Zoom think back justify connect Ahead Question Picture

	A	B	C	D	E	F	G
22	LKS2 Year A Summer 1 What the Romans did for us Roman Britain	Knowledge of civilization democracy war celts	Chronology Show their increasing knowledge and understanding of the past by: • Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. between Roman Britain and other periods they have studied). • Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: • Understanding some of the ways in which people's lives have shaped this nation. • Describing how Britain has influenced and been influenced by the wider world. • Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.	Communication • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like Roman Britain, settlement, 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. Enquiry, Interpretation and Using Sources • 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 (e.g. the impact of Roman roads and foods). • Understand some of the methods of historical enquiry and how these can be used to make historical claims (e.g. about Roman place names). • Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. • 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).	Roman ideas and how their ideas are still occurring now (Legacy) Julius Caesar (power and rule) Army (conflict) Roads (Settlement and trade) Place names (legacy)	Geography Maths Art Science	Zoom think back justify connect Ahead Question Picture
23							
24	LKS2 Year B Autumn 2 The Great Plague A theme in British history beyond 1066 - The Great Plague of 1665	London Disease Medicine Lifestyle Building Structures	Chronology Show their increasing knowledge and understanding of the past by: • Making some links between and across periods, such as the differences between clothes, food, buildings or transport. • Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: • Understanding some significant aspects of history, e.g. how the Great Plague of 1665 affected London and beyond.	Communication • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms, e.g. Bills of mortality, plague pits 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. Enquiry, Interpretation and Using Sources • 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 and significance e.g. of the Great Plague. • 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 e.g. whether the uniform of a plague doctor would work as protection from the disease. • 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).	Great fire of London (Events) Epidemic/Pandemic (Events) Medicine (Technology and trade) Rats and fleas causing the problems, unknown (Technology) Wooden houses (settlement) Sanitation (society)	Geography Science P4C DT Art	Zoom
25	LKS2 Year B Summer 1 Water, water everywhere Ancient Egypt (including the River Nile)	Why and how we use water Rivers Chronology	Chronology Show their increasing knowledge and understanding of the past by: • Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). • Making some links between and across periods, such as the differences between clothes, food, buildings or medicine. • Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: • Understanding some significant aspects of history including the nature civilisations (e.g. how and why the River Nile was important to the Ancient Egyptians).	Communication • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms (e.g. ancient, pyramid and pharaoh) and vocabulary linked to chronology. • Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Enquiry, Interpretation and Using Sources • 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 (e.g. the lifestyles and beliefs of the Ancient Egyptians). • 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 (e.g. about the lives of the Ancient Egyptians). • 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, tomb paintings, written sources).	Nile (settlement) Pharaohs (Culture) Afterlife (religion) Pyramids (Legacy and Settlement) Gods (Religion) Tutenkhamun (Power and rule) Irrigation (Technology)	Geography English Maths Art	think back
26							justify
27	UKS2 Autumn 1 WWII	Geographical Awareness Climate What war is Possible Causes Sources Recency	Chronology • Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the WW2 period. • In an in depth study of the WW2 period, including lead up and aftermath, use appropriate vocabulary when describing the passing of time and historical concepts. • Analyse connections, trends and contrasts over the WW2 period. Events, People and Changes • Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political, religious and social history during the WW2. • Establish a narrative showing connections and trends within and across periods of study by making connections between WW2 and other history units they have already studied. • Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding the lasting impact of WW2 on people, communities and countries.	Communication • Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Enquiry, Interpretation and Using Sources • Understand methods of historical enquiry, how evidence is used to make historical claims about the WW2 period, and begin 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 (e.g. examining the lasting effect of the Jewish populace in Europe). Understand how our knowledge of the past is constructed from a range of different sources about the WW2 and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and	Context (society) Understanding impacts of events (legacy, conflict) Contrast (Conflict) Geography (Settlement) Politics (Power and rule, society)	Geography Art English computing Maths	connect

	A	B	C	D	E	F	G
28	UKS2 Autumn 2 Anglo-Saxons	Celts Succession Romans Change Travel Migration Settlement	<ul style="list-style-type: none"> Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period. In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts. Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history. Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied. Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace. 	<ul style="list-style-type: none"> Analyse connections, trends and contrasts over the Anglo-Saxon period. Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin 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 (examining the settlement patterns and reasons for the Anglo-Saxons and Scots). Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?) 	Invasion (conflict) Who came before and after (Power and rule, Legacy) Who they lived alongside (Trade, Conflict) Technology in the period Acceptance Kingdoms and Monarchy (power and rule) Alliances (trade, society) Conflict Influence of Religion and Christianity Lasting effect on today's society (legacy)	Geography Art English computing Maths	Ahead
29	UKS2 Year A Summer 1 Mayan civilization	Geographical awareness Climate What war is Possible Causes Sources Recency	<p>Chronology</p> <p>Show their chronologically secure knowledge by:</p> <ul style="list-style-type: none"> Sequencing events (such as inventions) and periods through the use of appropriate terms relating to the passing of time (empire, civilisation). Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. In depth study of different periods (Mayan), using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability). Analyse connections, trends and contrasts over time. <p>Events, People and Changes</p> <p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> 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 periods of study (e.g. by making connections between the Maya and other history units they have already studied). 	<p>Communication</p> <ul style="list-style-type: none"> 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. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand the methods of historical enquiry, how evidence is used to make historical claims (such as the scale and structure of Mayan cities), and begin 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. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past often exist, giving some reasons for this (e.g. what evidence do we have, why was it created, and what does it tell us?) 	Contrast with Europe (society) Geography (trade, settlement) misconceptions (legacy) culture spread of illness (Conflict, legacy) technology time architecture (settlement)	Art geography maths	Question
30						English	Picture
31	UKS2 Year B Autumn 1 Ancient Greece	Romans BCE/BC Alphabet What is Civilization? Primary/ Secondary sources	<p>Chronology</p> <ul style="list-style-type: none"> Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament etc.) Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (primary source, secondary source, reliability ...) Analyse connections, trends and contrasts over time (e.g. Greek influences and their applications to the lives of people in different periods). <p>Events, People and Changes</p> <ul style="list-style-type: none"> Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history (e.g. relating to Ancient Greece). Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind. Establish a narrative showing connections and trends within and across periods of study by making connections between the Ancient Greeks and other history units they have already studied. 	<p>Communication</p> <ul style="list-style-type: none"> 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. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand methods of historical enquiry, how evidence is used to make historical claims, and begin 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. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. 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. 	Length of civilization Art Architecture legacy Religion Sources conflict Geography	computing art DT	
32	UKS2 Year B Spring 1 Vikings	Anglo Saxons Vocabulary military economy differences of opinion environmental influences settlement	<p>Chronology</p> <ul style="list-style-type: none"> Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Viking period. In an in depth study of the Viking period, use appropriate vocabulary when describing the passing of time and historical concepts. Analyse connections, trends and contrasts over the Viking period. <p>Events, People and Changes</p> <ul style="list-style-type: none"> Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Viking cultural, economic, military, political religious and social history. Establish a narrative showing connections and trends within and across periods of study by making connections between the Viking and other history units they have already studied. Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Vikings settled and how they integrated into the indigenous populace. 	<p>Communication</p> <ul style="list-style-type: none"> Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand methods of historical enquiry, how evidence is used to make historical claims about the Vikings, and begin 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 (examining the settlement patterns and reasons for the Vikings and Saxons). Understand how our knowledge of the past is constructed from a range of different sources about the Vikings and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and 	Geography chronology co-existence religious change technology legacy	Maths geography p4c	

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33	UKS2 Year B Summer 1 Black History	Empathy Concept of key figures Past impacts Present	Chronology •Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, oppression, emancipation, demographics, equality). •Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. •Know and understand the history as a coherent, chronological narrative, from the earliest times to the present day (e.g. with particular focus on the period from 1619 to the present day). •In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (e.g. segregation, bias, primary source, secondary source, reliability...). •Analyse connections, trends and contrasts over time (e.g. freedom, opportunity, influence). Events, People and Changes •Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on case studies, political and social history. •Establish a narrative showing connections and trends within and across periods of study. •Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (e.g. understanding how and why people migrate - Windrush). •Present a clear narrative within and across periods that notes connections, contrasts and trends over time.	Communication •Produce structured work that makes connections, draws contrasts and 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. Enquiry, Interpretation and Using Sources •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. •Begin to recognise why some events, people and changes might be judged as more historically significant than others, with reference to current events and their cultural impacts.	culture inequality (society) change (power and rule) Key figures impact of other cultures (trade, culture) key events understanding and accepting (conflict, legacy)		
34							