



Coleshill Church of England Primary School
Progression of Skills in History

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary School, preparing every child for their future.

In Early Years, History is taught through the Understanding the World section of our Curriculum, but primarily focuses on ‘people and communities.’ However, there are many other areas within our EYFS curriculum that are intertwined within our History learning, such as communication and language. We believe that communication and language is a high priority as it underpins all future learning, reflected in the high level of training and Language champions within our EYFS. Many of our children enter our setting below expected in their CL and it is therefore something we truly strive to improve for our pupils at Coleshill. In EYFS, our teaching of UTW runs hand in hand with communication and language so that our pupils have the best possible chance at succeeding in History throughout their school life and beyond. In addition, it supports our pupils to access National Curriculum objectives such as ‘using phrases relating to the passing of time,’ ‘use a wide vocabulary’ and ‘to ask and answer questions.’

EYFS – Birth to 5 - Range 5:	
Understanding the World: People and Communities	Communication and language:
<ul style="list-style-type: none"> -Shows interest in the lives of people who are familiar to them -Enjoys joining in with family customs and routines -Remembers and talks about significant events in their own experience -Recognises and describes special times or events for family or friends -Shows interest in different occupations and ways of life indoors and outdoors -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> -Beginning to understand <i>why</i> and <i>how</i> questions -Able to use language in recalling past experiences -Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) -Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>) -Continues to make some errors in language (e.g. “<i>runned</i>”) and will absorb and use language they hear around them in their community and culture -Talks more extensively about things that are of particular importance to them

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 Organisation and communication

Range 6:	
Understanding the World: People and Communities	Communication and language:
<ul style="list-style-type: none"> -Enjoys joining in with family customs and routines -Talks about past and present events in their own life and in the lives of family members -Knows that other children do not always enjoy the same things, and is sensitive to this -Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<ul style="list-style-type: none"> -Listens and responds to ideas expressed by others in conversation or discussion -Understands questions such as <i>who; why; when; where and how</i> -Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words -Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
Early Learning Goals:	
Understanding the World	Communication and language:
<p>Past and Present:</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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RECEPTION LTP 2021-2022

The below topics and prompts are ideas/starting points. However, in line with our Early Years ethos we primarily follow the children's ideas and interests and therefore our LTP will be adapted accordingly throughout the year.

					
Topic: Autumn	Topic: Celebrations	Topic: To infinity and beyond	Topic: Nature detectives	Topic: All Around the World	Topic: Big Bad Wolf!
<p><i>Prompts-</i></p> <ul style="list-style-type: none"> *My own significant events *My own special times (ongoing) 	<p><i>Prompts-</i></p> <ul style="list-style-type: none"> *Why I am unique *Showing an interest in people who are familiar to me *Similarities and differences between myself and others 	<p><i>Prompts-</i></p> <ul style="list-style-type: none"> *My own past and present *Past and present of my family members *Peoples roles in Society *Families/communities /cultures/traditions *Drawing on what has been read 	<p><i>Prompts-</i></p> <ul style="list-style-type: none"> *My own past and present *Past and present of my family members *Peoples roles in Society *Families/communities /cultures/traditions *Drawing on what has been read 	<p><i>Prompts-</i>*Families/communities /cultures/traditions</p> <ul style="list-style-type: none"> *Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p><i>Prompts-</i></p> <ul style="list-style-type: none"> *Understand the past through settings, characters and events encountered in books read in class and storytelling.

Further enhancements/opportunities

We provide multiple opportunities to talk about celebrations, customs and events such as: Chinese new year, Diwali and Remembrance Sunday.

We discuss past and present events in our own lives and activities the children may have completed with their friends and families.

We have opportunities to share special events and family customs such as christenings, Christmas, weddings and birthdays.

We provide opportunities to explore the differences between ourselves and others and how things are different/similar to how they were in the past.

We have multiple curriculum links across the EYFS framework from Understanding The World and Communication and Language, where the children have opportunities to explore their own and other's lives during 1-1, group and whole class discussions.

Throughout this, we also draw on our own experiences and what has been read in class.

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National Curriculum

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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<p>KS1</p> <p>NC1. (Y1) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>NC2. (Y2) Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p>NC3. (Y1)(Y2) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>NC4. (Y2) Significant historical events, people and places in their own locality.</p>	<p>KS2</p> <p>NC5. (Y3) Changes in Britain from the Stone Age to the Iron Age.</p> <p>NC6. (Y4)(Y5) The Roman Empire and its impact on Britain.</p> <p>NC7. (Y4)(Y5) Britain's settlement by Anglo-Saxons and Scots.</p> <p>NC8. (Y6) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>NC9. (Y4) A local history study.</p> <p>NC10. (Y3)(Y4)(Y6) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>NC11. (Y3) The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>NC12. (Y6) Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>NC13. (Y5) (Y6) A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
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Year	Topic	Key Learning and High Five	National Curriculum	Skills Progression
Year 1	School Days	<p><u>Compare modern day schools and schools in the past. Identify key similarities and differences.</u></p> <p><u>High Five:</u> By the end of this topic, I will know...</p> <ol style="list-style-type: none"> How to order events in my life. Events that have happened in the past and present. Why people's memories might be different. How classrooms were different in the past. How schools have changed over time. 	<p>NC1 (Y1) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><u>To recognise the changes in school from the past to the present.</u></p>	<p>Sequence events in their life.</p> <p>Recognise the difference between past and present in their own and others lives.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>
	Toys	<p><u>Recognise the difference between toys of the past and toys of today.</u></p> <p><u>High Five:</u></p> <ol style="list-style-type: none"> The names of toys from the past What toys used to be made of then <i>and</i> now What games people played together How to play games my Grandparents played My favourite toy from the past <i>and</i> present 	<p>NC1 (Y1) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><u>To describe how toys have changed over time.</u></p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p> <p>Match objects to people of different age</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p>

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	<u>Flight</u>	<p><u>Learn about significant figures in the history of flight such as Sir Frank Whittle and The Wright Brothers.</u></p> <p><u>High Five:</u> By the end of this topic, I will know...</p> <ol style="list-style-type: none"> 1. What the Wright Brothers biggest achievement was 2. Where the first flight was 3. When the first flight was 4. The name of a famous female pilot from the past 5. How airplanes have improved 	<p>NC3 (Y1)(Y2) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p><u>To recognise the achievements of the Wright Brothers and how it impacts our lives today</u></p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.... Writing.. Using ICT...</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>They know and recount episodes from stories about the past</p>
<u>Year 2</u>	<u>Florence Nightingale</u>	<p><u>Learn about lives of significant individuals in history and their great achievements, such as Florence Nightingale.</u></p> <p><u>High Five:</u> By the end of this topic, I will know...</p> <ol style="list-style-type: none"> 1. Why Florence Nightingale was famous and what she achieved 2. What inspired her to become a nurse 3. What importance religion had on Florence's life 4. The impact Florence Nightingale had on nursing 5. What the meaning is behind the name 'Lady with the lamp' 	<p>NC3 (Y1)(Y2) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p><u>To describe the impact Florence Nightingale on people's lives.</u></p>	<p>Describe memories of key events in lives.</p> <p>Communicate their knowledge through Drama/role play....</p>

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	<u>WW2</u>	<p><u>Learn about significant historical events in the locality, such as WW2.</u></p> <p><u>High Five:</u> By the end of this topic, I will know ...</p> <ol style="list-style-type: none"> 1. When WW2 started and finished 2. What the Blitz was 3. The names of local people who died in WW2 4. How daily life was different during the war 5. What an evacuee is 	<p><u>NC4</u> (Y2) Significant historical events, people and places in their own locality. <u>To understand why WW2 happened and explain how it affected Coleshill.</u></p>	<p>Sequence artefacts closer together in time check with reference book. Identify differences between ways of life at different times. Compare 2 versions of a past event. Discuss reliability of photos/ accounts/stories. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Communicate their knowledge through: Discussion... Drawing pictures...</p>
	<u>The Great Fire of London</u>	<p><u>Learn about event beyond living memory, such as The Great Fire of London.</u></p> <p><u>High Five:</u> By the end of this topic, I will know...</p> <ol style="list-style-type: none"> 1. When the GFoL was and what caused it 2. How the houses changed and why 3. How the GFoL was stopped 4. What effect the GFoL had on the city 5. Why Samuel Pepys was important in the GFoL and how his account was similar/different to that of Charles 11 	<p><u>NC2</u> (Y2) Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. <u>To understand the impact that the Great Fire of London had on the city.</u></p>	<p>Recognise why people did things, why events happened and what happened as a result. Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past. –</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>

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Year 3	Stone Age	<p><u>Learn about changes in Britain from the Stone Age to the Iron Age.</u></p> <p><u>High Five:</u> By the end of this topic, I will know...</p> <ol style="list-style-type: none"> 1. When the Stone Age began 2. What the three different time periods within the Stone Age were 3. How Stone Age people's lives changed over time and how they were similar/different to our lives today 4. When and why the Stone Age people created round houses 5. What Skara Brae was and how we know about it 	<p>NC5 (Y3) Changes in Britain from the Stone Age to the Iron Age. <u>To identify changes in Britain during the Stone Age.</u></p>	<p>Place the time studied on a time line. Find out about every day lives of people in time studied. Compare with our life today. Understand why people may have wanted to do something. Use a range of sources to find out about a period. Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.... Writing.. Using ICT</p>
	WW1	<p><u>Learn about aspect in British history beyond 1066, such as WW1.</u></p> <p><u>High Five:</u> By the end of this topic, I will know ...</p> <ol style="list-style-type: none"> 1. Why the war began 2. Who was involved in the war and who won 3. When it started and ended 4. Why it was called the Great War 5. How WW1 was different to WW2 	<p>NC10 (Y3) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <u>To understand the impact that WW1 had locally and nationally</u> (Take them to the local cenotaph.)</p>	<p>Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts Identify and give reasons for different ways in which the past is represented. Look at representations of the period – museum, cartoons etc</p>
	Ancient Egyptians	<p><u>Learn about Ancient Egyptian civilisations.</u></p> <p><u>High Five:</u> By the end of this topic, I will know...</p> <ol style="list-style-type: none"> 1. The beliefs Ancient Egyptians had 2. What artefacts they left behind to show their achievements 3. What the pyramids were used for 4. What life was like as a Pharaoh 5. Who Tutankhamen was and why he was famous 	<p>NC11 (Y3) The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. <u>To understand the beliefs and achievements of the Ancient Egyptians.</u></p>	<p>Identify reasons for and results of people's actions. Distinguish between different sources – compare different versions of the same story. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.</p>

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Year 4	The Romans	<p><u>Learn about The Roman Empire and its impact on Britain.</u></p> <p><u>High Five:</u> By the end of this topic, I will know...</p> <ol style="list-style-type: none"> 1. When the Roman Empire started and ended 2. What impact the Romans had on Britain 3. What caused the fall of the Roman Empire 4. How Roman people lived and their beliefs 5. What sources of evidence are more reliable and why 	<p>NC6 (Y4) The Roman Empire and its impact on Britain.</p> <p><u>To describe the impact the Romans had on Britain</u></p>	<p>Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. Use evidence to build up a picture of a past event.</p>
	Crime and Punishment	<p><u>Learn about crime and punishment through the Middle Ages.</u></p> <p><u>High Five:</u> By the end of this topic, I will know...</p> <ol style="list-style-type: none"> 1. The order of medieval time periods and the types of crimes committed 2. How punishment changed through the Middle Ages 3. Whether men and women were treated differently when they committed a crime 4. The beliefs that were held about crime in the Viking time period 5. Whether there are any punishments that we use today from the Middle Ages 	<p>NC9 (Y3)(Y4) A local history study.</p> <p>NC10 (Y3)(Y4)(Y6) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>To describe the different crimes and punishment through the Middle Ages in the UK</u></p>	<p>Place events from period studied on time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD.</p>
	The Tudors	<p><u>Learn about the Tudor monarchy and the impact on Britain.</u></p> <p><u>High Five:</u> By the end of this topic, I will know ...</p> <ol style="list-style-type: none"> 1. What Britain was like during Tudor times 2. The time period of the Tudors 3. What King Henry VIII and Queen Elizabeth I looked like 4. Why Guy Fawkes is famous 5. What important establishment King Henry VIII began 	<p>NC10 (Y4)(Y6) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>To describe the Tudor monarchy and the impact they had on Britain.</u></p>	<p>Offer a reasonable explanation for some events. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions.</p> <p>Use the library and internet for research. Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding.</p>

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Year 5	Mexico and the Mayans	<p><u>Learn about the Mayan civilisation; compare and contrast it to the 20th century.</u></p> <p><u>High Five:</u> By the end of this topic, I will know...</p> <ol style="list-style-type: none"> 1. The dates for the time period of the Mayan civilisation 2. How the Mayan civilisation has had an impact on our lives today 3. The different factors which led to the fall of the Maya civilisation 4. How the Mayan's religion affected their lives 5. What similarities and differences there were between the Ancient Mayan civilisation and Britain at the same point 	<p>NC13 (Y5) (Y6) A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><u>To compare and contrast Mayan civilisation to the 20th century using a range of sources.</u></p>	<p>Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Study different aspects of different people differences between men and women. Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events Use evidence to build up a picture of a past event. Use the library and internet for research with increasing confidence. Recall, select and organise historical information. Communicate their knowledge and understanding.</p>
	The Angl-Saxons and Scots	<p><u>Learn about the Romans, Anglo-Saxons and Scots and their impact on Britain</u></p> <p><u>High Five:</u> By the end of this topic, I will know ...</p> <ol style="list-style-type: none"> 1. Who the Anglo-Saxons, Britons and Scots were 2. Where each of the groups were from 3. When the Anglo-Saxons ruled in England 4. What life was like during the Anglo-Saxon times 5. What brought an end to peace in Anglo-Saxon times 	<p>NC6 (Y4)(Y5) The Roman Empire and its impact on Britain.</p> <p>NC7 (Y4)(Y5) Britain's settlement by Anglo-Saxons and Scots.</p> <p><u>To describe the main changes from 410 to 1066 and their impact on Britain.</u></p>	<p>Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Study different aspects of different people differences between men and women. Examine causes and results of great events and the impact on people. Begin to identify primary and secondary sources. Select relevant sections of information. Use the library and internet for research with increasing confidence. Communicate their knowledge and understanding.</p>

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Learn about the Viking and Anglo-Saxon struggleHigh Five:

By the end of this topic, I will know ...

1. When the Anglo-Saxons first settled in Britain and the impact of this
2. What caused the Anglo-Saxon rule to end
3. Which qualities Ragnar Lodbrok portrayed and why these were qualities beneficial to him
4. What impact King Alfred had on Britain
5. Why the time is described as a 'struggle' between the Vikings and Anglo-Saxons

NC7 (Y4)(Y5)(Y6 catch up) Britain's settlement by Anglo-Saxons and Scots.

NC8 (Y4) (Y6) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

To explain the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings -

Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

Know key dates, characters and events of time studied

Link sources and work out how conclusions were arrived at

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Be aware that different evidence will lead to different conclusions –

Confidently use the library and internet for research

Recognise primary and secondary sources.

Use a range of sources to find out about an aspect of time past.

Suggest omissions and the means of finding out.

Select and organise information to produce structured work, making appropriate use of dates and terms.

Catch up

Know and sequence key events of time studied.

Study different aspects of different people differences between men and women.

Begin to identify primary and secondary sources.

Select relevant sections of information.

Use the library and internet for research with increasing confidence.

Communicate their knowledge and understanding.

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	The Industrial Revolution	<p><u>Learn about the impact the British Empire had on India</u></p> <p><u>High Five:</u> By the end of this topic, I will know ...</p> <ol style="list-style-type: none"> 1. What the Industrial Revolution was and what life was like during this time 2. How important the British Empire and trade were during the Industrial Revolution 3. How the textile industry changed 4. The impact of the steam engine on the Industrial Revolution 5. Why iron and coal were important to the Industrial Revolution 	<p>NC10 (Y4) (Y6) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>NC13 (Y5) (Y6) A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><u>To analyse a range of evidence to establish the impact that the British Empire had on India.</u></p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Know key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions -</p> <p>Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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	<u>Modern and Ancient Greece</u>	<p><u>Learn about Ancient Greece; a study of their life and achievements</u></p> <p><u>High Five:</u></p> <p>By the end of this topic, I will know ...</p> <ol style="list-style-type: none"> 1. The time period for the Ancient Greek civilisation 2. What the Ancient Greeks believed in and who they worshiped 3. What achievements the Ancient Greeks had and how they affect us today 4. How the Ancient Greeks lived and what different roles in society they had 5. How Zeus impacted on the Olympic Games 	<p>NC12 (Y6) Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><u>To describe Greek life and achievements and their influence on the western world.</u></p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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Chronological understanding

Range and depth of historical knowledge

Interpretations of history

Historical enquiry

Organisation and communication