

St Teresa's Catholic Primary School

UKS2 History Sequential Components and Objectives

Respect – Resilience – Read – Retain



St Teresa's Catholic Primary School

'Do the little things well'



St Teresa's Primary

UKS2 Sequential components and objectives

Year A

The Home Front

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>Preparing for War - How Did Britain prepare for WWII? I can describe how Britain prepared for WWII Identify what the Home Front was Identify the different aims of the Home Front. Describe how Britain prepared for War</p>	<p>Chronology Pupils have a secure understanding of a British timeline that extends from the Stone Age to the present day.</p>	<p>Chronology Pupils demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p>	<p>Chronology Pupils will know why the Home Front aims and objectives changed throughout WWII.</p>	<p>Chronology Pupils demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p>
<p>Gas Masks - Why did the British Government buy 38 million masks during WWII? I can explain why the British Government bought 38 million gas masks during WWII. Describe the features of a WWII Gas Mask Explain why the government asked people to carry them. Discuss what can be learnt from contemporary sources</p>	<p>Pupils know and sequence key events of time studied, using dates accurately.</p> <p>Pupils order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p>	<p>Pupils use timelines to place events, periods, and cultural movements from around the world.</p> <p>Pupils use timelines to demonstrate changes and developments in culture and society.</p>		<p>Pupils use timelines to place key events of WWII into chronological order.</p>
<p>The Blitz -What impact did the Blitz had on British citizens on the HOME FRONT? I can discuss the impact the Blitz had on British citizens on the Home Front. Identify why Hitler launched the Blitz. Explain the impact of the Blitz on British Peoples' Lives Discuss what can be learnt from contemporary sources</p>	<p>Pupils show a chronologically secure knowledge and understanding of local and national.</p>	<p>Pupils use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p>		
<p>Rationing- Why did the British people have to eat less during WWII? I can explain why British people had to eat less during WWII Identify why the government introduced 'rationing'. Describe the effect of rationing on people's lives.</p>	<p>Pupils describe connections, contrasts and trends over short and longer time periods.</p>	<p>Pupils describe main changes in a period in history using words such as: social, religious,</p>		

<p>Explain how effective rationing was at feeding the nation</p>		<p>political, technological, and cultural.</p>		
<p>Salvaging and recycling- Why were the British people encouraged to recycle for the first-time during WWII? I can describe how the British government introduced and encouraged recycling during WWII Identify items which became in short supply during WWII. Describe how the government introduced salvaging. Examine how the government encouraged salvaging</p>	<p>Pupils describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</p> <p>Pupils know and describe in some detail the main changes to an aspect in a period of history being studied – World War II.</p>	<p>Pupils name date of any significant event studied from past and place it correctly on a timeline.</p>		
<p>The Role of Women How and why did women’s lives changes during WWII? I can describe how the role of women changed during WWII Identify why there was a shortage of ‘manpower’ during WW2. Describe the role women played during WW2. Explain the importance of these roles to the Home Front</p>	<p>Investigating the past Pupils recognise when they are using primary and secondary sources of information to investigate the past.</p>	<p>Investigating the past Pupils recognise primary and secondary sources.</p>	<p>Investigating the past Pupils will know what it was like to live on the Home Front in WWII.</p>	<p>Investigating the past Pupils will recognise primary and secondary sources.</p>
<p>The Home Guard Why did your ‘home’ need ‘guarding’ in Britain during WWII? I can explain why the Home Guard was set up in WWII Identify why Britain set up the Home Guard. Describe why they were nicknamed “Dad’s Army”. Explain the role they played on the Home Front</p>	<p>Pupils use a wide range of evidence to build up a picture about the past.</p> <p>Pupils realise that there is often not a single answer to historical questions.</p>	<p>Pupils use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p>		<p>Pupils will use a wide range of different sources to collect evidence about the past.</p>
<p>The Home Front: Assessment Why was the ‘Home Front’ needed during WWII? I can describe the features of the Home Front and explain its role during WWII Recall facts about the Home Front. Describe different features of the Home Front. Explain the role of the Home Front during WWII</p>	<p>Pupils devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context.</p>	<p>Pupils investigate own lines of enquiry by posing historically valid questions to answer.</p> <p>Pupils understand the complexity of people’s lives in the past and how some societies are different due to changes and challenges at that time.</p>		<p>Pupils will bring knowledge gathered together in a fluid account.</p>

	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils realise that there is often not a single answer to historical questions.</p> <p>Pupils discuss trends over time.</p> <p>Pupils recognise the relationship between different periods and the legacy or impacts for people today.</p>	<p>Pupils bring knowledge gathered from several sources together in a fluent account.</p> <p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Pupils show an awareness of the concept of propaganda.</p> <p>Pupils appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Pupils begin to evaluate the usefulness of different sources.</p> <p>Pupils form own opinions about historical events from a range of sources.</p>	<p>Thinking like a historian Pupils to know the Governments response in tackling the war effort.</p>	<p>Thinking like a historian Pupils will find and analyse a wide range of evidence about the past.</p> <p>Pupils will show an awareness of the concept of propaganda.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>
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	<p>Communicating History Pupils present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p> <p>Pupils provide an account of a historical event based on more than one source.</p> <p>Pupils use appropriate terms, matching dates to people and events.</p> <p>Pupils record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>	<p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>	<p>Communicating History To explain how to use historical terms and vocabulary.</p>	<p>Communicating History Pupils can communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT. Pupils select and organise information to produce structured work, making appropriate use of dates and terms. Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>
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Maya Civilisation

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>Who are the Maya and how do we know about them? I can say who the Maya were and how we know about them.</p> <p>Identify where the ancient Maya lived • Recognise how buildings and objects left behind by the Maya have taught historians and archaeologists about them • Share some key facts about Maya civilisation and the life of the ancient Maya • Generate questions for historical enquiry</p>	<p>Chronology Pupils know and sequence key events of time studied, using dates accurately.</p> <p>Pupils order an increasing number of significant events, movements and dates on a timeline using dates accurately – Maya Civilisation.</p>	<p>Chronology Pupils use timelines to place events, periods, and cultural movements from around the world.</p> <p>Pupils use timelines to demonstrate changes and developments in culture and society.</p>	<p>Chronology Pupils will know when the Maya civilization occurred.</p>	<p>Chronology Pupils use timelines to place events, periods, and cultural movements from around the world.</p>
<p>When did Maya civilisation begin, and how long did it last? I can identify when the ancient Maya civilisation began.</p> <p>Identify when the ancient Maya civilisation began • Show an understanding of where the Maya civilisation fits in time, making connections to other known periods of history • Identify the key time periods of the Maya civilisation, and summarise key events which happened in each of these • Recognise that the Maya people still populate Mesoamerica in the present day</p>	<p>Pupils describe connections, contrasts and trends over short periods.</p> <p>Pupils describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</p>	<p>Pupils describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p> <p>Pupils name date of any significant event studied from past and place it correctly on a timeline.</p>		<p>Pupils use timelines to demonstrate changes and developments in culture, technology, religion, and society.</p> <p>Pupils use these key periods as reference points: BC, AD</p>
<p>Who held the power in Maya society? I can identify who held the power in Ancient Maya.</p> <p>Recognise the different roles people played in Maya society.</p> <ul style="list-style-type: none"> Identify the most to the least powerful people in Maya society. Recognise similarities and differences between society in Ancient Maya and another ancient civilisation (Ancient Egypt) Show an understanding of what life was like for two contrasting members of Maya society. 	<p>Pupils know and describe in some detail the main changes to an aspect in a period of history being studied – Ancient Maya.</p>	<p>Investigating the past</p>	<p>Investigating the past</p>	<p>Pupils describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p> <p>Pupils name date of any significant event studied from past and place it correctly on a timeline.</p>
<p>What did the Ancient Maya believe? I can describe what the Ancient Maya believed.</p>	<p>Pupils recognise when they are using primary and</p>	<p>Pupils recognise primary and secondary sources.</p>		<p>Investigating the past</p>

<p>Recognise that the Ancient Maya worshipped many different Gods and compare this with other religions • Identify some of the important Maya deities, and what the Maya believed about them • Summarise an important story from Maya mythology, using depictions from Maya paintings and carvings • Describe ways in which Ancient Maya beliefs impacted daily life for the Maya people</p>	<p>secondary sources of information to investigate the past.</p> <p>Pupils use a wide range of evidence to build up a picture about the past.</p>	<p>Pupils use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p>	<p>Pupils will understand the differences between primary and secondary sources of evidence.</p> <p>Pupils will know that not one single source of evidence gives the full answer about questions of the past.</p>	<p>Recognise primary and secondary sources.</p> <p>Pupils use a wide range of different evidence to collect evidence about the past.</p>
<p>What was Pok-a-Tok and why was it significant to the Ancient Maya? I can explain why Pok-a –Tok was a significant part of life in Ancient Maya. Describe what the Ancient Maya game of Pok-a-Tok was and how it was played. • Explain why Pok-a-Tok was a significant part of life in Ancient Maya.</p>	<p>Pupils realise that there is often not a single answer to historical questions.</p> <p>Pupils devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context.</p>	<p>Pupils investigate own lines of enquiry by posing historically valid questions to answer.</p>		<p>Pupils investigate own lines of enquiry by posing historically valid questions to answer.</p> <p>Pupils will bring knowledge gathered from several sources together in a fluent account.</p>
<p>Were the Ancient Maya civilised or bloodthirsty? I can make and justify judgements as to whether the Maya were civilised or blood thirsty. Make and justify own judgements as to whether the Maya were civilised or bloodthirsty. • Examine evidence and place on a spectrum from ‘civilised’ to ‘bloodthirsty.’ • Construct responses to the enquiry question, which show understanding of both sides of the argument.</p>	<p>Pupils understand the complexity of people’s lives in the past and how some societies are different due to changes and challenges at that time.</p> <p>Pupils bring knowledge gathered from several sources together in a fluent account.</p>	<p>Pupils understand the complexity of people’s lives in the past and how some societies are different due to changes and challenges at that time.</p> <p>Pupils bring knowledge gathered from several sources together in a fluent account.</p>		
<p>What did the Ancient Maya civilisation achieve? I can consider the significance and impact of Maya achievements. Identify a number of achievements from the Maya civilisation. • Consider the significance and impact of Maya achievements. • Make connections between the different achievements of the Maya, classifying information based on similarity and significance. • Communicate ideas about which achievement of the Maya was most significant and why</p>	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p>	<p>Thinking like a historian Pupils explain and compare the beliefs, culture and society of the Maya Civilisation.</p>	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual</p>
<p>What led to the decline of the Ancient Maya Civilisation?</p>	<p>Pupils consider different ways of checking the</p>			

<p>I can identify possible reasons for the decline of the Ancient Maya civilisation.</p> <p>Identify possible reasons for the decline of the ancient Maya civilisation • Choose historical evidence which supports an argument • Show an understanding of the uncertainty of conclusions we are able to draw about this historical question • Recognise that factors can be linked and that more than one factor may contribute to the decline of a civilisation</p>	<p>accuracy of interpretations of the past.</p> <p>Pupils realise that there is often not a single answer to historical questions.</p> <p>Pupils discuss trends over time.</p> <p>Pupils recognise the relationship between different periods and the legacy or impacts for people today.</p> <p>Communicating History Pupils present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p> <p>Pupils provide an account of a historical event based on more than one source.</p> <p>Pupils use appropriate terms, matching dates to people and events.</p> <p>Pupils record and communicate knowledge in different forms - work</p>	<p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Pupils appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Pupils begin to evaluate the usefulness of different sources.</p> <p>Pupils form own opinions about historical events from a range of sources.</p> <p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>	<p>Communicating History Pupils explain how to use historical terms and vocabulary.</p>	<p>understanding about the past.</p> <p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Pupils form own opinions about historical events from a range of sources</p> <p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to</p>
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	independently and in groups showing initiative.			talk about the passing of time e.g., BCE/CE/CENTURY
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Conflict Through Time

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>Prehistoric Warfare - Stone Age to Iron Age I can describe how prehistoric warfare changed from Stone Age to Iron Age. Place prehistoric 'ages' on a timeline Understanding how weapons and tactics changed over time and what caused these changes</p>	<p>Chronology Pupils have a secure understanding of a British timeline that extends from the Stone Age to the present day.</p>	<p>Chronology Pupils demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p>	<p>Chronology Pupils will understand how the nature and impact of conflict has changed over time.</p>	<p>Chronology Pupils to demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p>
<p>Ancient Warfare - Romans and Greeks I can compare similarities and differences between the Greek and Roman armies. Examine the Romans' and Greeks' place on a timeline in relation to other key time periods. Compare similarities and differences between the Greek and Roman armies. Evaluate effectiveness of the Greek and Roman armies and making an informed judgement about who were the better fighters.</p>	<p>Pupils know and sequence key events of time studied, using dates accurately.</p> <p>Pupils order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p>	<p>Pupils identify specific changes within and across different periods over a prolonged period of history.</p> <p>Pupils use timelines to place events, periods, and cultural movements from around the world.</p>		<p>Pupils identify specific changes within and across different periods over a prolonged period of history.</p>
<p>Anglo Saxon and Viking Warfare I can evaluate the effectiveness of the Anglo-Saxon and Viking armies. Examine the Anglo Saxons' and Vikings' place on a timeline. Compare similarities and differences between the Anglo Saxon and Viking armies. Evaluate effectiveness of the Anglo Saxon and Viking armies and making an informed judgement about who were the better fighters.</p>	<p>Pupils show a chronologically secure knowledge and understanding of local and national.</p> <p>Pupils describe connections, contrasts and trends over short and longer time periods.</p>	<p>Pupils use timelines to demonstrate changes and developments in culture, technology, religion, and society.</p> <p>Pupils use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p>		<p>Pupils use timelines to place events and periods.</p> <p>Pupils place different periods and events on a timeline.</p>
<p>Religious Wars: The Crusades I can explain how the Crusades connected Europe with the Islamic World. Place the Crusades on a timeline. Explain how the Crusades connected Europe with the Islamic World</p>	<p>Pupils describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</p>	<p>Pupils describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p>		<p>Pupils use these key periods as reference points: BC, AD, decade and century Pupils describe main changes in a period in history using</p>
<p>Modern Warfare: WW1 I can evaluate the effectiveness of the weapons and tactics used during World War One.</p>				

<p>Examine WWI's place in time. Evaluate the effectiveness of the weapons and tactics used during World War One.</p>	<p>Pupils know and describe in some detail the main changes to an aspect in a period of history being studied.</p>	<p>Pupils name date of any significant event studied from past and place it correctly on a timeline.</p>		<p>words such as: social, religious and political</p>
<p>Modern Warfare: WW2 I can evaluate and explain the impact of WW2 on civilian populations, both past and present. Examine WWII's place in time. Evaluate and explain the impact of WW2 on civilian populations, both past and present.</p>	<p>Investigating the past Pupils recognise when they are using primary and secondary sources of information to investigate the past.</p>	<p>Investigating the past Pupils recognise primary and secondary sources.</p>	<p>Investigating the past Pupils to understand the differences primary and secondary sources of evidence.</p>	<p>Investigating the past Pupils to recognise primary and secondary sources.</p>
<p>How has the nature and impact of conflict changed over time? I can explain how the nature and impact of conflict changed over time. Use chronological understanding to order all of the historical periods covered in time. Explain what historical sources tell us about changes in tactical warfare, weaponry and the impact of war over time. Evaluating and explain the impact of WW2 on civilian populations, both past and present.</p>	<p>Pupils use a wide range of evidence to build up a picture about the past.</p> <p>Pupils realise that there is often not a single answer to historical questions.</p> <p>Pupils devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</p>	<p>Pupils use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Pupils investigate own lines of enquiry by posing historically valid questions to answer</p> <p>Pupils understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.</p> <p>Pupils bring knowledge gathered from several sources together in a fluent account.</p>	<p>Pupils to know that not one single source of evidence gives the full answer about questions of the past.</p>	<p>Pupils use a wide range of different sources to collect evidence about the past. Pupils investigate own lines of enquiry by posing historically valid questions to answer Pupils understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time. Pupils bring knowledge gathered from several sources together in a fluent account.</p>

	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils realise that there is often not a single answer to historical questions.</p> <p>Pupils discuss trends over time.</p> <p>Pupils recognise the relationship between different periods and the legacy or impacts for people today.</p>	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Pupils show an awareness of the concept of propaganda.</p> <p>Pupils appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Pupils begin to evaluate the usefulness of different sources.</p> <p>Pupils form own opinions about historical events from a range of sources</p>	<p>Thinking like a historian Pupils to know about the changes in weaponry and tactical warfare between different historical periods.</p> <p>Pupils to know the causes of many different conflicts and their effects.</p>	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past. Pupils know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Pupils begin to evaluate the usefulness of different sources.</p> <p>Pupils form own opinions about historical events from a range of sources</p>
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	<p>Communicating History Pupils present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p> <p>Pupils provide an account of a historical event based on more than one source.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>	<p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>	<p>Communicating History</p> <p>Pupils will explain how to use historical terms and vocabulary.</p>	<p>Communicating History</p> <p>Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>
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Year B

Victorian Britain

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>What was the Industrial Revolution? I can identify and explain the changes that occurred in the Industrial Revolution. Understand and explain what the Industrial Revolution was. • Define the term 'Industrial Revolution'. • Identify and explain the changes that occurred in Britain 1750 – 1900.</p>	<p>Chronology Pupils have a secure understanding of a British timeline that extends from the Stone Age to the present day.</p>	<p>Chronology Pupils demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p>	<p>Chronology Pupils know what the industrial revolution was and its impact on Britain.</p>	<p>Chronology Pupils use timelines to demonstrate changes and developments in culture, technology, and society.</p>
<p>How did Britain become “workshop of the world”? I can identify and explain how important inventions revolutionised industry in Britain. Understand and explain how Britain became the first industrialised nation. • Identify and explain how important inventions revolutionised industry in Britain. • Analyse which inventions had the most significant impact on British industry.</p>	<p>Pupils know and sequence key events of time studied, using dates accurately.</p> <p>Pupils show a chronologically secure knowledge and understanding of local and national history.</p>	<p>Pupils use timelines to demonstrate changes and developments in culture, technology, religion, and society.</p> <p>Pupils use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p>		<p>Pupils describe main changes in a period in history using words such as social, technological and cultural.</p>
<p>How did railways change Britain? I can explain the ways in which Britain was impacted by development of railways. Understand and explain how railways changed Britain. • Identify the reasons railways were established. • Understand the significant role George Stephenson played in developing railways in Britain. • Assess the ways in which Britain was impacted by the development of railways.</p>	<p>Pupils describe connections, contrasts and trends over short and longer time periods.</p> <p>Pupils describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</p>	<p>Pupils describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p>		
<p>What were conditions in factories like? I can use sources to find out what conditions were like for children in factories. Understand and explain what the conditions in factories were like in Victorian Britain • Use sources to infer what conditions were like for children in factories. • Reach an overall judgement about how poor conditions in factories were.</p>	<p>Pupils know and describe in some detail the main changes to an aspect in a</p>	<p>Pupils name date of any significant event studied from past and place it correctly on a timeline.</p>		

<ul style="list-style-type: none"> • Consider how working conditions may have changed over time. 	<p>period of history being studied.</p>			
<p>How did life differ between the rich and the poor? I can explain the similarities and differences between the rich and the poor in Victorian Britain. Understand and explain the differences in the living conditions of the rich and the poor in Victorian Britain. • Identify the three social classes. • Explain the similarities and differences between life of the rich and the poor in Victorian Britain.</p>	<p>Investigating the past Pupils recognise when they are using primary and secondary sources of information to investigate the past.</p>	<p>Investigating the past Pupils recognise primary and secondary sources.</p> <p>Pupils use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p>	<p>Investigating the past</p> <p>Pupils understand the differences between primary and secondary sources of evidence.</p> <p>Pupils know that not one single source of evidence gives the full answer about questions about the past.</p>	<p>Investigating the past</p> <p>Pupils understand the complexity of peoples lives in the past and how some societies are different dur to changes and challenges of the time.</p> <p>Pupils bring knowledge gathered together from several sources in a fluent account.</p>
<p>What was life like for the poor? I can describe what life was like in a Victorian Workhouse To understand what life was like in a Victorian Workhouse. • Understand people’s attitude towards welfare in Victorian Britain. • Explore why workhouses were needed in Victorian Britain. • Describe conditions in Victorian workhouses.</p>	<p>Pupils use a wide range of evidence to build up a picture about the past.</p> <p>Pupils realise that there is often not a single answer to historical questions.</p>	<p>Pupils investigate own lines of enquiry by posing historically valid questions to answer.</p>		
<p>What can William Towers tell us about life in Victorian Britain? I can use primary sources to build an account of the past. Understand and explain how documents, such as the census, can help us to build and picture of the past. • Explain how sources are used to create historical accounts. • Use primary sources to build an account of the past.</p>	<p>Pupils devise questions about change, cause and consequences, similarity, difference and significant people or events.</p>	<p>Pupils understand the complexity of people’s lives in the past and how some societies are different due to changes and challenges at that time.</p> <p>Pupils bring knowledge gathered from several sources together in a fluent account.</p>		

<p>Was life really that bad in Victorian Britain? I can evaluate an interpretation of the Industrial Revolution.</p> <p>Evaluate an interpretation of the impact of the Industrial Revolution and life in Victorian Britain. • Explain what an interpretation is. • Reach a judgement on how convincing an interpretation of Victorian Britain and the Industrial Revolution is.</p>	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p>	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p>	<p>Thinking like a historian</p> <p>Pupils understand how the landscape and society in Britain changed.</p>	<p>Thinking like a historian</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils start to know the difference between primary and secondary evidence and the impact on this on reliability.</p>
	<p>Pupils realise that there is often not a single answer to historical questions.</p> <p>Pupils recognise the relationship between different periods and the legacy or impacts for people today.</p>	<p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Pupils show an awareness of the concept of propaganda.</p> <p>Pupils appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Pupils begin to evaluate the usefulness of different sources.</p> <p>Pupils form own opinions about historical events from a range of sources.</p>		

	<p>Communicating History Pupils present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p> <p>Pupils provide an account of a historical event based on more than one source.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>	<p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>	<p>Communicating History Pupils explain how to use historical terms and vocabulary.</p>	<p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>
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Crime and Punishment

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
<p>Ancient crime and punishment: The Romans! I can describe Roman crime and punishment. Placing the Roman era correctly on a timeline Use correct terminology to show the past, such as; years ago, different century, during the era, AD/BC, decades Ask questions to delve into the reasons behind events Understand how, and perhaps why, crimes and punishments have changed over time</p>	<p>Chronology Pupils have a secure understanding of a British timeline that extends from the Stone Age to the present day.</p>	<p>Chronology Pupils demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p>	<p>Chronology Pupils understand how crimes and punishments have changed over time.</p>	<p>Chronology Pupils use key periods as reference points. BC AD Romans, Anglo-Saxons, Medieval Britain, Victorian.</p>
<p>Anglo - Saxon changes in crime and punishment I can describe Anglo-Saxon changes in crime and punishment. Know where Anglo-Saxons fit onto a time line. Use appropriate terminology such as 'tithings', 'hue and cry' and 'Wergild'. Use of source analysis and relevant research sites to find reliable facts. Know that not all research sites give factual information about the past and be able to say why.</p>	<p>Pupils know and sequence key events of time studied, using dates accurately.</p> <p>Pupils order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p>	<p>Pupils identify specific changes within and across different periods over a prolonged period of history.</p> <p>Pupils use timelines to place events, periods, and cultural movements from around the world.</p>		<p>Pupils describe main changes in history using words such as, social, cultural.</p>
<p>Medieval Britain changes: 1066-1485 I can compare similarities and differences between the Angle-Saxon and Norman crime and punishment tactics. Know where Medieval Britain continues to fit onto a time line Use appropriate terminology such as <i>Murdrum</i>, <i>Forest Law</i>, <i>Trial by Combat</i>, <i>Justice of the Peace</i> Comparing similarities and differences between the Anglo Saxon and Norman crime and punishment tactics.</p>	<p>Pupils show a chronologically secure knowledge and understanding of local and national history.</p> <p>Pupils describe connections, contrasts and trends over short and longer time periods.</p>	<p>Pupils use timelines to demonstrate changes and developments in culture, technology, religion, and society.</p> <p>Pupils use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p>		<p>Pupils name the date of significant event from the past and place correctly on a timeline.</p>
<p>Early Modern Britain 1485-1750 I can interpret and analyse sources to help me explain why attitudes changed in early modern Britain. 14-85-1750 Early Modern Britain's place in time. Use of key historical vocabulary to show a change in attitudes towards crime and punishment, such as vagabond, social crimes, witchcraft, the Bloody Code Interpreting and analysing sources</p>	<p>Pupils describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</p> <p>Pupils know and describe in some detail the main</p>	<p>Pupils describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p>		<p>Pupils identify specific changes within and across different periods over a prolonged period of history.</p>

<p>Evaluating and explaining why attitudes change during this time as the power begins to shift and inequalities grow.</p>	<p>changes to an aspect in a period of history being studied.</p>	<p>Pupils name date of any significant event studied from past and place it correctly on a timeline.</p>		
<p>Industrial and Victorian Britain I can compare and evaluate the causes that brought about change in Industrial and Victorian Britain. Interpreting and analysing sources depicting the punishments for crime during this period. Compare and evaluating the causes that bring about change and to show similarities or differences across time in relation to crime and punishment.</p>	<p>Investigating the past Pupils recognise when they are using primary and secondary sources of information to investigate the past.</p>	<p>Investigating the past Pupils recognise primary and secondary sources.</p>	<p>Investigating the past Pupils understand the differences between primary and secondary sources of evidence.</p>	<p>Investigating the past Pupils understand the complexity of people’s lives in the past and how some societies are different due to changes and challenges of the time.</p>
<p>Modern Crime and punishment I can evaluate and explain the changes in attitude towards crime and punishment in modern day society. Interpreting and analysing sources depicting the punishments for crime during this period. Evaluating and explaining the changes in attitude towards crime and punishment in modern day society.</p>	<p>Pupils use a wide range of evidence to build up a picture about the past.</p> <p>Pupils realise that there is often not a single answer to historical questions.</p>	<p>Pupils use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p>	<p>Pupils know that not one single source of evidence gives the full answer about questions about the past.</p>	<p>Pupils bring knowledge gathered from several sources to evaluate and explain changes.</p>
	<p>Pupils devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context</p>	<p>Pupils investigate own lines of enquiry by posing historically valid questions to answer</p> <p>Pupils understand the complexity of people’s lives in the past and how some societies are different due to changes and challenges at that time.</p> <p>Pupils bring knowledge gathered from several sources together in a fluent account.</p>		

	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils realise that there is often not a single answer to historical questions.</p> <p>Pupils discuss trends over time.</p> <p>Pupils recognise the relationship between different periods and the legacy or impacts for people today.</p>	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Pupils show an awareness of the concept of propaganda.</p> <p>Pupils appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Pupils begin to evaluate the usefulness of different sources.</p> <p>Pupils form own opinions about historical events from a range of sources</p>	<p>Thinking like a historian Pupils understand how the landscape and society in Britain changed.</p>	<p>Thinking like a historian Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p>
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	<p>Communicating History Pupils present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p> <p>Pupils provide an account of a historical event based on more than one source.</p> <p>Pupils use appropriate terms, matching dates to people and events.</p> <p>Pupils record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>	<p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>	<p>Communicating History Pupils explain how to use historical terms and vocabulary.</p>	<p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>
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Changing power of the Monarchy

<ul style="list-style-type: none"> Sequential components Objective titles Key ideas 	Y5 On-going key objectives/ end points	Y6 On-going key objectives/ end points	Substantive Core Knowledge	Disciplinary Core Knowledge
What is monarchy? I can explain the concept of ‘monarchy’ Identify Britain’s current monarch and heir(s) Order significant British monarchs across time Provide simple definitions of ‘absolute monarchy’ and ‘constitutional monarchy’	Chronology Pupils know and sequence key events of time studied, using dates accurately.	Chronology Pupils demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world.	Chronology Pupils know that Great Britain was once ruled by a absolute monarch and is not ruled by a constitutional monarch.	Chronology Pupils describe main changes in history using words such as, social, cultural.
William I I can identify how William I used his power. Identify examples of how William used his power Describe the impact of William’s style of monarchy on society and the Church Discuss the utility and reliability of sources contemporary to the time Identify how William’s style of monarchy is different to Elizabeth II	Pupils order an increasing number of significant events, movements and dates on a timeline using dates accurately.	Pupils identify specific changes within and across different periods over a prolonged period of history.		Pupils name the date of significant event from the past and place correctly on a timeline.
John and Magna Carta I can describe the changes in the power of the monarchy between William I and John. Describe the reasons for Magna Carta Explain what Magna Carta was Describe the impact the implementation of Magna Carta had on the power of the monarch Identify key differences between William’s and John’s power	Pupils show a chronologically secure knowledge and understanding of local and national. Pupils describe connections, contrasts and trends over short and longer time periods.	Pupils use timelines to place events, periods, and cultural movements from around the world. Pupils use timelines to demonstrate changes and developments in culture, technology, religion, and society.		Pupils identify specific changes within and across different periods over a prolonged period of history.
Henry III I can explain why the reign of Henry III was a turning point in how powerful an English monarch was. Demonstrate understanding of the fact that Henry III was John’s son and was a child when John died Explain some of the reasons that a parliament was established during Henry III’s reign Identify and describe powers that parliament took away from Henry III Describe the continuing change in the power of the monarch since William	Pupils describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period. Pupils know and describe in some detail the main changes to an aspect in a period of history being studied.	Pupils use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Pupils describe main changes in a period in history using words such as: social, religious, political, technological, and cultural.		
James II and William III				

<p>I can identify how England became a constitutional monarchy. Explain why James II was unpopular with Parliament Explain why William III was approached to become King of England Identify and describe the rules William III had to agree to in order to become King of England.</p>		<p>Pupils name date of any significant event studied from past and place it correctly on a timeline.</p>		
<p>Edward VIII to Elizabeth II I can describe how the abdication of Edward VIII changed the line of succession in Britain Explain how Parliament's rules led to Edward VIII choosing to abdicate the throne Explain how Elizabeth II therefore became our monarch.</p>	<p>Investigating the past Pupils recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Pupils use a wide range of evidence to build up a picture about the past.</p>	<p>Investigating the past Pupils recognise primary and secondary sources.</p> <p>Pupils use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p>	<p>Investigating the past Pupils understand the differences between primary and secondary sources of evidence.</p>	<p>Investigating the past Pupils consider different ways of checking the accuracy of interpretations of the past.</p>
<p>I can explain why Elizabeth II has no power and how this compares with William I. Compare monarchs so see how their power has changed over time, and why Use key historical concepts and vocabulary where appropriate.</p>	<p>Pupils realise that there is often not a single answer to historical questions.</p> <p>Pupils devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context.</p>	<p>Pupils investigate own lines of enquiry by posing historically valid questions to answer</p> <p>Pupils understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time.</p> <p>Pupils bring knowledge gathered from several sources together in a fluent account.</p>	<p>Pupils know that not one single source of evidence gives the full answer about questions about the past.</p>	<p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p>

	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils realise that there is often not a single answer to historical questions.</p> <p>Pupils discuss trends over time.</p> <p>Pupils recognise the relationship between different periods and the legacy or impacts for people today.</p>	<p>Thinking like a historian Pupils find and analyse a wide range of evidence about the past.</p> <p>Pupils use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Pupils show an awareness of the concept of propaganda.</p> <p>Pupils appreciate that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Pupils begin to evaluate the usefulness of different sources.</p> <p>Pupils form own opinions about historical events from a range of sources</p>	<p>Thinking like a historian</p> <p>Pupils understand how power of Monarchs has changed over time.</p>	<p>Thinking like a historian</p> <p>Pupils consider different ways of checking the accuracy of interpretations of the past.</p> <p>Pupils start to know the difference between primary and secondary evidence and the impact of this on reliability.</p>
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	<p>Communicating History Pupils present findings and communicate knowledge and understanding in separate ways e.g., using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.</p> <p>Pupils provide an account of a historical event based on more than one source.</p> <p>Pupils use appropriate terms, matching dates to people and events.</p> <p>Pupils record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>	<p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time e.g., BCE/CE/CENTURY</p>	<p>Communicating History Pupils explain how to use historical terms and vocabulary.</p>	<p>Communicating History Pupils communicate their knowledge and understanding through discussion, drawing pictures, drama, and role play, making models, extended writing, and ICT.</p> <p>Pupils select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Pupils use Historically accurate terms to talk about the passing of time.</p>
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