



Woodborough Woods CofE
Foundation School
History Curriculum Booklet

Our School Vision

Woodborough Woods is a school with a Christian foundation, which seeks to express its Christian character by serving families in the local community and by providing a Christian ethos where children and their families can feel valued. There is an opportunity to experience the meaning of the Christian faith in the welcome that is offered to all and in the relationships of love and respect that characterise the shared life of the school. Designed to be sequential, this curriculum enables pupils to build knowledge and skills by making links with previous learning; this is shown in our progression documents. By fostering an enjoyment of learning, our children are given the opportunity to develop as independent, resilient pupils who are equipped with the ability to use their knowledge and skills to make wise choices as they take their place in the world.

The school's direction stems from its Vision Statement: 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish. It recognises the importance of the community it serves, and seeks to build relationships based on kindness and respect. It will strive to be a place where Christian priorities and values inform every subject in the curriculum and are reflected in the day to day life of the school.

We believe that the children are the centre of all our work here and we strive to ensure our school is one with a happy and caring environment. We take pride in promoting the highest standards of conduct and achievement allowing children the security and confidence to reach their full potential.

As a Church of England Voluntary Aided school, our aim is to provide this secure environment, firmly rooted in Christian values. We believe that the education of children is a partnership, one between parents, teachers and governors all working together to provide the best interests for the children in our care.

Our History Vision

At Woodborough Woods Foundation School, we recognise that History is about the study of ancient, modern and current times, encouraging deep thinking, investigation, the asking of questions and the forming of opinions. We challenge children to learn and retain information about the past in order to prepare themselves for future learning in this subject and in their everyday life.

We aim to develop every child's historical skills, understanding and knowledge through encountering a wide range of primary and secondary sources.

We hope to inspire pupils' curiosity and fascination at Woodborough Woods, and that they develop a passion for history.

Intent

We offer a History curriculum which equips our children with key skills, knowledge and vocabulary motivated by our curriculum drivers:

- To develop a chronological narrative of the past and know how this affects the present and will influence the future.
- To develop a coherent understanding of Britain in the past, including a focus on local history, and to investigate events in the world.
- To understand the concept of change and a sense of what has changed and how or why.
- To understand the importance of sources and to be able to use these effectively to study the past.

Features of effective History teaching and learning

At Woods Foundation, we believe these features demonstrate best practice in the teaching and learning of History. Whilst not every lesson may exhibit every feature, over the course of their learning in a History unit, all of the following features would be deployed by all involved.

Teachers have good subject knowledge and attend regular training where necessary.
Discussion about how history has impacted their lives today. Forging cross curricular links to geography wherever possible.
Key questions from prior learning are regularly asked to ensure knowledge retention and understanding of chronology. This includes a relevant recap at the beginning of lessons and then a 'Three thinkers' recap at the end for children to recall knowledge.
A range of primary sources and secondary sources are used frequently to help consolidate learning.
Pupils show independence and lead own learning by raising questions and thinking for themselves.
Work involves skills from reading, writing, speaking and listening.
Pupils have a sense of passion, enthusiasm and commitment to learn more history and explore the world around them, including within their local communities.
High expectations of all pupils using and applying their history skills and knowledge, and showing progression.
Demonstrate accurate subject knowledge; check pupils' understanding and show an ability to correct misconceptions, and extend higher attainers.
Plan and teach history using a range of approaches including investigative enquiries, research - using a range of resources- evaluation and discussion.

Our
History
long term
plans and
progression
document.

'Historical Concepts'

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key historical concepts that children will repeatedly revisit throughout their time at Woodborough Woods. Our Historical Concepts are: Childhood, Power, Community and Civilisation. Each unit will not include every concept, but over the course of their time at school, children will visit each one more than once.

<u>Concept:</u>	<u>Definition:</u>
Childhood	The childhood historical concept refers to aspects of history that have impacted the lives of children. Childhood is the key concept for 'Toys' taught in Year 1 and 'World War 2' in Year 6. Being taught in Year 1 and Year 6, this concept acts as a metaphorical 'bookends' for the children's history learning in Primary school.
Power	Within the power historical concept, students will be looking at the gain and loss of power through either invasion or democracy. Power will be predominantly looked at whilst studying the 'Anglo Saxons and Scots' in Year 4, the 'Ancient Greeks' in Year 5 and the 'Vikings' in Year 6, but it will also intertwine in some other history topics such as the 'Romans'.
Community	Community is defined as groups of people that have a common purpose, interest or background. This will be the main concept whilst learning about 'Goose Fair' in Year 2, the 'Stone Age to Iron Age' in Year 3, 'Benin' in Year 5, and the 'Local History Study of Woodborough' in Year 6.
Civilisation	In terms of civilisation we have defined this as the development of society such as government, production, urbanisation, and knowledge. Topics that will focus around the civilisation concept are the 'Great Fire of London' in Year 1, 'Florence Nightingale and Mary Seacole' in Year 2, the 'Ancient Egyptians' in Year 3, and the 'Romans' in Year 4.

Valuing Our Local Heritage

We believe strongly that children should have a rich understanding of their local heritage. This is why local history is woven into our history curriculum to ensure it is explicitly taught and that links with larger historical themes are made.

Knowledge at the Heart of the Curriculum

Learning knowledge is not an endpoint in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge (historical skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of historical knowledge, we want our children to become skilful historians. Each unit of work has an emphasis on historical enquiry where children investigate historically framed questions whilst also developing historical enquiries of their own. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through museum visits and handling artefacts.

The History Long Term Plan

Key Concept focus:

	Childhood	Power	Community	Civilisation
	Autumn Term		Spring Term	Summer Term
R	Past and Present: - Families	Past and Present: - Celebrations	Past and Present: - Technological changes	Past and Present: - Transport and travel
1	Toys			The Great Fire of London
2	Goose Fair		Emily Davison and Rosa Parks	
3	Stone Age to Iron Age		Ancient Egyptians	
4	Romans			Anglo Saxons and Scots
5	Benin			Ancient Greeks
6	World War II		Vikings	Woodborough in the Wars: A local History Study

Whole School Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Know the context of today, tomorrow and yesterday	Know how to order events chronologically within closer time boundaries.	Know how to sequence periods of British History previously studied on a timeline.	Know how to sequence several events or artefacts, from a specific time period, onto a timeline.	Know how to locate and place different historical periods on a timeline. Know how to date events on a timeline.	Know how to use appropriate historical terms to sequence events and periods on a timeline. (ancient, BCE, CE, AD, century, decade)	Know that events in history happen concurrently and place correctly in a chronological order.
Cause and Consequence	Know how to make comparisons between old and new.	Know differences in the way of life by comparing photographs/pictures of people or events in the past. Know how to make comparisons between the past and present.	Know there are reasons for people's actions. Know there is an impact as a result of the actions of others.	Know that our knowledge is constructed from a range of evidence. Evaluate similarities and differences between periods of time. Know trends and connections over time.	Know links between the time period studied and offer reasonable explanations. Know how to make comparisons between the periods studied and today's society. Know that events are seen as significant because they have resulted in change and had consequences for people over time.	Know that decisions can have positive and negative consequences. Know that attitudes, beliefs and opinions about consequences may differ by groups of people. Know the impact that events had on the wider world.	Know that people make decisions for a variety of reasons e.g. personal gain, a lack of options. Know how to use evidence to support explanations on the causes and effects. Know how to evaluate the impact that events had on the wider world.
Historical Enquiry	Knows that artefacts are symbols of significance from the past	Know how to use artefacts to answer questions about the past. Know how fact and fiction are different.	Know how to use a range of sources to answer questions about the past. Begin to use evidence to answer questions. Know how to compare sources and artefacts and say how they differ.	Know how to use a range of sources to research events, people and changes. Know how to identify and record relevant information. Know how to use evidence to answer questions about different periods in time.	Know how to combine relevant information from different sources. Know how to evaluate information from a range of sources. Identify and give reasons for, results of, events situations and changes within periods studied.	Know the difference between primary and secondary sources. Know how to generate own questions leading to own area of enquiry. Know how knowledge is constructed from a range of sources and versions of the past may differ.	Know how to use evidence collected to build up a picture of life in the time studied. Know how to use the knowledge gathered to work out how conclusions were arrived at. Know how to evaluate a range of sources to find out about an aspect of the past.
Similarity, Difference and Significance	Knows that there are things that are similar and different from the past.	Know who was important in a simple historical recount. Know there are similarities and differences between new and old objects.	Know who was important in a simple historical recount and give reasons why. Know similarities and differences between life now and in the past.	Know some key people in historical events and say why they were important. Know that observations can be made to identify comparisons.	Know the key people in historical events, what they did and say why they were important. Know about different people and their beliefs in a period of time.	Know that historically significant people may be viewed differently by different groups. Know that there can be similarities and differences in everyday life for different groups of people e.g. men and women, rich and poor, rulers and ordinary people.	Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successful repelled.

Progression by Year Group

Reception



EYFS Statutory Framework Early Learning Goals:

- 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.

Development Matters Framework:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

Families	Celebrations	Technological Changes	Transport and Travel
Children begin their historical enquiry focusing on those most familiar to them. The children will look at the sequence of events that occur from birth to now (birthdays). Children will also focus on their family tree, discuss features of time passage and generations of their family.	Children will make comparisons between celebrations in the past and now, discussing the similarities and differences and their significance.	Children will investigate different types of technology we use now on a daily basis. Children will compare this to the technology available in the generation before them (parents and grandparents). Children will briefly discuss the first pieces of technology made.	Children will compare and comment on types of transport, identifying similar/different features and why these may have changed through time.
Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference and Significance
Know the context of today, tomorrow and yesterday.	Know how to make comparisons between old and new.	Knows that artefacts are symbols of significance from the past.	Knows that there are things that are similar and different from the past.

Year One



National Curriculum:

- Changes within living memory;
- Events beyond living memory that are significant nationally or globally

Toys	Great Fire of London
Beginning their History learning with an aspect that is relevant to pupils' lives. The children will look at how toys have changed over the past 100 years, looking at toys their grandparents and parents have played with in comparison to what they play with, and identify which toys are new and old.	Pupils will investigate the Great Fire of London, learning what it was and why it is so significant in History. They will find out the cause of the fire, why it spread, and the effect it had on civilisation following the fire.
Substantive Knowledge	Substantive Knowledge
<ul style="list-style-type: none"> - Know what toys are like today. - Know that toys were different in the past. - Know toys were made of different materials. - Know that chronological is time order. - Know photos of toys and artefacts can be placed in chronological order. - Know that toys have changed over generations. 	<ul style="list-style-type: none"> - Know what London is like in the present and past (how it has changed). - Know where the Great Fire of London was and what year it happened. - Know that the fire began in Thomas Farriner's bakery on Pudding Lane. - Know that the fire spread quickly because of the housing in London. - Know the events of the Great Fire of London.
Key Vocabulary	Key Vocabulary
Toys, present, past, old, new, similar, different, decade, century, generation, materials, inventions.	London, 2 nd September 1666, 17 th Century, Pudding Lane, Thomas Farriner, bakery, Tudor house, narrow, flammable, Samuel Pepys, Diary, fire break, fire hook.

Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference & Significance
Know how to order events chronologically within closer time boundaries.	<p>Know differences in the way of life by comparing photographs/ pictures of people or events in the past.</p> <p>Know how to make comparisons between the past and present.</p>	<p>Know how to use artefacts to answer questions about the past.</p> <p>Know how fact and fiction are different.</p>	<p>Know who was important in a simple historical recount.</p> <p>Know there are similarities and differences between new and old objects.</p>

Year Two



National Curriculum:

- Significant historical events, people and places in their own locality;
- 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.

Goose Fair		Emily Davison and Rosa Parks	
Goose Fair has been chosen as the significant historical event from their own locality. Children will learn about how the purpose of Goose Fair has changed from when it began, including its purpose, the location, and the fun fair itself. They will also learn about the involvement of the travelling community in the present.		During this topic children will learn about the lives of Florence Nightingale and Mary Seacole, why they are significant in history, and how they contributed to civilisation.	
Substantive Knowledge		Substantive Knowledge	
<ul style="list-style-type: none">- Know what present day Goose Fair is like.- Know how the purpose of Goose Fair has changed from trade to recreational.- Know that Goose Fair has been located at the Market Square and Forest Recreation ground.- Know how the Fun Fair has developed over the last 200 years.- Know about the involvement the Travelling Community have with Goose Fair.		<ul style="list-style-type: none">- To know that equality means being treated the same.- To know that Emily was a suffragette and wanted equal rights for women.- Emily Davidson died in 1913 at the Epsom Derby.- To know that Rosa Parks refused to give up her seat for a white person.	
Key Vocabulary		Key Vocabulary	
Goose Fair, Nottingham, geese, trade, fun fair, Market Square, Forest Recreation ground, animals, rides, Travellers.		Equality, Sex, Racism, Rights, Protest, Segregation, Suffragettes, Discrimination	
Disciplinary Knowledge			
Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference & Significance
Know how to sequence periods of British History previously studied on a timeline.	<p>Know there are reasons for people's actions.</p> <p>Know there is an impact as a result of the actions of others.</p>	<p>Know how to use a range of sources to answer questions about the past.</p> <p>Begin to use evidence to answer questions.</p> <p>Know how to compare sources and artefacts and say how they differ.</p>	<p>Know who was important in a simple historical recount and give reasons why.</p> <p>Know similarities and differences between life now and in the past.</p>

Year Three



National Curriculum:

- Changes in Britain from the Stone Age to the Iron Age;
- The achievements of the earliest civilizations

Stone Age to Iron Age	Ancient Egyptians
This topic studies the late Neolithic hunter-gatherers and early farmers, such as Skara Brae; the developments in the Bronze Age including religion, technology and travel, for example, Stonehenge; and communities in the Iron Age hill forts: tribal kingdoms, farming, art and culture.	An in-depth study and overview of where and when the first civilizations appeared in Ancient Egypt.
Substantive Knowledge	Substantive Knowledge
<ul style="list-style-type: none"> - Know how Britain changed between the beginning of the Stone Age and the Iron Age. - Know the main differences between the Stone, Bronze and Iron Ages. - Know what is meant by hunter-gatherers. - Know a range of sources to describe the lifestyle of people during the Stone Age. - Know the different types of houses that were built during the Stone Age and to explain why particular materials were used during certain periods. 	<ul style="list-style-type: none"> - Know the Ancient Egyptian period in history was over 7000 years. - Know the difference between the lives of wealthy and poor people. - Know the process of mummification. - Know what Ancient Egyptians believed. - Know why the Ancient Egyptians used the pyramids. - Know about the achievements and inventions from the Ancient Egyptians.
Key Vocabulary	Key Vocabulary
Stone Age, Bronze Age, Iron Age, Neolithic, hunter gather, settlement, Stonehenge, Skara Brae, flint, cave paintings, prehistoric.	Dynasty, Pharaoh, Tutankhamun, sarcophagus, mummification, canopic jars, tomb, afterlife, Gods and Goddesses, pyramid, hieroglyphics, papyrus, River Nile.

Disciplinary Knowledge

Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference & Significance
Know how to sequence several events or artefacts, from a specific time period, onto a timeline.	<p>Know that our knowledge is constructed from a range of evidence.</p> <p>Evaluate similarities and differences between periods of time.</p> <p>Know trends and connections over time.</p>	<p>Know how to use a range of sources to research events, people and changes.</p> <p>Know how to identify and record relevant information.</p> <p>Know how to use evidence to answer questions about different periods in time.</p>	<p>Know some key people in historical events and say why they were important.</p> <p>Know that observations can be made to identify comparisons.</p>

Year Four



National Curriculum:

- The Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots.

Romans	Anglo Saxons and Scots
During this topic, students will learn how Roman civilisation has contributed to British society, as well as when the Romans first came to Britain, what resistance there was to their invasion, and the size of the Roman Empire by AD 42.	Pupils will analyse the Anglo Saxon's growth of power through invasion, along with the reasons for settling in Britain, and the formation of their different Kingdoms.
Substantive Knowledge	Substantive Knowledge
<ul style="list-style-type: none"> - Know how Britain changed from the Iron Age to the end of the Roman occupation. - Know how the Roman occupation of Britain helped to advance British society. - Know how there was resistance to the Roman occupation and know about Boudica. - Know about at least one famous Roman emperor - Know the Romans invaded Britain three times, however, they were only successful on their third attempt. - Know why the Romans invaded and settled. - Know the Romans introduced many things in Britain which influenced our life today. 	<ul style="list-style-type: none"> - Know about the Roman withdrawal from Britain in 410 AD. - Know the Saxons settled on the east coast and south coast. - Know the Anglo Saxons were set up in tribes and not united. - Know they had 5 Kingdoms each ruled by different people. - Know the Vikings started to raid part of England. - Know who Alfred the Great was and that he bought the Anglo Saxons time by paying the Vikings. - Know Christianity had become established in Britain by the end of the 7th century. - Know Pagan religion was still practised within the poor people.
Key Vocabulary	Key Vocabulary
Centurion, Julius Caesar, Emperor Claudius, invade, conquer, Romanisation, Boudica, rebellion, settlement, empire.	Anglo-Saxon, Scots, invade, raid, settle, kingdom, Wessex, Alfred the Great, Lindisfarne, Pagans.

Disciplinary Knowledge

Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference & Significance
<p>Know how to locate and place different historical periods on a timeline.</p> <p>Know how to date events on a timeline.</p>	<p>Know links between the time period studied and offer reasonable explanations.</p> <p>Know how to make comparisons between the periods studied and today's society.</p> <p>Know that events are seen as significant because they have resulted in change and had consequences for people over time.</p>	<p>Know how to combine relevant information from different sources.</p> <p>Know how to evaluate information from a range of sources.</p> <p>Identify and give reasons for, results of, events situations and changes within periods studied.</p>	<p>Know the key people in historical events, what they did and say why they were important.</p> <p>Know about different people and their beliefs in a period of time.</p>

Year Five



National Curriculum:

- A non-European society that provides contrasts with British history;
- Ancient Greece

Benin		Ancient Greece	
Benin offers an opportunity to compare with British society at the time, when the Saxons, Vikings and Normans were ruling. Although this period is a thousand years ago, pupils will also be able to compare with the Tudors as the kingdom of Benin was not really established until the Oba Eweka I in the 1200s. Later Benin was involved in the slave trade.		A study of Greek life and achievements and their influence on the western world. Pupils will also learn about how the Greeks gained power through invasion and democracy.	
Substantive Knowledge		Substantive Knowledge	
<ul style="list-style-type: none">- Know that Benin, in modern day Nigeria, was an advanced society as long ago as a thousand years, in many ways more advanced than Saxon and Viking society at the time.- Know that Benin developed in their own right and not as a result of contact with Europeans.- Know that Benin society was organised around the all-important Oba who lived in his own palace within a well-defended city.- Know the society is best remembered for its magnificent bronzes.		<ul style="list-style-type: none">- Know Alexander the Great was a famous military commander and king of Macedonia.- Know Alexander the Great gained control of all of Greece.- Know that the first recorded Olympic Games took place in Olympia in 776 BC.- Know how the Greeks gave us Democracy.- Know in Athens they had a democratic government.- Know that Greece is famous for its architecture, philosophy, arts, politics, scientific and mathematical ideas.- Know the Ancient Greeks believed in hundreds of different Gods and Goddesses.	
Key Vocabulary		Key Vocabulary	
Barter, bronzes, dynasty, empire, fortifications, loot, Oba		Alexander the Great, Athenians, Spartans, Olympics, Democracy, Aristotle, philosopher, Acropolis, Parthenon, Zeus.	
Disciplinary Knowledge			
Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference & Significance
Know how to use appropriate historical terms to sequence events and periods on a timeline. (ancient, BCE, CE, AD, century, decade)	<p>Know that decisions can have positive and negative consequences.</p> <p>Know that attitudes, beliefs and opinions about consequences may differ by groups of people.</p> <p>Know the impact that events had on the wider world.</p>	<p>Know the difference between primary and secondary sources.</p> <p>Know how to generate own questions leading to own area of enquiry.</p> <p>Know how knowledge is constructed from a range of sources and versions of the past may differ.</p>	<p>Know that historically significant people may be viewed differently by different groups.</p> <p>Know that there can be similarities and differences in everyday life for different groups of people e.g. men and women, rich and poor, rulers and ordinary people.</p>

Year 6



National Curriculum:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- A local history study.

World War 2	The Viking and Anglo-Saxon struggle for England: Viking invasions	The World Wars in Woodborough
Pupils will learn the reasons why the Second World War began. The main focus of this topic will be on the lives of children during the war.	Following on from the Anglo-Saxons and Scots topic in Year 4, pupils will continue to build their knowledge in the Viking raids and invasion.	Pupils will learn about how the wars affected the people of Woodborough. This will include evacuees, PoWs and a significant individual from the local area.
Sticky Knowledge	Sticky Knowledge	Sticky Knowledge
<ul style="list-style-type: none"> - Know that World War 2 began on 3rd September 1939 and finished in 2nd September 1945. - Know that Hitler was the leader of the Nazis party. - Know that the Nazis invaded Poland so Britain and France declared war on Germany because they refused to leave. - Know that evacuation first took place on 1st September 1939. - Know why children were evacuated. - Know what life was like for evacuees and the host families. - Know what life was like on the home front. - Know what the Holocaust was. 	<ul style="list-style-type: none"> - Know where the Vikings came from. - Know how and why the Vikings invaded Britain. - Know the Vikings raided the East coast of England. - Know Alfred the Great negotiated a truce with the Vikings. - Know the Danelaw was an area of England controlled by the Vikings. - Anglo-Saxon settlements later became the kingdoms of Essex, Wessex and Sussex. - Know the Battle of Hastings took place when William of Normandy (Northern France) invaded and King Harold marched to meet him. - Know how Edward the Confessor was. - Know key facts about him and when he died. 	<ul style="list-style-type: none"> - Know that Woodborough was a small farming village prior to the war. - Know there were 16 people from Woodborough who lost their lives during the WW1. - Know there were 8 people from Woodborough who lost their lives during WW2. - Know who the 8 men were from Woodborough and information about them. - Know what role Woodborough Hall had during WW2. - Know who Sir Trafford Leigh-Mallory was. - Know what life was like for children in Woodborough and evacuees living there at the time of WW2. - Know what happened at the prison of war camp in Woodborough. - Know about the significance of Woodborough's Home Guard.
Key Vocabulary	Key Vocabulary	Key Vocabulary
Allies, Adolf Hitler, Winston Churchill, Nazi, evacuation, evacuees, Kindertransport, propaganda, Blitz, rations, air raid, Holocaust, Treaty of Versailles, genocide.	Vikings, Scandanavia, Raids, berserkers, Odin, Danelaw, Jorvik, conquest, invasion, settlement, William of Normandy, King Harold, Edward the Confessor.	Enrolled, conscription, census, Trafford Leigh-Mallory, Woodborough Hall, prisoner of war camp, Air Vice-Marshal, Home Guard, Anderson Shelter, evacuees, war memorial

Disciplinary Knowledge			
Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference & Significance
Know that events in history happen concurrently and place correctly in a chronological order.	<p>Know that people make decisions for a variety of reasons e.g. personal gain, a lack of options.</p> <p>Know how to use evidence to support explanations on the causes and effects.</p> <p>Know how to evaluate the impact that events had on the wider world.</p>	<p>Know how to use evidence collected to build up a picture of life in the time studied.</p> <p>Know how to use the knowledge gathered to work out how conclusions were arrived at.</p> <p>Know how to evaluate a range of sources to find out about an aspect of the past.</p>	Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successful repelled.