

THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

CARE
courage ambition respect enjoyment



KNOWLEDGE DEVELOPMENT OVERVIEW: History

SUBJECT: HISTORY

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 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.

INTENT

Our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding of Britain's past and that of the wider world. The study of history ignites children's curiosity about how and why the world, our country, culture and local community have developed over time. Children will understand how the past influences the present. History will enable children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values and their understanding of what makes a good and responsible citizen.

Through our history curriculum we aim to:

- encourage a sense of curiosity and understanding of events, places and people in a variety of times and environments.
- develop an interest in the past and an appreciation of human achievements and aspirations.
- develop children's understanding of the values of our society.
- enable focused learning about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- develop a knowledge of chronology within which the children can organise their understanding of the past.
- support children to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- enhance and develop children's enquiry skills and develop the range of skills required to interpret primary and secondary source materials
- help children distinguish between historical facts and the interpretation of those facts
- develop children's understanding that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

EYFS

Understanding the World

Past and Present

ELG Children at the expected level of development will:

- 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;

History is taught in EYFS as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about similarities and differences in past and present events in their own lives, and those of their families and other people they know. They will also talk about the lives of people around them and their roles in society. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through settings, characters and events in books, children will discover the meaning of new and old in relation to their own lives.

IMPLEMENTATION

Learning will start by linking back to prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Tier three subject specific vocabulary is displayed on the learning wall along with key facts and questions. Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

KEY THEMES		
Chronology Developing an understanding of chronological contexts.	Continuity and Change Learning about what has changed and what has stayed the same.	Cause and Effect Discovering why something happened and what the consequences have been.
Significance, Interpretation and Impact Considering the effect events had on people at the time and into the future.	Historical Enquiries Communicating research from primary and secondary sources.	Historical Vocabulary Using words and phrases that describe the passing of time and context of civilisations.
KEY SKILLS		
<p>Observing - Read critically: search for clues in texts, documents - and images, too.</p> <p>Questioning and Investigating - Critical thinking skills: be curious and use logic to ask questions. Find and retrieve evidence: this includes both primary and secondary sources. Handle sensitive evidence carefully and responsibly.</p> <p>Analysing and Interpreting - Key traits to develop are integrity, determination and empathy - to put yourself in someone else's shoes.</p> <p>Reflecting and Concluding - Develop keen judgement and make reasoned decisions: this includes making moral and ethical choices.</p> <p>Recording and Communicating - Communication skills: explain and inform by writing and speaking well.</p>		
KEY KNOWLEDGE – Constructing the Past		
Building a coherent knowledge of the past through periods of history.		

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. This is reviewed as part of the Assess, Plan, Do, Review cycle.

National Curriculum Requirements

<p><u>Early Years Statutory Framework: Expressive Arts and Design</u></p> <p>3 & 4 Year Olds Begin to make sense of their own life-story and that of their family</p> <p>Reception Children Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>ELG: Children at the expected level of development will:</p> <p>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</p>	<p><u>Key Stage 1</u></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - 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] - 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 BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - Significant historical events, people and places in their own locality. 	<p><u>Key Stage 2</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age - The Roman Empire and its impact on Britain - Britain’s settlement by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - A local history study - A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 - 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 - Ancient Greece – a study of Greek life and achievements and their influence on the western world - 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
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Support

Our history curriculum seeks to include all children through the use of high-quality discussion and debate to explore different topics.

Through the use of different scaffolds, such as word banks, visual aids, stem sentences, practical resources, and adult intervention, we ensure that all children are able to fully engage in history lessons.

Teachers help to model how we empathise with different aspects in the past to help children make those important connections.

Explicit sharing of past and modern-day careers gives the children greater context and the ability to see opportunities open to them.

Carefully chosen, high quality texts, enable us explore all kinds of history, including the celebration of women and people from different countries and their beliefs, therefore developing pupils understanding of our diverse world and their role within it.

Our history curriculum is cyclical so that pupils return to the same disciplinary and substantive concepts during their time in primary school, supporting the cognitive process of building knowledge so that it sticks.

Challenge

Each unit of History is formed through the use of open-ended questions to allow all children to construct their own argument from the information which they have learnt and decide which parts of evidence to include.

Challenge can be provided by the use of the extension question, a question which calls on the child to dive more deeply into a subject and synthesise their learning to come up with an answer: to analyse the results of their research and decide upon which, of a series of achievements, is the most significant or what might the impact have been had something not occurred.

As children progress through the school, the level of challenge becomes greater and in upper Key Stage two the children are regularly called upon to answer questions which are concerned with discerning how and why contrasting arguments of the past are put forward or to devise and pursue their own historical enquiries. Tasks like these challenge all children, but particularly allow children, who are exceeding the work of their peers, to shine by providing them with opportunities for independent research and to reach independent conclusions

Cycle A

		EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Autumn		<p>Dragons and Dinosaurs</p> <p>Castles / Medieval times <i>How did the motte and bailey help protect a King?</i> Significant people – Mary Anning</p>	<p>Who Am I?</p> <p>Stone Age to Iron Age <i>How did the Stone Age affect our lives?</i></p>	<p>Darwin's Delights</p> <p>Historical migration and its impact on our local area. <i>Why did migrants come to Britain? (Chronology Focus)</i></p>
	Spring		<p>Frozen Planet</p> <p>Significant people – Captain Scott <i>What makes a great explorer?</i></p>	<p>Swords and Sandals</p> <p>Romans <i>What was the impact of the Roman empire on Britain?</i></p>	<p>King for a Day</p> <p>The Viking and Anglo Saxons <i>Why did the Anglo-Saxons and Vikings settle in Britain?</i> <i>Who was more vicious – the Anglo-Saxons or the Vikings?</i></p>
	Summer		<p>Where the Wild Things Are</p>	<p>Temples, tombs and treasures</p> <p>Ancient Egypt <i>How did the ANCIENT EGYPTIANS build the pyramids?</i></p>	<p>Evacuated to Thakeham</p> <p>WW2 <i>Could I have survived the Blitz?</i></p>

Cycle B

	Autumn			<p>Reaching for New Heights</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <i>Where and when did the earliest civilisations begin?</i></p>	<p>Reach for the Stars</p> <p>Ancient Greece <i>How have the Greeks shaped my world?</i></p>
	Spring			<p>Dazzle and Decibels</p> <p>Changes in an aspect of British history: Leisure and entertainment in the 20th century. <i>How has watching and listening to music changed?</i></p>	<p>Daring Explorers</p> <p>Local Area Focus <i>How has Thakeham changed?</i></p>
	Summer			<p>Victorians</p> <p>Victorians – Changing power of the monarch <i>How was Victorian Britain changed by the Industrial Revolution?</i></p>	<p>Extreme Earth</p> <p>Murderous Maya <i>Were the Maya the greatest civilisation ever?</i></p>

Knowledge Development

	EYFS	Y1/2		Y3/4		Y5/6	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Constructing the past through enquiry questions.	<p>Children at the expected level of developments will:</p> <ul style="list-style-type: none"> - Talk about the lives of 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>Events beyond living memory.</p> <p>What was life like in a medieval castle?</p> <p>Significant Individuals</p> <p>Why do we remember Many Anning?</p> <p>Significant Individuals and events</p> <p>Who was Captain Scott and what did he do?</p>		<p>Stone Age to Iron Age</p> <p>How did the Stone Age affect our lives?</p> <p>The Romans</p> <p>What was the impact of the Roman Empire on Britain?</p> <p>Ancient Egypt</p> <p>How and why did the Egyptians build the pyramids?</p>	<p>The Earliest Civilisations</p> <p>Where and when did the earliest civilisations begin?</p> <p>Leisure and entertainment in the 20th century.</p> <p>How has watching and listening to music changed?</p> <p>The Victorians</p> <p>How was Victorian Britain changed by the Industrial Revolution?</p>	<p>Migration</p> <p>Why did migrants come to Britain?</p> <p>Anglo-Saxons, The Scots & Vikings</p> <p>Why did they settle in Britain?</p> <p>Who was more vicious – the Anglo-Saxons or the Vikings?</p> <p>The Battle of Britain</p> <p>Could I have survived the Blitz?</p>	<p>Ancient Greeks</p> <p>How have the Greeks shaped my world?</p> <p>Local Study</p> <p>How has Thakeham changed?</p> <p>The Ancient Maya</p> <p>Were the Maya the greatest civilisation ever?</p>
Carrying out a historical enquiry		<p>To begin to identify ways to represent the past e.g. photos, stories, adults talking about the past, websites.</p> <p>To ask and answer questions about old and new objects.</p> <p>To answer questions using an artefact, photo provided, including an event beyond living memory.</p> <p>To offer a plausible explanation about what an object was used for in the past.</p>	<p>To identify different ways to represent the past.</p> <p>To demonstrate knowledge and understanding about the past through simple recording, using texts and drawings.</p> <p>To use a source – why, what who, how, where to ask questions and find answers.</p> <p>To discuss the effectiveness of different historical sources.</p>	<p>To identify and give reasons for different ways in which the past is represented.</p> <p>To distinguish between different sources and evaluate their usefulness.</p> <p>To look at representations of the period through cartoons.</p> <p>To use a range of sources to find out about a period, including using the library and e-learning.</p> <p>To observe small details in artefacts and pictures.</p> <p>To select and record information relevant to the study.</p> <p>To express an opinion on whether a person or event had a positive or negative impact on life in Britain.</p> <p>To suggest suitable research questions.</p>	<p>To look at evidence available and begin to evaluate the usefulness of them.</p> <p>To choose relevant material to present a present a picture of one aspect of life in the past.</p> <p>To ask a variety of questions.</p> <p>To research two versions of an event and say how they differ.</p> <p>To explain how an event can have more than one cause.</p> <p>To ask and answer more complex questions through independent research.</p> <p>To look for links and effects in time studied in order to offer a reasonable explanation for some events.</p>	<p>To compare account of events from different sources and offer some reasons for different versions of the events.</p> <p>To begin to identify primary and secondary sources.</p> <p>To use evidence to build up a picture of life in time studied.</p> <p>To select relevant sections of information, confident use of the library and e-learning, research.</p> <p>To explain why people acted the way they did.</p> <p>To follow independent lines of enquiry.</p> <p>To make connections, draw contrasts and identify trends in two or more periods of time to improve historical perspective.</p> <p>To use a range of sources to describe an event.</p>	<p>To link sources and work out how a conclusion were arrived at.</p> <p>To consider ways to check accuracy of interpretations.</p> <p>To be aware that different evidence will lead to different conclusions.</p> <p>To show confidence in the use of the library for research.</p> <p>To begin to identify primary and secondary sources.</p> <p>To bring knowledge from a range of accounts together.</p> <p>To describe how different types of evidence tells us different things about the past and understand why contrasting arguments and interpretations occur.</p>
Sequencing the past/Chronology		<p>To sequence events, artefacts or pictures in chronological order from different time periods.</p> <p>To describe memories of key events in lives and order chronologically.</p>	<p>To sequence events, artefacts or pictures in chronological order from different time periods.</p> <p>To describe memories of key events in lives and order chronologically.</p>	<p>To use a timeline within a specific time in history to set out the order things may have happened.</p> <p>To sequence events or artefacts.</p> <p>To use date related to the passing of time.</p> <p>To show a deepening understanding of chronology realising that the past can be divided up into different time periods.</p> <p>To remember key historical facts and some dates from a period studied.</p>	<p>To place events from a period studied on a timeline.</p> <p>To use terms related to the period and begin to date events.</p> <p>To understand and use more complex terms e.g. BCE / AD.</p> <p>To plot history on a timeline using centuries and decades.</p> <p>To remember key historical facts and some dates from a period studied.</p>	<p>To place current study on timeline in relation to previous studies.</p> <p>To sequence up to ten events on a timeline.</p> <p>To relate current studies to previous studies and make comparisons between different periods.</p> <p>To independently place historical events or change on a timeline, to remember key facts from the period studied.</p>	<p>To place current study on timeline in relation to previous studies.</p> <p>To use relevant dates and terms.</p> <p>To place</p> <p>To know and sequence key events of time studied.</p> <p>To place features of historical events and people from past societies and periods in a chronological framework.</p>
Continuity and change		<p>To identify that changes have happened in history that can impact on today.</p> <p>To identify that there are reasons for continuities and changes and stating some of these.</p> <p>To identify that continuity or change can be a good thing or a bad thing.</p>	<p>To identify that changes throughout history have had important consequences.</p> <p>To identify why some things have stayed the same throughout history.</p>	<p>To identify the continuity and changes throughout the Stone, Bronze and Iron Ages to Roman Britain by comparison of: housing, society, food, entertainment or beliefs</p> <p>To identify the similarities and differences between the Ancient Egyptians (or previous time studied) and Roman Britain through: housing, society, food, entertainment or beliefs.</p>	<p>To identify the continuity and change from Victorian Britain to the modern day through comparison of: housing, society, education or entertainment.</p>	<p>To identify the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: housing and society.</p>	<p>Identifying the continuity and change from the significant turning point of the Battle of Britain through comparison of: housing, society, education or entertainment.</p>
Cause and effect		<p>To identify that certain events and individuals have had major consequences in history.</p> <p>To identify that history can affect the local area, as well as nationally and globally.</p> <p>To identify that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'</p>	<p>To identify that certain events and individuals have had major consequences in history.</p> <p>To identify how events from history are so significant that they are remembered each year.</p> <p>To identify specific causes and effects from different periods and beginning to establish links between them.</p>	<p>To identify the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally.</p> <p>To identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today.</p> <p>To identify what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life.</p> <p>To identify the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations).</p>	<p>To identify why Victorian inventors created so many inventions that are still around today.</p> <p>To identify the effect of Victorian inventions on today's world as either positive or negative.</p>	<p>To identify the causes and effects of Anglo-Saxon, The Scots and Viking invasion on Britain.</p> <p>To identify that one event can have multiple effects.</p>	<p>To identify the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>To identify the cause and effect of Spanish explorers on the Maya – positive or negative.</p>
Significance and interpretation		<p>To identify why certain people/events are significant in history – achievements, impact etc. both locally and nationally.</p> <p>To begin to understand what makes someone or something significant.</p>	<p>To identify why certain people/events are significant in the wider context of history.</p> <p>To identify that certain individuals and events have had an impact locally, nationally and internationally.</p>	<p>To identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</p> <p>To identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence.</p>	<p>To identify the significance of Victorian achievements and their impact on today.</p> <p>To understand why others might choose alternative achievements.</p> <p>To interpret the achievements of the Victorians as a turning point in British history in the context</p>	<p>To identify why interpretations can change in light of new evidence – eg change in meaning of the word 'barbarian'.</p>	<p>To interpret the achievements of the Maya compared to the Ancient Greeks and the Vikings and make a judgement on their significance – which achievements were more impressive?</p>

				<p>To use Boudicca primary sources to understand that that is one viewpoint and cannot be verified.</p> <p>To identify why Boudicca is such a significant individual for both British and Roman British history.</p> <p>To identify why interpretation of these sources is critical to our understanding of the past.</p>	<p>of then and now – who felt more of their impact, us or them?</p>		
<p>Vocabulary and communication</p>		<p><u>Year 1</u></p> <p>To use simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now'.</p> <p>To use simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'.</p> <p>To communicate through timelines (3D with objects, pictures, sequential pictures), drama, role play, writing (e.g. reports, labelling, simple recount) and ICT,</p> <p><u>Year 2</u></p> <p>To communicate and understanding through class display or museum, annotated photos, ICT.</p> <p>To use phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>To use words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'.</p>	<p><u>Year 3</u></p> <p>To communicate and understanding about historical events and famous people in a variety of ways – labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations and drama.</p> <p>To use appropriate historical vocabulary to describe key features of a time period.</p> <p>To use phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'.</p> <p>To use words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BCE/AD'.</p> <p><u>Year 4</u></p> <p>To select data and organise it to answer historical questions.</p> <p>To display findings in a variety pf ways.</p> <p>To work independently and in groups.</p> <p>To use phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>To use words and phrases to describe events and people from the past – e.g. 'empire' 'civilisation', 'parliament', 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p><u>Year 5</u></p> <p>To fit events into a display sorted by theme/ To use relevant terms and time vocabulary to match dates to people and events. To record and communicate knowledge in different forms. To work independently and in groups showing initiative. To make appropriate use of historical terms and understand concepts e.g. local, regional, national and international. To produce well-structured narratives, descriptions and explanations. To use phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>To use words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' '</p> <p><u>Year 6</u></p> <p>To communicate knowledge and understanding through extended writing and carry out individual investigations. To select, organise, summarise and present relevant information from a wide range of sources in the most effective way for a given purpose. To use phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>To use words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'.</p>			

Last audited: 1.2.2024 by EH