



Knowledge Progression in the National Curriculum

History Curriculum Progression

EYFS	Key Stage 1		Key Stage 2			
<u>Comparison</u> Compare and contrast						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and in the lives of family members	Identify similarities and differences between ways of life within living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.		Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
<u>Humankind</u> Civilisations Everyday life Hierarchy and power						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and in the lives of family members	Describe an aspect of everyday life within living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical periods. Describe everyday life in a Roman town, including	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Create an in-depth study of an aspect	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	Evaluate the human impact of war or conflict on the everyday life of a past or ancient society. Describe and explain the



			<p>jobs, houses and schooling.</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p>of British history beyond 1066.</p> <p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>Study a feature of a past civilisation or society.</p>	<p>significance of a leader or monarch.</p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p>
<p>Change Changes over time British history Chronology</p>						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and in the lives of family members	Describe a significant historical event in British history.	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan	Create an in-depth study of an aspect of British history beyond 1066.	Describe the causes and consequences of a significant event in history.



	Order information on a timeline	Sequence details about an event beyond living memory in chronological order.	Sequence dates and information from several historical periods on a timeline.	ways to answer them Explain the cause, consequence and impact of invasion and settlement in Britain. Sequence significant dates about events within a historical time period on historical timelines.	Sequence, and make connections between, periods of world history on a timeline.	Debate the significance of a historical person, event, discovery or invention in British history. Articulate and present a clear, chronological world history narrative within and across historical periods studied.
Significance						
Events People						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and in the lives of family members	Explain why a significant individual is important.	Describe the impact of a significant historical individual.	Explain the cause and effect of a significant historical event. Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Explain in detail the multiple causes and effects of a significant historical event. Construct a profile of a significant leader using a range of historical sources.	Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.



Creativity						
Report and conclude Communication						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and in the lives of family members		Present historical information in a simple non-chronological report, fact file, story or biography.	Make choices about the best way to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report or in-depth study. Use more complex historical terms to explain and present historical information.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Articulate and organise important information and detailed historical accounts using topic-related vocabulary.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance Use abstract terms to express historical ideas and information.
Place						
Local History						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and in the lives of family members		Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.		



Materials Artefacts						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and in the lives of family members	Use a range of historical artefacts to find out about the past.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Make deductions and draw conclusions about the reliability of a historical source or material.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.		Ask perceptive questions to help evaluate a historical source.



Knowledge Progression in the National Curriculum

History Curriculum Progression

Year	Term			<u>Cross Curricular Links:</u>	<u>Key Vocabulary:</u>
EYFS	Autumn 1	<p><u>Topic: Do you want to be friends? (people who help me at home)</u></p> <ul style="list-style-type: none"> Read the stories, <i>My Mum</i> by Anthony Browne and <i>Superhero Dad</i> by Timothy Knapman Ask 'Who helps you?' and 'How do they help you?' Allow the children time to share their experiences and routines and compare them to each other. For example, 'Jake's mum puts him to bed, but Mia's dad puts her to bed'. 		Speaking Listening Understanding Making relationships Reading	Past/present different/difference Same/similar Ourselves/others Events/lives
		<p><u>Knowledge</u> They know the difference between past and present events in their own lives and some reason why people's lives were different in the past. (Exceeding)</p>	<p><u>Skills</u> Children can talk about past and presents events in their own lives and in the lives of their family. (ELG)</p>		
	Autumn 2	<p><u>Topic: What happens when I fall asleep?</u></p> <ul style="list-style-type: none"> Share <i>A Book of Sleep</i> by Il Sung Na with the children. Child complete a mini sleep diary to fill in with help from their parents or carers. They should note when they go to bed, when they get up and approximately how many hours of sleep do they get each night? After a week, the children bring in and compare their diaries. 		Speaking Listening Understanding Making relationships Reading	Sleep Tired Diary Compare Same/similar Past/present different/difference



		<p>Knowledge They know the difference between past and present events in their own lives and some reason why people's lives were different in the past. (Exceeding)</p>	<p>Skills Children can talk about past and presents events in their own lives and in the lives of their family. (ELG)</p>		<p>Ourselves/others Events/lives</p>
	Spring 1	<p>Topic: Little red riding hood</p> <ul style="list-style-type: none"> Ask the children whether they would be asked to go to their grandmas alone? If they did how would they get there, what would they pass, what would they take, what would be in grandma's house? 		<p>Cross Curricular Links: Reading Writing Speaking Listening Understanding Geography (maps houses prepositional language)</p>	<p>Key Vocabulary: Past/present different/difference Same/similar Ourselves/others Events/lives</p>
		<p>Knowledge They know the difference between past and present events in their own lives and some reason why people's lives were different in the past. (Exceeding)</p>	<p>Skills Children can talk about past and presents events in their own lives and in the lives of their family. (ELG)</p>		
	Spring 2	<p>Topic: Context of peter pan and pirate ships:</p> <ul style="list-style-type: none"> The children will be looking at the history of transport How transport has adapted Victorian clothing Victorian homes 		<p>Cross Curricular Links: Reading Writing Speaking Listening Understanding Geography (maps)</p>	<p>Key Vocabulary: Past/present different/difference Same/similar Ourselves/others Events/lives Ships Sailing Victorian times</p>
		<p>Knowledge: They know the difference between past and present events in their own lives and some reason why people's lives were different in the past (Exceeding)</p>	<p>Skills: Children can talk about past and presents events in their own lives and in the lives of their family. (ELG)</p>		



	Summer 1	<u>Topic: Why do Zebras have stripes? (African culture)</u> <ul style="list-style-type: none"> Some of the African children/families could share about events in their lives or others 		<u>Cross Curricular Links:</u> Speaking Listening Understanding Making relationships Reading Expressive arts and designs The world	<u>Key Vocabulary:</u> Ourselves/others Events/lives Past/present different/difference Same/similar culture
		<u>Knowledge:</u> They know the difference between past and present events in their own lives and some reason why people's lives were different in the past (Exceeding)	<u>Skills:</u> Children can talk about past and presents events in their own lives and in the lives of their family. (ELG)		
	Summer 2	<u>Topic: What can you see in summer?</u> <ul style="list-style-type: none"> Children to share holidays they have been on 		<u>Cross Curricular Links:</u> Speaking Listening Understanding Making relationships Reading Expressive arts and designs The world	<u>Key Vocabulary:</u> Ourselves/others Events/lives Past/present different/difference Same/similar
		<u>Knowledge:</u> They know the difference between past and present events in their own lives and some reason why people's lives were different in the past (Exceeding)	<u>Skills:</u> Children can talk about past and presents events in their own lives and in the lives of their family. (ELG)		
Year					
1	Term				
	Autumn 1	<u>Topic: Memory Box</u> <ul style="list-style-type: none"> To develop awareness of the past. I can use appropriate vocabulary to describe the passing of time. I can compare life past and present. 		<u>Cross Curricular Links:</u> PSHE – Children will explain different ways family and friends care for one another.	<u>Key Vocabulary:</u> Past/present Same/similar Photo album Memory box



		<ul style="list-style-type: none"> I can recall significant memory from the past. 	English – adjectives/description/Making comparisons	Old Young Childhood Artefacts timeline
		<p>Knowledge Children understand and explain differences between their childhood and that of their parents/grandparents and beyond. Children will know that artefacts have changed over time e.g. toys, technology, etc.</p> <p>Skills: Children will use a variety of historical sources (including artefacts from their childhood) to develop a ‘Museum of Childhood’ then answer questions about the past. Children will order events on a timeline. Children will identify and label the past and present. They will compare their lives with the lives of their parents / grandparents.</p>	<p>Art – Self-portrait (on the left side of a circle draw your face as a baby and on the right as you are now.)</p> <p>DT – Make a memory box</p>	
	Autumn 2	<p>Topic: Dinosaur Planet</p> <ul style="list-style-type: none"> I can write facts about a dinosaur of choice. I can classify dinosaur eggs. I can explain what a fossil is. I can label a dinosaur. 	<p>Cross Curricular Links:</p> <p>DT – Select and use a range of resources to design and create a fossil.</p> <p>Writing – To write a fact file about dinosaurs using adjectives to describe their features.</p> <p>Reading – To read non-fiction books about Dinosaurs.</p>	<p>Key Vocabulary:</p> <p>Dinosaur eggs Carnivores Herbivores Omnivores Triceratops T – Rex Fossils</p>
			<p>Knowledge Learn about events beyond living memory that are significant nationally or globally.</p> <p>Skills: Use a range of historical artefacts to find out about the past.</p>	
	Spring 1	<p>Topic: Moon Zoom!</p> <ul style="list-style-type: none"> I can classify some items as being part of Armstrong’s mission. I can identify the significance of Neil Armstrong. 	<p>Cross Curricular Links:</p>	<p>Key Vocabulary:</p> <p>Neil Armstrong NASA</p>



		<ul style="list-style-type: none"> I can use a capital letter, finger space and a full stop. Go on a trip to the Science Museum to look at artefacts about Space. Go on a trip to the Science Museum to learn more about Space and Astronauts. 		<p>PSHE- Resilience and perseverance – overcoming obstacles</p> <p>D+T – designing and making rockets (replica)</p> <p>Maths – triangles (2-D shapes)</p> <p>Writing– To research the life of an astronaut and explore significant events.</p> <p>Reading - To read non-fiction books about Space.</p>	<p>Space suit Astronaut Solar system Travel</p>
		<p><u>Knowledge:</u></p> <p>Learning about Neil Armstrong and understanding the reasons why he became an astronaut (biography) What an astronaut does, how their training helps them to achieve their goals – Learning about significant individuals Comparing astronauts from then to now.</p>	<p><u>Skills:</u></p> <p>Use a range of historical artefacts to find out about the past.</p>		
	<p>Spring 2</p>	<p><u>Topic: Bright lights, big city: Great Fire of London (1066)</u></p> <ul style="list-style-type: none"> I can say how and where the fire started. I can say why it might have spread. I can put the events of the Great Fire of London in order from when the Fire started to when the Fire was contained and put out. I can compare how people lived during these times to the present. 		<p><u>Cross Curricular Links:</u></p> <p>Art – To create drawings of the Great Fire of London.</p> <p>Writing – To write a recount about the events of the Great Fire of London</p> <p>Maths – Timelines (chronological order)</p>	<p><u>Key Vocabulary:</u></p> <p>Past/present different/difference Same/similar Ourselves/others Events/lives old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>
		<p><u>Knowledge:</u></p> <p>To understand how London was affected by the Great Fire of London. Understand how people lived during these times and how it differs from today (compare city life) Would the fire have been so severe nowadays? Who was most affected?</p>	<p><u>Skills:</u></p> <p>Describe a significant historical event in British history.</p> <p>Order information on a timeline</p>		



		-Social classes/ poverty To know about significant events that have shaped British History				
	Summer 1	<p><u>Topic: Super Heroes</u></p> <ul style="list-style-type: none"> I can explain why a significant individual is important. I can describe the impact of a significant historical individual. I can conduct research on Rosa Parks. I can create a fact file on Rosa Parks. 	<p><u>Knowledge</u> To understand that a person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p>	<p><u>Skills:</u> Explain why a significant individual is important.</p>	<p><u>Cross Curricular Links:</u></p> <p>Writing - To write about the significance of Rosa Parks.</p> <p>Art – To draw a portrait of Rosa Parks</p>	<p><u>Key Vocabulary:</u></p> <p>Rosa Parks Mary Seacole Florence Nightingale Thomas Fowell Buxton Significant individual Role model Change Lifetime</p>
		<p><u>Topic: Splendid Skies</u></p> <ul style="list-style-type: none"> I can ask and answer questions using who, what, where, why, how and when. I can compare the weather patterns to other cities in the U.K. and other countries. I can role-play as weather reporters and use iPads to record. I know about the Great Storm of 1987 and other types of bad weather that happened in the history of U.K. 				
	Summer 2					



	<p>Knowledge</p> <p>Learn about features of their own immediate environment and how environments might vary from one another.</p>	<p>Skills:</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>Drama - role play as a weather reporter.</p>	
--	--	--	---	--

Year	Term			
2	Term			
	Autumn 1	<p>Topic: Land Ahoy</p> <ul style="list-style-type: none"> To research famous pirates in history and find out what they are famous for. I will present the historical information about my pirate in a poster. I will create a pirate fact file. I will make a time capsule recapping our learning and I will contribute a item I have made. 	<p>Cross Curricular Links:</p> <p>DT - Make a piece of treasure for the time capsule.</p> <p>Art – Draw a portrait of a famous pirate.</p> <p>Writing - To write a letter describing events.</p> <p>Geography– To research about famous pirates in history.</p>	<p>Key Vocabulary:</p> <p>Map Treasure Pirate Ship Trail X-Marks the Spot Symbol Key , Treasure Compass- North, East, South, West Landmark Aerial view Continent Africa, Asia, North America, South America, Antarctica, Oceania, ocean World Map</p>
		<p>Knowledge:</p> <p>To research significant people from the past and learn about their impact. To conduct fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p>	<p>Skills:</p> <p>Describe the impact of a significant historical individual.</p> <p>Describe what it was like to live in a different period.</p>	



	Autumn 2	<p><u>Topic: Street Detectives</u></p> <ul style="list-style-type: none"> To describe how my local area has changed over time and can talk about the history of the local area. To research how my local area has evolved over the last 50 years. To learn about significant individuals in the local community. 	<p><u>Cross Curricular Links:</u></p> <p>DT - Make a model of our local area.</p> <p>Writing - To write a recount of our trip.</p> <p>Geography– To compare our local community from now to 50 years ago.</p>	<p><u>Key Vocabulary:</u></p> <p>Map Compare Bush Hill Park Mayor School Evolve Estate Local Population Map Symbols Industrial Natural Man-made Address Council</p>
	Spring 1	<p><u>Topic: Towers, Tunnels and Turrets:</u></p> <ul style="list-style-type: none"> I can identify different types of castles I can comment on how castles have changed over time and what they are used for. I can label the different features of a castle. I will go on a historical trip to learn more about an important castle in my local area. (Tower of London) I can describe the history of the Tower of London. I will create a fact file about a famous tunnel and comment on the history behind it. 	<p><u>Cross Curricular Links:</u></p> <p>Reading- ‘the wrong kind of knight’</p> <p>Writing – To create their own version of The Wrong Kind of Knight narrative.</p> <p>Art – To create drawing of different members of the Royal family.</p>	<p><u>Key Vocabulary:</u></p> <p>Castle Arrow slit Moat Drawbridge Crenulations Tower Significant Enemies Protection</p>



		<p>Knowledge: Children know about a significant historical event and the people and places involved in their own locality. To develop an understanding about how castles have changed through different time periods.</p>	<p>Skills: Children can make labelled drawings. When children talk or write about features, events, people and themes from the past, they can include some details. Children can make some comments about why people did things, why events happened and what happened as a result.</p>		
	<p>Spring 2</p>	<p>Topic: Towers, Tunnels and Turrets:</p> <ul style="list-style-type: none"> • Design my own castle commenting on how it will protect those inside from enemies. • Look at the function of a bridge and how they are adapted for different purposes. • Research famous castles in history and how they were successful in protecting those inside. • Learn about the main methods of attacking and defending a motte and Bailey castle. • Develop an understanding of bridges and how different bridges have different functions. 	<p>Skills: Children can use past and present when describing events.</p>	<p>Cross Curricular Links: Art - Draw and label their own castle. Writing – Story retell writing using the book ‘The wrong kind of Knight’ as a stimulus</p>	<p>Key Vocabulary: Adapted Man made Natural</p>
		<p>Knowledge: Children know about an event beyond living memory that was significant nationally or globally.</p>			



Summer 1	<p><u>Topic: Bounce</u></p> <ul style="list-style-type: none"> To conduct research about Sir Isaac Newton. To understand why Sir Isaac Newton was an influential person from the past. To create a fact file about key events in his life. To order his life on a timeline. To discuss his discovery and how it impacted the world. 		<p><u>Cross Curricular Links:</u></p> <p>Art – To draw a portrait of Sir Isaac Newton.</p> <p>Geography – To research where Sir Isaac Newton was born and where he made his discovery.</p> <p>Writing – To write a speech informing the world about his discovery.</p>	<p><u>Key Vocabulary:</u></p> <p>Scientist Influential Discovery Gravity Newton Measurement Conduct Impact World</p>
	<p><u>Knowledge:</u></p> <p>Children develop an understanding of the Law of gravity. Children research the life of Sir Isaac Newton. Children have an understanding of events that happened in the past that have impacted their present and future.</p>	<p><u>Skills:</u></p> <p>Find out about people and events in other times.</p> <p>Present historical information in a simple non-chronological report, fact file, story or biography.</p> <p>Compare pictures or photographs of people or events in the past</p>		
Summer 2	<p><u>Topic: Beachcombers</u></p> <ul style="list-style-type: none"> To look at the effects of pollution over 20 years. To research methods of reducing plastic pollution. To research significant influencers that have impacted the world with their views on Pollution (Greta Thunberg). To understand the effects pollution can have on future generations. 		<p><u>Cross Curricular Links:</u></p> <p>History – To compare beaches and the level of pollution</p> <p>Science – To look at the effects of Plastic pollution on the environment.</p>	<p><u>Key Vocabulary:</u></p> <p>Water Pollution Chemical Suffocate Endanger Prevention Packaging</p>
	<p><u>Knowledge:</u></p> <p>To explore the impact of pollution on our environment.</p>	<p><u>Skills:</u></p> <p>Use a source – why, what, who, how, where to ask questions and find answers.</p>		



		<p>To have an understanding of local habitats include parks, woodland and gardens.</p> <p>Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains.</p> <p>All living things live in a habitat to which they are suited and it must provide everything they need to survive.</p>		
--	--	--	--	--

Year				
3	Term			
	Autumn 1	<p><u>Topic: The Stone Age</u></p> <ul style="list-style-type: none"> Investigate what it would be like to live in a stone age “Hunter-gatherer” Investigate Stone Age sites in the UK. 	<p><u>Cross Curricular Links:</u></p> <p>Geography – Compare historical maps to contemporary maps.</p> <p>Art – Cave Paintings</p>	<p><u>Key Vocabulary:</u></p> <p>Stone Age Tools Hunting Gathering Farming Neanderthal Homo sapien Flint Spear Tribe</p>
		<p><u>Knowledge:</u></p> <p>Children know when the Stone Age happened. Children know that people had to hunt for their food before farming. Understand the culture of Stone Age People.</p>	<p><u>Skills:</u></p> <p>Use a source – why, what, who, how, where to ask questions and find answers. Present historical information in a simple non-chronological report, fact file, story or biography.</p>	



Autumn 2	<p><u>Topic: The Neolithic Age. - Ancient Mesopotamia</u></p> <ul style="list-style-type: none"> Learn about how rivers influenced first big cities and settlements in the UK and Middle East. Learn about the first human writing. Investigate the Summer and Mesopotamian cultures. 		<p><u>Cross Curricular Links:</u></p> <p>Geography – Rivers.</p> <p>Compare with Stone Age.</p>	<p><u>Key Vocabulary:</u></p> <p>Settlements Cities Agriculture Pre-historic Population Domestication Farming Fertility Ziggurat Sumer</p>
	<p><u>Knowledge:</u></p> <p>Know that after the Stone Age, people learned to farm and settled in communities. Learn about how rivers influenced were people first settled.</p>	<p><u>Skills:</u></p> <p>Use a source – why, what, who, how, where to ask questions and find answers. Present historical information in a simple non-chronological report, fact file, story or biography.</p>		
Spring 1	<p><u>Topic: Ancient Egypt</u></p> <ul style="list-style-type: none"> To understand what Archaeology is by researching the work of Howard Carter. To know about the artefacts discovered in Tutankhamun’s tomb To use historical terminology to describe the life of Ancient Egyptians. To be able to explain what the role of an Archaeologist is. To know that Ancient Egypt grew around the River Nile. To be able to compare Ancient Egypt with the present day. 		<p><u>Cross Curricular Links:</u></p> <p>Geography – to know the location of the River Nile.</p> <p>RE – To develop an understanding of the Ancient Egyptian’s religion.</p>	<p><u>Key Vocabulary:</u></p> <p>Archaeologist Excavation Remains Artefacts Pharaohs Tutankhamun Tomb Discovery</p>
	<p><u>Knowledge:</u></p> <p>Understand the religion, government, art, beliefs and culture of Ancient Egypt. To know that the civilisation of Ancient Egypt grew from settlements around the River Nile.</p>	<p><u>Skills:</u></p> <p>Children can talk about the past with detail and make connections to other periods of history. Use a timeline.</p>		



		Understand the achievements of Ancient Egypt and their influence on the Western World.	Can point out similarities and differences between aspects of life during different time periods.		
	Spring 2	<p><u>Topic: Cradles of Civilisation (Ancient Mesopotamia)</u></p> <ul style="list-style-type: none"> To understand that the land between two rivers gave a “Cradle of Life” that gave us the first writing and recorded trade. To know that the Hindu religion started in the Indus Valley. To know that the Jewish religion started in the Middle East. Compare Ancient Egyptian and Mesopotamian Civilisations. Investigate the Ancient Chinese civilisations. 		<p><u>Cross Curricular Links:</u></p> <p>Geography- mapping Ancient Civilisations.</p> <p>RE – Knowledge of Ancient religions – Hinduism and Judaism.</p> <p>English: The epic poem “Gilgamesh”.</p>	<p><u>Key Vocabulary:</u></p> <p>Tablets Sumer River Tigris River Euphrates Mesopotamia Cuneiform Gilgamesh</p>
		<p><u>Knowledge:</u></p> <p>Understand the religion, government, art, beliefs and culture of Ancient Civilisations. Understand the achievements of Ancient Mesopotamia and their influence on the Western World.</p> <p>Know that the fertile land between the Tigris and the Euphrates provided a “Cradle of Life” were the first writing and recorded trade happened.</p>	<p><u>Skills:</u></p> <p>Children can talk about the past with detail and make connections to other periods of history. Use a timeline. Can point out similarities and differences between aspects of life during different time periods</p>		
	Summer 1	<p><u>Topic: Ancient Greece (2 Terms)</u></p> <ul style="list-style-type: none"> Introduction to Ancient Greece. Learn about Ancient Greek city states: Sparta and Athens. How/why did they form? 		<p><u>Cross Curricular Links:</u></p> <p>English – Myths and Legends</p>	<p><u>Key Vocabulary:</u></p> <p>Greece Ancient Democracy Slaves</p>



		<ul style="list-style-type: none"> • Study the Greco-Persian wars. • Study the Greek religion, democracy and empire. 			<p>Myths Parthenon Athens Sparta Citizen Acropolis Gymnasium Marathon Stadium</p>
		<p><u>Knowledge:</u></p> <p>Children know that Ancient Greece was made up of city states. They learn that the Ancient Greeks invented democracy and what that means. Study the wars they took part in.</p>	<p><u>Skills:</u></p> <p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Present historical information in a simple non-chronological report, fact file, story or biography.</p>		
	<p>Summer 2</p>	<p><u>Topic: Ancient Greece (2 Terms)</u></p> <ul style="list-style-type: none"> • Art, culture and learning in Ancient Greece. • Why did the Greeks tell so many stories? • Ancient Greek religion. 		<p><u>Cross Curricular Links:</u></p> <p>English – Myths and Legends</p>	<p><u>Key Vocabulary:</u></p> <p>Greece Ancient Democracy Slaves Myths Parthenon Athens Sparta Citizen Acropolis Gymnasium Marathon Stadium</p>
		<p><u>Knowledge:</u></p> <p>Children learn about the culture and arts of Ancient Greece. They learn about Ancient Greek religions. Study Greek poetry.</p>	<p><u>Skills:</u></p> <p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Present historical information in a simple non-chronological report, fact file, story or biography.</p>		



Year				
4	Term			
	Autumn 1	<p><u>Topic: I am Warrior! (Roman Britain)</u></p> <ul style="list-style-type: none"> To use a range of historical resources, including non-fiction books and the web, work in two opposing teams to find out about either the Celtic warriors or the Roman army and design a Roman or Celtic shield To use a range of historical and online source materials to read, research and organise a timeline showing the chronology of the Roman Empire To find out about everyday life of a Roman child, using a selection of historical source materials To find out and present about famous Roman gladiators 	<p><u>Cross Curricular Links:</u></p> <p>Writing – to write a character profile of a Roman soldier/Celtic warrior To write a setting description of a Roman building.</p>	<p><u>Key Vocabulary:</u></p> <p>Amphitheatre Aqueduct Barbarian Britannia Caledonia Cassis Celts Centurion Chariot Colosseum Emperor Forum Gaul Gladiator Gladius Invader Latin Legion Mosaic Roman Empire Roman numerals Romans Scutum Servus Taxes</p>
		<p><u>Knowledge:</u></p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain the cause and consequence of invasion and migration by the Romans into Britain. Describe the significance and impact of power struggles on Britain. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Explain the cause, consequence and impact of invasion and settlement in Britain. Explain in detail the multiple causes and effects of a significant historical event.</p>	<p><u>Skills:</u></p> <p>Children can place a number of events, objects, themes and people from topics they have studied on a timeline. Children can use some dates and historical period terms Children can identify primary and secondary sources of evidence Children use more complex historical terms to explain and present historical information. Children identify key features and events of time studied Children look for links and effects in time studied</p>	<p>Geography - To use a range of aerial images showing sites of ancient Celtic hillforts and describe what can be seen. Include descriptions of the shape, site and positioning of ruins including other geographical features nearby, such as woods and rivers.</p> <p>Art - Use clay to create a detailed 3-D forms of Roman coins/jewellery Design a Roman mosaic of a gladiator scene</p>



		Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.			
	Autumn 2	<p><u>Topic: I am Warrior! (Roman Britain)</u></p> <ul style="list-style-type: none"> To use a range of historical resources, including non-fiction books and the web, work in two opposing teams to find out about either the Celtic warriors or the Roman army and design a Roman or Celtic shield To use a range of historical and online source materials to read, research and organise a timeline showing the chronology of the Roman Empire To find out about everyday life of a Roman child, using a selection of historical source materials To find out and present about famous Roman gladiators 		<p><u>Cross Curricular Links:</u></p> <p>Writing – to write a character profile of a Roman soldier/Celtic warrior To write a setting description of a Roman building.</p> <p>Geography - To use a range of aerial images showing sites of ancient Celtic hillforts and describe what can be seen. Include descriptions of the shape, site and positioning of ruins including other geographical features nearby, such as woods and rivers.</p> <p>Art - Use clay to create a detailed 3-D forms of Roma</p>	<p><u>Key Vocabulary:</u></p> <p>Amphitheatre Aqueduct Barbarian Britannia Caledonia Cassis Celts Centurion Chariot Colosseum Emperor Forum Gaul Gladiator Gladius Invader Latin Legion Mosaic Roman Empire Roman numerals Romans Scutum Servus Taxes</p>
		<p><u>Knowledge:</u></p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain the cause and consequence of invasion and migration by the Romans into Britain. Describe the significance and impact of power struggles on Britain. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Explain the cause, consequence and impact of invasion and settlement in Britain.</p>	<p><u>Skills:</u></p> <p>Children can place a number of events, objects, themes and people from topics they have studied on a timeline. Children can use some dates and historical period terms Children can identify primary and secondary sources of evidence Children use more complex historical terms to explain and present historical information. Children identify key features and events of time studied Children look for links and effects in time studied</p>		



		<p>Explain in detail the multiple causes and effects of a significant historical event.</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p>			
	Spring 1	<p><u>Topic: 1066</u></p> <ul style="list-style-type: none"> • Construct a profile of a significant leader using a range of historical sources. • Create a picture timeline that sequences the events of the year 1066. • Describe the significance and impact of power struggles on Britain. • To understand the significance of the Bayeux Tapestry and create my own version of a tapestry 		<p><u>Cross-curricular links:</u></p> <p>Art: To sketch own version of the Bayeux Tapestry</p> <p>PSHE: To reflect on the significant events of year 4 and produce a Bayeux Tapestry of these events.</p>	<p><u>Key Vocabulary:</u></p> <p>Anglo-Saxon Claim to the throne Bayeux Tapestry Castle Castle Conflict Conqueror Invasion Monarchy Kingdom Norman Witan</p>
		<p><u>Knowledge</u></p> <p>Key changes and events of historical periods can be placed on a timeline The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>Explain in detail the multiple causes and effects of a significant historical events. Describe and explain the impact of a past society on a local settlement or community.</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p>	<p><u>Skills</u></p> <p>Children can place a number of events, objects, themes and people from topics they have studied on a timeline. Children can use some dates and historical period terms Children can identify primary and secondary sources of evidence Children can use more complex historical terms to explain and present historical information. Children can identify key features and events of time studied Children can look for links and effects in time studied</p>		



Spring 2	<p><u>Topic: Road Trip USA!</u></p> <ul style="list-style-type: none"> Use a range of source materials to find out about the Native American Iroquois tribe. 		<p><u>Cross-curricular links:</u></p> <p>Geography (driver subject) - See Geography Progression Map</p> <p>Art – to design and make a dream catcher</p>	<p><u>Key Vocabulary:</u></p>
	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To understand the characteristics of the earliest civilisations, include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> Children can describe some changes in the historical period they are studying Use more complex historical terms to explain and present historical information. Identify key features and events of time studied 		
Summer 1	<p><u>Topic: Traders and Raiders (Saxons and Vikings)</u></p> <ul style="list-style-type: none"> Find out the dates of significant events in the period of history between AD 410 and 1066. Work collectively to check dates and order to produce a timeline. Learn about Britain’s settlement by Anglo-Saxons and Scots by working in research groups and using historical source material to explore the everyday life of Anglo-Saxon settlers. Work in small groups to research in detail a particular aspect of Viking life, such as ships, weapons, life for women and children, famous Vikings, homes, farming, warriors, explorations and treasures and present findings. Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor by listening and dramatising the story of Alfred the Great’s battle against the Viking army in January AD 871. 		<p><u>Cross Curricular Links:</u></p> <p>Art - Find out about the chief Viking gods, Odin, Thor and Frey, learning about their various godly qualities and finding pictures of them. Draw pictures of a favourite deity in a sketchbook</p>	<p><u>Key Vocabulary:</u></p> <p>Angle Anglo-Saxon Britannia Conquer Dark Ages Deity Germanic Indigenous Invade Jute Kingdom Legend Longhouse</p>



		<p>Knowledge: Explain the cause, consequence and impact of invasion and settlement in Britain. Explain in detail the multiple causes and effects of a significant historical event. Construct a profile of a significant leader using a range of historical sources. Describe and explain the impact of a past society on a local settlement or community.</p>	<p>Skills: Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Use more complex historical terms to explain and present historical information. Children can place a number of events, objects, themes and people from topics they have studied on a timeline. Children can use some dates and historical period terms Children can identify primary and secondary sources of evidence Identify key features and events of time studied Look for links and effects in time studies Begin to evaluate the usefulness of different sources</p>	<p>Writing – to write a character description of King Alfred</p> <p>Reading – The Saga of Erik the Viking by Terry Jones</p>	<p>Monastery Middle Ages Offa’s Dyke Pagan Saxon Viking</p>
	<p>Summer 2</p>	<p>Topic: Blue Abyss</p> <ul style="list-style-type: none"> Find out why the 1872 Royal Navy ship, HMS <i>Challenger</i> is considered so important and how its story has contributed to modern oceanography. 		<p>Cross Curricular Links:</p>	<p>Key Vocabulary:</p>
		<p>Knowledge: Explain in detail the multiple causes and effects of a significant historical event.</p>	<p>Skills: Children can place a number of events, objects, themes and people from topics they have studied on a timeline.</p>		



Year					
5	Term				
	Autumn 1	<p><u>Topic: Off with Her Head!</u></p> <ul style="list-style-type: none"> To know when the Tudor period began and significant events that took place. To know who Henry VIII was and how he carried himself. To name and compare Henry VIII six wives. To know Henry VIII timeline and place events on it. To know how life at court occurred and how religion affected events. 	<p><u>Cross Curricular Links:</u></p> <p>Reading- Treason</p> <p>Writing- character description of Henry, letter to Henry</p> <p>Art- Henry portraits</p>	<p><u>Key Vocabulary:</u></p> <p>Annulment Christianity Church of England Divorce English Reformation Protestantism Reign Roman Catholicism Tower of London Treason Tudor War of the roses</p>	
	Autumn 2	<p><u>Topic: Off with Her Head!</u></p> <ul style="list-style-type: none"> To know when the Tudor period began and significant events that took place. To know who Henry VIII was and how he carried himself. To name and compare Henry VIII six wives. To know Henry VIII timeline and place events on it. To know how life at court occurred and how religion affected events. 	<p><u>Knowledge:</u></p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p><u>Skills:</u></p> <p>Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p>	<p><u>Cross Curricular Links:</u></p> <p>Reading- Treason</p> <p>Writing- character description of Henry, letter to Henry</p> <p>Art- Henry portraits</p>	<p><u>Key Vocabulary:</u></p> <p>Annulment Christianity Church of England Divorce English Reformation Protestantism Reign Roman Catholicism Tower of London Treason Tudor War of the roses</p>



			significant individual caused them to behave in a particular way.		
	Spring 1	<p><u>Topic : Peasants, Pestilence, and Princes</u></p> <ul style="list-style-type: none"> To understand what the peasant's revolt was and why it happened. To place the middle ages on a historic timeline of Britain. To understand the Feudal System and how it impacted people. To know the Monarchy that ruled during this time and their impact. To make inferences about how life was at this time period. To know when and how the black death happened and how it spread across Europe. 		<p><u>Cross Curricular Links:</u></p> <p>Writing : Historical fiction writing, diary entry of plague victim</p> <p>Reading : Children of Winter, historical fiction</p> <p>Art : Plague doctor sketches</p>	<p><u>Key Vocabulary :</u></p> <p>Black plague Bacteria Chivalry Feudal system Famine Merchant Noble Poll tax Buboes Peasant Pestilence Revolt Serf Villain</p>
		<p><u>Knowledge:</u></p> <p>Create an in-depth study of an aspect of British history beyond 1066. Explore and explain how the religious, political, scientific or beliefs of a significant individual caused certain behaviour. Explain why the medieval period of world history is significant.</p>	<p><u>Skills:</u></p> <p>Children use dates and historical period terms accurately. Children include good details talking and writing about the past. Sequence and make connections between periods of world history on a timeline.</p>		
	Spring 2	<p><u>Topic : Peasants, Pestilence, and Princes</u></p> <ul style="list-style-type: none"> To understand what the peasant's revolt was and why it happened. To place the middle ages on a historic timeline of Britain. To understand the Feudal System and how it impacted people. To know the Monarchy that ruled during this time and their impact. To make inferences about how life was at this time period. To know when and how the black death happened and how it spread across Europe. 		<p><u>Cross Curricular Links:</u></p> <p>Writing : Historical fiction writing, diary entry of plague victim</p> <p>Reading : Children of Winter, historical fiction</p> <p>Art : Plague doctor sketches</p>	<p><u>Key Vocabulary :</u></p> <p>Black plague Bacteria Chivalry Feudal system Famine Merchant Noble Poll tax Buboes Peasant Pestilence Revolt</p>
		<p><u>Knowledge:</u></p> <p>Create an in-depth study of an aspect of British history beyond 1066.</p>	<p><u>Skills:</u></p> <p>Children use dates and historical period terms accurately.</p>		



		<p>Explore and explain how the religious, political, scientific or beliefs of a significant individual caused certain behaviour.</p> <p>Explain why the medieval period of world history is significant.</p>	<p>Children include good details talking and writing about the past.</p> <p>Sequence and make connections between periods of world history on a timeline.</p>		<p>Serf</p> <p>Villain</p>
	Summer 1	<p><u>Topic: Fallen Fields</u></p> <ul style="list-style-type: none"> To understand the cause of WW1. To describe life in the trenches for soldiers. To explain how life was like during war for soldiers. To know what life in the trenches and on the home front was like. To understand the implications of life after the war. To understand remembrance and the importance of it. To understand the timeline of WW1. 		<p><u>Curriculum Links:</u></p> <p>Reading – Michael Morpurgo wartime books</p> <p>Writing – diary of life in trenches and on the home front</p> <p>Art – trenches, bunkers</p>	<p><u>Key Vocabulary</u></p> <p>Alliance</p> <p>Allied forces</p> <p>Armistice</p> <p>Artillery</p> <p>Central powers</p> <p>Conscription</p> <p>Home front</p> <p>Imperialism</p> <p>Kaiser</p> <p>Militarism</p> <p>Nationalism</p> <p>Propaganda</p> <p>Rationing</p> <p>Trenches</p>
		<p><u>Knowledge:</u></p> <p>Create an in-depth study of an aspect of British history beyond 1066.</p> <p>Explore and explain how the religious, political, scientific or beliefs of a significant individual caused certain behaviour.</p> <p>Explain why this period of world history is significant.</p>	<p><u>Skills:</u></p> <p>Children use dates and historical period terms accurately.</p> <p>Children include good details talking and writing about the past.</p> <p>Sequence and make connections between periods of world history on a timeline.</p>		
	Summer 2	<p><u>Topic Fallen Fields</u></p> <ul style="list-style-type: none"> To understand the cause of WW1. To describe life in the trenches for soldiers. To explain how life was like during war for soldiers. To know what life in the trenches and on the home front was like. To understand the implications of life after the war. 		<p><u>Curriculum Links:</u></p> <p>Reading – Michael Morpurgo wartime books</p>	<p><u>Key Vocabulary</u></p> <p>Alliance</p> <p>Allied forces</p> <p>Armistice</p> <p>Artillery</p> <p>Central powers</p>



		<ul style="list-style-type: none"> To understand remembrance and the importance of it. To understand the timeline of WW1. 	Writing – diary of life in trenches and on the home front Art – trenches, bunkers	Conscription Home front Imperialism Kaiser Militarism Nationalism Propaganda Rationing Trenches
		<p><u>Knowledge:</u></p> <p>Create an in-depth study of an aspect of British history beyond 1066. Explore and explain how the religious, political, scientific or beliefs of a significant individual caused certain behaviour. Explain why this period of world history is significant.</p>		

Year				
6	Term			
	Autumn 1	<p><u>Topic: A Child's War (WW2)</u></p> <ul style="list-style-type: none"> Understand the key events of WWII Identify leaders involved in the World War Understand reasons why the war began 	<p><u>Cross Curricular Links:</u></p> <p>Geography Reading (Rose Blanche, The Boy in the Striped PJs, Once) Writing (based on: Rose Blanche, The Boy in the Striped PJs, Once)</p>	<p><u>Key Vocabulary:</u></p> <p>Modern history, World War 2, events, countries, Germany, England, Japan, America, Winston Churchill, Adolf Hitler, allies, axis, evacuee, host families, separation, rations, gas mask, Blitz, war propaganda, crane, Enfield, Hertford, prisoners, war camp, Holocaust, war effort, weapons, tactics, Spitfire</p>
		<p><u>Knowledge:</u></p> <p>Study in-depth the key events of WWII and the world leaders of that time. Explore and explain the beliefs of that time and how this caused a world war. Explain why this period of world history is important.</p>	<p><u>Skills:</u></p> <p>Know and use key dates – create timelines. Recall and use key information when discussing and/or writing about the past. Explain why this war began.</p>	



Autumn 2	<p><u>Topic: A Child's War (WW2)</u></p> <ul style="list-style-type: none"> • Explain what is meant by war propaganda • Investigate the life of evacuees: Hedi, Maria and Dora • Explain why WWII is an important piece of world history 		<p><u>Cross Curricular Links:</u></p> <p>Geography Reading (about the lives of evacuees) Writing (about the lives of evacuees) Art (creating propaganda)</p>	<p><u>Key Vocabulary:</u></p> <p>Modern history, World War 2, events, countries, Germany, England, Japan, America, Winston Churchill, Adolf Hitler, allies, axis, evacuee, host families, separation, rations, gas mask, Blitz, war propaganda, crane, Enfield, Hertford, prisoners, war camp, Holocaust, war effort, weapons, tactics, Spitfire</p>
	<p><u>Knowledge:</u></p> <p>Study in-depth the key events of WWII and the world leaders of that time. Explore and explain the beliefs of that time and how this caused a world war. Investigate and describe the life of British evacuees. Explain why this period of world history is important.</p>	<p><u>Skills:</u></p> <p>Know and use key dates. Recall and use key information when discussing and/or writing about the past. Investigate evacuees and the impact the war had on their lives. Explain why this war began.</p>		
Spring 1	<p><u>Topic: The Victorians</u></p> <ul style="list-style-type: none"> • To compare Victorian school life with modern schools • Identify significant events of the Victorian era • Investigate Queen Victoria's coronation • Explore key historical events during the Victorian era 		<p><u>Cross Curricular Links:</u></p> <p>Science: Evolution (looking at Charles Darwin), inventions during 1800s.</p> <p>Writing: Newsletter article on Victorian's Day.</p> <p>Art: William Morris designs.</p> <p>Geography: Explore Queen Victoria's reign (people)</p>	<p><u>Key Vocabulary:</u></p> <p>Victorian, era, Victorian school, reign, monarch, Queen Victoria, Prince Albert, industrial revolution, steam train, penny post, the great exhibition, London underground, education act, coronation, Charles Dickens, Oliver Twist, Graham Bell (telephone), Thomas Edison (light bulb),</p>
	<p><u>Knowledge:</u></p> <p>Children can demonstrate that they know about an aspect of British History beyond 1066 (The Victorian Era); Children can describe the impact an aspect of history beyond 1066 had on Britain (1800s – Victorian Era);</p>	<p><u>Skills:</u></p> <p>When talking/writing about the past, children give overviews and detailed accounts noting connections, contrasts and trends over time; Children use a timeline to sequence events (local/national/international) and historical periods; Children use historical periods as reference points</p>		



					factory, mining, chimney sweep, British Empire, colony
	Spring 2	<p><u>Topic: The Victorians</u></p> <ul style="list-style-type: none"> Understand that life differed greatly across Victorian society Research and debate 'Children at Work' 		<p><u>Cross Curricular Links:</u></p> <p>Drama: Oliver Twist.</p> <p>Geography: Explore the British Empire and locate British Colonies</p> <p>Science: Light – reflections, camera invention etc.</p>	<p><u>Key Vocabulary:</u></p> <p>Victorian, era, Victorian school, reign, monarch, Queen Victoria, Prince Albert, industrial revolution, steam train, penny post, the great exhibition, London underground, education act, coronation, Charles Dickens, Oliver Twist, Graham Bell (telephone), Thomas Edison (light bulb), factory, mining, chimney sweep, British Empire, colony</p>
		<p><u>Knowledge:</u></p> <p>Children can name some of the achievements during the Victorian Era; Children can demonstrate that they have a more detailed knowledge of the achievements of the Victorian Era.</p>	<p><u>Skills:</u></p> <p>Children can describe and make some links between events, situations and changes within and between different periods and societies; Children can analyse and explain reasons for and results of historical events, situations and changes; Children can explain the significance of different causes and consequences; Children take account a range of information, evaluate its accuracy and usefulness; Discuss how and why different arguments and interpretations of the past have been constructed; Can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms</p>		
	Summer 1	<p><u>Topic: Frozen Kingdom</u></p> <ul style="list-style-type: none"> Study of an aspect or theme in British history: the Titanic and its significance 		<p><u>Cross Curricular Links:</u></p>	<p><u>Key Vocabulary:</u></p> <p>Antarctic Circle</p>



		<p>Knowledge: Know that civilisations, empires and societies existed in various regions Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Skills: Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p>	<p>Geography -exploring polar regions and researching ancient civilisations</p> <p>Computing – researching and recording findings and making connections</p>	<p>Arctic Circle Climate Indigenous Native North pole South pole tundra</p>
	Summer 2	<p>Topic: Frozen Kingdom</p> <ul style="list-style-type: none"> • Understand what is meant by polar exploration • Explore Ernest Shackleton's expedition 'Endurance' 		<p>Cross Curricular Links:</p> <p>Geography – identifying polar regions that have been explored</p> <p>Computing – reading and research around topic</p>	<p>Key Vocabulary:</p> <p>Ice Polar Ocean Robert Falcon Scott Ernest Shackleton Titanic Iceberg Collision Climate change Landscape Global warming Tourism</p>
		<p>Knowledge: 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.</p>	<p>Skills: Create, from memory, a timeline from dates/details/ eras showing knowledge of how to check for accuracy. Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>		